

Go with the Flow:
Coherence and Cohesion
in EAP discourse

Welcome

Welcome to the 7th EAP Conference at the University of St Andrews. We are absolutely delighted that so many of you continue to join us from across the UK and the EU, and indeed, the US. Long may it continue!

We are especially pleased to welcome Nigel Caplan, known to many of you as the author of Grammar Choices for Graduate and Professional Writers, as our plenary speaker. Nigel will be talking about cohesion from a functional perspective and explaining why cohesion is not organisation but the outcome of a complex set of language choices.

We hope that you find our programme both coherent and cohesive and that our wide range of talks all “go with the flow.”

As always, huge thanks are due to Kerry Tavakoli, who once again has masterminded this event so effectively, and who, together with Dinorah Imrie, has dealt with the people, the processes and the (increasingly small amount of) paper needed to make this conference happen.

We look forward to seeing you and hope that you will have a rewarding, stimulating and useful day, knowing too that the St Andrews conference marks the end of winter, and a sure sign that Spring is on its way – Storm Doris permitting!



Jane Magee
Head of English Language Teaching
University of St Andrews



Pre-conference workshop
Genres That Work
in the Writing Classroom
Friday 24 February 2017
from 16:00 in Seminar Room 1 in the
Medical and Biological Sciences Building
(same venue as conference)

In this interactive workshop, Nigel Caplan will discuss the advantages of organising a writing curriculum around genres rather than rhetorical modes. He will then demonstrate the Teaching/Learning Cycle (Martin, 2009; Rothery, 1996), a highly scaffolded approach to teaching written genres. Together, we will go through the stages of Deconstruction (analysis of models), Joint Construction (collaborative writing), and Independent Construction.

This is a free event

Venue: Seminar Room 1 in the Medical and Biological Sciences Building (School of Medicine)
University of St Andrews
North Haugh, St Andrews, Fife, KY16 9TF



Conference
Go with the Flow:
Coherence and Cohesion
in EAP discourse
Saturday 25 February 2017
from 9:15 to 17:30
Registration starts at 9:15
at the Entrance Hall

Venue: Medical and Biological Sciences Building (School of Medicine)
University of St Andrews
North Haugh, St Andrews, Fife, KY16 9TF

Publishers' displays

MICHIGAN
— English Language Teaching —
CREATING ACADEMIC SUCCESS STORIES AROUND THE WORLD

Eurospan | group

Timetable

9:15 - 9:45	Registration and Publishers' Stands <i>Entrance Hall</i>		
9:45 - 10:00	Welcome <i>Lecture Theatre</i>		
10:00 - 11:00	Plenary Speaker, Nigel Caplan Tricks of the Academic Writer's Trade: The Language of Cohesion <i>Lecture Theatre</i>		
11:05 - 11:35	Lecture Theatre	Seminar 1	Seminar 2
	Julie Moore , Independent Scholar Making words work together: vocabulary teaching and lexical cohesion	Neil Allison , University of Glasgow Experimenting on students' written coherence: experimenting an end in itself?	Steve Jorgensen-Corfield , Cardiff University A suggested 'tool-kit' for enhancing our students' competence in their 'apprenticeship' within EAP
11:35 - 11:55	Coffee break <i>Entrance Hall</i> ***Sponsored by Telc***		
12:00 - 12:30	Lecture Theatre	Seminar 1	Seminar 2
	Norbert Schmitt , Nottingham University Coherence and cohesion in academic discourse: the role of vocabulary	Kinga Maior , Glasgow International College (Kaplan) Teaching cohesion in written EAP discourse through blended learning	Jenifer Spencer , Freelance The source of the flow: Approaching coherence at classroom level
12:35 - 13:05	Lecture Theatre	Seminar 1	Seminar 2
	Andrew Drummond , King's College London An investigation of noun frequencies in cohesive nominal groups	Joe Franklin , University of Southampton Cultivating coherent writers in the Southampton Writing Centre	Maxine Gillway , University of Bristol Feedback: the missing link
13:05 - 14:15	Lunch <i>Entrance Hall</i>		
14:15 - 14:45	Lecture Theatre	Seminar 1	Seminar 2
	Jennifer MacDougall , Trinity College London The impact of assessment: construct, coherence, cohesion and co-construction	Thom Jones , Telc Flowing together: coherence and cohesion in EAP presentations	Jane Bottomley , University of Manchester At the risk of repeating myself, ...
14:50 - 15:20	Lecture Theatre	Seminar 1	Seminar 2
	Jill S. Haldane , University of Edinburgh Postgraduate Chinese students' response to academic discourse in pre-sessional EAP	Chris Nelson , INTO Newcastle There's no Business like Flow Business – cohesion in IMS' academic writing	Xuanhong Guo , University of Durham Lexical Cohesion: Comparing Chinese postgraduate written assignments in UK universities
15:25 - 16:05	Lecture Theatre	Seminar 1	Seminar 2
	Anne Vicary , University of Reading 'Upping the game' – applying an SFL framework to in-session teaching	Walter Nowlan, Carla Grimley, Laura Manzie , Nottingham Trent University HyperNew as a paragraph-level cohesive device in argumentative essays	Begoña Bellés Fortuño , Universitat Jaume I Using spoken academic corpora for teacher training courses: an EMI case
16:05 - 16:30	Tea break <i>Entrance Hall</i> ***Sponsored by Telc***		
16:30 - 17:20	Panel Discussion, led by Nigel Caplan, Jim Donohue, Maxine Gillway and Diane Schmitt <i>Lecture Theatre</i>		
17:20 - 17:30	Closing remarks and raffle prizes <i>Lecture Theatre</i>		

Abstracts

**Plenary
Speaker
10:00 - 11:00**

Nigel Caplan Lecture Theatre

University of Delaware

**Tricks of the Academic
Writer's Trade:
The Language of Cohesion**

Summary

The plenary talk is entitled “Tricks of the Academic Writer’s Trade: The Language of Cohesion”. From a functional perspective, cohesion is not just a tool for organization but the outcome of a complex set of language choices. In this plenary talk, Nigel will show how teaching students to use the resources of Theme, grammatical metaphor, and reference can result in academic writing that “goes with the flow.”

Biodata

Nigel Caplan is an assistant professor at the University of Delaware English Language Institute in the United States, where he teaches EAP classes to students preparing for undergraduate and graduate degrees as well as MA TESL courses for pre-service and in-service teachers.

Nigel is the author of several textbooks including Grammar Choices for Graduate Writers (University of Michigan Press) and Inside Writing (Oxford). He recently completed his PhD dissertation, and his work has been published in English for Specific Purposes, The Journal of Second Language Writing, and TESOL Journal. Currently, he is the co-chair of the Consortium on Graduate Communication and the incoming chair of TESOL’s Second Language Writing Interest Section.

Nigel blogs sporadically at <http://nigelteacher.wordpress.com>

Speakers

11:05 - 11:35

Julie Moore

Neil Allison

Steven Jorgensen-Corfield

Making words work together: vocabulary teaching and lexical cohesion

Summary

Vocabulary teaching often seems to consist of lists of words; picked out from a reading text, around a theme or maybe from the academic word list. Being a successful academic writer though is about more than just having a stock of words and throwing them at the page. Creating a text that guides the reader smoothly through your ideas requires lexical cohesion; choosing words that hang together and create threads of meaning.

In this session, we'll explore three ways of helping student writers create lexical cohesion:

Whilst students may arrive on an EAP course with a stock of favourite discourse markers (besides, on the other hand, etc.), they are often limited and not always appropriately used. Broadening the range of signposting language that students have at their disposal and getting them to really think about how the ideas they want to link are related can be a first step towards creating cohesion in their writing.

How often have you come across a student text that repeats a handful of key words and phrases over and over making the writing feel clunky and repetitive? Understanding how to vary their language through the use of appropriate synonyms can help students produce more interesting, readable texts.

Cohesion in a text is built up through clear chains of reference. This might include the use of synonyms and pronouns, but also importantly, the use of superordinate terms to refer to a whole category or concept. These superordinates are a key tool for any student writer.

We'll see examples of activities from the new Oxford Academic Vocabulary Practice books which deal with each of these specific lexical skills, not just aiming to add more words to the student's passive lexicon, but instead to focus on how they can make words work more effectively together.

Biodata

Julie Moore is a freelance writer, corpus researcher and lexicographer with a special interest in EAP vocabulary. She worked on the Oxford Learner's Dictionary of Academic English (OUP) and she has most recently authored the two new Oxford Academic Vocabulary Practice titles (OUP).

Experimenting on students' written coherence: experimenting an end in itself?

Summary

Have you ever considered conducting experiments on your students? Does that sound unethical? Going further, what about conducting experiments as an end in itself? Could it actually improve your student experience and your own experience in unexpected ways?

The background to this seminar involved attempts to improve the teaching of written coherence to international pre-sessional students at IELTS 5.5/6, with particular interest in Chinese students. I will share my experience of collaborating with students in experimental contexts and tasks; the aim of the experimenting was for me to learn how to explain coherence more effectively and efficiently and find out what caused incoherent texts. However, what became more interesting was the seeming value of experimentation in itself. This seminar will refer briefly to literature on coherence with a focus on Chinese writing but will spend most time covering my methodology of experimentation and what students felt. Going further, what were the unexpected boons for them and for me?

Outline:

1. The context: pre-sessional Chinese essay writing
2. The process: attempting to design tasks with controlled and independent variables to monitor the dependent variable 'coherence'
3. The outcomes for students' writing
4. Observations on student outcomes
5. Observations on teacher outcomes
6. Relating observations to the literature on action research and on Chinese English coherence in writing.

Biodata

Neil Allison is EAP Teacher at the University of Glasgow School of Modern Languages. He has over 6 years' experience teaching academic writing and for that time has taught general EAP and also in-session EAP classes to post-graduate law students. Prior to teaching he was 4 years in legal practice and 2 years in legal publishing.

A suggested 'tool-kit' for enhancing our students' competence in their 'apprenticeship' within EAP

Summary

A session on practical ideas to aid EAP classroom delivery on the teaching of cohesion and coherence for written production. These ideas seek to marry the teaching of 'knowledge and 'skills'. These ideas are a response to recent approaches which seek to go beyond measuring and evaluating student success in completing a task to mutually explore between tutor and student the type of strategies they have employed in order to try and achieve it. As such, the tutor can address writing both as 'product' and 'process'. In addition, these ideas seek to engage students more successfully in developing a 'voice' and addressing both the purpose behind the written task, and its intended audience.

Biodata

The current Pre-sessional Manager at Cardiff University, with fifteen years' experience of struggling to produce students with greater confidence in their ability to construct coherent and structured arguments within academic text.





Speakers

12:00 - 12:30

Norbert Schmitt
Kinga Maior
Jenifer Spencer

Coherence and cohesion in academic discourse: the role of vocabulary

Summary

Many things contribute to creating coherence and cohesion in academic discourse. This presentation will consider the role of vocabulary in this. It will review some of the ideas of Michael McCarthy on lexical chains. These are the exact repetitions of words/phrases, use of synonyms, and the use of super-ordinates/co-ordinates/sub-ordinates to develop a web of related meanings which flow through the discourse and connect it. McCarthy introduced the idea of lexical chains in general discourse, but the notion is also pertinent in academic discourse. The presenter will illustrate these chains in expert academic writing, and then explore the degree to which learner academic assignments have this chaining. The presentation will conclude with a discussion of whether the degree of lexical chaining might be describable with enough precision that it could be added as a criterion of overall discourse cohesion.

Biodata

Norbert Schmitt is interested in all aspects of second language vocabulary. He published six books on vocabulary and applied linguistics, and two vocabulary textbooks. He has also published more than 100 articles, book chapters, and other outputs. He has not considered lexical cohesion in depth before, so welcomes the chance to expand his knowledge of this area before his presentation.

Teaching cohesion in written EAP discourse through blended learning

Summary

There is an on-going process of higher education institutions moving towards the incorporation of blended learning into their teaching methods. Due to this, and in combination with the continual evolution of the preferences and expectations of international students studying at British universities, this presentation explores the viability of two distinct online platforms (Padlet and Socrative) for the teaching of cohesion in written EAP discourse. For this purpose, from the five main classes of “cohesive ties”: reference, substitution, ellipsis, conjunction and lexical cohesion as defined by Halliday and Hasan (1976), endophoric reference will be addressed in more detail via Padlet and Socrative through exercises designed by the presenter, followed by a practical 3-4 minute demonstration with the participation of the audience.

The exercises are crafted with the presumptions that class sizes do not exceed 20, students are accustomed to a more teacher-centred, deductive approach and their level of English is at IELTS 5.5 or above. Based on the trial exercises designed for this presentation, the different features of the two platforms, and the presenter’s previous experience of applying them in the EAP classroom, it is recommended that Padlet be utilized to present and explain, then practise and produce short texts with endophoric reference either individually or in pairs, both in class and at home. Socrative, on the other hand, can be used to test individual students and affirm their newly acquired knowledge in an informal way.

The presentation concludes that a combination of the two platforms offers a convenient and practical method to engage students in active learning, while encouraging them to share their own writing among peers in order to facilitate mutual improvement.

Biodata

My teaching experience comprises of EFL, Business English and EAP courses at a variety of language schools and higher education institutions in Hungary, Romania, Italy and the UK. At the moment, I am a tutor at Glasgow International College (Kaplan) and teach academic skills and language, as well as theory and projects centred on research. I am currently interested in: incidental vocabulary acquisition from multi-player computer games and online ELT course design.

The source of the flow: Approaching coherence at classroom level

Summary

Coherence is often approached in a retrospective way, at the point of assessment, when students are told that their work is incoherent. In the classroom there is usually more focus on cohesion, with its easily identifiable linguistic features of discourse markers, shell nouns, and lexical chains. It seems to be assumed that students' ability to write coherent texts will be developed in parallel through the study and practice of cohesion.

This task-based presentation questions the extent to which this is likely to happen and asks what features and principles of coherence can be presented to EAP students to actively encourage them to consciously develop their ability to conceive and construct coherent texts.

Biodata

Jenifer Spencer formerly taught both pre-sessional and in-sessional and embedded EAP courses at Heriot-Watt University, and has developed and delivered EAP teacher induction and development courses at Heriot-Watt and other universities. She has been involved in materials development and writing for a range of EAP courses at Heriot-Watt, St Andrews and other universities and institutions, and is a co-author of EAP Essentials: a teacher's guide to principles and practice (Alexander, Argent and Spencer: Garnet Education).



Speakers

12:35 - 13:05

Andrew Drummond

Joe Franklin

Maxine Gillway

An investigation of noun frequencies in cohesive nominal groups

Summary

General purpose academic word lists, such as Coxhead's (2000), are widely used in the teaching English for Academic purposes. However, word frequencies in some micro-level aspects of academic discourse are yet to be determined. This study has generated knowledge of noun frequencies in sentence transitions containing anaphoric lexical references to the preceding sentence. Investigating a corpus of approximately 5.6 million words of academic texts from the Social Sciences and Humanities has led to a list of 71 nouns most frequently used in cohesive nominal groups in these areas. This list was compiled with Antconc by examining eight syntactic structures containing an anaphoric determiner and noun. The list can be used alongside more general purpose lists to support L2 academic writing development. As well as the main list, two significant sub-lists have been identified: a list of items particularly useful for anaphoric references to a citation and a group of nouns that nominalise processes. Four frequently occurring nouns in the data have been identified as forming partitive constructions with a cohesive aspect enabling the writer to narrow or broaden the range of analysis in the writing. In addition, there is a proposed order in which the eight cohesive structures investigated could be introduced within an EAP syllabus.

In addition, I will bring sample classroom materials and show how teachers can instruct students to use internet-based corpora to generate in class more subject-specific lists of nouns used for lexical cohesion.

Biodata

I am an EAP tutor at King's College London, having also taught EAP in South Africa and EFL in Macedonia and Hungary. I investigated cohesion in the academic English of IsiZulu speakers for my MA research report. Since then, I have focused on developing a list of common nouns used for lexical cohesion in academic English. Presently, I am researching academic lexical development of two distinct groups on an EAP foundation program. I live in London with my wife.

Cultivating coherent writers in the Southampton Writing Centre

Summary

In the fledgling Writing Centre at the University of Southampton, we work with student writers from across the entire University and all language backgrounds. Two of the most common issues all students wish to address in their texts are “structure” and “flow.” Or, at least this is what they are told to address. Often, students cannot tell us what exactly these things mean. We understand these to mean a clear journey for a reader from point to point in their work. Our approach involves attending to the planning phase as well as the writing phase. In order to keep their ideas structured, we offer students help in outlining and writing annotated bibliographies. To improve the drafts of their texts, we offer skills in refining their thesis, introducing/connecting paragraphs, and reverse outlining. In this presentation, I will explain how these methods work in practice during our workshops and tutorials and what they can tell us about the needs of students. I will pay particular attention to the way our advice is meant to build confidence and relieve the stress of multilingual writers.

Biodata

Joe Franklin has been developing a writing centre at the University of Southampton since December 2015. Before this, he taught first year composition courses at Miami University and worked in a business writing centre.

Feedback: the missing link

Summary

In our analysis of subject lecturer feedback in preparation for Academic Language and Literacy sessions, we frequently come across the term 'flow' and we do our best to unpack this for students in our PGT teaching materials through a focus on various common patterns of logical organization (coherence) and cohesive devices (linguistic glue). In my analysis of pre-sessional tutor feedback on first drafts of student assignments, however, I was struck by the relatively low proportion of feedback comments pertaining to this vital feature of academic discourse. As a result, I constructed a pre-interview task that aimed to elicit this kind of feedback – and not one of the interviewees picked up on the issue with the given-new structure of the text.

This presentation will test my hypothesis that feedback is the missing link in the teaching and learning cycle on coherence and cohesion by asking participants to give feedback on a short text with problems in precisely this area. We will then explore this missing link between our teaching and our feedback following a classic situation, problem, solution, evaluation structure. I will present my research results, with references to supporting literature, alongside sample lecturer feedback, teaching materials and EAP tutor feedback. We will consider some student texts and look at why and how we might want to focus on coherence and cohesion in feedback – and what is stopping us! This would be an interactive session with plenty of opportunity for practical work and discussion.

Biodata

Maxine Gillway is currently Acting Director of the Centre for English Language and Foundation Studies at the University of Bristol, Chair of BALEAP 2016-2019, and an EdD student at the University of Bath engaged in research on the nexus between practitioner beliefs and feedback practices.



Speakers

14:15 - 14:45

Jennifer MacDougall

Thom Jones

Jane Bottomley

The impact of assessment: construct, coherence, cohesion and co-construction

Summary

Coherence and cohesion are central to communicative competency, but can assessment tasks successfully elicit such discourse competence? Does high-stake assessment tend to produce less authentic (yet cohesive) language, and if so, what impact does this have on validity, and in turn washback and candidate motivation? Indeed, can we confidently describe candidate test output as having natural 'flow', and if not, why not?

This talk will explore how Trinity's Integrated Skills in English (ISE) test aims to create a more authentic context within which candidates can demonstrate coherence and cohesion in tasks more reflective of real-life communication acts. We will consider how unscripted and personalised elements of the speaking and listening test (at ISE II and III – B2 and C1) allow candidates to demonstrate their ability to create meaning, through cohesive and coherent authentic discourse.

Not only will we cover the impact test construct has on, in this presentation, spoken discourse (flowing and not so flowing), but also the interplay between the assessment criteria and examiner-candidate interaction.

Biodata

Jennifer MacDougall is an ELT practitioner with over 20 years' experience. She holds a diploma in TESOL and an MSc in Applied Linguistics. She led on the development of a suite of teaching qualifications for ESOL practitioners in Scotland; a project delivered through the SQA and funded by the Scottish government. She works in a freelance capacity for a number of organisations and is involved in teaching, training, examining and writing in Scotland and overseas. She has examined for Trinity for 16+ years in countries such as Argentina, Moldova, China and the UK at UKVI SELT centres.

Flowing together: coherence and cohesion in EAP presentations

Summary

We will be looking at ways of integrating cohesive approaches to develop coherent presentation styles in the EAP classroom. Weaving the multi-discipline and multi-level nature of much of EAP with a string of cohesion and coherence as a backbone. We will explore ways we can get students to make their presentations flow and be a showcase not a trauma by helping remove elements of stress by using a coherent and cohesive structure-blending the micro and macro elements to create a whole. And motivating students to help them see why they should bother.

This will be an interactive workshop with a lot of questions and the group will need to help sift the ideas for answers that suit their own methods and mentality. There will be participation, concrete new ideas to take into work on Monday and probably sweets.

Making all of this into a wider picture activities and approaches to make our EAP sessions relevant and rooted.

Biodata

Thom Jones has lived in more than a dozen countries and delivered teacher training in more than 70. He is a freelance trainer and principal of the Oxford College International Summer programme. He speaks regularly at conferences, schools, universities and businesses around the world. He is a consultant for Telc.

At the risk of repeating myself, ...

Summary

After many years of working with students on their academic writing, I decided to finally dig a little deeper into something of a recurring theme: the common reluctance among them to repeat words and phrases, and the reader's resulting confusion. Drawing on theories of lexical cohesion first outlined in Halliday and Hasan (1972), this paper will explore the role of repetition in writing. It will also present an analysis of data collected from students at the University of Manchester to examine the nature and origin of students' attitudes to repetition and related issues. The theory and data analysis will form the basis of a consideration of how we might help students achieve a better understanding of this important aspect of academic writing.

Halliday, M. and R. Hasan (1976) *Cohesion in English*. London: Longman.

Biodata

Jane Bottomley is a Senior Language Tutor at the University of Manchester, and a BALEAR Senior Fellow, Mentor and Assessor. One of her key interests is helping students, scientists in particular, to produce clear, coherent writing. She is the author of *Academic writing for international students of science* (Routledge, 2014), and is series editor and co-writer for *Critical study skills* (Critical Publishing, forthcoming).



Speakers

14:50 - 15:20

Jill S. Haldane
Chris Nelson
Xuanhong Guo

Postgraduate Chinese students' response to academic discourse in pre-sessional EAP

Summary

Well-formed writing is essential for academic success (Wolfe, 2011) and information flow is a characteristic feature of cohesive and coherent academic writing. As well as macro-scale logical organisation, academic writers use micro-scale cohesive devices of language form to which readers can cohere. At postgraduate level, complex text required students to write clearly and coherently (Hyland, 2013). Yet, research indicates (Bitchener & Basturkmen, 2006; Cooley & Lowkowitz, 1995; Lorenz, 1999) that students find coherence and connecting complex ideas difficult to achieve, while subject lecturers and supervisors find coherence hard to assess (Cotton and Wilson, 2011).

In replication of Basturkmen and van Randow (2014) research on coherence in postgraduate academic writing in New Zealand, a qualitative study of pre-sessional Chinese students on a postgraduate pathway at Edinburgh University in 2016 has examined two aspects of coherence in academic writing: organisation and argumentation. Organisation in discursive text is signalled with meta-discourse, while concession in argumentation is expressed using rhetoric devices with or without signalling language.

The purpose of the study is to observe, pre- and post-instruction, the extent that discourse markers are employed by Chinese postgraduate pre-sessional students to guide the reader more or less effectively through a line of reasoning. It appears that pre-sessional writing instruction and focussed attention-raising about academic discourse has played a significant role in developing awareness of coherence and cohesion in students. However, concurrent with Basturkmen and van Randow, there is shown to be a discrepancy between low-grade and high-grade writers.

Biodata

Jill Haldane (MA, Msc, PGDip Museum Management) is an EAP tutor and linguist from the University of Edinburgh. She instructs international students in English language education and academic writing to postgraduate in-sessional students. Jill is also the course director for pre-degree international students in the International Foundation Programme.

Jill's linguistic research interest is discourse analysis, specifically the context of discourse for learning and teaching. She is currently working on a longitudinal study about academic writing support for College of Science and Engineering students at UoE.

There's no Business like Flow Business - cohesion in IMS' academic writing

Summary

Last year I presented authentic materials for the purpose of teaching criticality which were based on successful extended essays written by students as part of their Study & Research Skills course. I am now taking a similar approach in order to focus on other essential academic writing skills, including coherence and cohesion.

This time the source material is the essays written by Graduate Diploma students on the September 2015 cohort. For this essay they had to read two source texts concerning the legality of the Google Library Project, and argue from the evidence presented in the two texts the extent to which the project was in violation of International Copyright Law. The essay was first written (500 words) in exam conditions as their practice writing test in Semester 1; in Semester 2, it was redrafted as an assignment (1200 words) which formed part of their EAP written work portfolio. As this is no longer being used as of 2016-17, the essays, the two articles on which they are based, and the formal written feedback provided by tutors, together form a rich source of teaching materials.

Among the features I am focusing on are relationships between essay question, thesis statement and conclusion; between concluding sentences and the topic sentences which follow; and between cautious language and confident language.

I also look at when and why the option between integral and non-integral citations is available. In addition, the materials frequently attempt to check the students' understanding of classic discourse markers such as however, on the other hand, and so on.

Biodata

Between 1974 and 2009 I worked for the British Council in a number of countries, mainly as a Teaching Centre Manager, although I was also involved in the marketing and administration of exams. Since January 2010 I have been an EAP tutor at INTO Newcastle University. I am particularly interested in teaching academic writing and have made several presentations on the subject.

Lexical Cohesion: Comparing Chinese postgraduate written assignments in UK universities

Summary

Cohesion is the term to identify a text in contrast to a collection of unrelated sentences, which refers to the formal links that create textuality. Cohesion is generally divided into two categories: grammatical cohesion and lexical cohesion (Halliday & Hasan, 1976). In terms of research on cohesion in Chinese learners' English writing, reference and conjunction (two sub-categories of grammatical cohesion) have been the focus of several books/publications related to English Language Teaching (ELT) reading and writing skills (McGee, 2008), but lexical cohesion has been largely ignored, although it is more pervasively used for "creating textual cohesion" (McGee, 2008). Limited studies conducted on lexical cohesion indicate that there are problems in Chinese students' English writing in terms of using lexical cohesive devices, an example being "redundant repetition" (Ting, 2003: 6). This study adds to the research on lexical cohesion in the writing of Chinese students by comparing Chinese students' writing with the use of lexical cohesive devices from a multi-marking scale perspective, focusing on academic writing by Chinese students studying on MA TESOL and MA Applied Linguistics programmes at a UK university, and comparing their assignments in terms of their uses of lexical cohesive devices. A framework of lexical cohesion was developed for this comparative analysis based on previous work (e.g. Martin 1992; Tanskanen, 2006).

Statistical analysis using SPSS identified a range of statistically significant differences in Chinese students' deployment of each sub-categories of lexical cohesion in the different mark categories. The feature of 'redundant repetition' is prevalent in the analysis of assignments with lower marks compared with samples with higher quality. Several strategies for deploying lexical cohesive devices are discussed with qualitative analysis, which can support L2 writing pedagogy for Chinese students'.

Biodata

PhD candidate in the School of Education at Durham University.

Speakers

15:25 - 16:05

Anne Vicary
Walter Nowlan, Carla Grimley
and Laura Manzie
Begoña Bellés Fortuño

'Upping the game' - applying an SFL framework to in-sessional teaching

Summary

My Systemic Functional Linguistics (SFL) journey began through attending Tribble and Wingate's 2013 BALEAP pre-conference workshop: 'Learning from student texts: a genre-based approach to 'mainstreaming' academic writing instruction' (See Wingate, 2015). Here I came into contact for the first time with an approach to teaching discipline-specific academic writing which incorporated an SFL perspective. My interest was subsequently piqued through further conference presentations such as Jim Donohue's –'Grammar as meaning-making in context: a language as social semiotic based approach' (St Andrews BALEAP PIM 2015). (See Donohue, 2012). Intrigued, I attended the 4th LinC summer school and workshop (Introduction to SFL) in September 2016 with the aim of improving my understanding of SFL and applying it, if appropriate, directly to my own teaching context. I began to understand that its ability to tease out relationships between form and meaning within any text and cultural/situational context actually served to enhance my own understanding of discourse, which could then form a useful basis for writing my own teaching materials for the classroom. Although it has given me a much-needed framework for this, the quest to produce well-targeted, student-friendly materials guided by this framework is a work in progress. I will show how I have benefitted from this new understanding in being able to apply it to my particular teaching context and would welcome further discussion.

Donohue, J. (2012). Using systemic functional linguistics in academic writing development: an example from film studies. *Journal of English for Academic Purposes*. 11(1). pp. 26-37.

Wingate, U. (2015). *Academic literacy and student diversity: the case for inclusive practice*. Bristol; Buffalo; Toronto: Multilingual Matters

Biodata

Anne Vicary works at the International Study and Language Institute at the University of Reading (UoR). Anne is the author of *Grammar for Writing*, part of the Garnet EAS series and is an EAP Lecturer and in-sessional English Postgraduate Co-ordinator. She has also written the UoR's first EAP MOOC - *A Beginner's Guide to Writing in English for University Study*, entering its 9th run in 2017.

HyperNew as a paragraph-level cohesive device in argumentative essays

Summary

Martin and Rose (2003) identify two main elements of information flow: hyperTheme and hyperNew. The former is similar to a topic sentence that organises the overall text, while the latter is a distillation of any subsequently presented information. In terms of the academic essay genre, paragraphs are typically follow a hyperTheme – evidence – HyperNew structure, where the latter element sums up the evidence to develop the argument (Nesi and Gardner, 2012). As students on our pre-session struggle to form HyperNews, specific instruction in this area was required. In response to this, a corpus of highly graded writing test texts was investigated to discover the frequency of use of the hyperNews, the various communicative functions these had, and the type of errors that typically occurred. The results of this investigation and the changes made to the writing component of the pre-session will be presented, along with proposals for the next step in this research project.

Biodata

Walter Nowlan is a Lecturer at Nottingham Trent University, where he is Deputy Programme Leader for Pre-sessional EAP programme. He is also a Fellow of BALEARP and of the HEA. His research interests include multimodal discourse analysis, corpus linguistics and teaching/assessing academic listening.

Laura Manzie is also a lecturer in EAP and is currently managing our longer pre-sessional courses. She has varied experience in Academic English syllabus and materials design across various Asian and British contexts. Her research interests include intercultural communication and exploring different ways to deliver written feedback.

Using spoken academic corpora for teacher training courses: an EMI case

Summary

Internationalisation of universities has resulted in the modification and creation of new language policies such as the promotion of student and staff mobility; the establishment of two main cycles in Higher Education (undergraduate and graduate); the harmonisation of degrees; a common credit system (where feasible). As regards English language, academic authorities worldwide are showing an increasing awareness on the introduction of tuition in English in their undergrad and postgrad courses.

In Spain, universities have seen an increased in the number of courses taught in English; however, the level of English among Spanish scholars is not balanced and quite heterogeneous, so the question is: how can we train scholars in the mastery of an English Medium Instruction setting in tertiary education?

The proposal presented here tries to summarise the efforts made by a Spanish university in offering courses for teaching in English to lecturers from different disciplinary backgrounds. One of the main problems encountered is that the knowledge of the English language that lecturers have is of a general nature (not academic), low register and often with a mastery of written and reading skills rather than spoken. Lecturers are not familiar with the features of academic discourse and more concretely the classroom genre (Crawford Camiciottoli 2007). A solution adopted to expose non-native English lecturers to the real English lecture genre lies in the inclusion of spoken academic corpora in the syllabi (BNC, BASE, MICASE) to be used as pedagogical materials. In this line, discourse markers are presented and explained as a means of discourse coherence (Bellés-Fortuño 2016, 2008; Fraser 1987, 1999; Schiffrin 1987) to enhance conversational competence, regardless of genre. At the same time, innovative teaching technologies such as corpus linguistics are used.

Keywords: spoken academic English, Internationalisation, teacher training courses, EMI (English Medium Instruction), spoken academic corpora.

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Biodata

Begoña Bellés Fortuño holds a PhD in English Philology by Universitat Jaume I in Castelló. She is a senior lecturer in the Department of English Studies at Universitat Jaume I where she currently lectures English Philology students as well as in the Degrees of Medicine and Nursing.

Her research interests are focused on Discourse Analysis, and more concretely academic discourse, both written and spoken, as well as on Contrastive and Corpus Linguistics, as her latest national and international publications show. She has published articles such as Spoken academic discourse: an approach to research on lectures (2005) in RESLA (Revista Española de Lingüística Aplicada), and co-edited the international volume Corpus-Based Approaches to English Language Teaching (2010, Bloomsbury).





**Panel
Discussion**

16:30 - 17:20

Led by Nigel Caplan,
Jim Donohue, Maxine
Gillway and Diane Schmitt

Lecture Theatre

**Closing remarks
and raffie prizes**

17:20 - 17:30

Lecture Theatre

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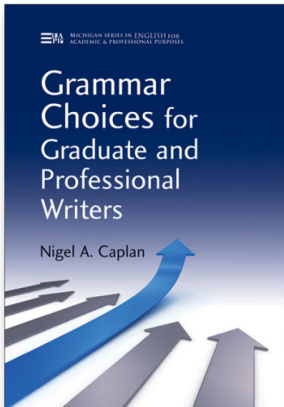


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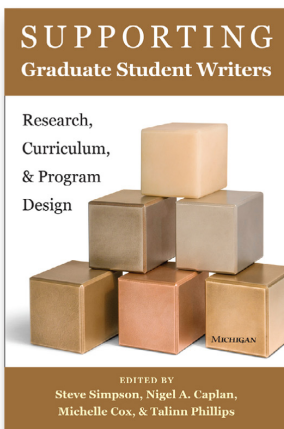
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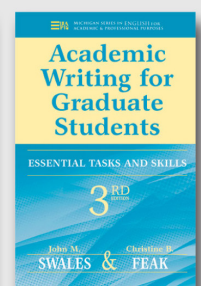
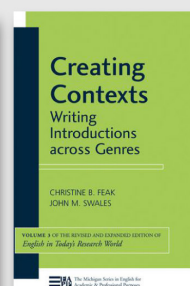
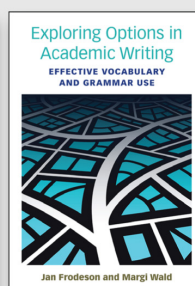
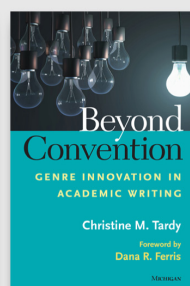
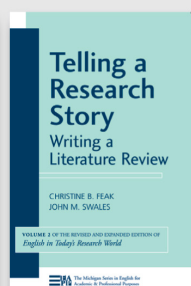
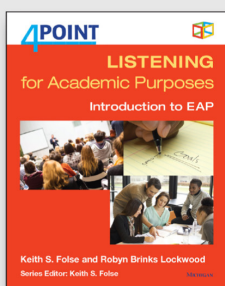
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