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**elt** English  
Language  
Teaching

# ***EAP Conference 2016 Finding the Balance: Language and Content in EAP***

to be held at

***Medical and Biological Sciences Building  
(School of Medicine)  
University of St Andrews  
North Haugh, St Andrews, KY16 9TF, UK***



on

**Saturday 27 February 2016 from 09:30 to 17:00**



The theme of this year's conference is the balance between language and content. As EAP schools/departments, or whatever we are known as, are developing and evolving, what we teach is changing, and our relationship with the rest of the academic community is changing, so this will be an opportunity to share our thoughts and practices.



## **Welcome**

*Welcome to the University of St Andrews and to the EAP Conference. We in ELT at St Andrews are delighted that so many of you are joining us for this, our 6th annual conference.*

*To those of you who are getting to know the University and our beautiful medieval town for the first time, a very warm welcome! To those of you who have been here before - welcome back! It is very pleasing that what was originally a very Scottish event now has attendees and presenters from all over the UK - and this year Switzerland too. Testimony, perhaps, to greater institutional awareness of the enormous value – in every sense – of what EAP is about.*

*We have a great programme in store, which goes straight to the heart of what we do; the place where language and content intersect in EAP. Where is this interface? How much do we deal with knowledge of or knowledge how? One plenary looks at a wide spectrum of approaches, the other homes in on a more specific way forward, and offers us a new acronym to boot. We have speakers considering pre-sessional, in-sessional and foundation contexts; others looking at the challenges of assessments, feedback and student motivation. Some are pondering how much subject-specific knowledge is required; others assume that the genres and epistemologies of disciplinary discourses are the starting point. In short, there are sessions to interest everyone.*

*Finally, a special thank you to Kerry Tavakoli, ably assisted by Dinorah Imrie, who between them have dealt with every imaginable academic and organizational eventuality that has enabled this conference to 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 the dreichest month of the year, and a sure sign that Spring is on its way!*

*Jane Magee  
Director of English Language Teaching  
University of St Andrews*

## ***Registration***

Registration starts at 9:30 am at the Entrance Hall

## ***Publishers' Displays***

Attendees will be able to view displays from Cambridge English, CUP, Garnet, Collins, Macmillan, National Geographic, OUP, Pearson and TELC.

**Cambridge English**



**Collins**



## ***Sponsors***

Morning coffee sponsored by Pearson, served outside the Lecture Theatre.

Plenary speakers sponsored by TELC.

## ***Location of Rooms***

	<b>Room</b>	<b>Location</b>
<b>Registration &amp; enquiries</b>	Entrance Hall	Ground floor
<b>Cloakroom</b>	Tutorial 4	Ground floor
<b>Sessions</b>	Lecture Theatre, Seminar 1 & 2, Tutorial 1, 2 & 3	Ground floor
<b>Book Exhibition</b>	Entrance Hall	Ground floor
<b>Refreshments &amp; lunch</b>	Dining Area	Ground floor
<b>Plenary speakers</b>	Lecture Theatre	Ground floor
<b>Toilets</b>	Female	Ground floor
	Male	Ground floor

# Abstracts

## Plenary Speakers

\*\*\*\*\*Morning session: 10:20 - 11:05\*\*\*\*\*

**Dan Jones**, University of Leicester

**Lecture Theatre**

*From non-integrated language to CLIL: five approaches to EAP support.*

### Summary

This talk will give an overview of the theoretical and practical considerations which relate to balancing language and content. The five approaches, which lie on a spectrum, are (1) non-integrated language support; (2) English for General Academic Purposes (EGAP); (3) English for Specific Academic Purposes (ESAP); (4) ESAP PLUS; and (5) Content and Language Integrated Learning (CLIL). Exploring these approaches will allow us to question institutional policy, pedagogic principles and the practical considerations of each.

### Biodata

Dan Jones is the In-sessional Programme Director at the University of Leicester. Recently he has been working on developing academic events for post-graduate research students as a way to develop connections between EAP support and academic departments.

\*\*\*\*\*Afternoon session: 14:45 - 15:30\*\*\*\*\*

**Steve Kirk**, University of Durham

**Lecture Theatre**

*We don't need to CLIL it; we need to KILL it: knowledge-integrated language learning for EAP.*

In this talk I take a critical look at the ideas of *content* and *language* in EAP and examine the relations we might establish between them. I suggest we need to replace the term 'content' with *knowledge* and sketch an outline of what a knowledge-integrated approach to EAP curriculum and pedagogy might look like.

### Summary

What do we mean as EAP teachers when we talk about integrating 'content' with language into our curriculum and teaching practices? Do we always mean the same thing? Might the *form* of this content actually impact on the kinds of teaching and learning that are made possible?

Talking about the integration of content 'with language' also assumes that content and language can be separated – and this is indeed the tacit assumption that much of EAP appears to have inherited. What happens to views of design and pedagogy when we see language and content as serving instead to build each other?

Before making decisions about 'balancing' language and content in EAP, therefore, I'd like to spend some time in this talk exploring the nature of content itself. In doing so I'm going to suggest we replace 'content' with 'knowledge'. I argue that one future for EAP curriculum and classroom is to bring knowledge practices and language practices closer together, to build a view of pedagogy more in line with the research-oriented view of EAP – but one which also extends this.

## **Biodata**

Steve is a senior teaching fellow and director of summer pre-sessional programmes at Durham University English Language Centre. He also teaches modules in SLA and Teaching EAP on the Centre's MA Applied Linguistics for TESOL. Steve is a member of the BALEAP TEAP Working Party and an Accreditation Scheme assessor. His professional and academic interests lie mainly in EAP teacher practice and development. He is currently working part-time towards a Doctorate of Education, examining the relations between EAP curriculum and pedagogy.

## **Speakers**

\*\*\*\*\***Session 1: 11:10 - 11:50**\*\*\*\*\*

**Jane Bottomley**, University of Manchester

**Lecture Theatre**

*Using the redrafted texts of former students to explore the principles of scientific writing.*

EAP tutors working in the School of Chemistry at the University of Manchester have successfully used materials based on texts that have been written and redrafted by former chemistry students to explore the general principles of scientific writing. This roots the study of language and discourse in academic content which is of the utmost relevance and interest to current students.

### **Summary**

In this session, we will look at some of the strategies and materials we have employed on CHEM61000, a credit-bearing MSc module entitled Research and Communication Skills in Chemistry. On this module, EAP tutors work closely with subject specialists on course design, management and assessment, to ensure that content and language are closely aligned. The input and assessment tasks on the course are ultimately designed to provide training in preparation for the final research project. The latter part of the module is based on individual writing tutorials with students as they work on their pre-experimental literature review for the project. There are several meetings with each student, which allows for collaborative discussion of their redrafted/reformulated texts. The 'before and after' texts collected as part of this process have formed the basis of a classroom activity with subsequent students on the course. This activity centres on discussion of the choices and strategies of the original writers as they redrafted their texts, and of how these relate to general principles of academic scientific writing. The aim is to provide a meaningful context for the discussion of language and discourse, one which allows students to envisage how they might transfer what they learn to their own writing. In the session, we will discuss some of the issues arising and also consider one of the outcomes of this process: the creation of a tool to guide students as they write their own drafts for future tutorials.

### **Biodata**

Jane Bottomley is a Senior Language Tutor at the University of Manchester, and a BALEAP Senior Fellow. She has been involved in the design and implementation of a number of ESAP courses in departments across the university. She is the author of *Academic Writing for International Students of Science* (Routledge, 2014).

**Diana Hopkins & Tom Reid**, University of Bath

**Seminar 1**

*Weaving a disentangled web: developing partnerships and integrating input.*

This presentation will describe recent developments within our APCS programme of lectures, demonstrating how this programme has evolved to provide tailored, embedded and varied support

to UG students. We go on to discuss how the format has migrated to PG courses, describing a new course devised and delivered in partnership with the Department of Mechanical Engineering.

### **Summary**

We launched our Academic and Professional Communication Skills (APCS) programme of subject-specific lectures in 2012, and since those beginnings, it has gone from strength to strength. Here we will first discuss the evaluation of this programme to show how it has become fully embedded into UG programmes of study, interweaving content input with skills input alongside integrated assessments. The second part of the talk will examine how the format has migrated to PG programmes, and will describe an innovative pilot launched in partnership with the Department of Mechanical Engineering, that combines content, skills development, and assessment in a new credit-bearing unit.

### **Biodata**

Diana Hopkins is Academic and Professional Communication Skills (APCS) Course Leader at the University of Bath. Her key responsibilities include managing the APCS programme of integrated and specifically tailored lectures to undergraduates in all departments of the university.

Tom Reid is Academic Skills Programme Course Leader at the University of Bath. His responsibilities include managing general and subject-specific in-session academic skills programmes across all departments of the University. He specialises in delivering skills courses on MBA and MSc degree programmes within the School of Management and Department of Engineering.

**Mike Groves**, Birmingham International Academy

**Seminar 2**

*A Survey of International Foundation Year Offerings Across the Sector.*

This paper presents the results of a survey of foundation courses offered by UK universities. A large number of courses were examined to discover what balance of language, skills and content was included in the course design, and also how much flexibility was in place for different levels of EAP competence.

### **Summary**

Despite being an expanding and seemingly lucrative part of the HE landscape, International Foundation programmes remain undertheorised and somewhat on the periphery of HE. These programmes generally have three elements to their design: an element of academic skills which are generic and cross-disciplinary; an element of English for Academic Purposes, which may be EGAP or ESAP based; and finally an element of subject specific preparation, based on the syllabus content of the target degree. While these are not contradictory in nature, there are a number of tensions in curriculum design of an International Foundation Programme, especially in terms of balance and the relative weights these areas are given in the programme. In addition, entry levels, when measured in English language Proficiency are also an area which can lead to issues of curriculum design.

This presentation will present the results of a web based survey of the curricula of a large number of UK foundation programmes. It will examine the balance between the three areas outlined above, and also the IELTS entrance requirements. It will also use some statistical tests to determine whether there are trends becoming apparent across the wider sector.

In the final part of the session, further research will be discussed, and proposals made for ensuring that the foundation sector continues to offer the optimal balance of skills, content and language and therefore giving students the a rounded and effective preparation for university study.

### **Biodata**

Mike Groves has worked in EAP for a number of years in the UK, and also in Malaysia, where he set up the Arts and Education programme at the Nottingham Campus. He was also head of the Centre for English Language Education at Nottingham, Malaysia. Currently, he is College Programmes

manager (EAP) at the Birmingham International Academy, which delivers the foundation pathways of the University of Birmingham.

**Joanne Shiel**, University of Leeds  
**Shen Yixin**, South-West Jiaotong University  
*Out of the Comfort Zone.*

## **Tutorial 1**

This presentation will look at the lessons learnt from the close collaboration between EAP and subject specific staff in the planning of the common first year in 4 dual degrees to be delivered in China and in the development of a Professional Language programme for academic staff.

### **Summary**

The University of Leeds has established a Joint School with South West Jiaotong University in China to provide Engineering degrees using English as the medium of instruction. The teaching is to be delivered jointly by University of Leeds and South-West Jiaotong University academic staff. The University of Leeds Language Centre is not only responsible for developing and teaching the common first year of each degree, but is also heavily involved in the testing and professional development of the academic lecturers, particularly in terms of their language proficiency. This dual responsibility addresses two significant questions raised in the recent British Council report on the subject:

- 'What makes English for Specific purposes programmes effective in enhancing student performance in EMI content learning?'
- 'What levels of English proficiency enable EMI teachers/professors to provide quality instruction in their respective subject?'<sup>1</sup>

This paper will explore the planning process of establishing an initial preparatory year, which is both discipline and situation specific, and the training involved for subject staff involved in this and subsequent years. As the Joint School situation is a new experience for all concerned, the academic staff members from both universities are 'outside their comfort zone', which seems to have had the effect of enhancing co-operation between the EAP staff and academic Schools and of encouraging renewed reflection on good practice in teaching and materials development.

This paper will highlight the lessons learnt so far in the collaboration between EAP and subject lecturers in both institutions and explore the professional language development programme designed to enhance the teaching in the Joint School, which it is to be hoped will have a 'wash-back' effect in both institutions

### **Biodata**

Joanne Shiel works at the University of Leeds Language Centre and has recently become Director of Year 1 in the SWJTU-Leeds Joint School. As such, she is responsible for the English module and the overall design of the common first year, as well as the training of subject-specific staff.

Shen Yixin works at the School of Foreign Languages, South-West Jiaotong University and is module co-leader for the English module in the common first year, as well as being involved in the training of subject-specific staff.

**Jonathan Randall**, University of the Arts London  
*Insessional Borderlands: Walking a wobbly path in Art and Design.*

## **Tutorial 2**

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<sup>1</sup> Dearden, J (2014) English as a Medium of Instruction- a growing global phenomenon British Council



The art context of UAL demands we be more subject/discipline specific in our insessional provision. This is not without its problems as staff and students have often been confused by what we do. Do we change our name and how can we differentiate ourselves from others? This presentation will focus on an MA class at London College of Fashion.

### **Summary**

The workshop will set up the context of University of the Arts London with its 6 colleges all with distinct identities. It will address some of the issues involved in insessional provision across such a broad range of genres and conventions and how EGAP, beyond the shorter 2 session courses, may not be that helpful. Each college, each department all have their ways of doing things, and the insessional tutor must liaise and embed themselves inside the course in order to understand the requirements. Once this is done, working with course leaders on assignment briefs, the insessional tutor can develop a scheme of work spanning the term, focusing on specific genres of language, example texts highly relevant to their discipline, and ultimately head toward their written assignments.

The workshop will focus on an MA cluster group at London College of Fashion all studying aspects of fashion branding/marketing/retail which have regularly been attended by 50 or so students. The issues that arise from such a course will be discussed as it veers dramatically away from the lesson name given in their timetable – English Language Provision, and becomes much more about genre and text analysis and academic discourse. The borderlands of the title are quite clear for me in that respect. I work on clarity, structure and cohesion within a set genre and discipline. Whilst the student may see me as integral to their course, I am very clear to explain that in terms of content they need to address their tutor. I can take them only so far – the rest is up to them.

My question is what do I call myself, because I am clearly not just an English Language Tutor.

This session will explore aspects of our work, focusing on an MA Fashion Marketing Group at London College of Fashion which is attended by 50 + students. It will explain how the scheme of work can be developed from this, and how using example texts can help guide students in the right direction. I shall also present (briefly) our own Pre-sessional Coursebook which is structured around the context of art and design and briefly explain the rationale.

### **Biodata**

I have been an insessional and pre-sessional teacher at UAL for 11 years teaching across a wide range of courses. I have also edited and co-ordinated the pre-sessional coursebook and am responsible for the moderation of the final assignments. My background is in film and anthropology and I am currently attempting to write screenplays. I have a camper van, 3 kids and a wife, and our aim is disappear across the horizon as soon as we can.

**Kerith George-Briant**, ELT, University of St Andrews

***Tutorial 3***

**Georgina Lloyd**, ELT, University of St Andrews

*Project Skills – Delivering the perfect balance?*

We aim to outline Project Skills, which explores Academic Identity, as it is taught on the January Intake Foundation Programme in ELT. We'll highlight how academic content is negotiated through language and, how, as the projects are completed, the students develop their graduate skill set.

### **Summary**

Having set the scene, we'll show posters from this year's first project and ask the workshop participants to identify the academic field(s) being explored. We would also like to discuss how this project might be realized in other institutions and possible themes that could be explored across disciplines.

## **Biodata**

Kerith George-Briant, Programme Director for the January Intake Foundation Programme.  
Georgina Lloyd, Teaching fellow.

\*\*\*\*\***Session 2: 12:05 - 12:45**\*\*\*\*\*

**Bruce Howell**, University of Reading

**Lecture Theatre**

**Aaron Woodcock**, University of Reading

*Designing a subject-specific EAP course for Chemists.*

## **Summary**

This presentation offers a critical overview of how a subject-specific EAP module for Applied Chemistry students was designed and delivered at the University of Reading. The 'English Language for Chemists' module has been running for two years and has been a success by most measures. Nevertheless, its design and delivery has presented a number of challenges. Those challenges and the insights gained from trying to overcome them are of interest to anyone involved in the design or delivery of subject-specific EAP courses.

This module is part of a '3+1' BSc degree programme whereby students from a Chinese university undertake their final year of undergraduate study at Reading alongside final-year home students. The students from China have been through IELTS and pre-sessional EGAP courses, but have had no previous ESAP or Chemistry teaching in English. Meanwhile, they are in the most important and challenging year of their degree. This situation has presented three principle challenges for the module designers:

- creating an English language module within a Chemistry degree programme
- bridging the linguistic gap left by EGAP quickly and effectively
- maintaining the focus on English whilst using content relevant to final year chemists

These challenges have led to a strong emphasis on vocabulary acquisition, an emphasis on the ability to explain basic chemistry concepts and procedures to a non-specialist audience, and a greater emphasis on speaking skills and pronunciation. They have also led to a close working-relationship between the EAP and Chemistry departments, recognised by the winning of a collaboration award in the module's first year, that might serve as a model for other subject-specific EAP courses. The presentation showcases examples of teaching materials and ends with an opportunity for open discussion.

## **Biodata**

Bruce Howell is a Lecturer in English for Science and EAP at the University of Reading. In addition to being Module Convenor on the English Language for Chemists module, he is also Assistant Director of Assessment within the language centre.

Aaron Woodcock is a Teaching Fellow in English for Science and EAP at the University of Reading. In addition to lecturing on the English Language for Chemists module, he also teaches on the in-sessional and pre-sessional EAP programmes at Reading. He was recruited for his joint expertise in EAP and Science.

**Riccardo Galgani**, University of Glasgow

**Seminar 1**

*Doing things with knowledge: aligning skills and language with content.*

The process of how content knowledge develops is considered with regard to the design of EAP syllabi and the skills and language that are taught, and tested, at given points on those syllabi. The

presentation introduces basic questions about knowledge and asks what international students can reasonably be expected to do with knowledge on EAP courses.

### Summary

I am interested in more clearly articulating how content knowledge of a subject area develops and what skills and language are needed by students to engage with that knowledge at the various points of its development. Based on improving an understanding of this process, I would like to ask questions about the extent to which EAP courses for international students, in particular short/intensive pre-sessional courses, teach skills which are appropriate to, and correspond with, the content knowledge students have at a given moment and what they need to do or can do with that knowledge. For example, the language and skills required to build up background knowledge of a topic are different from the language and skills needed to critically think about a topic that a student is very familiar with. During a course at university, students will need both sets of skills, as well as many others, as they engage with and communicate about *developing* content knowledge. This emerging and dynamic relationship with knowledge is a key element of a students' academic engagement and will vary within and between different discourse communities. Equally, a student's relationship to knowledge will also change as that knowledge develops. As such, the skills and language we teach as EAP tutors, and how and when these skills and language are staged and assessed in a syllabus, must realistically and sensibly be tied to content knowledge and be sensitive to how it develops.

The workshop will therefore look at some of the existing research in this area and attendees will be given opportunities to discuss the questions which are covered in relation to courses at their own institutions.

### Biodata

I am an EAP Course Director at the University of Glasgow with an interest in assessment, course design and academic literacies. I direct a variety of pre-sessional and in-sessional courses at Glasgow as well as work on course design and production of materials. Prior to working at Glasgow I was at the British Council in Madrid.

**Gary Riley-Jones**, University of London

***Seminar 2***

*There is a disease, and it's called Goldsmiths.*

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

### Summary

The purpose of my presentation is to consider why, as EAP tutors, it is imperative that we engage with the disciplines with which we work. I hope to show how common conceptions of 'critical thinking', which reflect the historic 'neutrality' of EAP, have less to do with what some have described as the 'theoretical vacuousness' of EAP, but rather may be the result of the fact that applied linguistics is guided by the positivistic paradigmatic assumption of 'ultimate rules or universals regarding SLA' (Morgan, 2006: 950). Apart from this positivist tradition within applied linguistics, structuralism too can be regarded as central and most apparent in the foundational work of Saussure and his privileging of *langue* over *parole*. It is thus not surprising that this convergence of positivistic and structuralist themes has resulted in what many refer to as the essentialisation of the learner and 'discourses of neutrality'.

But do all disciplines work within this epistemological framework? And if not, what might be the implications for EAP? Through interviews with Goldsmiths' Art lecturers – the academics with whom I work most closely – I will show that 'being critical' may not simply be discipline dependent but may vary from art school to art school and, in the case of Goldsmiths, may in fact be related to Goldsmiths' historic rejection of modernism (and its often stated associated anti-intellectualism) and its embracing of conceptualism. I will argue that as EAP tutors we need to be aware of such epistemological differences and at the same time acknowledge the commonly unstated epistemological position within our own discipline of applied linguistics. Without an awareness of such epistemological positions, how can we ever claim to be able to teach 'criticality'/'critical thinking'?

### **Biodata**

Gary is a Senior Lecturer in EAP at Goldsmiths, University of London and an EdD student at UCL Institute of Education, under the supervision of Dr Claire Robins. His thesis is concerned with what it means to be critical in Fine Art and how students, and especially international students with whom he has most contact, respond to this understanding of criticality within the context of EAP. He is also a member of Goldsmiths' Centre for the Arts and Learning.

**Julie Moore**, Freelance

### **Tutorial 1**

*Vocabulary development and learner autonomy: the role of the tutor.*

Learner autonomy is key to developing vocabulary in EAP, but how can we as tutors encourage and facilitate the process? In this session, we'll look at some principled ways in which we can help students to develop better vocabulary learning skills and habits without taking up too much valuable class time.

### **Summary**

It's an almost impossible task to teach an EAP student all the vocabulary they might need through their studies. There isn't the time in class and even in an ESAP context, we can't know what options students will choose, which topics will interest them or what direction their future studies will take. So it seems far more productive to teach them the skills they need to continue learning for themselves.

In this workshop, we'll look at three key ways of encouraging learners to develop better vocabulary-learning skills and habits.

1 Teaching *about* vocabulary; using class time not to work on specific vocabulary, but to analyse key features and aspects of English vocabulary as used in academic contexts, such as collocation, colligation, register, lexicogrammatical features, etc. We'll look at ways of introducing these ideas on a 'little-and-often basis' within lessons.

2 Demonstrating different tools and techniques students can use outside of class to work on their vocabulary. We'll look at how to encourage dictionary use (via print, online and apps) and other vocabulary learning materials (again print and digital). We'll look at some of the products that are available (from a range of publishers) and consider their pros and cons.

3 Using regular vocabulary-focused self-study tasks and in-class feedback to encourage students to make use of the tools you've introduced them to and to pick up on any problems or misconceptions. Again, we'll look at some practical ways of doing this without taking up too much class time.

### **Biodata**

Julie Moore is a freelance writer, corpus researcher and lexicographer with a special interest in EAP. She has worked on a number of titles focused on EAP vocabulary including the *Oxford Learner's Dictionary of Academic English* (OUP) and the *Key Words for IELTS* series (Collins COBUILD), as well as co-authoring *Oxford EAP Advanced* (OUP).

ESAP teachers are often concerned about the level of subject knowledge required for effective skills and language support. Inspired by field theory of semantics, this presentation will provide a tool or framework for ESAP teachers to make sense of social science texts and technical concepts and to aid students to build definitions.

### Summary

Most relevant to those involved in teaching ESAP in a social science and dealing with abstract concepts contained in texts. Attendees will have the opportunity to consider the value of semantic field focus to vocabulary learning by:

1. Sharing experiences of student expectations on ESAP courses
2. Listening to and reading a specialist text
3. Identifying subject specific vocabulary
4. Linking this vocabulary to a semantic field template – organizing and making sense of concepts
5. Comparing the semantic field that we have created to the schema of a subject specialist and a student of the subject
6. Comparing our experiences of ESAP and how we deal with vocabulary.

### Biodata

Neil Allison is EAP Teacher at the University of Glasgow EFL Unit. He teaches general EAP and in-session EAP classes to LLM students, and teaches law to students on LLM pathway courses. Prior to teaching he was 4 years in legal practice and 2 years in legal publishing.

Let`s analyse what you`ve just agreed on!

Teaching EAP Writing Skills at Lower Levels: Writing analytically.

Teaching academic writing skills at A2 level in an ELF context can be a daunting challenge. This talk shares a predictive assessment of self-designed tasks restricted to analysis of the given content from various disciplines rather than to its evaluation because such tasks facilitate a denser use of basic academic linguistic devices while introducing the academic discourse, in which the analysis of a given issue is a prerequisite.

### Summary

I am teaching an EAP academic skills course at A2 level, for which the acquisition of linguistic elements constitute a compelling need while the appropriate academic thinking skills also demand equal attention. In particular, a non-English medium ELF (English as a lingua franca) academic setting, where in-class interaction with a multilingual student population is restricted to 24 hours per semester, definitely poses a daunting challenge if an appropriate academic approach (De Chazal, 2014) is to be integrated into the syllabus. Most A2 level EAP academic textbooks present writing tasks requiring the use of evaluation skills, asking students to agree/disagree on a given issue. Yet, according to Bloom`s taxonomy of cognitive levels, analysis stage cannot be left out if an academically sound evaluation is to be arrived at. This component of academic discourse merits particular emphasis especially because ELF students stem from different cultures, hence used to varying discourses. Therefore, constraining the initial writing tasks to the analysis level may enable learners to internalise this essential aspect of academic discourse, leading them to form a more informed opinion. More importantly for lower level learners, this approach to writing also seems to facilitate more deliberate and frequent use of basic academic vocabulary and linguistic devices as it allows for a dense use of “nominalisation” (Martin, 1997) as well as other cohesive devices.

Rendering the tasks manageable for A2 level without compromising the appropriate academic thinking skills is likely to equip the learners with the basis required to achieve their prospective higher level academic goals. Relying on these assumptions, I designed a set of materials. This talk presents these materials, reporting on the rationale behind.

### **Biodata**

I am currently working for the University of Fribourg as a lecturer in English as a Foreign Language. In my present position, I design and teach A2- and B1- level academic English courses to undergraduate and graduate students from a variety of faculties and departments, who use English as a lingua franca. Previously, I taught pre- and in-sessional EAP classes, designing materials and tests at two English-medium universities Bilkent and METU in my native country Turkey. In my adopted country Switzerland, where I have been living since 2003, I have also specialised in Cambridge exam preparation courses for all levels as well as TOEFL, IELTS and GMAT.

\*\*\*\*\***Session 3: 12:50 - 13:30**\*\*\*\*\*

**Dustin Hosseini**, Royal Holloway

**Lecture Theatre**

**Stuart Wrigley**, University of London

*“Every collaboration helps you grow:” Embedding support for subject literacies.*

Recent research has found that embedding subject specific support can significantly help students to develop academic and subject literacies. For this to happen, collaboration between subject lecturers and EAP practitioners is key, and it can help both stakeholders form a better understanding of students’ needs and legitimise EAP practitioners. This workshop briefly touches upon the literature before presenting/discussing teaching materials.

### **Summary**

Drawing upon recent research and scholarship on embedding support at subject level (Chanock, 2013, 2014; McWilliams & Allan, 2014) to support the development of students’ academic and subject literacies, this workshop aims to present briefly some of the key findings of the research before moving onto presenting materials in use and opening the floor to discussion.

Subject specific material- in-use were developed in collaboration with the School of Management for first year undergraduate students. This collaboration helped teaching fellows in CeDAS (The Centre for the Development of Academic Skills) and the School of Management to understand better students’ needs as well as legitimise the role of CeDAS, and thus the roles of the EAP teaching fellows. The first years have a 2 hour weekly session embedded into their timetable. The cohort consists of Home, EU and International students.

Generally, students benefited from the subject specific, embedded support and often achieved significantly higher marks that correlated directly with regular attendance of the embedded support sessions.

### **Biodata**

Dustin Hosseini and Stuart Wrigley have worked in EAP for around 10 years. Dustin’s work has focused on integrating the use of learning technologies to facilitate and support EAP programmes and scholarship into developing students’ academic and digital literacies. Stuart’s work focuses on the design and delivery of in-department, subject-specific academic support and I am increasingly interested in understanding the process of writing.

**Julia Hathaway**, Richmond University  
**Michèle le Roux**, Richmond University  
*Content: content?*

## **Seminar 1**

In an informal forum, we will be comparing and contrasting our personal experience of designing and teaching a variety of Academic Writing programmes in HE settings. We hope to open up sharing and exploratory dialogue between all participants in this session.

### **Summary**

It is a basic premise of Academic Writing that students' writing should be informed by reading, research and content knowledge. However, there are numerous constraints on how much content knowledge can be assumed or taught in a stand-alone or non-subject-specific EAP course, be it in-session or pre-session. Are discipline- or subject-specific courses the only valid option? Does the "dolly-mixtures" approach of many published course books work? Is there a middle way, where content knowledge is not merely "pretext", but is, nevertheless, a vehicle for learning and practicing Academic Literacies, rather than being a learning aim/outcome in itself?

We examine a variety of responses to this question. We then focus on our experience of teaching a first year undergraduate course in academic writing and research at Richmond. This course aims to take the third approach, focusing how on the one hand content and meaning and on the other hand language and discursal conventions work together and are constitutive of each other. We take a critical look at the complexities of such an approach for teachers, students and the rest of the institution.

We will open up this session as a dialogue for all participants.

### **Biodata**

Michèle le Roux has taught EAP at many different HE institutions in the Far East, France and the UK. She is currently Adjunct Professor at Richmond, the American International University in London, teaching on the Academic Literacy Programme.

Julia Hathaway is Associate Professor of Language and Communication at Richmond, the American International University in London. She has taught EAP and EFL in Morocco, Spain and China. She is course leader of the 1<sup>st</sup> year academic writing course at Richmond.

**Chris Nelson**, INTO Newcastle University

## **Seminar 2**

*Using extracts from students' essays as teaching materials.*

### **Summary**

At INTO Newcastle University, our pathway programmes include a Graduate Diploma programme for students who wish to follow Master's degrees, mostly in the Business School. Many of the students are from cultures where critical thinking is unusual, discouraged, or unknown. I am interested in developing teaching materials which combine academic skills (including criticality), relevant content, appropriate language and authenticity.

I have found nothing more suitable for this than the extended essays which our students submit towards the end of their programme as the main component of their Study and Research Skills course. These 5,000 word essays are meant to analyse and evaluate an aspect of the course they hope to follow at Master's level. A typical title might be *An analysis of the implications of brand communication through social media on brand equity*.

A number of students each year achieve a grade which puts them into the Excellent band (70-79 marks) and extracts from some of these essays form the basis of texts which exemplify best practice



and which as models of target language, criticality, and synthesis, together with the general relevance of their content, their authenticity, and the fact they have been produced by our students' near-peers, form relevant, even engaging, teaching materials.

### **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 criticality and have made several presentations on the subject around the country.

**Ishbel Saxton**, Manchester University

### **Tutorial 1**

*Writing for Mathematicians – Working with a Mathematics Postgraduate Teaching Assistant.*

### **Summary**

The problem of having a large number of students in a writing class created an opportunity, namely, to have a mathematics GTA (graduate teaching assistant) with me. The GTA uses material specifically for mathematicians while I, the EFL tutor, work on non-specific academic English in what has proved to be an interesting and fruitful partnership.

### **Biodata**

I am a senior language tutor, teaching EFL, at the University Language Centre at Manchester University where I have been working for about the last twenty years. Throughout the year, I teach on our general English course and also on the Insessional support classes we provide. These include courses which are open to any student enrolled on a full time academic course and bespoke courses which are provided in conjunction with specific departments.

**Thom Jones**, TELC

### **Tutorial 2**

*EAP survival-why students, and teachers, can fail.*

Teachers, students: The content they need, the language they miss.

Looking at the ways we see students fall through the gaps in EAP, from lack of engagement, lack of understanding and lack of preparation to some of the holes in assessment and some of the ways teachers-EAP and subject specific academics, can address this-or be persuaded to.

### **Summary**

Arriving with their bit of paper indicating they are a C1 and they are ready for the course...it can often be a brutal let down to watch an EAP students who has invested a lot of money, time and dignity in their effort to come to study with us spiral downwards and off the course. Often this is for reasons not connected to their abilities or peripheral to them. Even more often this is for reasons that neither subject specific academics nor the students can clearly identify-both parties seemingly guilty of projecting elements of concern and cultural or linguistic intolerance.

There will be clear pictures, showing input from all parties, on the roles and responsibilities of:

EAP professionals\*

EAP students

Subject specific academics

And how these interweave. Or don't.



We will be looking at examples and ways to highlight similar scenarios to all parties before they become a problem, or tackle them when they do. We will be looking at ways EAP can be used to pave the way to success or at least build in real study skills and coping mechanisms along with the linguistic tools needed to accomplish the course students have often made a large sacrifice to take part in.

As with any workshop of this nature, there will be a lot of questions posed by the speaker but the answers we will need to work together to draw out.

\*Mainly teachers, but with reference also to the sales process-how students end up on the courses they do.

### **Biodata**

Thomas Jones has been an examiner, teacher, trainer, dos and principal in year round schools in France, Greece, Spain, Indonesia, Australia, the USA, UK and Mexico. Formerly part of the senior executive for the summer school operation at Embassy CES before becoming Director of Operations USA for Studygroup he returned to the UK seven years ago to work with Trinity College London and now works with a variety of organizations running university preparation courses in the US and the UK and runs his own company: Brock Solutions Agency. He has been an examiner for Cambridge, IELTS, TOEFL and Trinity College London and is now a consultant and speaker for *TELC – language tests*.

He has presented around the world but most recently at NAFSA, MEXTESOL and closer to home at IATEFL, English UK events and schools and universities around the UK.

**Jill Haldane**, University of Edinburgh

### ***Tutorial 3***

*“This idea needs re-expressing”*: Linguistic variation in EAP feedback on ESAP academic writing.

### **Summary**

Are EAP tutors unwittingly cooperating in the language-content dichotomy by positioning themselves as language teachers without intellectual connection to the subject matter?

This paper presents a microanalysis, using a critical discourse analysis (CDA) approach, of EAP tutors’ register when negotiating discourse of feedback on an online English for Specific Academic Purpose (ESAP) academic writing course at the University of Edinburgh.

The data show a possible hypothesis that feedback discourse may vary linguistically depending on whether tutors’ are commenting on students’ language or subject content and argumentation; and CDA gives insight into the interpersonal significance of the variation observed.

This is increasingly relevant to EAP teachers’ practice in providing English Language Support for PG International Students (EL SIS).

### **Biodata**

Jill Haldane is an EAP tutor at English Language Education, University of Edinburgh, and completing MSC Applied Linguistics. Her background is in Cultural History and Museum Heritage, and she has published in Oral History. Currently, her research interest is Discourse Analysis and academic writing courses.

\*\*\*\*\***Session 4: 15:35 - 16:15**\*\*\*\*\*

**Clare Carr**, Durham University

**Terri Edwards**, Durham University

**Michelle Joubert**, Durham University

*Negotiating language and content in EAP materials: three practitioner views.*

**Lecture Theatre**

EAP practitioners come from a variety of educational and professional backgrounds and may therefore have very different approaches to their handling of ESAP materials. This presentation will demonstrate the ways in which three teachers with different qualifications and backgrounds approached the same set of materials and used their insights and experience to find the perfect balance between language and content.

### **Summary**

This session will demonstrate how three EAP practitioners approached the same set of materials in order to strike a balance between language and discipline-specific content. “English for Law” is a non-compulsory short In-session course comprising three weekly two-hour sessions aiming at introducing the fundamentals of law essay writing. The materials needed to be cut down as the length of In-session classes is now 90 minutes.

Feeling that the materials also needed a little “freshening up”, we decided to develop a mini-project in order to identify the way in which different teaching backgrounds and experiences might affect the balance of language and content within the frameworks of materials development and lesson planning. We decided first to examine the materials separately, keeping a reflective record of our thoughts and processes in designing the materials specifically in terms of the language and content. We then came together and shared our reflections in order to rewrite the materials.

It was immediately clear that the approaches that the three teachers brought to the table were heavily influenced by their different educational backgrounds, work backgrounds, qualifications and skillsets. Clare’s initial concerns were logical content and a clear pathway through the ideas in the lesson. Terri was more concerned with finding interesting and motivating tasks for the students to do and with finding the appropriate level of challenge. Michelle wanted to encourage student criticality and independent engagement with both language and content by encouraging an exploratory approach to both areas by contextualizing the materials within an epistemologically-grounded framework. In other words, the three practitioners respectively approached the what, the how and the why of these materials. However, we discovered that despite these differences there were key shared concerns drawn from our departmental culture and CPD which allowed us to find the perfect balance between language and content.

### **Biodata**

Clare Carr, Michelle Joubert and Terri Edwards teach at Durham University English Language Centre. Prior to teaching EAP, Clare read Music and taught in Primary Education. She now has an MA in TESOL & Applied Linguistics and a DELTA. Terri has a working background in TEFL/ESP, an RSA DipTEFLA and recently took an MA in Classical Studies. Michelle has an MA in English Literature, a CELTA and an MA TESOL. She was formerly a Teaching Assistant (junior lecturer and research assistant) at a university in South Africa. None of us are lawyers.

**Bella Reichard**, INTO Newcastle University

*Are you an ESAP teacher?*

**Seminar 1**

It is often suggested that EAP provision should be subject-specific in choice of topic and other disciplinary particularities (e.g. referencing style, assessment types). If there are subject-specific courses, to what extent should individual teachers specialise in particular areas? What are the gains and losses of specialisation for teachers and for their students?

## Summary

In this workshop, I first want to exemplify the questions with experience from my context. I would then like to open the discussion to participants, with small groups considering questions including:

In your context, are there separate EAP teaching teams? Why (not)? Do you have an EAP department where teachers are “interchangeable” between courses on a very short-term basis, e.g. teaching different subject-specific courses at the same time? What are the arguments for and against the setup of teaching teams? How transferable are these arguments to other contexts? If you are teaching students from a particular discipline (Law, Business, Science, Arts...), how do you see yourself? Is it a good idea to specialise as a teacher? Are there problems – can we become too “ESAP”? Should we rather be flexible and versatile?

Towards the end of the sessions, participants will share outcomes of their group discussions and we will collect points in favour of both sides from the practitioner point of view.

The workshop is an invitation to reflect on the role that content (broadly defined) plays in our role as EAP teachers, both in our view as individual teachers and in the view of those who manage and set up teaching teams. It is hoped that an exchange with teachers across institutions can help us to see other approaches and consider alternative views.

Despite my clear personal stance on this question (see biodata), I am hoping for an open discussion from which we can all learn.

## Biodata

Bella teaches EAP and Academic and Professional Development on the International Year One in Business at INTO Newcastle University. In addition, she is responsible for a separate pre-session course for the International Year One in Business; seeing herself as an “EAP for Business” teacher, she uses her experience of teaching business students to create a bespoke programme that prepares students for their target study environment.

Bella holds an MA TESOL from Durham University and is a member of the BALEAP Executive.

**Chris Lima**, University of Leicester

**Seminar 2**

*Combining Literature and Language in undergraduate modules for international students.*

In this talk I will discuss two credit-bearing modules on Literature & Language for undergraduate students in the Erasmus/ Study Abroad programmes focusing on the integration between language, content and academic reading & writing skills.

I will show how the course syllabus, design, materials and forms of assessment can be integrated to facilitate both language and content learning.

## Summary

I will discuss the rationale behind the incorporation of specific language teaching points in heavily content driven modules and the teaching approaches we can adopt to help learners improve their vocabulary and grammar accuracy.

I will focus on international students with quite advanced levels of English language proficiency (above IELTS 6.5) but who still struggle to read and produce pieces of academic writing and that may see themselves as in a learning plateau.

I will look at the structure of the modules and give some examples of activities that have been seen as helpful. I will also refer to students’ feedback and show examples of students work that may illustrate the progress they have made during the course.

## Biodata

Chris a lecturer, researcher, and teacher trainer. Her research interests lie in the fields of teaching English literature and language and the history of English. Within these fields, her research projects investigate the dialogical interactions between readers and texts, the place of imagination in language education, and the roles of fiction reading in the process of language acquisition. In the area of literary studies, my interests focus on Shakespeare, the Romantics, the Victorians, and Tolkien. She currently works at the University of Leicester.

**Bill Guariento**, University of Glasgow

**Anna Rolinska**, University of Glasgow

*Constructive feedback: content input from Gaza to Glasgow.*

## ***Tutorial 1***

We present materials from the initial phase of a tele-collaboration between engineering students in Gaza and pre-sessional students in Glasgow. The multi-stage online course aimed to help the Palestinians develop the necessary skills in providing constructive feedback that targets content rather than language. Thus prepared they were later able to mentor Glasgow-based students in their engineering-related research.

### **Summary**

Every summer the University of Glasgow runs an intensive ESP course for incoming international Master's students wanting to study Science, Engineering and Technology (SET) disciplines. In previous years, these students nominated a problem within their field, researched solutions, and presented them in form of a written assignment and an oral presentation.

In August 2015 a tele-collaboration with the Islamic University of Gaza was piloted, which allowed several significant developments. During the project, 20 Palestinian students and 37 Glasgow-based students, divided into small groups, worked together on authentic and highly contextualised SET-related problems from the Gaza Strip. The Palestinian students devised the scenarios and acted as critical friends, providing content-oriented feedback to their peers in the UK. Based on this guidance and research, the students in the UK analysed and evaluated possible solutions, aiming for a 1,500-word extended essay, and an end-of-course presentation (teleconferenced to Gaza). This mentoring scheme was facilitated by an intensive online preparatory course in constructive feedback offered to the Palestinian students prior to the start of the ESP course.

The workshop will focus on this online preparatory course. It will outline and evaluate its design and delivery from the students' and tutors' perspectives and try to assess the impact on the students' performance during the pre-sessional course later. Samples of each of the five stages of the course will be presented, demonstrating a growing focus on content (hopefully to the total exclusion of language) by the last stage. The course materials are offered under Creative Commons licence and are free to be used and modified by any educator. The workshop will outline possible modifications and extensions as well as comment on challenges related to the delivery.

By the end of it, the participants will have received a toolkit that can help to establish content-based student collaborations.

### **Biodata**

Bill Guariento has worked as an English for Academic Purposes tutor at the University of Glasgow for 15 years, directing the University's year-round pre-sessional course, lecturing on the sociolinguistics options of UofG Masters in ELT, and leading the in-sessional work with Science, Engineering and Technology students. He has worked as a teacher-trainer in Italy and Eritrea, and prepared and taught on English preparation courses specifically for electrical engineers in China, Palestine and Libya.

Anna Rolinska has 15 years of experience in teaching English as a Foreign Language. For the last 6 years she has worked at the University of Glasgow specialising in teaching English for Academic and Specific Purposes. Anna is interested in academic development, particularly related to writing skills

and graduate attributes. She has developed a keen interest in e-learning and how technologies can be used to enhance learning and teaching processes.

**Sevendy Patchamuthu**, University of Southampton

**Tutorial 2**

*Academic Critical Thinking Skills for ESAP Engineering: a research into theory, practice and the development of critical thinking skills within Engineering Foundation Year programme.*

This presentation will outline how a mixed method have been used to triangulate data for a more useful and meaningful findings to investigate: (i) the awareness and understanding of criticality issues among engineering foundation year students; (ii) the relationship between the theory and practice, and how this supports students' development of critical thinking skills. Some preliminary findings of the actual study will be discussed and shared.

### **Summary**

Promoting and developing criticality among students is a key objective for an effective educational curriculum, pedagogy and policy for higher education; therefore, developing criticality among students should be the guiding force for all educational efforts. However, recent research on critical thinking development has claimed that, little empirical research on the key issue of what is the current situation exists. There is also a question of how far such higher education systems need or willing to promote and cultivate the type of criticality required in the universities. Although informal observation and syllabus content such as the British Associations of Lecturers of English for Academic Purposes, (BALEAP) Competency Framework for Teachers of EAP, and The CDIO Syllabus v2.0, for Engineering education have outlined the importance of critical thinking skills which underpins academic practice, with very little empirical research on this specific issue, it is difficult to establish concretely if students have actually acquired the skills supported by current curriculum and class room practice. To fill the gap in the literature, this study looks into the foundation year engineering programme in two UK universities to consider how existing theory of critical thinking skills for engineering studies, current curriculum and class room practice address the expectations and learning needs of students in terms of their critical thinking skills development in preparation for their undergraduate engineering programme.

The presentation will also discuss how the research findings will be used to design a functional checklist for critical thinking skills for English for Specific Academic Purposes (ESAP) for Engineering.

The implication of this study is expected to contribute to curricular and pedagogical revision in respond to students' current academic needs in engineering foundation year programme.

### **Biodata**

Sevendy Patchamuthu, is a 3rd Year PhD candidate at the University of Southampton, her research is supervised by Chris Sinclair (Faculty of Humanities) and Su White (Faculty of Engineering and Environment). She obtained a Bachelor degree in Teaching English as a Second Language (TESL) specialised in English Literature at the University of Malaya, Malaysia in 2005, and an MA in English Language Teaching (ELT) at the University of Essex in 2011 with a research interest on academic reading and critical thinking skills. Sevendy is also part-time EAP Tutor, teaching academic reading and writing on in-sessional course for Health Sciences. She also has experience teaching similar skills on pre-sessional courses and on EAP Support Programme, critical thinking and academic presentation skills.

**Gina Poletti-Santos**, Trinity's Professional Support Team

**Tutorial 3**

*Content, Context and Construct: The role of assessment in EAP.*

This interactive session will start by exploring what skill-sets students need to succeed both in their English language study and in wider contexts. The potential effect of assessment will then be considered, addressing the question whether an exam can help develop a broad range of skill-sets through employing relevant content and contexts within the framework of a valid construct.

### Summary

Higher Educational Institutions and pre-session course providers need to ensure every international and European student has the language ability, study and transferable skills required to fulfil their academic potential.

Effective communication and study skills are prerequisite to such achievement, but involve much more than the language ability students are required to evidence when applying for a course. Assessments are required that demonstrate a student can perform well in a study context within this wider skill-set, whether such a qualification is required prior to acceptance, or part of a pre-session or in-session EAP course.

Drawing upon interviews with pre-session course teachers in University Language Centres throughout the UK, this session first explores the nature of this desired skill-set.

Moving on to consider Trinity College London's ISE exam suite, this engaging session explores how an content and construct of an exam can not only validate a student's communicative abilities and give an accurate indication of CEFR level, but also indicate competences in essential study and transferable skills. This leads to an analysis of how a well-constructed assessment can potentially offer a rich diagnostic and predictive tool and can inform course design and content to help empower students.

The aim is to demonstrate how the ISE suite not only offers a valid assessment of communicative competence, but also offers a litmus of multiple skill-sets including communicative skills, study skills and transferable skills – all of which are essential to academic success.

### Biodata

After some years as Language Centre Director at La Universidad Tecnológica de la Mixteca in México, Gina has worked as an ESOL Specialist in FE in Scotland. She has been involved in assessment as an examiner and Professional Support Specialist for Trinity College London since 2007. In addition to Trinity Gina collaborated in the design, development and production of the Initial Assessment for the Scottish Government's Lifelong Learning Directorate to support practitioners to undertake initial assessment with their learners. The aim of this project was to help standardise initial assessment approaches, so that learners can be placed in the appropriate provision.

\*\*\*\*\***Session 5: 16:20 - 17:00**\*\*\*\*\*

**Jane Brearley**, University of Leeds

**Elaine Lopez**, University of Leeds

*It's not just about language: the Leeds content-based pre-sessional.*

**Lecture Theatre**

At the University of Leeds we are developing a content-based pre-session course for postgraduate students, in collaboration with academic departments. This session will outline the development of this course, to be launched in summer 2016. It will explain the role of academic staff and reflect on the benefits of this collaboration, which go far beyond developing our students' language skills.

### Summary

The aim of the new programme at Leeds is to integrate pre-session language courses into degree programmes by including foundational academic content delivered by academic colleagues. We

believe that this content-based approach will result in better prepared students, whilst also providing a foundation for in-session support which addresses the specific needs of programmes. As well as reflecting on these motivations, this workshop will also explain the structure of this new programme and how the different strands have been chosen. It will hear from an academic colleague who is responsible for the foundational content in one of the strands. You will see the criteria and constraints which departments have had to work with, and hear how this was overcome within the School of Education. We will then give an example of how the foundational content is being further developed by Language Centre colleagues to become a fully developed pre-session course in time for summer 2016.

We will finish by reflecting on the collaboration between the Language Centre and academics across the university and how this benefits both sides by helping the Language Centre understand the work of the academic departments and by helping the academics to develop a greater understanding of the international student, needed within the context of internationalisation.

### **Biodata**

Jane Brearley is a senior teaching fellow in the Language Centre at the University of Leeds. She is currently project managing the development of the content-based pre-session for the Language Centre at Leeds.

Dr. Elaine Lopez is a lecturer in the School of Education, University of Leeds. She is a Second Language Acquisition researcher, and is particularly interested in developing links between theory and practice. She is the Academic Lead for the Language for Education strand of the content-based pre-session.

**Mary Carr**, ELT, University of St Andrews

### **Seminar 1**

*A consideration of the impact of perceived relevance and subject-specific material on learner motivation in in-session workshops. How much subject-specific knowledge do EAP practitioners need?*

This paper considers the balance between language and content in the context of in-session writing workshops, and tries to identify how this balance affects the role of the teacher, and learner motivation.

### **Summary**

This paper considers the balance between language and content in the context of in-session writing workshops, and tries to identify how this balance affects the role of the teacher, and learner motivation. It begins with an analysis of the role(s) of the EAP teacher, acknowledging the range of contexts in which we work and the factors that can shape perspectives on this role. It then outlines some of the specific challenges that exist in relation to in-session academic writing workshops and suggests one possible solution (based on recent teaching experience) which embraces the tension between teaching roles. This solution also has a significant impact on learner motivation.

### **Biodata**

Mary has fifteen years' English teaching experience and, since 2012, has focused specifically on EAP. She has an MA in Applied Linguistics and TESOL from Newcastle University and has a particular interest in in-session language provision, discourse markers in spoken English, student motivation and the use of corpora in learning and teaching.

**George Mann**, HE & ELT Consultant

### **Seminar 2**

*Developing assessment literacy in university EAP units: a case study.*

When UK universities decide to produce their own summative EAP assessments a staff training need may arise in terms of developing the skills and 'awarenesses' required to design appropriate testing



instruments. Meeting this need is vital if the on-going confidence of the university is to be assured. This paper provides an account of the rationale, content and delivery of such a course.

### Summary

The high stakes nature of summative EAP assessment and a dissatisfaction with large-scale international examinations among practitioners (and other stakeholders) has led to a growing feeling that in-house testing of international students prior to the commencement of their degree studies could be the best way forward. While this might indeed be seen as a positive step for a number of reasons, questions are bound to arise as to the extent to which EAP teachers are suitably trained or skilled in the writing (and marking) of appropriate assessments. The question then becomes: are those teaching in EAP units in the UK (and elsewhere) *assessment literate* and, if not, how can they acquire such literacy?

One way of creating literacy of this sort – and the self-confidence which comes with it – is to address this problem through staff development. The case study which features in this presentation arose out of a request to provide a university in the UK with a two-day staff training course designed to allow EAP teachers to move as confidently as possible to a situation whereby there was no dependency on well-known, large-scale international assessments. Instead the pre-sessional assessments – formative and summative – would be developed in-house.

This presentation will involve a discussion of the rationale, content and delivery of the sort of staff development programme referred to above. While, hopefully, it will be of interest to all EAP practitioners, it may be of greatest relevance to those EAP teachers and managers who may currently lack the confidence, skills or knowledge to develop in-house assessments and who find themselves – reluctantly, perhaps – having to rely on large-scale, international examinations about which they may have mixed feelings in relation to issues such as validity, reliability and security. In essence, this presentation seeks to give an account of one particular attempt to begin to turn teachers into teacher-testers.

### Biodata

George was the Director, Centre for Intercultural Communication/Head of EFL and Linguistics, University of the West of England, Bristol (1991-2008) and Head, Language Learning Centre, Strathclyde University, Glasgow (2009 - 2013). He is currently working as an HE and ELT Consultant with a range of on-going projects involving HEIs in the UK and overseas. George has been involved at a senior level in a range of assessment contexts and has been an External Examiner at UK universities for foundation and pre-sessional programmes, undergraduate modules in TESOL and Master's level courses in TEFL/TESOL.

**Ellie McConnell**, Newham College

**Tutorial 1**

*The Variation in Tolerance of Students' Grammatical Errors in Assessments.*

This study looks at the variation in lecturer tolerance of language errors made by undergraduates in their assessments. It also looks at the perceived impact of these errors, by both the lecturers at our University Centre and the students themselves. With a student cohort dominated by ESOL and non-traditional learners, this is a crucial area to consider.

### Summary

The recent, rapid growth in the provision of Open Access to Higher Education in the UK and other European cities, raises many practical issues concerning academic literacy. An overriding one is the problem of 'acceptable' language content in assessments, particularly from second language speakers and less formally educated native speakers of English. There has been very little research in this exact area as the phenomenon is relatively new. Lecturers vary in their degree of tolerance to



grammatical accuracy and language use, leading to a lack of standardization. I produced two questionnaires, one for lecturers and one for students, with both binary, graded and open questions. This allowed me to quantify a large part of the results. I identified the critical language areas that lead to a loss of marks and, in a consultative process with lecturers, establish a benchmark for an acceptable English language level for all submissions. As the lecturer responsible for EAP at our university, I can see the problem clearly from all points of view:

1. The students themselves, who are frustrated by the discrepancy between lecturers for similar standards of English in their work, leading to de-motivation.
2. The lecturers, who are subject specialists but may themselves not be fluent language users and who have different standards of English language use.
3. An acceptable level of English for a British University Degree

#### **Biodata**

I have a career spanning several decades of English language teaching – TEFL, ESOL and EAP. I have trained teachers, helped in the publication of new language teaching books, run a successful English Language school in Greece and presented my research at conferences. I instigated the EAP department at the University Centre of a large FE College in East London, creating a Level 0 course, as well as in-sessional EAP classes for all the undergraduates. I am very interested in the balance of EAP and ESP, particularly in contexts where students are both second language English speakers and non-traditionally educated.

**Jill Northcott**, University of Edinburgh

#### **Tutorial 2**

**David Caulton**, University of Edinburgh

*How can ESAP tutors give effective feedback on discipline specific content?*

#### **Summary**

Separating language from content potentially creates a false dichotomy (Hyland 2013). This presentation reports research into ESAP and subject specialist feedback on postgraduate writing on a collaborative online course - Academic Writing for Social and Political Sciences. An exploratory, grounded theory study of ESAP and subject specialist approaches reveals possible ways of meeting student expectations for content as well as language-focused feedback.

#### **Biodata**

Jill Northcott is Head of ESP at the English Language Centre, University of Edinburgh. Her research and publication interests include Legal English and ethnographic exploration of academic learning contexts for teacher development and ESAP course design. She is a member of the Editorial Board of JEAP. David Caulton is Deputy Section Head of ESP at ELTC. His interests include Business English and ESAP course and materials development.

**Stephanie Dimond-Bayir**, Anglia Ruskin University

#### **Tutorial 3**

*The Communication Content Conundrum: EAP and low level learners*

*Practical strategies and classroom tips to ease friction and increase autonomy.*

Teaching low-level students within an EAP context is increasingly common but how can the apparently conflicting needs of language and content be managed? Are there strategies that can support such provision?

#### **Summary**

This practical workshop considers the tensions between language, academic skills and subject in an increasingly common but challenging context. It provides tips to counteract such friction, suggesting

strategies which utilise the role of autonomy and student engagement. Providing easily adapted example activities, the workshop will draw on print and digital examples from the Cambridge Discovery Unlock course.

**Biodata**

Stephanie Dimond-Bayir is Director of the Language Services Unit at Anglia Ruskin University, Cambridge where she also lectures on the M.A. TESOL and delivers EAP provision. She is a CELTA / Delta trainer and has been teaching and training for over 20 years both in the UK and many other countries across the world. Stephanie is the author of several publications including Unlock Speaking and Listening A2 (CUP), IELTS preparation resources and online training for Cambridge Assessment.

## *List of Participants*

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