



University of
St Andrews | FOUNDED
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EAP Conference 2024
Saturday 10 February

Assessment - an opportunity for change

International Education Institute, University of St Andrews

Location - Medical and Biological Sciences Building

WELCOME

On behalf of all staff at the International Education Institute, we would like to extend our warmest welcome to the speakers and participants of the 2024 annual EAP conference at the University of St Andrews.

Since its inception, our conference has been the meeting place of EAP professionals around the world. This year is no exception, with representatives from Australia, Austria, Hong Kong, India, Italy, Malta, Pakistan, Spain, Vietnam, and the UK.


The conference's theme, "**Assessment - an opportunity for change**", underscores our belief that it is time for the EAP community to engage in discussions about assessment innovations. This is particularly crucial in light of the profound impact of technology, particularly generative AI, on EAP classrooms worldwide. By bringing together experienced practitioners and researchers, we hope that the conference will be a forum for the exchange of cutting-edge EAP assessment practices. It is also our ambition that the conference will inspire and embolden its participants to make necessary changes in their own contexts.

The committee would like to take this opportunity to thank all colleagues at the International Education Institute for their valuable support at various stages of this conference, from reviewing abstracts and preparing facilities to volunteering to chair sessions. We are also grateful to our EAP colleagues globally for their continued support of the conference over the years.

As our conference is on the first day of the Year of the Dragon, we wish our colleagues observing the Lunar New Year health, happiness, and success in abundance!

The Organising Committee of the 2024 annual EAP conference at the University of St Andrews,

Kirsty McCall
Izabela Handzlik
Xuan Minh Ngo



The conference will take place in the:
Medical and Biological Sciences Building
School of Medicine
University of St Andrews
North Haugh
St Andrews
KY16 9TF

TIMETABLE

Livestreaming

Online attendees 09.00-13.00 - The Booth Lecture Theatre sessions will be streamed and recorded. All streamable sessions are **highlighted in yellow** in the timetable below.

Timetable entries are linked - clicking will take you to the relevant abstract.

| | |
|---------------|--|
| 08.30 - 09.15 | Registration and Arrivals (Tea and Coffee) |
| 09.15 - 09.20 | Conference Opening |
| 09.20 - 09.40 | Welcome and Introduction by Gerald Prescott, Associate Dean for Education (Science) - (The University of St Andrews) |
| 09.40 - 10.40 | Plenary by Dr Anthony Manning (University of Kent) Practical Approaches to Innovation in Assessment in constructively aligned EAP |

| Concurrent Sessions (15-20 mins + Q&A) | | | | | |
|--|--|--|---|--|---------------------------------|
| | Booth Lecture Theatre Capacity: 301 | Seminar Room 1 Capacity: 57 | Tutorial Room 1 Capacity: 12 | Tutorial Room 2 Capacity: 12 | Tutorial Room 5 Capacity: 12 |
| 10.50 - 11.20 Session 1 | Giang Hoai Tran (The University of Queensland, Australia) The relationship between writing tasks and students' written stance | Thu Ngan Ngo and David Hastie (International College Dundee) Adapting to AI: The Role of Explicit AI Literacy in Upholding the Validity of Extended Writing Assessments | Kerry Tavakoli (University of St Andrews) Beyond the essay - light at the end of a long tunnel | Albert Cleisthenes Wong (The University of Hong Kong) Authenticating and transforming academic and professional learning experiences through reimagining interdiscursive performance in assessed oral presentations in an ESAP module for mathematical sciences | |
| 11.20-11.50 | Tea break and Posters (see page 37 for details of poster presentations) | | | | |

| | Booth Lecture Theatre Capacity: 301 | Seminar Room 1 Capacity: 57 | Tutorial Room 1 Capacity: 12 | Tutorial Room 2 Capacity: 12 | Tutorial Room 5 Capacity: 12 |
|----------------------------|---|--|---|---|--|
| 11.50 - 12.20 Session 2 | Kathleen Mitchell Burrows (University of Bristol, UK) Staying Connected: Early Impact of Integrated, Authentic Assessment Changes | Dawn Cremonese, Zoey Zheng, Judith Gorham, (Heriot-Watt University, Edinburgh, Scotland, UK) The tensions and opportunities during the reformation and realignment of assessment criteria in an EAP program of a transnational university | Eleanor McCullough & Miriam Bianco (University of York) Innovation and Integration in reflective assessments: enhancing the learning journey | Grant Hartley and Fiona Hartley (University of Bristol) Exploring students' IFP subject unit success from the perspective of knowledge practices | Kirsty Duff (University of St Andrews) Leveraging LLMs to develop creative assessments |
| 12.30 - 13.00 Session 3 | Stefan O'Grady/ Aaron Rotsinger/ Mark Carver (University of St Andrews) Evaluating a lecture comprehension task for a pre-session course in academic English | Barbara Katharina Reschenhofer (University of Vienna; Webster Vienna Private University) Purpose, trust, representation – The human educator's USP in a highly digitalized EAP environment | Jennifer MacDougall (University of Glasgow) The 'Grand Challenges' of Innovating Assessment for Engineering Students | Alison Malcolm-Smith (University of St Andrews) First Aid – Helping science students understand how to use AI responsibly in writing assessments | Kevin Haines (University of Bristol) Upcycling the CEFR: a purposeful use of the Common European Framework of Reference in establishing and fulfilling the learning ambitions of pre-session students |
| 13.00 - 14.15 | Lunch and Posters (please see p. 37 for details of poster presentations) | | | | |
| 14.15 - 14.45 Session 4 | Peter Bannister (Universidad Internacional de La Rioja (UNIR), Spain) Pride, Prejudice, and Prompting Plagiarism; or, The Troubled Marriage of EAP Assessment and Generative Artificial Intelligence | Cristina Pennarola (Università di Napoli Federico II) "Nice job": A reflective assessment of students' essays in their own words | | Wayne Rimmer (Manchester University) Mitigating for anxiety in assessment | Sarah Hopkyns (University of St Andrews) From buzzword to action: Decolonizing assessments in English-medium contexts |

| | Booth Lecture Theatre Capacity: 301 | Seminar Room 1 Capacity: 57 | Tutorial Room 1 Capacity: 12 | Tutorial Room 2 Capacity: 12 | Tutorial Room 5 Capacity: 12 |
|----------------------------|---|--|--|--|--|
| 14.55 - 15.25 Session 5 | Chris R Smith (University of Edinburgh) Integration Workshop: Integrating Processes and Integrating Tasks | Stefan O'Grady (University of St Andrews) Response format in computer-based lecture-comprehension tasks | | Odette Vassallo (University of Malta) Transforming Communication and Academic Skills of Multilingual Students | Lijun Yin (online presentation - University College London) Promoting assessment for learning in the age of AI: the role of dialogic feedback |
| 15.25 - 16.25 | Panel Discussion with colleagues and presenters from the day | | | | |
| 16.30 | End | | | | |

PLENARY

09.40 -
10.40

Booth
Lecture
Theatre

9.40 to 10.40

Dr Anthony Manning

University of Kent

Constructive Alignment is an important principle in university assessment helping to ensure that our assessment tasks directly evaluate whether students have achieved the desired learning outcomes.

Constructive Alignment is arguably even more of an important responsibility for educators working in the EAP curriculum. Our EAP objectives involve assisting students to develop or maintain critical gateway proficiencies in language and academic skills for known and relatively immediate application beyond or alongside our particular classrooms.

Given the context described above, reflection on and innovation in assessment are important because assessment methods need to modify and evolve in accordance with learners' different needs and shifts in the higher education landscape. Some reasons why this type of innovation matters include the need to:

- create authentic assessments which encourage learning and reflect academic discipline specificity and employment contexts
- support, inclusion and internationalisation in assessment by embedding differentiation opportunities and accommodating diversity
- keep up to speed with advances in teaching approaches and technologies, whilst avoiding AI-related misconduct

In this session we will consider and explore different avenues for innovation in EAP assessment which also promote meaningful learning enhancements. The session aims to benefit students and other stakeholders of EAP courses, whilst also providing the opportunity for development in our expertise as educators.

Biodata

I work as Dean for Global and Lifelong Learning at the University of Kent. Through my role at Kent, I'm responsible for the development, implementation and review of international education and work-based learning activities, which include EAP, international student experience, pathways to higher education, online learning and degree apprenticeships. I'm a National Teaching Fellow and Principal Fellow of AdvanceHE's Higher Education Academy. I also Chair the British Accreditation Council's Accreditation Committee, which accredits more than 200 education and training institutions around the world.

Session 1: Abstracts

Giang Hoai Tran

Thu Ngan Ngo & David Hastie

Kerry Tavakoli

Albert Cleisthenes Wong

Giang Hoai Tran

The University of Queensland

The relationship between writing tasks and students' written stance

Stance has been found to be a key linguistic feature that is mastered by expert writers of academic English but at the same time is a major source of challenge for novice writers.

The current study is set in the context of Vietnam, where written stance receives insufficient treatment in instruction but is commonly integrated in the assessment criteria for writing in high-stakes standardized tests. Moreover, little has been known regarding the interaction between the writing tasks featured in these assessment tasks and the learners' use of stance markers.

Therefore, the current study aims to examine how second language writers use linguistic resources to express stance and the factors that influence such language choices, with a specific focus on the genres, topics, and target audience of the writing tasks.

The data includes a corpus of 550 English essays written by 110 students from one university. Each participant wrote five essays in response to five writing tasks differing in terms of topics, genres, and audience specifications. The same participants also responded to a short task-perception questionnaire and a longer writing-perception questionnaire.

Initial quantitative findings have indicated that the essay writing prompts played a major role in predicting the participants' use of stance markers, while their university study majors also exerted a moderate degree of influence. The findings will hopefully have pedagogical implications for writing instructors, writing test designers, and teacher educators in similar or related contexts.

Biodata

I am a last-year Ph.D. student at the University of Queensland (UQ), Australia, but I am currently based in Scotland, UK. I also hold a Master's degree in Applied Linguistics, also from UQ. In between these periods of study and research, I taught as an EFL teacher educator in Vietnam for ten years and applied linguistics courses in Australia for over two years. My main areas of research interest include second language writing and systemic functional linguistics, employing corpus linguistic methods.

10.50 -

11.20

Booth
Lecture
Theatre

Thu Ngan Ngo and David Hastie

International College Dundee

Adapting to AI: The Role of Explicit AI Literacy in Upholding the Validity of Extended Writing Assessments

In response to the evolving landscape of Artificial Intelligence (AI) in education, this study focuses on the imperative of adapting traditional assessment methods, such as essays, to remain relevant in an AI-integrated academic environment.

Conducted as part of an English for Academic Purposes (EAP) module in a UK-based international foundation year program, the research highlights that mere declaration of AI use in student assessments is insufficient. Our study advocates for the full integration of AI literacy into teaching methodologies.

Our research investigates the impact of explicit AI literacy instruction on student outcomes on courses where essays are still the main assessment method and quantifies reduced instances of AI over-reliance or inappropriate use. We compare students' final essays and their declarations of AI use before and after an AI literacy integrated EAP module.

Preliminary findings suggest that explicit AI literacy instruction leads to more informed and ethical use of AI in academic writing, thus retaining the academic integrity of the assessment. This research contributes to the discourse on adapting assessments in the AI age, offering insights and a novel and practical framework for educators to integrate AI literacy effectively, ensuring that traditional assessment methods like essays remain robust and relevant.

Biodata

Thu Ngan Ngo is an EAP tutor at International College Dundee. She has taught EAP, ESP and EFL in the UK, Brazil, China and Vietnam. Her research interests include integration of technology into teaching and learning, as well as integration of AI literacy into EAP.

David Hastie holds an MSc TESOL. He has worked at universities in both the UK and China. He is keen advocate of AI literacy education, particularly for international students.

10.50 -

11.20

Seminar
Room 1

Kerry Tavakoli
University of St Andrews

Beyond the essay - light at the end of a long tunnel

This session presents the replacement of a 3,000-word essay used to assess the Second language Acquisition module on a Master's in TESOL, by a poster with a 5-minute voice-over. This comes at a time when AI is increasingly raising issues of academic integrity / plagiarism / academic misconduct.

I will first evaluate the long-standing essay assessment to justify moving to the poster, and then provide a rationale for the new assessment, considering graduate attributes and the motivational value of an assessment which can ultimately reach a wider audience than a couple of assessors.

Finally, I will suggest that the new assessment has been very successful from the perspective of both students and lecturers. As this is the first time we have used this form of assessment, I will consider ways in which the task could be improved.

Biodata

I have worked in EAP for over 20 years, teaching on UG and PG Foundation programmes, with a particular interest in reading and writing. I also deliver lectures on an MSc in TESOL, focusing on Language Acquisition, Teaching Young Learners and English Medium Instruction. I was a BALEAP officer for 6 years, and have presented on a number of topics at PIMs and other conferences in the UK.

10.50 -
11.20

Tutorial
Room 1

Albert Cleisthenes Wong

The University of Hong Kong

Authenticating and transforming academic and professional learning experiences through reimagining interdiscursive performance in assessed oral presentations in an ESAP module for mathematical sciences

This presentation seeks to reflect on the outcomes of redesigning materials and prompt for an undergraduate level ESAP module assessment targeting students of mathematical sciences, statistics, risk management and other related disciplines. With an annual uptake of around 250 students, the course is both academic and professional in nature given its focus on investment sciences while consisting of content that requires a considerable grasp of statistical knowledge.

Accounting for at least 40% of the course grade, students are expected to unpack and repackage the content of a specialist report from the Society of Actuaries to communicate discipline-specific academic content to a specific cross-disciplinary audience in the form of a persuasive presentation. In doing so, the assessment also requires that students envision a professional setting in which they are expected to make an attempt to promote an innovation in the insurance field to an audience from a different area of commercial specialisation such as banking or hospitality.

Utilising Bhatia's (2017) concept of interdiscursive performance, the original course materials and prompt for the assessment were reviewed and subsequently streamlined to allow for the inclusion of a more integrative approach to professional communication. Such practices then allow students the opportunity to employ different discursive strategies to negotiate and maintain their roles as investment professionals while seeking to render academic discourse accessible.

The presentation will provide suggestions on how the approach can be applied to other ESAP settings where there is often a concomitant need to address both academic and professional needs of target students.

Bhatia, V. K. (2016). *Critical genre analysis: Investigating Interdiscursive performance in professional practice*. Routledge.

Biodata

Albert Wong teaches EAP courses at The University of Hong Kong. He currently coordinates the Faculty of Science English-in-the-Discipline programme. His academic interests include rhetorical analysis of academic and popular writing in medical sciences as well as the teaching of English for specific academic purposes.

10.50 -
11.20

Tutorial
Room 2

Session 2: Abstracts

Kathleen Mitchell Burrows

Dawn Cremonese, Zoey Zheng &
Judith Gorham

Eleanor McCullough & Miriam Blanco

Grant Hartley & Fiona Hartley

Kirsty Duff

Kathleen Mitchell Burrows

University of Bristol

Staying Connected: Early Impact of Integrated, Authentic Assessment Changes

Responding to the challenges posed by academic misconduct through essay mills in 2022 and the emergence of generative AI in 2023, the Quality Assurance Agency for Higher Education (QAA) has consistently advocated for the adoption of authentic assessment as a strategy to potentially address misconduct and reengage students in the learning process.

This shift in focus from misconduct to engagement seems essential. It recentres humans and their relationships and relates to the ideas of social constructivism. This paper details assessment changes implemented in the 2023/2024 academic year in an International Foundation Year programme and provides an early analysis of their reception with students and teachers. Notable changes include more emphasis on process writing, more authentic audiences for assignments, and more integration across units.

A preliminary exploration of how these changes varied in different disciplines and an examination of the unique challenges in EAP will be discussed. The preliminary evaluation of these changes reveals diverse student and teacher engagement with the new elements.

Nevertheless, this strategic emphasis on authenticity and human relationships encourages teachers and students to cultivate deeper connections. Early findings signal a promising direction for assessments in the age of AI.

Biodata

Kathleen Mitchell Burrows is Assessment Coordinator at the University of Bristol's Centre for Academic Language and Development. She is interested in feedback, authentic assessment, curriculum development, writing instruction, game-based learning, and English for specific purposes. Kathleen has presented internationally on these topics and has worked on large-scale assessment, professional development, and curriculum projects with the U.S. Department of State, the International Baccalaureate, and others. She has taught in Albania, Germany, Thailand, the United States, and the United Kingdom.

11.50 -
12.20

Booth
Lecture
Theatre

**Dawn Cremonese, Zoey Zheng,
Judith Gorham**
Heriot-Watt University, Edinburgh

11.50 -
12.20

Seminar
Room 1

The tensions and opportunities during the reformation and realignment of assessment criteria in an EAP program of a transnational university

Heriot-Watt University, as a transnational university, provides the possibility for students to start and end their degrees in any of the three campuses located in Dubai, Malaysia and Edinburgh. Naturally, this requires strict and thorough quality control and close alignment of PLOs (Programme Learning Outcomes) and CLOs (Course Learning Outcomes) and, in turn, assessment design and delivery.

To address this requirement, in June 2023, the EAP teams in Edinburgh, Dubai and Malaysia undertook a review of assessments and assessment criteria and embarked on readjusting the assessments to respond to the outcomes of this review. During this process, two tensions emerged.

The first challenge lies in the tension between the top-down and bottom-up approaches, which could potentially be found in other global universities. Specifically, the attempt to seek a consistent assessment framework across different campuses worldwide requires a delicate handling in order to value the years of local practice and experiences brought by the EAP practitioners. Secondly, identifying a suitable external metric specifically crafted for restructuring the assessment of English for Academic Purposes (EAP) seems to pose a challenge. Commonly used frameworks, such as CEFR are primarily focused on language proficiency, and, as such, may be viewed as overly generic.

Given that EAP, especially English for Specific Academic Purposes (ESAP), encompasses both English proficiency and content, there is a need for a more relevant, novel and valid metric that can more effectively align with this distinctive and hybrid position.

Biodata

This presentation will be delivered by the Global College EAP Edinburgh team comprising: Dawn Cremonese Head of Global English Curriculum, Zoey Zheng Assistant Professor EAP, Judith Gorham Assistant Professor EAP and PSE Coordinator.

Dawn Cremonese is Head of Global English Curriculum at Heriot-Watt University. She has over 20 years experience teaching Modern languages and EAL at secondary and primary level as well as EAP, ESAP, EMP and MLitt ELT courses at tertiary level in the UK and Italy. Her research interests are EAL and Multilingual language socialisation in primary, secondary and higher education settings and Assessment in EAP.

Zhe Zoey Zheng is an Assistant Professor at Heriot-Watt University and a PhD candidate at the University of Stirling. She has been teaching general English, EAP, ESAP, MSc TESOL and MSc Language Education courses at tertiary level in both China and the UK since 2014. Her academic interest lies in EAP, multilingualism and teachers' identity. Her research has been published in the Journal of English for Academic Purposes, the Journal of Multilingual and Multicultural Development and the International Journal of Multilingualism. She also works as a reviewer for the Journal of English for Academic Purposes and Linguistics and Education.

Judith Gorham is Assistant Professor and PSE Senior Course Leader at Heriot-Watt University. She is studying for an EdD at University of Glasgow and her research interests include inclusive pedagogy and course design.

Eleanor McCullough and Miriam Bianco

University of York

Innovation and Integration in reflective assessments: enhancing the learning journey

In our presentation we aim to explain how and why we moved from traditional written reflective assignments to reflective video logs and presentations, and how this helped us develop students' digital and creative technological skills while becoming more resilient to AI.

Reflection has long been an element of teaching and learning in the UK, aligned with the expansion of higher education over the years. This can be attributed to several reasons: its link to critical thinking and enhancing learning as well as to employability and the professions. We previously based our theoretical and practical approach to reflective writing assessments on Gibbs reflective writing model, in keeping with other university departments. However, we have recently overhauled our approach to reflective learning in response to the recent drive towards using creative and digital technology in HE assessments.

Key changes involve adopting an integrated approach; changing from a written to an oral assessment; clarifying and simplifying the theoretical basis for the overall focus and, as a result, adapting the assessment criteria. These changes encourage authenticity, inclusivity and the development of digital and oratory skills. They also provide a relevant approach to some of the challenges posed by the recent sweeping advances within digitally enhanced technology, and in particular, AI.

However, although the move from the traditional written approach to vlogs and video assessments can help address some of these more challenging aspects of AI, we acknowledge that it is by no means a panacea.

Biodata

Eleanor McCullough has taught language, literature, Media Studies, Theory of Knowledge and EAP in multilingual and multicultural contexts for many decades. She obtained a Ph.D in Medieval Studies at the University of York in 2011 and taught modules in the Language and Literature and the Linguistic Science departments until 2016. She is currently the Language and Study Skills (LSS) coordinator at the International Pathway College (IPC), University of York.

Miriam Bianco has taught EAP in UK higher education for 12 years, focusing on postgraduate students from different disciplines. Prior to this, she taught English in Italy and the UK, and worked overseas in communication roles. She has an MA in TESOL and a Masters in Modern History from Oxford University. Currently, she is a Language and Study Skills Tutor on the pre-masters programme at the International Pathway College (IPC), University of York.

11.50 -
12.20

Tutorial
Room 1

Grant Hartley and Fiona Hartley

University of Bristol

Exploring students' IFP subject unit success from the perspective of knowledge practices

This presentation will report on an ongoing investigation into what IFP subject tutors feel students need to 'do' in order to be successful in their unit assessments, with a particular focus on knowledge practices. Knowledge practices in this project will be explored in relation to Bernstein's concept of 'grammaticality', which refers to "relations between ideas and their empirical data" (Maton, 2011: p.63).

Since students are required to demonstrate understanding of their subject unit content in their assessments, exploring how theory in different subject units relates to real world phenomenon, or in other words, is unpacked through explanation and/or exemplification, would be a useful way of establishing whether the features inherent in these moves are indeed 'covered' in IFP EAP units.

The presentation will attempt to show how knowledge practices can be captured and made more visible within the field of production (source texts), and how those practices emerge in course documents as well as successful student writing. It will do this through an analysis of interview data with a subject tutor, as well as enacting a systemic functional linguistic field analysis of course documents and successful student writing, in order to highlight the transfer of knowledge through Bernstein's pedagogic device (Singh, 2002).

It is hoped that an analysis of how grammaticality is enacted in the subject units will provide insights into how an IFP EAP programme, following an EGAP curriculum, can enhance alignment with the IFP Subject units through developing a greater sense of disciplinary belonging.

Biodata

Grant Hartley's interests are exploring the relationships between language and knowledge, as well as exploring how Systemic Functional Linguistics and Legitimation Code Theory can make these relationships clearer for students.

Fiona has taught in a range of international contexts - always maintaining her passion for learning for the long term. She is particularly interested in learning design and how to make course content meaningful and accessible with the support of technology when needed.

11.50 -
12.20

Tutorial
Room 2

Kirsty Duff

University of St Andrews

Leveraging LLMs to develop creative assessments

This presentation aims to explore the potentially transformative role of educator and student collaboration with Large Language Models (LLMs) such as ChatGPT in assessments. I will investigate how LLMs can assist teachers in creating diverse, innovative and constructively aligned (Biggs, 1999) assessments and how LLMs can be used to create relevant criteria and suggest learning activities.

Furthermore, the presentation explores how students can collaborate with ChatGPT, under the guidance of the teaching team, to prepare for assessments and support to achieve ILOs. Guiding students' collaboration with and ethical use of LLMs is an essential skill and helps develop graduate attributes and self-efficacy (Bandura, 1997). It is crucial to critically examine the use, misuse, and 'blind' application of these tools before they become ingrained in the software used daily by us and our students.

The hope is that a critical evaluation of the LLM output will inform our planning and module development, leading to assessments that go beyond what an LLM response can achieve. Any assessments and criteria generated through this collaboration will undergo review and discussion with teaching teams before being trialled (as formative assessments) in the 2024-25 academic year.

Biodata

I am currently Director of Foundation and Undergraduate Studies and Academic Misconduct Officer in the International Education Institute. My research interests include academic integrity, authentic assessment design and technology-enhanced learning. I am particularly interested in how we can develop student's integrity with the use of LLM AI and also how this tool can enhance learning and teaching from the perspective of the educator.

11.50 -
12.20

Tutorial
Room 5

Session 3: Abstracts

Stefan O'Grady, Aaron Rotsinger &
Mark Carver

Barbara Katharina Reschenhofer

Jennifer MacDougall

Alison Malcolm-Smith

Kevin Haines

Stefan O'Grady, Aaron Rotsinger and Mark Carver

University of St Andrews

Evaluating a lecture comprehension task for a pre-sessional course in academic English

Growing recognition exists for the importance of accurate assessments gauging pre-university students' readiness for second language lectures. These evaluations should accurately reflect real-world lecture experiences, particularly how well students comprehend spoken content. This study delves into a pre-university program's comprehensive lecture assessment design. This design was informed by analyzing the needs of 2022 program participants and their typical university tasks.

67 students participated in a live lecture followed by comprehension questions. The lecture's speech rate and vocabulary complexity were analyzed, while trained raters evaluated student responses. Data analysis employed classical test theory and many-facet Rasch measurement. Students also answered a questionnaire about their approaches to the task. A stepwise linear regression analysis investigated the impact of student-reported comprehension and other strategies on test performance.

Results revealed suitable speech rate and vocabulary choices for the assessment's goals. Regression analysis showed self-reported comprehension as a significant predictor of test scores, indicating strong face validity. Classical test theory confirmed the assessment's high internal consistency, and MFRM effectively categorized students into two distinct ability levels.

However, establishing equivalence with IELTS, CEFR, or previous years' performance proved challenging. This presentation reflects on the ongoing development of the authentic lecture response task and proposes enhancements to the assessment method.

Biodata

Stefan O'Grady is associate lecturer in academic English and TESOL at the University of St Andrews.

Aaron Rotsinger is associate lecturer in academic English and TESOL at the University of St Andrews.

Mark Carver is lecturer in academic English and TESOL at the University of St Andrews.

12.30 -
13.00

Booth
Lecture
Theatre

Barbara Katharina Reschenhofer

University of Vienna; Webster Vienna Private University

Purpose, trust, representation – The human educator’s USP in a highly digitalized EAP environment

This talk enquires into the status quo of popular formative and summative assessment practices in EAP and offers new perspectives on some of the current responses to the ever-changing landscape of teaching and learning in Higher Education. In a critical discussion of prevalent assessment strategies, a case is made for the importance of adaptability, creativity, co-construction, as well as critical reflection on part of both the learner and the educator.

Here, the human aspect of learning-oriented assessment is addressed as a crucial element of assessment and materials design to simultaneously ensure academic student success as well as student well-being. A re-thinking of some of the more traditional modes of assessment is encouraged, and recent responses to the emergence of Generative AI are critically evaluated.

Additionally, novel ideas for how EAP practitioners themselves may use AI in creative ways will also be introduced. As the subject of AI naturally broaches topics including intellectual property, ownership, and originality, the responsibilities of educator and learner are moreover addressed when looking toward a post-AI academia.

Key concepts covered in this talk include assessment literacy, constructive alignment, and principle-oriented teaching. Especially for EAP practitioners who predominantly teach online, the concepts of rationale and purpose are emphasized as useful tools and catalysts to help build rapport, promote team building, and boost motivation in and outside of the classroom.

Biodata

Barbara Katharina Reschenhofer is a PhD candidate of English and American Studies at the University of Vienna and an Academic Literacies Tutor and EAP Lecturer at Webster Vienna Private University. She is also a member of BALEAP as well as a Fellow of the Higher Education Academy. Her research interests include Open Science and accessibility in EAP, assessment innovations in ESAP, student well-being in Higher Education, as well as principle-driven teaching and learning.

12.30 -
13.00

Seminar
Room 1

Jennifer MacDougall

University of Glasgow

The 'Grand Challenges' of Innovating Assessment for Engineering Students

For students working in a transnational education (TNE) environment, they not only have to work in an English as a Medium of Instruction (EMI) context while learning the specific discipline content but are also challenged by being assessed in English. Additionally, it is highly likely that they will need to meet specific English language requirements as part of their degree programme (McKinley et al, 2021).

In this presentation, I share the radical transformation of English language provision and assessment on our joint educational engineering programme with our Chinese partner. We were confronted by the issue that, even after more than a year of intensive English language input, our students were struggling to successfully cope with studying their discipline through English (Galloway & Ruegg, 2020).

We, therefore, worked to create a coherent and discipline relevant programme and assessment framework to replace the previous system. I will explain the assessment design, with a particular focus on our final course 'English Communication and Engineering Career Skills, where assessment is embedded within Engineering Grand Challenges. There will be a focus on the complexity, success and challenge in designing and implementing these new assessments. I will also discuss the continuing evolution of this work.

Biodata

Jen MacDougall is an EAP lecturer at the University of Glasgow and English Language Quality Lead for a transnational joint educational engineering programme with the University of Electronic Science and Technology (Glasgow College, UESTC) in China. This year Jen received a university Excellence in Teaching Award in recognition of her work supporting this programme.

Jen has worked in a wide variety of contexts. At the Scottish Qualifications Authority, she led a Scottish Government funded TESOL project, which included creating a Professional Development Award and accompanying training resources (the PDA: ITESOL) for ESOL tutors working with refugees and people seeking asylum. She co-produced ESOL LGBT-inclusive learning materials through an ESRC project 'Developing engagement on LGBT and migrant equality', presenting and publishing on this work. She is a BALEAP TNE SIG committee member, with interests in teacher, curriculum and materials development, with a focus on equality, diversity and inclusion.

12.30 -

13.00

Tutorial
Room 1

Alison Malcolm-Smith

University of St Andrews

First Aid – Helping science students understand how to use AI responsibly in writing assessments

I would like to introduce you to an EAP assessment and some lessons that I gave to Foundation Programme Science students that integrates their exploration of what Large Language Models (LLM) are, how they can be used in their academic studies, and where the boundaries lie in their usage.

This responds to arguments around LLMs that began circulating in 2023 where many universities were concerned about the unauthorised use of LLMS resulting in academic misconduct but also argued that students should be introduced to 'responsible use' of AI (e.g., Russell Group, 2023).

It also aimed to support principles that are core to my EAP teaching of orienting students to the institution, their discipline, critical thinking and good academic practice. I hope that it may inspire you and give you confidence in how you can approach this new challenge to EAP teaching.

Reference: Russell Group. (2023) *Russell Group principles on the use of generative AI tools in education* [online] [rg_ai_principles-final.pdf \(russellgroup.ac.uk\)](https://www.russellgroup.ac.uk/ai-principles-final.pdf) Date Accessed: 26th January 2024

Biodata

With a background in science, I have been privileged to work with Foundation Programme students aiming for degrees in science. As part of my work with these young people, I want to help them to navigate developing their academic identity and moving to success in their degrees.

12.30 -
13.00

Tutorial
Room 2

Kevin Haines

University of Bristol

Upcycling the CEFR: a purposeful use of the Common European Framework of Reference in establishing and fulfilling the learning ambitions of pre-sessional students

Students arrive at Pre-sessional courses with IELTS or equivalent test scores which give a limited indication of what the student can actually do and where they need further development. One of the reasons for this lack of transparency is the focus on the four traditional language skills (reading, writing, listening and speaking), while the academic communicative skills that students will actually need on a university programme are so much more complex, varied and integrated.

This complexity is recognised at the BALEAP-accredited University of Bristol Pre-sessional course in Intended Learning Outcomes (ILOs) that focus on the development of student autonomy and agency in the development of communication skills and strategies. The Common European Framework of Reference (CEFR) gives providers the opportunity to work with students on their learning goals throughout a course, as students build a portfolio of evidence to demonstrate what they Can Do rather than focusing on deficits.

This presentation will describe the work we are doing to structure our use of the CEFR on Pre-sessional courses to ensure transparency in reporting the progress of all students, using the Companion Volume to the CEFR (2020) as a resource that moves the focus from the four skills to the interactive and mediation activities that prepare students for the communicative complexities of university study.

Council of Europe.2020. Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume, Council of Europe Publishing, Strasbourg.

Biodata

As Deputy Director at the Centre for Academic Language and Development at the University of Bristol, I am primarily responsible for the Centre's pre-sessional provision for taught post-graduate students. I also lead our Research & Publications strand, empowering teachers to develop as practitioner researchers.

Previously, I was Senior Curriculum Developer for International Classrooms at University of Groningen (NL). In this role, I worked closely with academic staff and students across the university on the development and implementation of quality education in international classrooms, with a focus on aligning policy and practices. Between 2016 and 2019 I was also Academic Lead for the EQUiP Erasmus+ project, a partnership of seven universities from six European countries (www.equip.eu).

12.30 -
13.00

Tutorial
Room 5

Session 4: Abstracts

Peter Bannister

Cristina Pennarola

Wayne Rimmer

Sarah Hopkyns



Peter Bannister

Universidad Internacional de La Rioja (UNIR), Spain

Pride, Prejudice, and Prompting Plagiarism; or, The Troubled Marriage of EAP Assessment and Generative Artificial Intelligence

ChatGPT and similar technologies introduce additional complexities to academic integrity. EAP Tutors are however familiar with challenges from tools like machine translation (Groves & Mundt, 2021) and Grammarly, but the sophistication of AI-assisted text creation presents new concerns for how student work is assessed and how policies are shaped (Barret & Pack, 2023).

There's a growing call in academic circles to re-evaluate assessment strategies and update institutional guidelines to address these developments (Perkins et al., 2023). Nevertheless, efforts to consider the unique needs of international students in this context are still in early stages (Bannister et al., in press). There is also concern about biases in text classifiers like Turnitin, which, according to Liang et al. (2023), often mistakenly flag the work of international students as GenAI-generated, highlighting social justice issues in need of attention.

This presentation explores the GenAI Academic Integrity Policy Development Blueprint for EMI Tertiary Education, recently published by Bannister et al. (2023). It focuses on the potential impacts on EAP assessment practices and policies. The discussion includes how GenAI tools can be integrated into classrooms thoughtfully, with an emphasis on designing assessments that promote AI literacy among learners. The presentation concludes with a look at identifying AI-generated text characteristics. This knowledge is proposed not for punitive measures, but to underscore the intricacies of academic writing as a skilled practice, rather than a mere procedural task.

Biodata

Peter Bannister is a Pre-doctoral Fellow at Universidad Internacional La Rioja, Spain and is a member of the research group PRODIGI (UNIR). Prior to this engagement, he carved out a decade-long international career working as in English for Academic Purposes-related pedagogical and management roles. He has published and presented nationally and internationally on diverse matters such as (critical) listening pedagogy and assessment, gamification, pedagogical innovation in ESP and EAP online and face-to-face settings, and the role of EAP in TNE partnerships. His present research focuses on generative AI in EMI didactic settings and its implications for teaching, learning and assessment; he has several published and forthcoming papers to this end.

14.15 -
14.45

Booth
Lecture
Theatre

Cristina Pennarola

Università di Napoli Federico II

“Nice job”: A reflective assessment of students’ essays in their own words

This paper presents the preliminary findings of my attempt to integrate summative and reflective assessment in my English class of postgraduate students enrolled on an English-taught degree course at the University of Napoli Federico II. The students’ assessment is based on several tests: a) a written test consisting of a lexico-grammatical exercise and two short writing activities; b) an interview on general topics and current affairs; and c) a 2,500 word long essay on a topic of their choice within three macro-areas: culture, language and education.

Given the students’ advanced English language skills, certified above level B2 according to the Common European Framework of Reference for Languages, their assessment is largely based on the essay, especially as it is meant to give evidence of the students’ skills in writing, with particular regard to argumentation, criticality, originality, sourcing and referencing.

In light of the still current debate in defense or against writing rubrics, I set out to explore the contribution that the students’ self-assessment of their essays can give to the teacher’s administering of the final grades and, in a wider perspective, to the students’ developing their agency and empowerment in academia.

Biodata

Cristina Pennarola is Associate Professor of English language and translation at the University of Naples Federico II. She holds an MA in English Literature from the University of Leeds (UK) and a PhD in English for Special Purposes from the University of Napoli Federico II, where she is a member of the interdisciplinary Doctoral Programme “Mind, Gender and Language”.

Her research articles published in international journals (Academic Exchange Quarterly; Bell; ESP World; European Journal of English Studies; European Education; Fachsprache; Humanities; International Journal of English Linguistics; Textus) deal with aspects of academic and specialized English, institutional and media discourses and theolinguistics.

14.15 -
14.45

Seminar
Room 1

Mitigating for anxiety in assessment

It is a truism that assessment practice in EAP must change to meet an increasingly complex study environment. This “complex” engenders anxiety, defined according to World Health Organisation (2023) guidelines as a debilitating sense of foreboding. Within language education, the seminal Horwitz et al. (1986) identified “foreign language anxiety” and isolated test anxiety as “a fear of failure” (p. 127). Studying in a high-stakes environment often rather assessment heavy, EAP students seem particularly susceptible to anxiety, as confirmed by Woodrow’s (2006) examination of Chinese students’ experience in an Australian HEI.

This session critiques a range of practical responses to anxiety embracing test-taker characteristics, such as cognitive behavioural strategies, and assessment design, for example, transparent marking criteria which accentuate achievement rather than failure. As demonstrated, meaningful innovation should factor in strategies to mitigate anxiety in assessment. This is a challenging exercise involving creativity and cooperation amongst a range of stakeholders because the validity of assessment must not be compromised.

Realistically, anxiety cannot be eliminated from assessment, and it could be argued that anxiety increases authenticity by replicating real-world situations which are fraught. However, my take-home message, and plea, is that we should be anxious about anxiety in the assessment process and refocus our efforts accordingly.

References

Horwitz, E.K., Horwitz, M.B. and Cope, J.A. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70(2), pp. 125–132.

Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC Journal*, 37(3), 308–328.

World Health Organization. (2023). *International classification of diseases (ICD)*. <https://icd.who.int/en>

Biodata

Wayne Rimmer teaches a range of EAP programmes at Manchester University.

Sarah Hopkyns

University of St Andrews

From buzzword to action: Decolonizing assessments in English-medium contexts

This presentation looks at the types of assessments used in an undergraduate Applied Linguistics course taught in an English-medium university in Abu Dhabi, United Arab Emirates. The assessments include written assignments, summaries of articles, poster symposiums, and oral presentations. The students taking the course are Emirati nationals with Arabic as their first language and English as their second.

The assessments are critiqued via a decolonizing lens by analysing cultural content, linguistic content, rubrics, mode, geopolitical and sociolinguistic context. Decolonizing refers to the decoupling of many aspects of life from the legacy of colonialism (Kramsch, 2019), and it has been discussed in relation to multiple domains such as urban landscapes, museums, curricula, and linguistic landscapes. Moving beyond decolonisation as a 'buzzword', this presentation draws on the concepts of decolonizing multilingualism (Saraceni & Jacob, 2019), pedagogies (Phyak et al., 2023) and knowledge production (Ngũgĩ wa Thiongo, 1986) with 'action' as an intended outcome.

Practical suggestions are shared regarding ways in which English-medium assessments and language-based assessments can be decolonized in the UAE context and beyond. Such suggestions include a move away from only monolingual (English) assessments which may act as academic gatekeepers for students whose English proficiency does not match their knowledge of subject matter.

Embracing translanguaging, multilingual self-directed learning, unstructured group work in communities of practice, and raising awareness to discourse surrounding decolonization and paths of resistance in EMI contexts will be put forward. The suggested approaches will be relevant for both EMI content teachers and EAP practitioners.

Biodata

Sarah Hopkyns is a lecturer in TESOL and International Education at the University of St Andrews, UK. She has previously worked in the UAE, Canada, and Japan. Her research interests include language and identity, language policy, translingual practice, linguistic ethnography, linguistic landscapes and English-medium instruction (EMI).

She has published widely in journals such as *Asian Englishes*, *Language and Intercultural Communication*, *Linguistics and Education*, *Multilingua*, and *World Englishes*, and has contributed numerous chapters to edited volumes. Sarah is author of *The Impact of Global English on Cultural Identities in the UAE* (Routledge, 2020) and co-editor of *Linguistic Identities in the Arab Gulf States* (Routledge, 2022).

14.15 -
14.45

Tutorial
Room 5

Session 5: Abstracts

Chris R Smith

Stefan O'Grady

Odette Vassallo

Lijun Yin



Chris R. Smith
University of Edinburgh

Integration Workshop: Integrating Processes and Integrating Tasks

The move towards integrated assessments has been a significant trend in EAP over the last decade, and many courses have moved away from exams towards the submission of integrated coursework tasks. These assessments are often preferred for their authenticity and positive washback, which can promote better constructive alignment between assessment, course content and learning outcomes.

However, with the development of technology such as translation software and generative AI, coursework assessments have become more vulnerable to academic misconduct, and with an integrated assessment, this affects both the productive skill and the receptive skill. If we want to keep the many benefits of coursework assessments, we may want to seek adaptations that make the assessments more robust in face of more sophisticated digital assistance.

This workshop will give space for participants to discuss how we can promote and ensure academic integrity for submitted coursework. The first area for discussion is how to further integrate the process into the assessment, for example by having learners demonstrate the completion of formative stages. The second area for discussion is how to further integrate products, linking written, spoken and other artefacts into an integrated demonstration of learning.

Both areas for discussion will be contextualised, before breaking out into small groups to discuss and share ideas, and then being rounded off with a brief whole group discussion. Both discussions will be encouraged to first discuss task design and then move onto scoring procedures. Colleagues from all contexts are welcome!

Biodata

Chris has been a language teacher for 20 years, working in EAP for 15 and specialising in assessment for 10. He is head of English Language Pre-Sessional at the University of Edinburgh and co-convenor of the BALEAP Testing, Assessment and Feedback Special Interest Group. He is from Yorkshire but now lives in Fife.

14.55 -
15.25

Booth
Lecture
Theatre

Stefan O'Grady
University of St Andrews

Response format in computer-based lecture comprehension tasks

Recent years witnessed adoption of computer-mediated language assessment and many established conventions now require reevaluation. A relatively recent trend has been to increase the use of integrated skills assessment. This is especially true in lecture comprehension tasks which have conventionally involved selected response formats such as multiple choice.

Empirical research broadly points to improved construct coverage with integrated formats. Yet, this body of research has not engaged with item presentation methods afforded by computer technology. Applying stimulated recall, the current study explores student engagement in a computer-mediated lecture comprehension assessment, featuring multiple-choice questions and integrated response. Each format engages similar processes, but disparities were observed in terms of focus on lecture contents, anxiety, and the role of memory.

Findings indicate that selected response format engages core listening processes more comprehensively than the integrated format. The research will be of interest to individuals and institutions involved in listening assessment development and validation.

Biodata

Stefan O'Grady is an Associate Lecturer in Academic English and TESOL at the University of St Andrews. He has worked in English language teaching and assessment for over fifteen years in a variety of national contexts including Turkey, France, China and Kuwait. He received his PhD in 2018 from CRELLA, at the University of Bedfordshire. His main research interests are in language test development and validation. His work has been published in *Language Testing*, *Research Methods in Applied Linguistics*, *Language Teaching Quarterly* and others.

14.55 -
15.25

Seminar
Room 1

Odette Vassallo

University of Malta

Transforming Communication and Academic Skills of Multilingual Students

The presentation will report on an EAP programme with a specific focus on the type of discipline-specific assessment tasks created for the second part of the programme and which target 58 sub-disciplines at undergraduate level. Short and long writing tasks were designed to incorporate a combination of seven genre families (Nesi and Gardner, 2012). Complementary to the writing tasks, a reflective activity was included in the form of an oral presentation for which students were to justify and discuss their writing processes. The outcome of the tasks will be discussed during the presentation.

Briefly, I shall present the purpose for introducing the programme and some of the challenges in identifying and designing discipline-specific assessment tasks. The contextual factors were determined by the coexistence of English and Maltese on a small island state. By combining English as the language of instruction within the context of Maltese-dominant cultural thought, the programme embraces academic literacy tailored to and reflective of the needs of the multilingual students.

Assessment challenges posed by the specificity of the discipline and how these were met will be discussed during the presentation.

Biodata

Odette Vassallo is an Associate Professor at the University of Malta. She holds a PhD in Applied Linguistics from the University of Nottingham, UK. She lectures in the Department of English at the Faculty of Arts and is also Director of the Centre for English Language Proficiency. Her research prioritises academic literacy within a multilingual and cross-cultural context, language assessment, corpus linguistics, Second Language Acquisition, and stylistics. She leads an academic literacy programme for all undergraduates across all disciplines which was launched in 2022.

14.55 -
15.25

Tutorial
Room 2

Lijun Yin

University College London

Promoting assessment for learning in the age of AI: the role of dialogic feedback

The powerful generative artificial intelligence (AI) tool-ChatGPT-has caused unease among educators immediately since its release. Scholars worry that the readiness of information and the ease with which unique texts can be produced by AI will result in rampant student cheating and a lack of critical thinking (Kostka and Toncelli, 2023).

Against this background, this presentation will highlight the central role of teacher-student feedback dialogues in promoting student higher-order thinking skills through learning of academic writing in EAP curriculum. I'll share my practice of providing dialogic feedback on formative assessments in a summer pre-session EAP course, illustrating that providing opportunities for students to elaborate their thoughts and challenging student understanding by bringing new perspectives in feedback conferences can effectively develop students' logical and critical thinking, leading to the improvement of academic writing quality.

Additionally, the presentation will also compare the feedback and revision generated by ChatGPT and teacher feedback and student revision, emphasizing the importance for maintaining a critical approach to its use in EAP learning and teaching. At last, this presentation will briefly discuss the design of EAP assessment in light of AI.

Biodata

Lijun Yin is currently a first-year PhD student at the University College London. Previously she worked as an Associate Language Lecturer in the School of Languages, Xi'an Jiao-tong Liverpool University. She has over 4 years' experience in delivering English for Academic Purposes courses to students across various study and language proficiency levels. Her research interests include EAP writing assessment, academic writing instruction and teacher education.

14.55 -
15.25

Tutorial
Room 5

Panel Discussion

Discussion with colleagues and presenters from the day.

Poster Presentations

Siriol Lewis

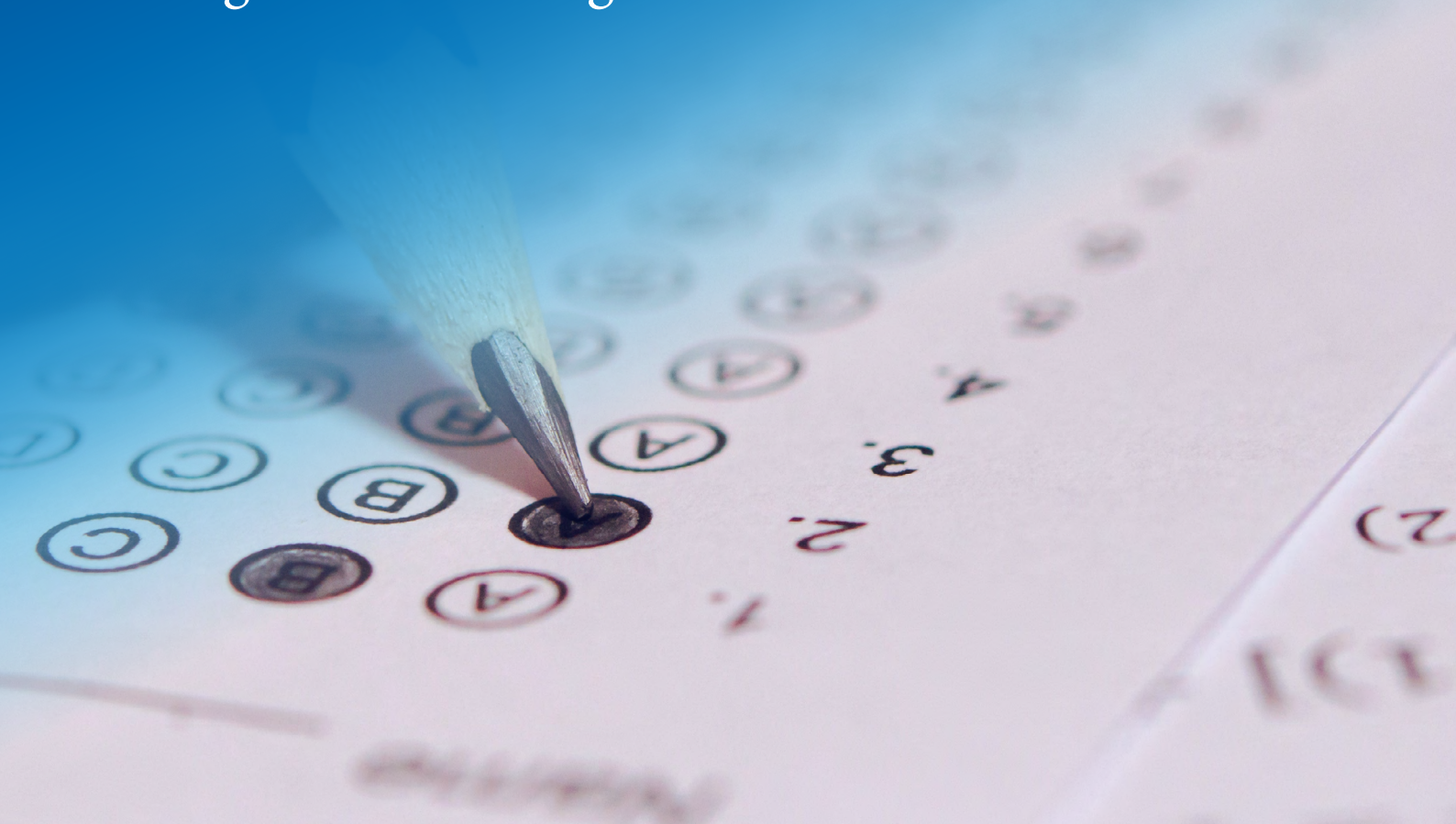
Michela Gronchi

Yilan Xu

University of St Andrews

Example Poster Assessment Task (Postgraduate):

Quratul Ain, Alishba Asad, Carol Blanchett,
Angus Cheung, Nikita Gupta,
Elizabeth Hashimura,
Huong Thi Mai Phung



Poster Presentations

Siriol Lewis - University of Glasgow

The impact of technology-mediated assessment on language assessment literacy levels in a pre-sessional EAP team.

The advent of the global pandemic was the catalyst for English for Academic Study moving assessments online, utilising Moodle quiz options for formative and summative receptive skills testing, including high-stakes exit tests over 2020 – 2023. This presentation summarises the outcomes of using such technology. Levels of staff language assessment literacy increased, resulting in a greater awareness of test design and specifications, and the limitations of the test structure. Descriptive statistics were readily available for each test, enabling us to analyse the discriminative efficiency of individual items, resulting in some post-test adjustments of cut scores. Test specifications were refined and adjusted. Comparative statistics across EGAP and ESAP allowed us to track students' progress and to ensure that the tests themselves were increasing in difficulty to allow students to demonstrate their proficiency particularly where exit scores varied.

Our analysis confirmed that tests were effective; however, we also had some surprising results across ESAP tests which led to further analysis, focusing on text lengths, lexical density, and item types, and particularly activation of schemata. A second and equally important focus was the operationalisation of constructs with the Moodle quiz item structures. We were concerned that the narrowing of item options would instigate the use of 'testwise' techniques and disadvantage some students (Cohen et al., 2023). Surface level reading was a consideration as multiple-choice questions were the dominant item type (Rupp et al., 2006; Kayarkaya & Unaldi, 2020). We considered the tests' predictive validity, constructive alignment in course materials and the ensuing washback.

References

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- Kayarkaya, B., & Unaldi, A. (2020). What You might not be Assessing through a Multiple-Choice Test Task. *International Journal of Assessment Tools in Education*, 7(1), 98–113.
- Rupp, A., Ferne, T., & Choi, H. (2006). How assessing reading comprehension with multiple choice questions shapes the construct: a cognitive processing perspective. *Language Testing*, 23(4), 441-474.

Biodata

Siriol Lewis is a lecturer in English for Academic Study at the University of Glasgow. She has qualifications in Applied Linguistics and Language Testing, overseeing test construction/analysis in the department.

Michela Gronchi

University of St Andrews, Scotland, UK – University of Venice, Italy

The explicit-implicit dichotomy in EMI assessment

This poster presentation focuses on a recent study on EMI assessment in an Italian University (Gronchi, M. 2023. Language assessment in EMI: unravelling the implicit-explicit dichotomy. *Educational Linguistics*. <https://doi.org/10.1515/eduling-2023-0011>).

The poster presents the analysis of the assignment and the rubric used for evaluation in a Linguistics module taught in English. Some inconsistencies were found between language objectives as stated in the curriculum and actual practices that are reflected in the assessment phase. The overall aim is to discuss discrepancies between language objectives and language assessment and identify a theoretical framework that could explain the implicit-explicit dichotomy in EMI.

The present study raises the possibility that the discrepancies between language objectives and assessment criteria could be described in terms of teacher practices and beliefs that diverge from the declared language policy. Findings further indicate that the implicit-explicit dichotomy depends on academic literacies constructs, which have implications for the students' development of linguistic tacit knowledge, which is learnt experientially but cannot be easily codified.

Biodata

Michela Gronchi is a lecturer in Educational Linguistics at Ca' Foscari University in Venice and works as a language specialist for the University of Genoa in Italy. She is currently a student of the Professional Doctorate in TESOL at the University of St. Andrews in Scotland. Her main research interests are English for Academic Purposes and English Medium Instruction with a strong focus on language learning and assessment.

Yilan Xu

University of Edinburgh

Challenges, strategies and relevance of Chinese Master's Students' Academic Genre Production: A research proposal

Currently, Chinese higher education has shown increasing interest in English for academic purposes (EAP), especially in academic writing, which has been included in the teaching content of English language education at postgraduate taught and research levels (Li et al., 2020). Nevertheless, there is a dearth of studies which examine Chinese students' academic written genres in terms of their challenges, strategies, and relevance to students' academic pursuits and professional lives.

In order to address this gap, the present research project aims to i) explore the correspondence between the specific genres in English that Chinese students reading for a Master's in Aquaculture produce in their EAP courses and in their academic courses, ii) investigate the challenges that these Chinese students encounter in producing the most recurrently taught genre in their EAP courses, iii) research the strategies that they employ to navigate the production of academic genres in English which are required during their Master's study but not taught in their EAP courses, and iv) examine different stakeholders' understandings of the relevance of the genres that students produce in their EAP courses to facilitate their academic and professional lives.

To this end, the project will employ a mixed-methods approach, drawing on a range of methods for data collection (e.g., documents, interviews, questionnaires) and data analysis (e.g., text analysis, thematic analysis, statistical analysis). Overall, this research project will broaden the scope of EAP research within the context of Chinese higher education.

References

Li, Y., Ma, X., Zhao, J., & Hu, J. (2020). Graduate-level research writing instruction: Two Chinese EAP teachers' localized ESP genre-based pedagogy. *Journal of English for Academic Purposes*, 43, 100813.

Biodata

Yilan Xu is a PhD student in Education at the University of Edinburgh, UK. In 2021, she obtained an MSc in TESOL from the University of St Andrews. Her doctoral thesis focuses on exploring the issues related to academic genres in English that are produced by Chinese Master's students in one public university of China. Her research interests include English for academic purposes, academic writing, genre, and assessment.

Poster Assessment Task (Postgraduate)

Example responses (University of St Andrews)

These posters are examples of a new assessment on the MSc TESOL here in St Andrews (for further details, see Session 1: *Beyond the essay - light at the end of a long tunnel* by Kerry Tavakoli).

Biodata

Quratul Ain

Quratul Ain is a postgraduate distance learner, studying MSc TESOL from the University of St Andrews, UK. With eight years of teaching experience at universities based in Pakistan, I also hold a Master's degree in English Linguistics and Literature from Pakistan. I have published four research papers in peer-reviewed journals and presented a paper at an international conference focusing on eco-linguistics.

Alishba Asad

Alishba Asad is a student of MSc. TESOL with a specialism in Technology for Teaching at the University of St Andrews. She has taught English language for several years to young learners in Pakistan.

Carol Blanchett

Carol Blanchett is an EAP tutor at the University of Dundee and a Distance Learner on the MSc TESOL (with EAP specialism) at the University of St Andrews. She has previously taught in England, the Netherlands and Japan. She has a particular interest in assessment and feedback.

Angus Cheung

Angus Cheung is an Assistant Lecturer at Hong Kong Baptist University. After completing a Master of Science in Developmental Linguistics at the University of Edinburgh in 2020, he is now pursuing another MSc in TESOL with a specialism in English for Academic Purposes at the University of St Andrews. With his passion for language and culture, he also completed his CELTA at International House London and obtained a Diploma in Chilean Studies from the University of Chile.

Nikita Gupta

Nikita Gupta has taught verbal reasoning to ESL learners across India for over seven years. Her expertise spans multiple Indian undergraduate and postgraduate entrance tests. She is adept at teaching varied class sizes (3-600) in-person and online. Her engaging and inclusive pedagogy (towards learners from Hindi medium education and with visual impairment) has gained learner admiration and cemented her previous organisation's online presence in the postgraduate segment. Nikita is pursuing the MSc TESOL from the University of St Andrews as a St Leonard's Masters Global Leadership scholar. In a short span, she has earned her teachers' and peers' appreciation for microteaching, lesson plan design, and coursework tasks. She is currently applying her course insights as an English Language Skills Tutor for the Estates and RBS employees of the university. Her alma maters include Delhi School of Economics and Shri Ram College of Commerce, two leading Indian higher-education institutions.

Elizabeth Hashimura

Elizabeth Hashimura is a doctoral candidate in TESOL at the University of St Andrews. Her research interests include language learner and language teacher identity, ideology in language teaching materials, and feedback paradigms in pre-service teacher training programs.

Huong Thi Mai Phung

Huong Phung is a student in the MSc TESOL - Distance Learning at the University of St Andrews. She is an EFL teacher and curriculum designer in Vietnam interests include Content & Language Integrated Learning (CLIL), Edtech, and using literature in language classes.

The 2024 EAP Conference has been hosted by the International Education Institute at the University of St Andrews.

For more information on the Institute, including the range of courses offered, please visit our website at <https://www.st-andrews.ac.uk/international-education/>