

Key Note Speakers

CLARE FURNEAUX

Clare began her career in ELT in Asia, where she taught at high school and tertiary levels, and in language schools. She then worked at the Centre for Applied Language Studies (now ISLI) at the University of Reading, UK, on a variety of EAP courses over many years, also teaching and leading MA ELT programmes on campus and by distance learning in the Department of English Language and Applied Linguistics. She supervises and conducts research into academic literacy, especially writing. Clare is a National Teaching Fellow, and Professor of Applied Linguistics at Reading, where she is also a Dean for Teaching and Learning. This latter role gives her strategic oversight for T&L across the university, with responsibility for 'the student experience' and Post-graduate taught provision, for example, and a range of academic disciplines.



Abstract

State of the Union: What Union?

English for Academic Purposes courses, providing targeted language and skills development for a wide range of 'non-native English speaker' students, have existed in a variety of contexts for around 40 years. At first these were typically add-on/support activities in pseudo-language schools run on campus separately from academic departments over the summer before the academic year started. Over time some have become more mainstream, as the skills developed by these students has been recognised as useful all year round.

This can be in terms of in-sessional support for international students alongside their programmes of study. Such support may be generic (English for General Academic Purposes) or embedded within specific disciplines (English for Specific Academic Purposes). In addition, there are places where the skills of EAP staff are recognised as useful to the wider academic community and this is where EAP has gone, or has the potential to go, mainstream.

In this talk I will discuss the above issues from the perspective of someone who started my professional life in UK as a pre-sessional teacher in one of Britain's first dedicated EAP units (the Centre for Applied Language Studies at the University of Reading) and who is now one of that university's five Deans for Teaching and Learning, responsible for 'the student experience' across the whole university and for the T&L support in 3 major Schools. Is there a Union between EAP and the wider university? If so, what is it? What could/should it be? Are we working together and learning together: at all, enough, well? Come along and see how far you agree/disagree with me!

PROFESSOR KARL MATON



Professor Karl Maton, founder and Director of the LCT Centre for Knowledge-Building at the University of Sydney, is the creator of Legitimation Code Theory, now widely used in sociology, education, linguistics and philosophy. Karl's book, *Knowledge and Knowers: Towards a realist sociology of education*, which sets out key ideas of the theory, was published by Routledge in 2013; a primer of how to use LCT in research, *Knowledge-building: Educational studies in Legitimation Code Theory*, was published by Routledge in Nov 2015. The Second International Legitimation Code Theory Conference will be held in Sydney in July 2017.

Abstract

Making Waves Together: How Legitimation Code Theory is helping students crack the codes of achievement in education

'Legitimation Code Theory' (or 'LCT') is addressing two challenges faced by English for Academic Purposes and education research more generally. The first is relating theory to practice. We are often confronted by freely-floating theory divorced from practical outcomes or empirical descriptions of practice locked into their contexts of study. A second problem is that most approaches suffer from knowledge-blindness: they either explore generic processes of learning or purport to reveal the arbitrary social power behind practices. Thus research tends to address knowing or knowers rather than knowledge itself. Yet, academic support for students requires grasping the different organizing principles of the diverse practices across the disciplinary map in which students must become adept for success.

I shall introduce a framework that both addresses similarities and differences among knowledge practices and offers a means for relating theory to practice. LCT is now being widely used to explore education at all levels, across the disciplinary map, and in a growing range of national contexts. Specifically, I discuss a dimension of LCT that is being rapidly taken up to both research and shape teaching and learning: Semantics. To introduce these concepts and illustrate their usefulness, I focus first on a major project that highlighted the significance of 'semantic waves' for cumulative knowledge-building in classrooms. I then discuss how semantic waves are being shown to be crucial for student success in terms of assessments. Finally, I show how academic literacy programmes are using these ideas from LCT to empower students by revealing the bases for achievement in different subject areas.

GLENN FULCHER

Glenn Fulcher is Professor of Education and Language Assessment and Head of School in the School of Education, University of Leicester. He has served as President of the International Language Testing Association, and is the longest serving editor of the journal *Language Testing*. His books include *Language Testing Revisited: A Philosophical and Social Inquiry*, *The Routledge Handbook of Language Testing*, *Practical Language Testing*, and *Language Testing and Assessment*. In 2014 he was awarded an HEA National Teaching Fellowship for enhancing assessment literacy, and particularly for creating innovative electronic learning resources such as those available at his website: <http://languageTesting.info>.



Abstract

Cultivating Language Assessment Literacy as Collaborative CPD

Testing and assessment related activities take up a significant proportion of a busy EAP professional's working life. We are expected to create placement, progress and programme exit tests; prepare learners for high stakes University entrance tests; and interpret test scores for decision making within our institutions. And while a sizable chunk of time is put aside for shared course and lesson planning, there is always a dearth of time for fundamental thinking and collaborative work around assessment. Perpetuating the view that "doing assessment" is an ancillary and relatively unsophisticated task is regrettable. Research into assessment literacy and the operationalisation of assessment learning opportunities has shown that co-operative learning tasks can lead to an enhanced group understanding of central learning goals. In this talk I will outline our current understanding of assessment literacy and investigate how collaborative CPD activities can enhance EAP practice in teaching and testing.

LIBOR ŠTĚPÁNEK



Libor Štěpánek is Assistant Professor in English and Director of the Masaryk University Language Centre, Brno, Czech Republic. He is an author and co-author of a number of EAP courses and publications, however, his main academic interest lies in the Creative Approach to Language Teaching (<http://eapcreatively.blogspot.cz/>) and the use of videoconferencing (VC). Since his first VC course with Aberystwyth University in 2004, Libor has been involved in VC experiments and extensive research. Today, he trains teachers in the use of videoconferencing and the Masaryk University Language Centre offers VC simulations of international law trials, business negotiations, courses on intercultural communication and global team work, thus connecting its students to the UK, Europe and the rest of the world on a weekly basis.

Abstract

Creative EAP: Changing the dynamics of teaching

Current societal changes throughout the world are affecting the way we think, learn and teach. Individual sectors of Higher Education reflect those changes in diverse ways. Different universities adopt innovative pedagogies, methodologies and educational styles, which impact EAP significantly and require EAP practitioners to implement corresponding changes into their everyday teaching practice.

Students today are expected not only to acquire appropriate language competencies that would enable them communicate competently in their discipline, but also to learn a whole range of extra-linguistic competencies, from intercultural communication skills to team work, creative thinking or autonomous decision-making strategies.

In this paper, I will introduce some theories and approaches that allow for flexible implementation of a wide range of linguistic and extra-linguistic competencies into EAP courses. I will present strategies that encourage students to become more responsible, creative and autonomous co-authors of their own learning. And I will also show some practical examples of activities that link local and international academic setting, combine authentic and adapted materials or situations, blend synchronous and asynchronous modes of communication, and demonstrate how creative teaching may help learners deal with a wider variety of complex challenges they may face in the future more effectively.

Panel Discussions Sunday 9-10

We will be collecting questions for the panel during the Friday and Saturday. You will be able to submit questions on paper at the registration desk in the foyer or online using the links below:

Assessment Panel Discussion – (Anson Room 350)

Glenn Fulcher, John Slaght and Marian Crandall. Chaired by Diane Schmitt.

http://www.padlet.com/BALEAP_2017/Assessment

Management Panel Discussion - (Carpenter 100)

Clare Furneaux, Melinda Whong and Gavin Dodsworth. Chaired by Maggie Ward Goodbody.

http://www.padlet.com/BALEAP_2017/Management

TEL Panel Discussion - (Winston 208)

Libor Štěpánek et al. Chaired by David Read.

http://www.padlet.com/BALEAP_2017/TEL

Research Panel Discussion – (Anson Room 110)

Karl Maton, John Swales and Mike McCarthy. Chaired by John Wrigglesworth.

http://www.padlet.com/BALEAP_2017/Research

You may also come along and raise questions from the floor. It is hoped that these panel discussions will be the beginning of a Special Interest Group (SIG) structure for BALEAP.

Concurrent Sessions – Friday

SESSION 1 FRIDAY 3:10-3:40

SESSION 1A

INTERPRETATIONS AND IMPLICATIONS OF RESEARCH FINDINGS ON CONTRASTIVE CHINESE-ENGLISH ACADEMIC WRITING IN ENGLISH

Sheena Gardner and Chao Han

Summary

Following a meta-analysis of studies and gaps in research that compares the writing of Chinese and English speakers using the BAWE corpus of university student writing, the specific findings will be examined to explore a) how they are interpreted, and b) implications for teaching EAP.

Bios

Sheena GARDNER is Professor of Applied Linguistics in the School of Humanities, Coventry University, where she teaches postgraduate courses in TEAP. Her research and supervision centre on academic genres and registers in the BAWE corpus of university student writing, and transfer of learning from EAP to Disciplinary contexts.

Chao HAN (MSc TESOL, University of Bristol) is a 3rd year PhD student supervised by Sheena Gardner and Hilary Nesi at Coventry University. He created the Han CH-EN corpus, a matched Chinese-English subset of the BAWE corpus, to investigate transition markers as meta-discourse in academic writing and EAP.

SESSION 1B

ESSAYS WITH BENEFITS: UNDERGRADUATE COLLABORATIVE WRITING

Peter Levrai and Averil Bolster

Summary

We will examine how collaborative writing in the form of a group essay is used in an undergraduate EAP programme. We will describe the pitfalls and benefits of group essay writing and share a framework to scaffold the writing process for students who are novices in essay writing and teamwork.

Bios

Peter Levrai has been teaching EFL/ESL since 1995 in a wide variety of contexts, including business, technical, exam preparation and EAP. He is currently working in the University of Macau and has a keen interest in developing bespoke training materials and courses to meet specific needs.

With a teaching career of over 20 years, Averil Bolster has worked in many different contexts, from language schools to corporations to universities and has also delivered management training for the IDLTM and DELTA. At present she is working responsible for developing the EAP programme in the University of Macau.

SESSION 1C

IMPROVING THE QUALITY AND CONSISTENCY OF EAP ASSESSMENT THROUGH INTER-UNIVERSITY COLLABORATION

Samuel Barclay

Summary

This presentation discusses the attempts of a department to meet the standards of good practice for language testing. It introduces an academic reading test and describes how inter-university collaboration helped the design. This presentation also calls for greater collaboration between universities to ensure that in-house tests are fit for purpose.

Bio

Samuel Barclay is a lecturer at Nottingham Trent University where he is a member of the PEAP management team. His research interests include second language vocabulary acquisition and instruction, and curriculum and assessment design.

SESSION 1D

'THERE'S A DISEASE, AND IT'S CALLED GOLDSMITHS'

Gary Riley-Jones

Summary

Contextualising language through subject-specific texts remains relatively uncommon. The result is a lack of engagement with the epistemologies of the disciplines, compounded by lack of awareness of our epistemological foundations. Focusing on 'critical thinking', I discuss this position, how criticality is understood within Goldsmiths' Art Department, and implications for EAP.

Bio

Gary is a Senior Lecturer in EAP at Goldsmiths, and an EdD student at UCL Institute of Education. His thesis is concerned with what it means to be critical in Fine Art and how students, and especially international students, respond to this understanding of criticality within the context of EAP.

SESSION 1E

'JOB TALK' – DESIGNING A MODULE TO HELP INTERNATIONAL STUDENTS RESPOND EFFECTIVELY TO THE DEMANDS OF CURRENT RECRUITMENT METHODS

Adam Wattam and Hansa Bissoondeal

Summary

At Essex, through collaboration with Employability colleagues and a Maths & Statistics tutor, we have devised a module that aims to enhance the job-seeking skills and opportunities of international students. This paper outlines how we incorporated behavioural competencies, numeracy testing and effective CV and personal statement writing in our module.

Bios

Adam is a Tutor in EAP and Academic Skills at the University of Essex. He has a particular interest in materials design and language testing. Previous experience includes teaching and teaching centre management in various British Council centres overseas.

Hansa delivers 1:1 support and teaches numeracy for academic study modules at Essex. She also runs numerical test workshops with the Employability and Careers Centre. Before joining the Talent Development Centre, Hansa was a Lecturer in Economics at the Universities of Essex and Mauritius.

SESSION 1F (BALEAP DISSERTATION AWARD WINNER)

CRITICAL THINKING AND EAP WRITING

Eilidh Webster

Summary

This study investigated how EAP students and teachers perceive critical thinking and which instructional practices appear to be effective in teaching critical thinking and writing through conducting a meta-synthesis of previous empirical research. The findings point to the importance of content-based instruction and collaborative practices in teaching critical thinking.

Bio

Eilidh Webster is an Academic English tutor at Holland International Study Centre, based in Amsterdam. She holds an MEd in TESOL from the University of Glasgow. Academic interests include critical thinking and incorporating technology into the classroom.

SESSION 1G

THE USES OF LITERATURE IN THREE ACADEMIC DISCIPLINES

Ted Colclough, Anna Fox and Jeni Driscoll

Summary

A report on collaborations with academics in Finance, Engineering and Architecture and examination of published texts undertaken to explore disciplinary differences in the uses of literature in academic writing. Consideration will be given to how the findings can be used to inform the development of more nuanced discipline-specific EAP materials.

Bios

Ted Colclough is In-sessional English (ISE) Director at the English Language Centre, University of Liverpool. Anna Fox is In-sessional English Coordinator and Jeni Driscoll an In-sessional tutor. All three have been centrally involved in the introduction and development of discipline specific ISE at Liverpool since 2002.

SESSION 1H

JUST ASK: BUILDING BRIDGES BETWEEN STUDENTS AND THE UNIVERSITY OF BRISTOL

Just Ask team

Summary

Just Ask is a friendly, informal one-stop shop for students at the University of Bristol, which “translates” university regulations to make them more accessible to students. Just Ask provides advice and information on academic issues such as plagiarism, appeals, complaints, changing courses and extenuating circumstances (among others). This presentation will look at similarities and differences between questions asked by home and international students and examine Just Ask’s role in building bridges between students and the university.

SESSION 1I (WORKSHOP – DOUBLE SESSION)

ETHOS FOR EAP: THE PHD ABSTRACTS COLLECTIONS IN FLAX WITH THE BRITISH LIBRARY ELECTRONIC THESIS ONLINE SERVICE

Alannah Fitzgerald, Chris Mansfield and Shaoqun Wu

Summary

This workshop will showcase the PhD Abstracts Collections from the FLAX project (Flexible Language Acquisition flax.nzdl.org) and the Electronic Theses Online Service (ETHOS) at the British Library. These collections were developed for uptake in English for Specific Academic Purposes programmes and evaluated by learners at Queen Mary University of London.

Wi-fi enabled devices suggested.

Bios

Alannah Fitzgerald is an open education practitioner and researcher. She is responsible for co-creating and investigating academic English language corpora in FLAX: the Law Collections, the BAWE Collections and the PhD Abstracts Collections. Her research interests include Open Education, Open Access, Open Data-Driven Learning, Non-Formal (MOOCs) and Informal Online Learning

Chris Mansfield is an English language and academic writing tutor at Queen Mary University of London. He teaches English for both general and specific academic purposes (EGAP and ESAP) and is involved in the design and provision of literacy support and development for QMUL students. Chris has worked at QMUL for ten years and has also worked on academic literacy and writing development in English with students and researchers from SOAS; UCL; Middlesex University; The University of the Arts London; Freie Universität, Berlin and Akademie Ved (the Czech Academy of Sciences), Prague.

Shaoqun Wu is a lecturer with the Computer Science Department at the University of Waikato in New Zealand, and is the main researcher of the FLAX language project. Her research interests include Computer Assisted Language Learning, Supporting Language Learning in MOOCs, Digital Libraries, Natural Language Processing and Computer Science education.

SESSION 1J (WORKSHOP – DOUBLE SESSION)

A STUDENT MAGAZINE PROJECT: A KEY FOR MANY DOORS.

Jane Sjoberg and Sean Gardner

Summary

Magazine projects can enrich the international student experience, but their greatest value may lie elsewhere. Drawing on the experience of former and current students, this workshop will illustrate the benefits of a collaborative magazine project in terms learner autonomy and transferable skills and guide participants towards setting up a magazine project in their own context.

Bios

With over 50 years' teaching experience between them, Jane Sjoberg and Sean Gardner teach and develop materials in EAP from foundation to postgraduate levels at the University of Birmingham's International Academy.

SESSION 2

SESSION 2A

CONSTRUCTING EAP AND ITS PRACTITIONERS: VOICES FROM DIFFERENT COMMUNITIES OF PRACTICES

Dr Ian Bruce

Summary

This presentation reports a study that considers how the discipline of EAP has been portrayed in various discourses, including by related Communities of Practice on which EAP draws. The findings suggest a need to move beyond derivative definitions and articulate the contemporary identity and role of EAP.

Bio

Dr Ian Bruce is Senior Lecturer in Applied Linguistics at the University of Waikato, Hamilton, New Zealand. His research relates to the development and application of genre theory to EAP courses, and in particular to academic writing instruction.

SESSION 2B

TALKING MOVIES: AN INTERMEDIARY COMMUNITY OF PRACTICE

Jane Bottomley

Summary

This paper will present student perceptions of the extent to which seminar participation oriented around the subject of film has enhanced communication and language skills, improved confidence, and cultivated intellectual and social development, and thus how far it has functioned as an intermediary community of practice which fosters participation in wider academic life and beyond.

Bio

Jane Bottomley is a Senior Language Tutor at the University of Manchester. She is involved in EAP provision across the university and co-ordinates a programme of content-based English-language modules. She has a keen interest in the use of film to develop language, cultural awareness, and academic skills. She is a BALEAP Senior Fellow.

SESSION 2C

FAIRNESS AS A CONSIDERATION IN DEVELOPING EL ASSESSMENTS

Marian Crandall

Summary

There are so many variables to be considered in developing assessments that it is not surprising that one of the most important considerations, fairness, is sometimes overlooked. In this session, we'll identify basic principles of fairness, and discuss the challenges of following those principles in the ESL/EFL assessment context.

Bio

Marian N. Crandall is an Associate Director, Global Client Relations, at ETS. Previously, she worked as an ESL instructor and as an assessment specialist in the English Language Learning division of ETS.

SESSION 2D

'AT YOUR SERVICE'? CAN COLLABORATION BETWEEN UK EAP AND SUBJECT TEACHERS OBTAIN RAIMES' SO-CALLED 'BUTLER STANCE'?

Jonathan Smart

Summary

This paper will present theories and arguments in favour of collaboration between EAP and subject teachers, examining examples of existing partnerships and what makes them successful. To what extent, if any, can collaboration enhance the professional status of the EAP teacher and counter any perception of EAP as a remedial exercise?

Bio

Studying by distance learning for an M.A. in Teaching English for Academic Purposes with the University of Nottingham. New to the profession, with much to learn, I find myself both excited and intrigued by many facets, but especially issues of status and collaboration in EAP.

SESSION 2E

INVESTIGATING STUDENT AWARENESS OF HEDGING IN CONTEXT

Benet Vincent and Aleksander Trklja

Summary

This paper reports on a study that seeks to investigate what EAP students at a UK university understand by hedging and how this understanding matches practitioners' and researchers' perspectives by considering differences in the interpretation of hedging devices in context.

Bios

Benet Vincent is a lecturer in Academic English at Coventry University and has extensive experience in teaching EAP in the UK and in Turkey. His research interests include corpus linguistics, EAP and writing in a second language.

Aleksandar Trklja is a research fellow at the University of Birmingham. He currently works on an ERC-funded project 'Law and Language at the European Court of Justice'. His research interest includes application of corpus linguistics methods to the study of lexico-grammatical and discourse-related/discursive issues.

SESSION 2F

WHAT CAN CORPUS-BASED RESEARCH TELL TEACHERS? A CASE-STUDY ON THE CITATION SKILLS OF CHINESE L1 SPEAKERS AT NOVICE LEVEL IN U.K. ACADEMIA.

Ian Johnson

Summary

This session draws upon a corpus-based study to quantify difficulties in citing others' works among a sample of 180 Chinese students entering U.K. based, EL2-instructed Higher Education. Based on findings, I consider implications for teachers and put forward tangible activities to assist development of the citation skill, linguistically and rhetorically.

Bio

Learning Development Tutor within the University of Portsmouth's School of Education and Childhood Studies and EAP Pre-Sessional tutor. I am interested in the harmony between insights from EAP and Academic Literacies for the writing development of native and non-native speakers alike, and a believer in discipline-embedded approaches.

SESSION 2G

PROFESSIONAL AND PERSONAL LEARNING CURVES IN CROSS-CULTURAL COLLABORATIONS

Sofia Di Giallonardo

Summary

This presentation reports on a successful transnational education (TNE) collaboration between Nankai University and the University of Glasgow. Reflections are explored on the realities and complexities entailed in establishing collaborative relationships, from the pragmatic and logistical to assumptions around the notions of collaboration and joint ownership.

Bio

Sofia Di Giallonardo (BEd (Art Education); MEd (TESOL); RSA Dip TESL FACE) has worked in EFL university contexts since 1985, but has predominately focused on EAP since joining the English for Academic Studies unit at the University of Glasgow in 2006. Her interests lie in EAP course and materials design, teacher training, EAP teacher identity and Peer Observation of Teaching.

SESSION 2H

ENGAGING WITH THE LOCAL COMMUNITY: STUDENT EXPERIENCES OF VOLUNTARY WORK

Blair Matthews, Danish Mohd, Ghadir Raslan and Jae Mun

Summary

Research on the experiences of international students repeatedly show the boundaries between the host and the international community. In an attempt to bridge the gap between the home and host countries, we have encouraged students to take up voluntary work as a supplement to their studies. This talk shows a series of case studies of international students who have engaged in voluntary work with the local community.

Bio

Blair Matthews is a tutor at the University of Bristol.

Danish Mohd, Ghadir Raslan and Jae Mun are students on the International Graduate Programme at the University of Bristol.

SESSION 3

SESSION 3A

USING TECHNOLOGY TO PROVIDE LANGUAGE SUPPORT FOR DISTANCE STUDENTS

David Read

Summary

As the number of distance learners increases, so does the need for a more flexible type of language support. This talk will outline various technology-enhanced techniques for providing these learners with appropriate writing support, online seminars and self-study materials.

Bio

David Read is the Director of Technology-Enhanced Learning at the ELTC, University of Sheffield. He has been an EFL/EAP teacher, teacher trainer and learning technologist for over 20 years and has worked in 14 countries, including Morocco, Lithuania, Costa Rica and Kyrgyzstan.

SESSION 3B

INTERNATIONAL STUDENTS AS CURRICULUM ADVISERS FOR ACADEMIC WRITING COURSES: DEVELOPING AND IMPLEMENTING STAFF-STUDENT PARTNERSHIPS

Terri Edwards and Tamara Barakat

Summary

International student expertise in terms of disciplinary knowledge is currently undervalued and underutilised in the academy. A UKCISA-funded pilot project at Durham University has been exploring ways of creating effective staff-student partnerships so that international students can actively contribute to improving academic writing course provision by acting as Curriculum Advisers.

Bios

Terri Edwards is a Teaching Fellow at Durham University English Language Centre (DUELC) where she has worked since 2007. She is currently studying for an EdD at Durham, and working on a UKCISA-funded pilot project for developing staff-student partnerships in order to improve EAP curriculum design.

Tamara Barakat is a Durham University Master's student from Palestine, doing Translation Studies.

SESSION 3C

USE OF THE CEFR IN HIGHER EDUCATION: DEVELOPING DESCRIPTORS OF ACADEMIC ENGLISH

Dr Veronica Benigno

Summary

This paper reports on a project to extend the CEFR to meet the needs of learners of academic English. Descriptors of academic English were created in collaboration with thousands of teachers worldwide and aligned to the Global Scale of English, a granular scale of English proficiency aligned to the CEFR.

Bio

Research Manager at Pearson, Dr Veronica Benigno conducts corpus-based research on vocabulary and is responsible for the research and validation agenda in support of teaching and assessment products. She previously worked as a lexicographer, as a teacher of Italian, English, and French, and in the field of natural language processing.

SESSION 3E

SCAFFOLDING ACADEMIC LITERACIES WITH UNDERGRADUATES WITH LOW ENGLISH-LANGUAGE PROFICIENCIES

Simon Green

Summary

This paper reports the way teaching and learning were organised, and emergent academic literacies scaffolded, on a collaborative teacher education programme, using an integrated content-literacy model, to meet the needs of international students with English language proficiencies markedly below the CEFR B2 level required by British universities.

Bio

I currently teach and research at the University of Leeds, but have spent the bulk of my career in the Middle and Far East, Africa, and Europe working for the British Council, and the UK or foreign governments, in the areas of teacher education, EAP and academic literacies.

SESSION 3F

EXPERIENCES OF STUDENT CO-AUTHORSHIP AND REVIEW IN CREATING AN INCLUSIVE AND RELEVANT STUDY SKILLS SERVICE

Dr Simon Gamble

Summary

This paper explores the on-going process of creating an inclusive and accessible Study Skills service at the University of Bristol. This blended learning style service is being co-created and co-authored by a diverse range of students at the University and the involvement of international students in this process will be examined.

Bio

Simon Gamble is currently the Study Skills Developer for the new study skills service at University of Bristol. He previously managed the Learning Support service for the Faculty of Science at University of Portsmouth, and has also worked as a cancer research scientist at Brunel University and Imperial College London.

SESSION 3G

TO ESAP OR NOT?

France Barth, Sophie Acomat and Helen McKenna

Summary

This study reports on the challenges in developing a set of online learning units designed to support the needs of accountancy students. It has involved working with different stakeholders including accountancy professionals, EAP specialists, instructional designers and other teaching professionals. The process of development has raised questions around how specific the EAP materials should be.

Bios

France is a module leader at BPP University where she is currently writing online material. She has been working in the field of English Language Teaching for the last 15 years in Japan, Slovakia and the UK as a teacher, manager and material developer. Her areas of interests are online learning, teaching and material writing.

Sophie has five years' experience as an instructional designer in Higher Education and 15 years' experience in teaching, teacher training, content design and academic leadership. She has worked in Spain, France and the UK. She's currently working at BPP University as an online materials writer.

SESSION 3H

COMPLEMENTARY AND ABUNDANT: BI-DIRECTIONAL EAP TEACHING AND LEARNING

Abby Wang and Ying Wan

Summary

This presentation will introduce a collaborative study conducted by a teacher and a student. Later this student became an English teacher, providing bi-directional perspectives on the influence a complementary EAP teaching process had in improving her EAP experience.

Bios

Abby Wang is a PhD candidate studying at the University of York. She is also a pre-sessional teacher and an IELTS marker. She possesses an MA certificate in TESOL, a CELTA certificate and an Engineering degree.

Ying Wan (Lynn) was a postgraduate TESOL student at the University of York and then returned to China to teach English.

SESSION 3I (WORKSHOP)

ACTIVE READING – A COLLABORATIVE APPROACH

Ella Cooper

Summary

This workshop aims to present literature based research in combination with teaching practice, to explore the ways in which practitioners within EAP can work in collaboration with students to enhance and improve active reading skills. Tasks will be explored to allow for discussion and further ideas development within this area.

Bio

Ella Cooper is an EAP tutor in the English Language Teaching Unit (ELTU) at the University of Leicester.

SESSION 3J (WORKSHOP)

ENABLING ALL TEACHING STAFF TO DELIVER OUTSTANDING COURSE PROGRAMMES

Katherine High and Hermione Ruck Keane

Summary

This practical workshop, building on the findings of an action research study, will explore effective strategies to facilitate dialogue between EAP practitioners and academics in order to promote outstanding teaching and learning.

Bios

Katherine is an EAP Tutor at CELFS, University of Bristol and currently teaches on the International Foundation Programme and on in-sessional courses. She has a background in designing, delivering and managing training in the legal sector in addition to 9 years EFL/EAP teaching experience.

Hermione is an Associate Lecturer teaching on the MA Education: Creative Arts and Primary PGCE programmes at the University of Exeter. She is currently researching a PhD in Sociology of Music with Professor Lucy Green at the UCL Institute of Education.

Concurrent Sessions – Saturday

SESSION 4

SESSION 4A

DESIGNING, DEVELOPING AND TRIALLING A UNIVERSITY-WIDE ACADEMIC SKILLS DIAGNOSTIC

Liz Austin

Summary

Reporting on the process of designing, developing and trialling a new online academic skills diagnostic, this paper focuses on the complex and sometimes challenging process of 'bottom-up' and 'top-down' consultations with collaborators across the University. We also report on focus-group feedback following the first large-scale trialling.

Bio

Liz has worked for a number of years as a senior lecturer in EAP and Academic Literacy. She is currently Head of Taught Programmes for the University's new Talent Development Centre. Her main role is to lead and expand the TDC's in-sessional academic skills and English language provision. Her main interests are the common issues and areas of overlap between the two.

SESSION 4B

ACADEMIC SKILLS FOR MA – DEVELOPING A STUDENT-DRIVEN, SUBJECT SPECIFIC, EAP SUPPORT PROGRAMME FOR PG STUDENTS.

Zoe Gazeley-Eke

Summary

This session will discuss an ongoing action research project at Coventry University on the development of an Academic Skills for MA support programme for International postgraduate students in the School of Humanities. This student driven programme aims to support international students in their transition to MA level study within a new academic culture by building links between students, EAP lecturers, subject specialists and researchers.

Bio

Zoe Gazeley-Eke has taught English in Mexico, Russia, Japan, China and Saudi Arabia. She is currently a lecturer in Academic English at Coventry University where her main teaching is on Academic English courses and the MA in English Language Teaching. Her research interests are in digital materials development, academic student support, and teacher training.

SESSION 4C

BREAKING DOWN BARRIERS: INCREASING STUDENT ENGAGEMENT IN WRITING FEEDBACK THROUGH INTER-MODULE AND INTERNATIONAL COLLABORATION.

Carla Grimley and Laura Manzie

Summary

This paper describes an attempt to increase EAP student engagement with written corrective feedback by reducing cognitive load. A project undertaken in two tertiary institutions (one on the UK, and the other in Beijing) involved multiple tutors using a scaffolded and staged, collaborative feedback process.

Bios

Carla Grimley is an experienced EAP practitioner and HEA Associate Fellow, who has been researching the fields of coherence and written corrective feedback (with its impact on student cognitive load) for the past two years. She is also studying on the Nottingham Applied Linguistics and ELT MA.

Laura Manzie has considerable experience in Academic English syllabus and materials design across various Asian and British contexts. She was responsible for managing and delivering a pilot transnational pre-session programme at a Chinese University and has an emerging research interest in the role of technology in facilitating cross-cultural collaboration.

SESSION 4D

FACILITATING PARTICIPATION IN HE: NEW PATHWAYS FOR ASYLUM-SEEKERS AND REFUGEES

Carol Irvine

Summary

This talk describes a project launched at the University of Glasgow to provide EAP support for local refugees, by providing free places on the Pre-Sessional course. It recounts their positive experiences in doing the course, and highlights the importance of collaboration with FE and the voluntary sector to achieve this.

Bio

I began my teaching career in community-based ESOL in 1977, and have worked continuously in EFL/EAP at the University of Glasgow since 1999. I have also worked overseas in Chile, Poland, Kazakhstan, Egypt and Siberia. My main interests lie in widening participation in HE and in building international links.

SESSION 4E

WHAT AN AUTHENTIC, COLLABORATIVE, EAP WRITING TASK REVEALS ABOUT PRE-SESSIONAL STUDENTS' SOURCE USE: LESSONS FOR SCAFFOLDING ACADEMIC WRITING

Jane Nolan

Summary

This session will outline the outcome from a collaborative, EAP writing task as students attempt to use authentic, academic texts to write a critical evaluation of a concept. Transcribing the group interaction made visible the processes involved in making linguistic choices while paraphrasing and referencing sources to co-construct their texts.

Bio

Jane Nolan is Senior Lecturer at Leeds Beckett University where she is Pre-Sessional Course Leader and teaches on the MA ELT.

SESSION 4F

TAKING EAP STUDENTS TO ANOTHER DIMENSION....PAY CLOSE ATTENTION: A COLLABORATIVE ONLINE INTERNATIONAL LEARNING PROJECT.

Andrew Preshous, Dr Nicole Keng and An Ostyn

Summary

This session reports on an OIL (Online International Learning) project which raised intercultural awareness and developed the business communication skills of international students. Involving collaboration between Coventry University, VIVES University College, Belgium and Vaasa University, Finland, small student groups established online links, then delivered and responded to product pitch presentations.

Bios

Andrew Preshous has taught English in Greece, Poland, Hong Kong, Malaysia and the UK. At Coventry University he specialises in EAP, teacher training and Business English. His current interests include subject specific materials design and collaborative learning projects. He is a CELTA teacher trainer and is co-author of IELTS Foundation.

Dr Nicole Keng has a wealth of experience teaching EAP in both UK and Chinese universities. She is now a lecturer in English at the University of Vaasa, Finland. Research interests include Computer Assisted Language Learning, Corpus Linguistics, and using corpora in language teaching and learning.

An Ostyn is an experienced lecturer in Corporate Communications and Business English at VIVES University College (Kortrijk, Belgium). She is the editor of a research newsletter at VIVES and a regular presenter at VIVES events, seminars and conferences.

SESSION 4G

DEVELOPING ACADEMIC LITERACY: A TEAM TEACHING APPROACH WITH HEALTH AND HUMAN SCIENCES

Caroline Hawthorne and Dr Camille Cronin

Summary

This paper reports on collaboration with a Health and Human Sciences lecturer at Essex. Focusing on a team teaching approach to academic literacy support, it considers the mechanics of the collaborative process, its impact on student learning, and the developmental value of the professional partnership.

Bios

Caroline is an academic skills tutor at the University of Essex. She contributes to a range of UG and PG modules, working with both home and international students. Previous experience includes teaching English in Slovakia, and delivering teacher training in a Further Education context.

Dr Camille Cronin is a Senior Lecturer and is Subject Lead for Foundations in Health. Her nursing career spans clinical practice, clinical and academic research, and healthcare management. Her research interests include lifelong learning, workplace learning and workforce issues including the role of the assistant practitioner and qualitative methodologies.

SESSION 4H

STATE OF THE UNION: EVALUATING THE CURRENT AND ENVISIONING THE FUTURE KNOWLEDGE BASE OF EAP

Dr Ian Bruce and Dr Alex Ding

Summary

EAP has a growing research and pedagogic literature that constitutes the knowledge base of the field. In the first part of this presentation, we provide a critical overview of the state of this current knowledge base, and in the second part, we consider areas for its future extension and development.

Bios

Dr Ian Bruce is Senior Lecturer in Applied Linguistics at the University of Waikato, Hamilton, New Zealand. His research relates to the application of genre theory to EAP courses, and in particular to academic writing instruction.

Dr Alex Ding is Lecturer in EAP and Director of the Centre for Excellence in Language Teaching at the University of Leeds. His research interests relate to practitioner identity and agency and how they relate to knowledge and structure.

SESSION 5

SESSION 5A

WHAT CAN WE DO WITH CORPUS-BASED INFORMATION ABOUT ACADEMIC SPEAKING?

Michael McCarthy

Summary

Recent developments in spoken corpus analysis have generated a lot of quantitative statistical information about academic speaking. However, successfully exploiting such information to inform EAP materials calls for not only qualitative interpretation but a collaborative enterprise between corpus linguists and classroom practitioners. This workshop offers hands-on opportunities for such cooperation.

Bio

Michael McCarthy is Emeritus Professor of Applied Linguistics, University of Nottingham, UK, Adjunct Professor of Applied Linguistics, University of Limerick, Ireland and Visiting Professor, Newcastle University, UK. His special interest is corpus linguistics. He is (co-)author/editor of 50 books, including Academic Vocabulary in Use, and over 100 academic articles.

SESSION 5B

CAN STUDENTS DESIGN THEIR OWN LEXICAL CURRICULUM?

Mike Groves

Summary

This presentation will question whether a prescriptive, discipline specific approach is most effective when equipping students to be effective academic actors in their field. Instead it will suggest that teachers and syllabi can equip students with effective problem solving skills and vision in the language of their discipline.

Bio

Mike Groves is the Manager of the EAP side of the Foundation Pathways at the University of Birmingham. He has a wide, international range of experience with EAP and the wider world of ELT.

SESSION 5C

UNEVEN LANGUAGE PROFICIENCY: HOW SPIKY CAN A SPIKY PROFILE BE?

Karen Smith

Summary

Language proficiency is assessed across the 4 skills, and the term 'spiky-profile' often used to describe uneven performance in one or more of these skills. Using test data from the Test of English Language Level, designed by the University of Central Lancashire's examinations project, such 'spiky profiles' have been investigated.

Bio

Karen is an EAP Lecturer with two decades of teaching experience. She has taught abroad and in FE. At UCLAN she teaches on the BA and MA TESOL degrees and runs the University's award-winning student support unit which develops students' academic literacy and other related study skills.

SESSION 5D

ROUTES, REALITIES AND REWARDS: A COLLABORATIVE EXPLORATION OF EAP TEACHER OBSERVATION AND DEVELOPMENT

Mary Forbes, Sarah Butler and Conrad Heyns

Summary

The increasing number of routes into EAP teaching mean assumptions previously made about a shared language with which to discuss best practice in EAP may not be valid. A cross-institution collaborative project was launched to explore the issues using the observation process as the core of the solution.

Bio

Mary Forbes is the Director of Pre-sessional English Courses for CU Services in Coventry and has previously worked in other UK HE institutions as well as Japan and Egypt.

Sarah Butler is an Associate Director of Pre-sessional English Courses for CU Services in Coventry, having previously work in HE and EFL in a number of countries including China, Oman and Thailand.

Conrad Heyns is the Deputy Director of the Language Centre at the University of the Arts, London and has extensive international experience as a teacher, course leader and teacher trainer.

SESSION 5E

ACADEMIC LITERACY IN A POOL OF ACADEMIC LITERACIES? INTERCULTURAL NEEDS OF STUDENTS AND THE ROLE OF EAP TEACHERS

Frank Lauterbach and Anna Grynchuk

Summary

EAP teachers at German universities have to re-negotiate the academic purposes of English according to the intercultural complexity of their students' needs and adjust their curricula accordingly. We suggest an approach to teaching that focuses on choices to improve academic English literacy without students giving up their respective native literacies.

Bio

Frank Lauterbach is manager of english+, an English-language programme for junior researchers at Carl von Ossietzky University Oldenburg. In addition, he regularly teaches academic writing and presenting to post-graduate research students at various places of tertiary education in Germany and Europe.

Anna Grynchuk is manager of English courses at the ISSK (international student language centre) at Johannes Gutenberg University Mainz. She had been teaching previously at various language centres and universities in Germany, including the Universities of Oldenburg and Bremen and the University of Applied Sciences in Bremen.

SESSION 5F

TEACHING HOME STUDENTS: TEACHERS' ATTITUDES TO A NEW CHALLENGE

Mick Kavanagh

Summary

Supporting home students may blur the lines between EAP and Academic Skills/Literacy. This paper will report on a set of interviews intended to reveal the thoughts and understandings of teachers who do such work. In themselves, such views are of interest; set against 'traditional' EAP, this interest may be amplified.

Bio

Mick is Senior Tutor in EAP and Academic Skills at the University of Essex; he contributes to several UG and PG modules and to liaison with university departments. Previous experience includes teaching English and teacher education in China, and EAP teaching and course directing at the University of Nottingham.

SESSION 5G

THE HARD JOB OF TRYING TO PLEASE EVERYBODY – PUTTING THE S INTO EGAP

Nathalie Vermeire and Tom Rewhorn

Summary

This paper describes the collaboration between students and academics which helped develop five modular courses of four two-hour weekly sessions embedded into the summer Pre-session general courses. These modular courses intended to develop the specific academic skills and discourse relevant to either the students' discipline or their subject.

Bios

Nathalie works at the Academic Skills Centre, running the ten-week General Pre-session course for international students. She also coordinates a module for the MA TESOL course in collaboration with departmental academics and teaches on a number of in-session courses for international and native speakers, and specific courses of various departments.

Tom also works at the Academic Skills Centre and leads the five-week General Pre-session course. During the year he teaches on a number of in-session courses, including the MA TESOL and academic writing skills and other programme specific courses.

SESSION 5H

DECODING GENERATION Y: CAN WE BUILD BRIDGES?

Şila Yosulçay

Summary

Etienne Wenger (<https://baleap2017.org/>) claims we can understand each other when there is a reason to align our diverse opinions. Along these lines, I believe students and teachers have different expectations, needs and perspectives, which sometimes poses a challenge. To build bridges between these diverse views, I conducted a research based on generation Y which I would like to share with the audience.

Bio

I studied American Culture and Literature at Baskent University and then pursued my masters' degree on Teaching English as a Foreign Language at Bilkent University. I was given a teaching award by Ames High School in Iowa while doing my internship in the States. I received my Delta diploma in 2009. I am currently working at Sabancı University as a full time English instructor.

SESSION 5I (WORKSHOP)

THE LAST BARRIER – EXPLORING THE DIVIDE BETWEEN EAP PROVISION AND NEURODIVERSITY PROVISION WITHIN HEIS.

Christina Healey and Ivan Newman

Summary

This workshop operates within the context of ideas about ‘inclusive practice’ and explores the potential for collaboration between two very different communities of educational thinking and practice, namely EAP and specialist Study Skills for students with specific learning difficulties/differences (SpLD).

Bio

Christina Healey (Joint Workshop Leader) has been teaching ESOL with adults in the UK since the 1970s. She moved into EAP in HE in the 2000s. She was identified as dyslexic in 2013 and this has caused her to rethink many of her assumptions about language and learning. She now works in London as both a specialist dyslexia study tutor and as an Academic Language Tutor preferring always to teach within inclusive provision.

Ivan Newman (Joint Workshop Leader) is a Specialist Diagnostic Assessor and Study Skills Tutor for HE students with Specific Learning Difficulties. He combines science, managerial, general business and writing backgrounds to give learners kinaesthetic and multisensory techniques for mastering their studies, spanning, literally, Anthropology to Zoology. He is at present doing doctoral research on the practical consequences of inclusion in HE.

SESSION 5J

DIARIES OF A UNIVERSITY RECOGNITION MANAGER

Jonathan Frank

Summary

How do you engage universities about English language qualifications? What role do such qualifications play in the higher education domain (and beyond), operationally and academically? This workshop will review engagement and interaction with universities, drawing on experience acquired through working with Trinity’s ISE, in the UK and overseas.

Bio

As University Recognition Manager Jonathan liaises with HEIs, in the UK and globally. He previously worked for UK pathway and degree-level institutions in international student recruitment. He has also worked extensively in English language provision and assessment as a teacher, examiner, academic coordinator and materials writer.

SESSION 6

SESSION 6A

UNIVERSITY LITERATURE ESSAYS IN THE UK, NEW ZEALAND AND THE USA: IMPLICATIONS FOR EAP

Hilary Nesi, Neil Matheson and Helen Basturkmen

Summary

This paper compares, from a linguistic perspective, just under 100 undergraduate literature and drama essays on similar topics, drawn from the BAWE corpus, MICUSP, and a bank of proficient University of Auckland student writing, and suggests implications for the teaching of second language academic writing.

Bios

Hilary Nesi researches in the areas of corpus linguistics, EAP, and the design and use of dictionaries and reference tools in academic contexts. She was principal investigator for the projects to create the BASE corpus of British Academic Spoken English and the BAWE corpus of British Academic Written English.

*Neil Matheson is Graduate Adviser at the University of Auckland. He is developing a text bank of New Zealand student writing, and has co-authored a chapter about how this can inform the academic writing curriculum, in *Current Developments in English for Academic and Specific Purposes: Local innovations and global perspectives*.*

*Helen Basturkmen is Associate Professor in Applied Language Studies and Linguistics at the University of Auckland. She is the author of *English for Academic Purposes*, published by Routledge (2015), and has published widely in areas relating to discourse analysis, teacher expertise in EAP/ESP and course development and evaluation.*

SESSION 6B

REFLECTIONS ON EAP PROVISION IN THE CONTEXT OF TRANSNATIONAL HIGHER EDUCATION: CHALLENGES AND OPPORTUNITIES

Martin Seviour and Laura Manzie

Summary

The UK is a key player in Transnational Higher Education with more international students studying for British degrees outside the country than inside. This presentation reflects on the experience of delivering a pre-sessional EAP course in a partner institution in China and the opportunities created for programme and personal development.

Bios

Martin Seviour is a Principal Lecturer and Programme Manager for Pre-sessional EAP. He has extensive experience as a teacher, teacher trainer and materials writer in Sierra Leone, Mongolia, China and Uzbekistan.

Laura Manzie is a lecturer in EAP and currently delivering a pre-sessional course at the Communication University of China (CUC) in Beijing. She has nine years of ELT experience and has worked in Sri Lanka, Australia, Vietnam and Japan.

SESSION 6C

CREATING TELP – AN ONLINE SKILLS ASSESSMENT THAT GIVES COMPREHENSIVE ANALYSIS OF INTERNATIONAL STUDENTS' NEEDS

Adam Wattan and Michel Mason

Summary

At Essex, we have created a new online English skills test in order to accurately assess international students. Performance in the test allows us to provide more focused academic support. This paper will outline the process we undertook to develop the test and will reflect on the experience so far.

Bios

Adam is a Tutor in EAP and Academic Skills at the University of Essex. He has a particular interest in materials design and language testing. Previous experience includes teaching and teaching centre management in various British Council teaching centres overseas.

Michel is a Tutor in EAP and Academic Skills at the University of Essex. She contributes to several UG and PG modules and the 1:1 advising team. Previous experience includes teaching English and Business Communication in New Zealand, and content advising on NZQA Certificates in English Language for learners of EAL.

SESSION 6D

A COMBINED OFFER: COLLABORATIVE DEVELOPMENT THROUGH A CONTENT-BASED PRE-SESSIONAL PROGRAMME

Bee Bond and Melinda Whong

Summary

This paper outlines the questions raised and affordances created through the development of pre-sessional such that all PGT programmes at the University of Leeds were mapped onto corresponding content-based strands. Close collaboration with subject specialists has shifted understandings of what and how we all should be teaching and supporting students.

Bio

Bee is a Senior Teaching Fellow, currently seconded to the Leeds Institute for Teaching Excellence and Innovation, where she is carrying out a project looking at the convergence and disconnect between content knowledge and academic language and literacy. She is also a Senior Fellow of BALEAP and the HEA.

Melinda Whong is the Director of the Language Centre at the University of Leeds. While her academic background is in formal second language acquisition, she has been an active member of BALEAP for many years, as an accreditor and as a member of the Executive.

SESSION 6E

LAUNCH, TOOLKIT, LIFESAVER: THE USE OF METAPHORS BY STAFF AND STUDENTS TO CONCEPTUALISE THE ROLE OF FORMULAIC PHRASES

Mary Davis and John Morley

Summary

This study examines the metaphors academic writers use to explain how a compendium of formulaic phrases can assist them in a wide range of disciplinary and linguistic contexts. In their responses to an online survey, respondents employed metaphors about unblocking the flow, building a text and demystifying academic writing.

Bios

Mary Davis is a Senior Lecturer at Oxford Brookes University where she manages a pre-Master's EAP programme. Her research interests focus on plagiarism, formative feedback and phrasal intertextuality. She recently completed a PhD at the Institute of Education, University of London, in the development of source use at postgraduate level.

John Morley is Director of the University-wide Language Programmes at the University of Manchester. Part of this work involves organising and running classes and workshops in academic writing for students and staff. He has a special interest in pedagogical role of academic phraseology. He holds a PhD in Applied Linguistics.

SESSION 6F

COLLABORATE TO ACCELERATE

Norazida Johar

Summary

In developing an online writing course for freshmen, a writing instructor collaborated with her student to create a learning object consisting of videos using animation and interactivity. This course, Good Writing: What and How, serves as a primer to the foundation writing course, Programme in Writing and Reasoning.

Bio

Norazida Johar works at the Centre for English Communication, Singapore Management University and teaches communication skills to undergraduate and postgraduate students. From 2014 to 2016, she was the Project Lead for an online writing course developed as a primer for incoming freshmen enrolled in the Programme in Writing and Reasoning.

SESSION 6G

EVALUATING PARTNERSHIP PROGRAMMES IN EMBEDDED IN-SESSIONAL SETTINGS

Simon Webster

Summary

This paper discusses the findings for case study research evaluating an in-sessional support programme which was developed as a partnership between EAP practitioners and receiving department academics. Based on these findings, the paper proposes a dynamic model for the evaluation of embedded language programmes in diverse contexts.

Bio

Simon Webster is director of in-sessional programmes at the University of Leeds. His research interests lie in the areas of teacher cognition, programme design for in-sessional programmes and ESAP programme evaluation.

SESSION 6I

USING GOOGLE DOCS FOR FORMATIVE ASSESSMENT

Kate Finegan and Rebecca Pearson-Fischer

Summary

Formative assessment allows both students and teachers to see how they're doing and modify their learning or teaching accordingly. Google Docs is an easy-to-use, flexible, online tool that allows teachers to monitor and respond to their students' work in real time as students work together on formative assessment projects.

Bio

Kate Finegan teaches Critical Reading and Writing in the International Foundation Program at the University of Toronto. She has also taught at universities in Tennessee and Iowa and holds an MA in TESOL. You can find her on Twitter @kehfinegan and as co-coordinator of #tleap on Facebook.

Rebecca Pearson-Fischer teaches Critical Reading and Writing/EAP at the University of Toronto. She has taught academic English for twelve years. Rebecca's experience also includes teaching developmental reading and writing. She is the co-author of a digital textbook designed to help pre-college students with reading and writing.

SESSION 6J

NON-NATIVE TEACHERS AND MULTILINGUALISM IN EAP

Julia Gardos and Kazuo Yamamoto

Summary

We set out to explore the role of non-native teachers in EAP and the advantages that such teachers can bring to the classroom. By conducting our research at Bristol University, we collected data about student and teacher attitudes and will make suggestions for successful collaboration between native and non-native tutors.

Bio

Julia Gardos has a background in English Linguistics, Literature and Culture. She is currently working as an EAP tutor at Bristol University. Her research interests include the role of non-native speaker teachers in the EAP classroom and the intercultural experience of students and tutors in HE.

Kazuo Yamamoto majored in language education including TESOL and FLE (français langue étrangère). He works as a Pre-sessional EAP tutor at Bristol University during summer and also teaches languages at other institutions. His research interests focus on multilingualism, second language acquisition, and the status of non-native teachers.

SESSION 7

SESSION 7A

DOES EAP NEED A CONCEPT OF DISCOURSE COMMUNITY?

John Swales

Summary

Today in EAP, the roles of genre and task are clearer than that of discourse community (DC), especially as DCs are divisible into two types: local (an academic unit) and focal (BALEAP). I argue that the usefulness of the DC concept varies according to identifiable contextual factors.

Bio

John Swales has been involved in EAP since 1963. Although officially retired, he still works on various projects.

SESSION 7B

EMANCIPATING OURSELVES FROM MENTAL SLAVERY: AFFORDING KNOWLEDGE IN OUR PRACTICE.

Susie Cowley-Haselden

Summary

This paper will explore the prevalence of 'tacit praxis' (Maton et al, 2016) in EAP; that is that the theory behind our practice is hidden. The session will argue that 'knowledge blindness' (Maton, 2014) not only impedes our practice, but also our ability to drive EAP forward as a discipline.

Bios

Senior Lecturer in EAP, BALEAP TEAP Senior Fellow and Senior Fellow of the HEA. I co-ordinate our pre-session and am module leader for a 'Subject Studies' module on our foundation programme for home students. I am a PhD student at Coventry University, exploring the affordance of knowledge on a pre-session.

SESSION 7C

INTERACTIVITY BETWEEN A FIRST-YEAR CONTENT COURSE AND EAP COURSE ASSIGNMENT FOR SKILL TRANSFERABILITY

Dr Alexandra Guerson and Tyson Seburn

Summary

Focusing on assignments created collaboratively between first-year professor and EAP instructor, this paper will show how the interactivity between a content course and an EAP course offered by the International Foundation Program at the University of Toronto facilitates student learning and transferability of skills.

Bio

Alexandra Guerson has a PhD from the University of Toronto, where she has been a lecturer at the International Foundation Program since 2010. She teaches World History to first-year international students and Digital Humanities to fourth-year students.

Tyson Seburn has an MA in Educational Technology & TESOL from the University of Manchester, and leads the Critical Reading and Writing EAP course at the International Foundation Program at the University of Toronto. He is author of Academic Reading Circles (the round) and member of the IATEFL TDSIG committee.

SESSION 7D

ORGANIZATIONAL CHANGE FOR ENHANCING EAP LEARNING

Dr Tijen Aksit and Dr Necmi Aksit

Summary

The purpose of this paper is to describe the change process an EAP program at an English-medium higher education institution in Turkey has been going through for enhancing student learning, and to use Four Frame Model of Bolman and Deal (2003) as a lens to analyse the underlying principles of the process.

Bio

Tijen Aksit holds a PhD in Educational Science and an MA and a BSc in ELT. She has been teaching EAP for more than 25 years. She has been Director of Faculty Academic English Program since 2007 and Acting Director of School of English Language since 2015.

Necmi Aksit has a BSc and an MA in ELT, and holds a PhD in Educational Administration. He teaches pre-service and in-service teacher education courses at the Graduate School of Education. He is now Assistant Director in the Graduate School of Education and Associate Dean in the Faculty of Education.

SESSION 7E

THE DEVELOPMENT OF NATIONAL INTERNATIONAL FOUNDATION YEAR (IFY) AWARDS

Sue Hackett

Summary

In order to respond to the emerging needs of providers re international students needing to access Higher Education, a project was put together to develop national International Foundation Year awards standards with National Framework of Qualifications levels. This paper describes the process of standards setting and the impact (current and future) it is hoped this development may have.

Bio

Sue has worked in the field of English Language education and quality assurance for more than 30 years. She currently works in Quality & Qualifications Ireland, the state agency for quality assurance of all post-secondary education, managing the validation of English Language education and trans-national education programmes.

SESSION 7F

COLLABORATIVE LEARNING TO IMPROVE PRONUNCIATION AWARENESS AND ACCURACY

Rina de Vries and Veronica Raffin

Summary

Phonological competence not only enhances non-native speaker intelligibility, it can also build confidence and improve listening skills. Building on Vygotsky's (1978) theory of collaborative, interactive learning, this paper describes how students can practise pronunciation with their peers. Results are evaluated in a pre-test/post- test design, supplemented by a students' questionnaire.

Bios

Rina F. de Vries is an academic editor and EAP Tutor at the BIA, where she teaches on in-sessional, pre-sessional and foundation programmes. She has taught academic English and exam courses in the Netherlands and the UK. Her special interests are assessment and curriculum development, in particular in relation to pronunciation.

Veronica Raffin is an UG Pre-sessional Course Coordinator and EAP Tutor (in-sessional, pre-sessional and foundation) at the BIA. She has taught ELLs in Argentina, the USA, Kurdistan and the UK. She has experience teaching EAP, ESP, Grammar and Phonetics & Phonology in HE. She has also worked as a teacher trainer and module writer.

SESSION 7G

INTEGRATING AN ENGLISH FOR SPECIFIC ACADEMIC PURPOSES (ESAP) COMPONENT INTO AN ENGLISH FOR GENERAL ACADEMIC PURPOSES (EGAP) COURSE.

Sue Teale

Summary

The challenges of incorporating an ESAP course component into an EGAP Pre-sessional will be explored from the point of view of an EAP class teacher and a postgraduate teacher assistant (a subject specialist) and how this can inform the course syllabus and could be replicated on other pre-sessionals.

Bio

Sue Teale is an experienced, DELTA-qualified, EAP teacher who has worked on pre-sessional programmes in the UK and China. Currently she is employed as an EAP Tutor on Foundation and In-sessional programmes and as EAP postgraduate pre-sessional coordinator for the Birmingham International Academy at the University of Birmingham.

SESSION 7H

EAP AS A POLITICAL ARENA: UNITING THE POLITICAL AND 'RESULTS FOCUSED' COMMUNICATIONS OF EAP THROUGH CRITICAL TEACHING

Chris Macallister

Summary

This session will argue for a more Critical approach to the practice of EAP that can unite the two 'discourse communities' of EAP that exist within every student and teacher: our political, and 'results focused' selves.

Bio

Chris Macallister is Director of Teacher Development at Durham University's English Language centre. Since 2011 he has worked as part of the summer pre-sessional management team at Durham.

SESSION 8

SESSION 8A

THE EAP PRACTITIONER: EXAMINING AN UNEXAMINED LIFE

Dr Alex Ding

Summary

This paper argues that to understand EAP practitioners more fully requires a coherent theoretical approach that integrates theories of identity, agency, knowledge and structure. Furthermore, unless more concerted interest is given to understanding practitioners then representations of practitioners will remain confused and endanger attempts to transform and protect EAP praxis.

Bio

Dr Alex Ding is Lecturer in EAP and Director of the Centre for Excellence in Language Teaching at the University of Leeds. His research interests relate to practitioner identity and agency and how they relate to knowledge and structure.

SESSION 8B

THE IMPACT OF COLLABORATIVE PEDAGOGY ON STUDENT ENGAGEMENT.

Kerry Tavakoli

Summary

This paper evaluates the impact of a collaborative approach on learner engagement in the context of an integrated skills programme. This involves multiple levels of collaboration: between two teachers, the students (UG social science/humanities foundation), and academics from the target schools.

Bio

I have been an EAP teacher for 15 years, in St Andrews, with a particular interest in the development of academic discourse through reading/writing, and SLA. I am a regular BALEAP PIM attendee, and a member of the BALEAP executive. I teach undergraduate and postgraduate students on foundation and pre-sessional courses, and lecture in Linguistics.

SESSION 8C

DON'T DO WHAT I SAY; DO WHAT I DO!

Nola Dennis

Summary

As an EAP course writer and tutor, I decided to follow my own coursework assessment instructions to write a literature review and record a presentation. In this presentation, I reflect on how doing the assessment myself helped me to write course materials to clarify the assessment process for the students.

Bio

Nola Dennis is the Senior EAP Tutor at Loughborough University. She is a BALEAP Senior Fellow & Mentor.

SESSION 8D

HOW CAN WE SUPPORT LECTURERS IN ENGLISH-MEDIUM INSTRUCTION?

Dr Katrien Deroey

Summary

The language and communication challenges associated with English-medium instruction (EMI) necessitate collaboration between EAP professionals, lecturers and other HE stakeholders to find ways of supporting EMI lecturers and ensure teaching standards. In this paper, I will first summarize the challenges EMI lecturers reportedly face. Second, I will survey different programmes worldwide supporting EMI lecturers.

Bio

Katrien is a senior lecturer in applied linguistics and language teaching at the University of Luxembourg, where she is course director of English at the Language Centre and linguistics lecturer. Her research and publications are chiefly on lecture discourse.

SESSION 8E

COMMUTERS TO COLLABORATORS – USING EAP APPROACHES WITH HOME STUDENTS

Karen Nicholls and Sarah Procter

Summary

An EAP lecturer and Early Years lecturer share a commute. They decide to apply for internal funding to try something new in their teaching. They get funding. Can EAP approaches to the development of academic language be used with work-based, part-time home students whose first language is not academic?

Bios

Karen Nicholls is Head of TESOL English Language. She teaches on a range of EAP courses and on a module in the Post-graduate Certificate in Teaching English for Academic Purposes.

Sarah Procter is Senior Lecturer in Early Years. Her teaching includes Foundation Degree in Early Years.

SESSION 8F

MAKING DISCUSSION-BASED PEDAGOGY MORE EXPLICIT AT NEW YORK UNIVERSITY SHANGHAI

Brandon Conlon

Summary

The study employs collaborative action research to improve teaching practices around discussion-based pedagogy and the teaching of discussion skills between two programs at New York University Shanghai, where a majority of students are admitted from secondary school learning cultures that have not emphasized and often ignored discussion altogether.

Bio

Brandon Conlon is Associate Director of the EAP Program and Lecturer at New York University Shanghai. He has taught EAP and intercultural communication at the tertiary level for eleven years. Currently, he is pursuing an EdD in higher education from the University of Liverpool.

SESSION 8G

DEFINING COMMUNICATIVE PURPOSE: VIEWS OF STUDENTS, EAP AND SUBJECT LECTURERS ON ASSESSED WRITING TASKS FOR BUSINESS MODULES.

James Henry

Summary

This talk focuses on two assessed third year Business writing tasks. Using data from focus groups and interviews, along with an analysis of a corpus of successful student writing, the two tasks are compared in terms of the tasks' communicative purpose. Stages and typical language used are also analysed.

Bio

James teaches EAP to Business students at Coventry University, and also helps to deliver the CELTA teacher-training course. He holds an MA in English Language Teaching and is currently working towards a PhD in Applied Linguistics, investigating final year assessed writing tasks on EAP support and on Business modules.

SESSION 8H

CO-MARKETING: A COLLABORATIVE APPROACH

Jo Lewis

Summary

The co-marketing initiative for taught postgraduate programmes and Pre-sessional courses involves collaboration between the University of Bath's three faculties and School of Management marketing teams, Pre-sessional alumni and the Academic Skills Centre to respond proactively to the call for increased recruitment of international students. This paper describes that process and the key learning points generated.

Bio

Jo is Head of Pre-sessional at the Academic Skills Centre, managing all aspects of the Pre-sessional Programme, including curriculum design, teaching and assessment, quality assurance and marketing. She provides professional leadership to the Pre-sessional team, which delivers year-round and summer courses and contributes to the strategic overview of the Centre.

SESSION 8I

ACTIVITIES THAT AFFECT ATTITUDES

Tony Prince

Summary

Education emphasizes the importance of ability over effort. Too often this turns the teacher into tester: determining how good a student, and their work, is. Yet research stresses the importance of attitude and effort in determining success. In this, the role of teacher is much more varied and important.

Bio

Tony Prince is an Academic Director at the Norwich Institute for Language Education. Having spent many years working on programmes preparing students for university study he is now principally involved in teacher training in tertiary education. He is lead tutor on the NILE course for teaching English for Academic purposes.

SESSION 8J

CREATING AN EAP MANAGEMENT NETWORK TOGETHER

Dr Sarah Brewer and Dr Liz Wilding

Summary

This workshop will bring together EAP practitioners interested in shaping and launching a network for anyone with responsibility for (or an interest in) EAP management issues. Participants will: gain an understanding of shared concerns in EAP management; explore avenues for collaborative activity and/or sharing of best practice; and contribute to the shape and scope of the network.

Bios

Dr Sarah Brewer is the Pre-session Programme Director (Summer) and Research Co-ordinator at the International Study and Language Institute, University of Reading. She has taught EAP at ISLI for 14 years, across the In-session and Pre-session programmes. Sarah is the BALEAP Events Officer.

Dr Liz Wilding is Deputy Head of School for the International Study and Language Institute, University of Reading. She has a background in teaching EAP to international foundation students. Liz is an author in the Transferable Academic Skills Kit (TASK) series, published by Garnet Education.

SESSION 9

SESSION 9A

PUBLISHING RESEARCH IN EAP: THE MOTIVATIONS AND CHALLENGES FROM THE PERSPECTIVES OF EAP PRACTITIONERS, HEADS OF EAP DEPARTMENTS AND JOURNAL EDITORS

Mary Davis

Summary

This UK-based study examines the motivations and challenges for EAP practitioners to publish research in EAP through the perspectives of practitioners, heads of EAP departments and journal editors. The research highlights the challenges of time, contractual limitations and lack of support, while also illuminating EAP practitioners' professional and personal motivations.

Bio

Mary Davis is a Senior Lecturer at Oxford Brookes University where she manages a pre-Master's EAP programme. Her research interests focus on plagiarism, formative feedback and phrasal intertextuality. She recently completed a PhD at the Institute of Education, University of London, in the development of source use at postgraduate level.

SESSION 9B

MADE TO MEASURE: BESPOKE SUBJECT SPECIALISATION AT FOUNDATION PROGRAMME LEVEL.

Ruth Taylor, Ben Hudson and Donna MacLean

Summary

The CELFS IFP has recently initiated curriculum invigoration, new inter-departmental collaboration, and development of bespoke specialist units which, despite issues, have clearly benefitted students. The BCH unit is here the focus for examination of different stakeholder perspectives: the students, the co-ordinator, the discipline specific tutor, and the EAP specialist, with the aim of identifying strategies for further improving unit design and learning and teaching.

Bios

Ruth Taylor has worked in several countries as a legal translator and an English language tutor, specialising in business and legal English. She has been a co-ordinator for eight years on the IFP. She is currently leading the IFP growth project which aims to improve student progression and the student experience through the development of specialist units in collaboration with departments and lecturers.

Ben Hudson is a PhD candidate and seminar tutor at the University of Bristol Law School where he teaches Law and State at undergraduate level. He has worked with CELFS to design and develop materials and assessments for IFP law students, for a unit entitled British Constitutional History.

Donna MacLean is an EAP tutor at CELFS, teaching mainly on the IFP and pre-sessional programmes. Her background in HE includes lecturing in Visual Culture and designing specialist units at CELFS for IFP Arts and Humanities students. She is currently working with Ben and Ruth as a link tutor for the BCH unit.

SESSION 9C

AN INVESTIGATION INTO THE STUDENT'S LEARNING EXPERIENCE OF A COLLABORATIVE RESEARCH AND SEMINAR PROJECT IN A PRE-SESSIONAL EAP COURSE

Jane Richardson, Ruth Humphreys and John-Sebastian Schutter

Summary

The paper discusses the findings of a mixed methods research project into the student experience of an innovative new assessment used on Heriot-Watt University pre-sessional courses, starting in 2015. The assessment was a collaborative activity designed to give students authentic practice of research, lectures and seminars, and the findings show how it supports their transition to academic life.

Bios

Jane Richardson has over 20 years' experience of teaching EFL and EAP at home and abroad. She has a Master's in Education (OU) and is currently an Assistant Professor at Heriot-Watt University. Her research interests include assessment in EAP, collaborative learning and Global Englishes.

Ruth Humphreys has over 25 years' experience of ESP and EAP, in addition to Teacher Education and Education in Overseas Development in SE Asia, working for UNICEF and the World Bank. Currently she is an Assistant Professor at Heriot Watt University as well as an Associate at Edinburgh University, with experience teaching in both locations on Postgraduate and Undergraduate TESOL and Language Teaching Programmes and Courses. Research interests include teacher education and more recently, benefits of collaborative working.

John-Sebastian Schutter has 5 years' experience of teaching Dutch and English as a Foreign or Second language in the UK and in the Netherlands. He worked as a post-doc research fellow at Edinburgh University after receiving his PhD in Developmental Linguistics there. His research interests include bilingualism, L2 morphological processing, executive function, and the interface hypothesis.

SESSION 9D

TOWARDS AN EAP TEACHING FUTURE IN CHINA: PROFESSIONAL DEVELOPMENT AND THE FIRST NATIONAL CERTIFICATE IN TEACHING EAP

Dr Stuart Perrin and Markus Davis

Summary

A focus on internationalization and English Medium Instruction (EMI) teaching is currently at the forefront of tertiary education reform in China. This paper outlines and reviews a new EAP training initiative run by XJTLU in 2016 called the National Certificate in Teaching English for Academic Purposes (NCTEAP).

Bios

Dr Stuart Perrin is the Director of the Language Centre at Xi'an Jiaotong-Liverpool University, as well as Dean of Learning and Teaching. As well as his academic roles at XJTLU, Dr Perrin advises a number of universities in China on the development of English language programmes, and is an active researcher.

Markus Davis is manager and a lead trainer of the NCTEAP at XJTLU. He has worked in EAP and EFL since 1988 and has had a number of academic roles, including Language Centre Director at the University of East London and English Programmes Manager at London Metropolitan University.

SESSION 9E

STUDENT PROGRESS ON A PRE-SESSIONAL PROGRAMME: STUDENT PERCEPTION, TEACHER PERCEPTION AND STUDENT RESULTS

Anna Nunan and Dr Alex Runchman

Summary

This is a study of the perception of students attending a pre-sessional programme in relation to their progress in academic literacy. 25 students and 7 teachers were interviewed about perceptions of learning prior to and post programme. Student results were also analysed to determine differences between pre- and post-tests.

Bios

Anna Nunan is a Lecturer in TESOL and Module Coordinator for the In-sessional English modules at the Applied Language Centre in University College Dublin. She has a PhD from Trinity College Dublin and a Grad Dip in University Teaching and Learning. Her research interests include second language pedagogy, CEFR application, language teacher education, observation of teaching and assessment in Higher Education.

Alex Runchman is a Lecturer with special interest in Academic English at University College Dublin's Applied Language Centre. He is Module Coordinator for the Pre-Sessional and Pre-Master's English modules. He has a PhD from Trinity College Dublin. Research interests include syllabus design for EAP, assessment, and IELTS.

SESSION 9F

INTERDEPARTMENTAL AND INTERPERSONAL BRIDGE-BUILDING: THREE DISCIPLINARY MODELS FOR EMBEDDED WRITING ASSESSMENT

Karin Whiteside and Aaron Woodcock

Summary

This paper examines three different models for collaboration between content and language specialists in the development of assessed academic writing tasks on embedded Chemistry, Psychology and Construction Management courses. It reflects on the different influences – disciplinary, institutional, cohort-related, and interpersonal – that have interacted to mould the three assessment models.

Bios

Karin Whiteside is Director of the Academic English Programme which delivers Reading's in-sessional provision, and has spent a lot of her EAP career designing and delivering discipline-specific in-sessional academic language and literacy tuition. She has recently completed a PhD in Applied Linguistics investigating phraseology and disciplinarity in undergraduate Social Sciences writing.

Aaron Woodcock is a Co-ordinator on the in-sessional Academic English Programme at Reading and Module Convenor of two English for Science modules. He teaches scientific writing on a credit-bearing BSc Applied Chemistry module and reflective writing on an in-sessional course linked to a MSc Construction Management module.

SESSION 9G

DEPARTMENTS, DISCIPLINE SPECIFICITY AND LOGISTICAL COMPLEXITY: HOW DO YOU SOLVE A PROBLEM LIKE PRE-SESSIONAL?

Louise Greener

Summary

Given their size and complexity, the extent to which Pre-sessional programmes can and should address the literature-promoted ideal of discipline specificity is an interesting question. This talk aims to evaluate the current strategies and approaches employed in the Durham context, and encourage participants to reflect on their own 'answers' to the Pre-sessional conundrum

Bio

Louise is currently the Pre-sessional Director (interim) and the ALC (Academic Language and Communications) Director at Durham University English Language Centre. She has worked as a Pre-sessional manager and curriculum developer for over ten years.

SESSION 9H

REBUILDING THROUGH COLLABORATION: FROM TEXT TO COURSE

Lisa Hanson and Dr Oliver Ray

Summary

The changing UK Higher Education (HE) environment that students and staff find themselves in requires a rethinking of pedagogy and a rebuilding of programmes to ensure successful student transitions. This rebuilding is only successful through collaboration in which all parties, from students through to the wider university, work together to negotiate roles in the changing landscape of the UK HE environment. A case study will highlight the necessity of collaboration in rebuilding – from a text to a course. This is an opportunity for participants to hear about the further development of the academic language and literacy provision within the University of Bristol and the encouraging steps that are being made towards real collaboration and therefore towards being truly embedded within departments and programmes.

Bio

Lisa is an EAP Coordinator and runs the non-credit bearing Academic Language and Literacy (ALL) provision that CELFS offer all current Bristol students. Alongside teaching and coordinating, she is also currently involved in the university wide Academic Study Skills programme.

Oliver Ray is a lecturer in Computer Science at the University of Bristol where he directs the conversion MSc programme in Computer Science along with the Research Skills and Individual Project units. He is a fellow of the Higher Education Academy with an interest in socio-constructivist models of learning and how these can be used to enhance student project work.

SESSION 10

SESSION 10A

WORKING TOGETHER WITH INTERNATIONAL MASTERS STUDENTS TO LEARN HOW THEY DEVELOP ACADEMIC WRITING SKILLS IN ENGLISH: TWO CASE STUDIES

Clare Furneaux

Summary

This paper reports on a study into the experiences of international MA students in a British University. Participants reflected on their academic writing experience through developing narrative frames and in interviews. The paper discusses emerging themes and makes suggestions for developing academic literacy skills in this context.

Bio

Clare works in the Department of English Language and Applied Linguistics at the University of Reading, where she has taught and led MA ELT programmes on campus and by distance learning over many years. She supervises and conducts research into academic literacy, especially writing.

SESSION 10B

LINKING CONTINENTS AND BRIDGING CULTURES – EMBEDDING INTERCULTURAL COMPETENCIES INTO THE PRE-SESSIONAL EAP PROGRAMME.

Dr Tomasz John

Summary

Within the context of EAP and creative arts, it has been observed that the development of intercultural competencies is integral to building up students' confidence, and if at the core of the curriculum, it may trigger students' readiness for the upcoming academic experience. Based on the Intercultural Competence Model by Deardorff (2009) as well as the UCA case study, the paper will explore the various ways of integrating intercultural competencies into the Pre-sessional EAP curriculum.

Bios

With his degrees in TESOL, Tomasz has gained an extensive experience through teaching EAP and ESOL in HE and private sectors in the UK, Poland, Bangladesh, The Netherlands and China since 2004. He now coordinates the embedded EAP model on the International Pathway Programmes at UCA. Tomasz's PhD research revolves around Re-imagining the Internationalisation of Higher Education.

SESSION 10C

EXPECTATIONS AND PERCEPTIONS OF L2 WRITING

Els Van Geyte and Anke Büttner

Summary

This session presents the findings of a joint project between subject-specific and EAP tutors which compared their views on samples of student writing. The main aim was to determine the differences and overlap in priorities and the impact these (should) have on feedback to students.

Bio

Els Van Geyte is an EAP Tutor and Academic Practice Advisor. She teaches EAP on pre-sessional and in-session programmes and has authored books on IELTS and on essay writing. She is currently doing research on the role of argumentation in academic writing.

Anke C. Büttner is a Senior Lecturer in Psychology. She teaches two core UG Research Methods modules to Psychology students, a growing proportion of whom are non-native English speakers. She wants to explore ways of supporting these students so that the effort they make is reflected in their academic achievements.

SESSION 10D

A WHOLE SCHOOL APPROACH TO DISCIPLINARY LITERACY, TEACHING, PROFESSIONAL LEARNING AND RESEARCH

Dr Gail Forey, Eileen Mawsdley, Rachel Parnell and Helen Handford

Summary

This paper investigates the benefits of collaborative research where the academy and secondary school teachers work closely to review and reflect on the value and impact of a whole school approach to professional development that focuses on pedagogy, language and literacy.

Bios

Dr Gail Forey is an Associate Professor at the Hong Kong Polytechnic University. She is the Programme Leader for the Doctorate in Applied Language Sciences and the MA in English Language Teaching. Gail has published in the areas of written and spoken workplace discourse, Systemic Functional Linguistics, discourse analysis, language education and teaching development.

Eileen Mawsdley is Assistant Head of School in charge of Learning and Language Development at Hamstead Hall Academy. Eileen has been teaching English Language and English literature for many years. She is an accredited tutor for the Systemic Functional Linguistics based CPD programme How Language Works.

Rachel Parnell is Deputy Head of School responsible for Learning & Continuing Professional Development at Hamstead Hall Academy. Rachel teaches mathematics and incorporates explicit teaching of language and literacy within her classroom practice.

Helen Handford is a teacher and trainer with specialist qualifications in English as an additional language and developing academic language across the curriculum. She has over 25 years' experience working in a schools in the UK and overseas, review and designing strategies for the language and literacy development of EAL/all learners.

SESSION 10E

STANCE AND ENGAGEMENT IN POSTGRADUATE WRITING: A COMPARATIVE STUDY OF ENGLISH NS AND ARAB EFL STUDENT WRITERS IN LINGUISTICS AND LITERATURE

Nigel Harwood and Ahlam Menkabu

Summary

Using textual analysis and discourse-based interviews, we investigated the ways L1 and L2 Arab student writers in a UK university from linguistics and literature use language in their master's dissertations to interact with readers, utilizing Hyland's (2005) model of stance and engagement. Writers' motivations and pedagogical implications are presented.

Bios

Nigel Harwood is reader in applied linguistics at the University of Sheffield. He has edited two volumes focusing on English language teaching materials and textbooks, and has published articles on EAP and academic writing in various journals. He is the co-editor of the journal English for Specific Purposes.

Ahlam Menkabu is currently studying for a PhD at the University of Essex. Her doctoral thesis is about how L1 and L2 student writers use language to present themselves, express their opinions, and engage with readers in their academic writing. She is a lecturer at Taif University, Saudi Arabia.

SESSION 10F

CORPUS FROM SCRATCH: COLLECTING AND PROCESSING A SIZEABLE EAP CORPUS IN A (RELATIVELY) RESOURCE-POOR CONTEXT

Priya Mathew, Benet Vincent and Hilary Nesi

Summary

DIY corpora can enable EAP practitioners not only to find out more about disciplinary practice, but also to create bespoke materials and activities for learners with specific communicative needs. This paper will discuss the steps taken to collect, prepare and utilise corpus data in an Omani college context.

Bios

Priya Mathew designs and implements EAP programmes in the Sultanate of Oman, in collaboration with subject teachers. She runs a writing centre, and is investigating the use of language in content courses in order to improve student writing support.

Benet Vincent is a lecturer in Academic English at Coventry University and has extensive experience in teaching EAP. His research interests include corpus linguistics, EAP and writing in a second language.

Hilary Nesi researches in the areas of corpus linguistics, EAP, and the design and use of dictionaries and reference tools in academic contexts. She was principal investigator for the projects to create the BASE corpus of British Academic Spoken English and the BAWE corpus of British Academic Written English.

SESSION 10G

GREAT EXPECTATIONS: A NEEDS ANALYSIS OF CONTEXT-SENSITIVE ESP TEACHING

Petra Kletzenbauer and Alia Moser

Summary

Teachers at schools and universities have to strictly adhere to a curriculum that seldom matches the expectations of future employers. Hence, we conducted a study looking at teachers', students' and employers' perceptions of their respective needs. We will present the results and discuss future implications.

Bios

Petra Kletzenbauer is head of the language department placed at the Montanuniversität (University of Leoben). She also teaches ESP classes at the Department of Applied Computer Sciences, FH JOANNEUM. Besides her teaching position, she is also into CLIL research, providing advice, support as well as training for students and content teachers at tertiary level, fostering CLIL initiatives in an EMI environment.

Alia Moser teaches English, German and History at a secondary business school in Austria, where students can either specialize in Marketing, IT, Controlling and Accounting or Enterprise Resource Planning. She is also a part-time PhD student at Graz University, researching student engagement with written corrective feedback in the EFL classroom.

SESSION 10H

INFORMED STUDENT VOICE: A FOUR-WAY COLLABORATION

Clive Lee

Summary

The Student Induction Ambassador scheme for taught postgraduates to the School of Management at the University of Bath involved collaboration between the Academic Skills Centre, Student Services and the School of Management to create a learning opportunity for pre-sessional students and the collaborators. This paper describes that process and the learning it generated.

Bio

Clive Lee is a Course Leader at the Academic Skills Centre, running the summer ten-week management pre-sessional course for international students; he also teaches on in-sessional courses for international and native speakers. Clive has twenty-plus years' EAP and ELT experience and is currently working towards an EdD in TESOL.

SESSION 10I (WORKSHOP)

FEEDING BACK AND FEEDING FORWARD: MULTI-WAY COLLABORATION ON IMPROVING EMBEDDED ACADEMIC SKILLS SUPPORT.

Jane Saville and Ludo Sebire

Summary

This workshop will identify the patterns of successful collaboration which have taken place between students, professional services staff and subject-staff in different faculties at UWE. Recognising the patterns through which successful collaboration takes place is beneficial for improving three things: the academic literacy skills of students, leading to improved marks in assessed work; student satisfaction with the teaching they receive, which benefits the institution; and the 'status' of the EAP professional, which results in greater job satisfaction.

Bios

Jane Saville and Ludo Sebire both work within Library Services at the University of the West of England. Jane, who has an EAP background, is an Academic Development Manager. Ludo, who was Academic Success Co-ordinator, is Faculty Librarian for Arts, Creative Industries and Education.

SESSION 10J (WORKSHOP)

DISCIPLINARY COMMUNITIES OF PRACTICE AND LANGUAGE REALITIES: PRACTISING ELF, EAP AND 'BI(TRI)LINGUALISM'

Iris Schaller-Schwaner

Summary

Contextualizing EAP at Switzerland's Bilingual University, I discuss how explorations in two disciplinary Communities of Practice using English as a lingua franca bottom-up have shaped my take on (challenges of) English for Plurilingual Academic Purposes. I focus on speaking as a core experience of and for appropriating English for local academic purposes.

Bio

Iris Schaller-Schwaner is an EFL lecturer at the Fribourg University Language Centre and in Multilingualism & Foreign Language Education. Iris has been developing and teaching English for specific and general Academic Purposes courses for 20 years. Her current research focus is English as a lingua franca in multilingual academic contexts.

Concurrent Sessions – Sunday

SESSION 11

SESSION 11A

BETWEEN PAGE AND PEDAGOGY: EXPLORING CURRICULUM ENACTMENT IN THE EAP CLASSROOM

Steve Kirk

Summary

How do experienced teachers lift a lesson off the page at point of need? Using Semantics, one dimension of Legitimation Code Theory (Maton, 2014), I ask whether there might be ‘signature profiles’ for localised enactments of EAP. Making these profiles visible may be valuable for course design and practitioner development.

Bio

Steve is a senior teaching fellow and interim head of centre at Durham University English Language Centre. His ongoing doctoral research uses Legitimation Code Theory to explore classroom enactment of the EAP curriculum.

SESSION 11B

MEASURING LEARNING GAIN ON A FOUNDATION PROGRAMME AMONGST HOME AND INTERNATIONAL STUDENTS

Edward Bressan

Summary

The paper reports on longitudinal studies into learning gain amongst a group of home and international students who took the International Foundation programme and have moved onto undergraduate study. A combination of performance data, self-reporting surveys and tutor feedback are presented to seek to measure how both groups of students have made “improvements” since starting their foundation programme.

Bio

Edward Bressan is Academic Director of Oxford Brookes International and has teaching and research interests in languages for specific purposes.

SESSION 11C

EXPERIENCES OF BUILDING A TAILOR-MADE DIGITAL PLACEMENT TEST FOR BUSINESS STUDENTS AT AN INTERNATIONAL UNIVERSITY.

Yoanny Beldarrain and Michelle Hunter

Summary

This session will describe and critically evaluate a digital + oral placement test created at ESB Business School of Reutlingen University in Germany. The English version of the project was a collaborative endeavour between Head of Languages, Prof. Dr. Yoanny Beldarrain, adjunct tutor, Michelle Hunter and IT & E-Learning Support Technician, Gus Hagelberg.

Bios

Yoany is professor for business communication at Reutlingen University in Germany. She is an international speaker, author and consultant with over 18 years of experience in curriculum and instruction, e-learning, as well as administrative educational leadership. Her experiences include evaluation and assessment of initiatives, integrating multicultural approaches in the decision-making process, entrepreneurship, improving business communication and developing international management strategies. Prior to coming to Germany in 2010, Dr. Beldarrain was an administrator at Florida Virtual School and an adjunct professor at La Salle University in Philadelphia, USA.

Michelle has lived in Germany since 1995 teaching business English in both companies and universities. She has taught EAP on three summer pre-sessionals at Bristol. In 2014, she achieved a post graduate certificate in coaching. Currently, she is studying towards an MA in Coaching in Education (WBIS) with Chester University.

SESSION 11D

STRATEGIES FOR SPEAKING TESTS: CORPUS-BASED TIPS FOR PREPARING STUDENTS

Gemma Bellhouse

Summary

English learners often take speaking tests to prove they can communicate effectively. But what is successful communication? Are there strategies used by test candidates, and could they make test preparation more effective? Using new corpus data, this talk outlines 'active listening' strategies to aid test preparation and debunk test-taking myths.

Bio

Gemma Bellhouse is currently an English Language Test Production Manager for Trinity College London, an international examinations board. Ms Bellhouse has an MSc in Applied Linguistics & Second Language Acquisition from Oxford University. She has taught English in private, primary, secondary and tertiary schools in southern France.

SESSION 11E

IMPLICATIONS OF THE LITERACY PRACTICES IN THE WRITING OF SAUDI GRADUATE STUDENTS AT KING ABDUL AZIZ UNIVERSITY

Summaya Elhussain and El-Sadig Ezza

Summary

This paper explores literacy as a social practice and analyses the implications of such practices on the core text elements, namely, construction and comprehension of the disciplinary knowledge they try to communicate. Based on that, it recommends some instructional changes to tackle such a problem.

Bios

Summaya Elhussain: BA (Honours) in English, Diploma and MA in TESOL. Has worked in the field of ESOL/ EFL teaching for 20 years. Currently is a language instructor at King Abdulaziz University in Saudi Arabia. Her research interest includes disciplinary writing, legitimation code theory and Differentiated Academic writing.

El-Sadig Ezza is an Associate Professor at Majmaah University in Saudi Arabia. He teaches undergraduate courses and conducts classroom research. His research interest includes academic writing, instructional intervention and EFL pronunciation.

SESSION 11F

EAP AND TRANSLANGUAGING: PROFITING FROM STUDENTS' OTHER LANGUAGES

Jane Mandalios

Summary

This presentation explores how students' use of other languages at their disposal can help them function effectively in an EAP environment. The presenter explores the notions of translanguaging and cross-language mediation, and describes a study in an English-medium college in Greece which indicates how students engage in and benefit from translanguaging practices.

Bio

Jane Mandalios teaches Composition and Applied Linguistics at The American College of Greece, Deree, having spent 25 years in tertiary education in Libya and Dubai, teaching EFL, ESL and EAP. Her professional interests include curriculum and materials development, assessment, the use of the L1, and the fusion of information literacy with EAP and Composition.

SESSION 11G

THE CURIOUS CASE OF RESCUED FEEDBACK: THE VALUE OF COLLABORATIVE DRAWING TO BETTER UNDERSTAND THE INTERNATIONAL STUDENT EXPERIENCE

Emma Guion Akdağ and Dr Tessa Berg

Summary

Our research contrasts traditional student feedback forms with a method of collaborative drawing known as 'Rich Pictures' as icons, signs and symbols can communicate irrespective of possible language, cultural and educational barriers. We highlight this method as a complimentary resource to aid the understanding of the international student experience.

Bios

Emma Guion Akdağ's research interests are in the ethics and effects of internationalisation, aiming to examine regimes of power by deconstructing a system of meaning-making constructed historically and discursively within the context of Higher Education in Scotland.

Dr Tessa Berg's research interests are in information systems and socio-technical analysis, specifically the determination of system requirement gathering through collaborative visual communication. Her research area is particularly focussed on communication using icons, signs and symbols. Other research interests include internationalisation in Higher Education.

SESSION 11H

EAP PRACTICE AND SECOND LANGUAGE RESEARCH

Dr Dina Awad

Summary

This talk reports the findings of a cross-BALEAP survey on teacher beliefs, preferences and practice in every day EAP classrooms. The results reveal popular trends which are compared with propositions from academic research in second language learning and teaching.

Bio

I currently teach EAP in the English Language Teaching Unit (ELTU) at the University of Leicester. I hold an MA in English Language Teaching & Applied Linguistics (Kings College London) and a PhD in Linguistics (Lancaster University) and I am expecting to become a fellow of the Higher Education Academy.

SESSION 11I (WORKSHOP)

WRITER'S BLOCK IN EXTENDED ACADEMIC WRITING: EXPLORING CAUSES AND SOLUTIONS

Desmond Thomas

Summary

This workshop provides some practical solutions to the problems created by writer's block in extended writing. It aims to support BALEAP professionals who may become research writers at certain points in their career, enabling them in turn to provide psychological support for their own students.

Bio

Desmond Thomas is a lecturer at the University of Essex and former lecturer at the School of Oriental and African Studies. Since 2004, he has been involved in developing and delivering writing courses for research students. He is the author of "The PhD Writing Handbook" published by Palgrave in 2016.

SESSION 12

SESSION 12A

EAP AND SUBJECT SPECIALIST ACADEMIC WRITING FEEDBACK COLLABORATION.

Jill Northcott and David Caulton

Summary

Separating language from content potentially creates a false dichotomy (Hyland 2013). This presentation reports research into ESAP and subject specialist feedback on postgraduate academic writing on two collaborative online courses – in Social & Political Sciences and Medicine and Veterinary Medicine. A grounded theory study of ESAP and subject specialist approaches reveals possible ways of meeting student expectations for content as well as language-focussed feedback.

Bios

Jill Northcott is Head of ESP at ELE, University of Edinburgh. Her research and publication interests include Legal English and ethnographic exploration of academic learning contexts for teacher development and ESAP course design. She is a member of the JEAP Editorial Board. Her ESP teaching career began in Malaysia.

David Caulton started his ESP career in Italy and is now Deputy Section Head of ESP at ELE, University of Edinburgh. He teaches on a range of pre- and in-sessional ESAP courses. His interests include Business English and ESAP course design and materials development in both F2F and online learning.

SESSION 12B

BRINGING LEARNERS AND TUTORS TOGETHER IN THE WRITING PROCESS THROUGH DIALOGIC FEEDBACK

Chris Smith

Summary

Dialogic feedback seeks to avoid problems caused when students do not understand the feedback given to them and have little or no opportunity to discuss it. This talk presents an attempt to implement dialogic feedback at the course design stage, using Google Docs and weekly tutorials.

Bio

Chris Smith has worked for more than 7 years at the University of Sheffield ELTC, recently focussing on course and assessment design. He has previously presented on error correction for speaking (IATEFL), seminar assessments (BALEAP PIM) and reading-into- writing tests (IATEFL TEA SIG).

SESSION 12C

FROM GHOSTWRITING TO LEARNER ENGAGEMENT IN PRE-SESSIONAL WRITING ASSESSMENT: HOW CAN AN OPEN BOOK EXAM HELP?

Peter Holt and Eddie Cowling

Summary

Westbrook and Holt's (2015) open book exam was designed to combat ghost-writing in pre-sessional assessments. The cycle is presented as well as the findings of a recent study involving 91 students and 7 teachers which explored the exam's impact on reading behaviour, and teachers' and learners' levels of motivation.

Bios

Peter Holt has been an EAP lecturer and assessment lead for 18 years and has worked at a variety of HE institutions in Turkey, Poland, Portugal and the UK. He also coordinates the SIG for Testing for Academic Purposes within EALTA (European Association for Language Testing and Assessment).

Eddie Cowling currently coordinates the pre-sessional programmes at York St John University, which has included implementing recent assessment revisions. He previously worked in Córdoba, Spain for a number of years and was also a researcher at Kingston University.

SESSION 12D

COLLABORATING WITH POSTGRADUATES ON PROVIDING 1:1 ACADEMIC SUPPORT: WHO BENEFITS AND HOW?

Anne Kavanagh

Summary

A model of student support used at Essex sees postgraduates collaborating with academic skills tutors in providing half-hour drop-in advising sessions to students from varying disciplines and study levels. In considering who benefits, I explore the views of the postgraduates themselves, using interviews to examine their perceptions of the experience.

Bio

Anne is a Tutor in EAP and Academic Skills at the University of Essex. She works on a range of UG and PG support modules, and is part of the 1:1 advising team. Previous experience includes teaching English in China and EAP pre-sessional teaching at the University of Nottingham.

SESSION 12E

A CRITICAL EVALUATION OF ROLE ASSIGNMENT IN COLLABORATIVE WRITING TASKS THAT USE A SCALE-UP APPROACH

Walter Nowlan

Summary

Beichner et. al (2007) recommend that students adopt roles (e.g. 'manager', 'scribe') as they work on collaborative tasks. This paper evaluates this by analysing the performance of students when adopting these roles. It also suggests an alternative way of promoting collaboration in the EAP classroom.

Bio

Walter Nowlan is a Lecturer and Deputy Programme Manager for Pre-sessional EAP. He has extensive experience as a teacher and teacher trainer in Poland, France, Ukraine, Romania and the UK.

SESSION 12F

LISTENING IN LECTURES: ARE THEY TRANSFERRING THE SKILLS AND STRATEGIES FROM PRE-SESSIONAL TO MASTERS' LECTURES?

Christine Lee

Summary

Academic Listening can sometimes be a neglected skill on pre-sessional programmes, relegated in priority while attention is more geared towards academic writing. Yet the listening strand is assessed and is a pre-requisite skill for students on their post-graduate programmes. What strategies do students take forward from the pre- sessional course?

Bio

Having previously worked in industry, I arrived late to a career in teaching English, firstly as a foreign language in Further Education and language schools and subsequently for academic purposes in Higher Education. I am currently working at the University of Bristol, teaching on International Foundation, Pre-sessional and In-sessional programmes.

SESSION 12G

INSPIRING LEARNERS WITH INNOVATIVE FEEDBACK

Ella Tennant

Summary

Research has shown that the integration of technology in teaching in higher education is recognised as fundamental if best practice is to be achieved. This paper illustrates the use of screen-capture software, Snagit with Turnitin, to provide feedback to students on their assessed work.

Bio

Ella Tennant works at Keele University, where she leads EAP and Intercultural Communication Skills modules. Ella holds a BA Honours degree in French Modern Arts, MA in Asian Studies (University of Hong Kong), and the RSA TEFL Diploma and Certificate. She is a Senior Fellow of the Higher Education Academy.

SESSION 12H

FELLOWSHIP BIDS: TEACHING AN OCCLUDED GENRE

Ian Pople

Summary

The session will describe and examine the presentation of the language and communicative moves in a small corpus of British fellowship bid applications.

Bio

Ian Pople works in the University Language Centre of the University of Manchester, and is a BALEAP Senior Fellow.

SESSION 13

SESSION 13A

ENGLISH MEDIUM INSTRUCTION (EMI): WHY EAP PRACTITIONERS SHOULD ENGAGE

Mary Page

Summary

Training non-native English speaking (NNES) academics to deliver content through the medium of English is not simply a question of language, but also changing pedagogy within a transcultural setting. It offers the EAP practitioner rich opportunities for professional development and the possibility to play a vital role in the university.

Bio

Programme Leader for English Medium Instruction courses and Senior Teaching Fellow within the International Centre, Faculty of Humanities, at the University of Southampton. PhD candidate in the Centre for Global Englishes, researching into the language related experiences of non-native English speaking academics in the UK. EAP teacher trainer since forever.

SESSION 13B

EXPERIENCING MASTER'S DISSERTATION SUPERVISION: FINDINGS FROM A LONGITUDINAL CASE STUDY, LESSONS FOR EAP PRACTITIONERS

Nigel Harwood and Bojana Petric

Summary

We discuss the implications of the findings of a year-long study of master's dissertation supervision for EAP practitioners. A number of supervisees experienced difficulties with various aspects of academic literacy, and we present data excerpts to be used as awareness raising activities by EAP practitioners to address these issues.

Bios

Nigel Harwood is reader in applied linguistics at the University of Sheffield. He has edited two volumes focusing on English language teaching materials and textbooks, and has published articles on EAP and academic writing in various journals. He is the co-editor of the journal English for Specific Purposes.

Bojana Petric is a senior lecturer in the Department of Applied Linguistics and Communication at Birkbeck, University of London. She has published in the area of academic writing, particularly source use of citing, in journals such as Journal of Second Language Writing, Language Teaching, and Written Communication.

SESSION 13C

COLLABORATIVE PRACTICE IN AN INTEGRATED ACCOUNTING AND ENGLISH LANGUAGE PROGRAMME

Angela Joe and Cherie Connor

Summary

This paper outlines how EAP and accounting specialists at a NZ university collaborated on an English language/accounting course for officials from the State Treasury of Vietnam. We will discuss our collaborative practice and how EAP practitioners can scaffold content area texts by identifying and focusing on key academic features.

Bios

Angela Joe is Director of the English Language Institute at Victoria University of Wellington, New Zealand. Her current interests include English for Academic and Specific Purposes, academic literacy for refugee background students and TESOL teacher education.

Cherie Connor is an English Language Teacher in the English Language Institute (ELI) of Victoria University of Wellington, New Zealand. She is currently coordinating the English Proficiency Programme at the ELI. Her current interests are in the teaching and learning of academic writing, and the development of voice in writing.

SESSION 13D

INTERCULTURAL AWARENESS: A NEW DOMAIN FOR EAP PRACTICE?

Emma Sweeney

Summary

The paper argues that EAP practice should go beyond the provision of EAP courses to address other issues which impede international student participation. In particular, it is argued that the cultural baggage students bring to participatory contexts of learning should not be overlooked, and that intervention cannot exclude home students.

Bio

Emma Sweeney is Assistant Programme manager and a tutor in EAP at INTO Exeter University. She has a particular interest in intercultural communication and in addition to participating in the setting up of ICC workshops in Exeter, has also taught language and intercultural communication at Birkbeck College, University of London.

SESSION 13E

LEARNING TO WRITE A PHD: WHAT SUPERVISORS SAY

Maureen Finn

Summary

Doctoral students in biomedical sciences, as a requirement of membership of their community of practice, must develop mastery of the skills needed to communicate subject-specific knowledge according to disciplinary norms and conventions. This presentation will analyse normative standards of excellence in doctoral writing, as described in teaching videos by seven PhD supervisors.

Bio

Maureen Finn is a Senior Tutor at the University Language Centre at The University of Manchester. Her current doctoral research is on scientific communities of practice and thesis writing for biomedical sciences.

SESSION 13F

FROM PATCHWRITING TO PARAPHRASING TO SYNTHESISING: A RHETORICAL JOURNEY

Maggie Heeney

Summary

Students' paraphrasing and synthesising may produce patchwriting. This university case study investigated explicit paraphrasing training and its related tasks. Focal students completed stimulated recalls of their perceptions of their lexical choices and paraphrasing techniques. Detailed analyses of the paraphrases and implication for teaching synthesis as rhetorical composition are discussed.

Bio

Maggie is an instructor/teacher trainer at Renison University College, University of Waterloo, Ontario, Canada. As well as coordinating a TESL teacher-training program, she teaches EAP writing and reading, and has interests in how learners develop writing skills and the relationship pertaining to teacher input of explicit modelling and subsequent practice.

SESSION 13H

SUSTAINABLE DEVELOPMENT GOALS FOR A SUSTAINABLE EAP COURSE

Averil Bolster and Peter Levrai

Summary

We will discuss the development of an EGAP course based on the UN's Sustainable Development Goals 2030. Using these goals means the course will potentially be relevant, topical and engaging to multidisciplinary groups beyond 2030. The course makes extensive use of external resources through QR codes and an integrated VLE.

Bios

With a teaching career of over 20 years Averil Bolster has worked in many different contexts, from language schools to corporations to universities and has also delivered management training for the IDLTM and DELTA. At present she is working responsible for developing the EAP programme in the University of Macau.

Peter Levrai has been teaching EFL/ESL since 1995 in a wide variety of contexts, including business, technical, exam preparation and EAP. He is currently working in the University of Macau and has a keen interest in developing bespoke training materials and courses to meet specific needs.

