EAP Conference 2018

No Innocent Bystanders: Stance and Engagement in Academic Discourse

Where do you stand?

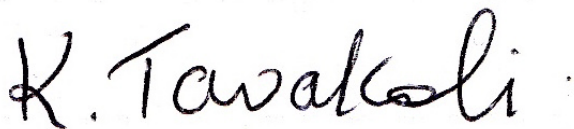University of St Andrews

elt English Language Teaching

Welcome

Welcome to the 7th annual EAP Conference, from the staff of ELT. We are delighted to welcome back many colleagues from around the UK, many of whom have made this an annual pilgrimage, and many more colleagues from the UK and further afield. This year our international attendees have come from Japan, Vietnam and Luxembourg, and of course the plenary speaker has flown in from North Carolina. It is gratifying that the importance of EAP has grown to the extent that conferences such as ours are well attended.
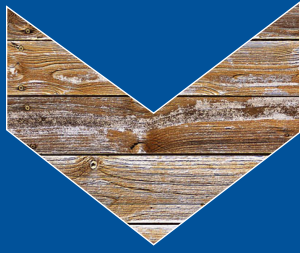
This year's topic, stance and engagement in academic discourse, is an area which seems particularly difficult to get to grips with. So much of the stance we take in our own writing and lecturing is intuitive, in that we have generally developed our understanding of the subtleties of the English language, but when asked how we achieve this, there is no obvious or straightforward answer. This presents difficulties in the teaching of argumentation, compounded by the fact that much of what we are discussing is discipline-specific.

I therefore hope that today's wide-ranging presentations will provide many interesting insights to this area, many of them resulting from empirical research, as increasingly EAP practitioners have opportunities to carry out research while remaining active in the classroom.

I would like to thank my colleague, Mary Carr, who has made a great contribution to the organising of this conference, and also Dinorah Imrie whose graphic design skills have produced this programme and the conference posters. Finally, thank you to my colleagues for supporting this conference and providing home baking to make you all feel welcome.

K. Tavakoli

Kerry Tavakoli
Conference Facilitator
University of St Andrews

Pre-conference seminar
Stance in academic discourse
Friday 23 February 2018
from 16:00 to 18:00
This is a free event

Conference
No Innocent Bystanders:
Stance and Engagement
in Academic Discourse

Saturday 24 February 2018
from 9:15 to 17:30
Registration starts at 9:15
at the Entrance Hall

Both events will take place in the
**Medical and Biological Sciences
Building ,** School of Medicine,
University of, St Andrews, North
Haugh, St Andrews, Fife, KY16 9TF

Publishers' displays

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Timetable

9:00 - 9:45	Registration and Publishers' Stands		Entrance Hall		
9:45 - 10:00	Welcome, Eoin Jordan (Director of ELT)		Lecture Theatre		
10:00 - 11:00	**Plenary Speaker , Dr Zak Lancaster**		**Lecture Theatre**		
11:00 - 11:30	Coffee and home baking		Entrance Hall		
11:30 - 12:10	Lecture Theatre	Seminar 1	Seminar 2	Tutorial 1	Tutorial 2
	Anna Murawska, Laura Sleeman, Dr George Stevenson. INTO Newcastle University *Revealing and developing stance through "engaged" reading.*	Paul Hendrie University of Bristol *Teaching stance through reflective writing.*	Dr Philip Nathan Durham University *Supporting students on Combined Honours degree programmes: a study of author stance and engagement in essays across three disciplines.*	Dr Jonathan Leader University of Southampton *Stance, structure, and significant others: getting personal about position.*	Jun Kanazawa University of Tokyo *Stance and engagement in English and Japanese newspaper op-eds.*
12:15 - 12:55	Lecture Theatre	Seminar 1	Seminar 2	Tutorial 1	Tutorial 2
	Jill Haldane University of Edinburgh *A matter of opinion? Selecting stance for reformulation in writing.*	Dr Katherine Taylor University of Leeds *Using 'author/ity' to explore stance.*	Alison Thomas and Dr Cathy Benson University of Edinburgh *'Do I need a citation here?' Understanding motivations around attribution as a window on writer engagement.*	Dr Janice Hinckfuss University of Leicester *The appeal of pathos: 'innocent' until proven 'guilty'.*	Tom Reid and Diana Hopkins University of Bath *Fake news and other fictions about reporting verbs.*
13:00 - 13:40	Lecture Theatre	Seminar 1	Seminar 2	Tutorial 1	Tutorial 2
	Dr Olga Campbell-Thomson Glasgow International College *The stance in defence of linguistic clarity in academic argumentation.*	Dr Katrien Deroey University of Luxembourg *Importance marking in lectures: confronting EAP coursebooks with real lectures.*	Bella Ruth Reichard INTO Newcastle University *Who uses 'I' and for what purpose?*	Deak Kirkham and Peter Matthews University of Leeds *C-ing clearly now: course designer stance towards content-based instruction.*	Brendan Wallace Glasgow International College *Teaching argumentative essays by using simple models.*
13:40 - 15:00	Lunch in the Entrance Hall				
15:00 - 15:40	Lecture Theatre	Seminar 1	Seminar 2	Tutorial 1	Tutorial 2
	Sue Argent Independent Scholar *Teaching the language of reasonable persuasion.*	Helen Alcelik University of York *'I know what I should do, but I don't know how to do it!' Student perspectives on applying what they learn about argument and critical evaluation.*	Helen Taylor and John Goodall Coventry University *A preliminary investigation into the rhetorical function of 'I' in different genres of successful student academic writing.*	Deak Kirkham and Gary Hernandez University of Leeds *Ontological and epistemological perspectives on disciplinarity in content-based course design.*	_____
15:45 - 16:25	Lecture Theatre	Seminar 1	Seminar 2		
	Dr Carole MacDiarmid University of Glasgow *I don't know I mean... stance bundles in student discussions.*	Jenifer Spencer Independent Scholar *Teaching stance: is our approach too simplistic?*	Dr Mark Carver University of St Andrews *Peer feedback on engagement with essay topics vs. formulaic stance in English proficiency exam preparation.*		
16:30 - 17:00	Q&A, Raffle, Wrap-up in Seminar 1				

Plenary Speaker

Dr Zak Lancaster
**Wake Forest University,
North Carolina**

Lecture Theatre

Stance and Judgment: What Discourse Analysis Can Reveal about Successful Student Writing in the Disciplines.

Dr Lancaster explains: "Teachers often make tacit judgments about the quality of stance students project through their written texts, including their attitudes and epistemic judgments (Soliday, 2011). Stance therefore remains a "hidden" yet important factor of success in student coursework writing (Wingate, 2012). In this talk, I draw from three previous studies that together demonstrate how corpus-based linguistic analysis of student writing can expose patterns of stance expressions, ones that differentiate between beginning and advanced students, between disciplinary contexts, and between high- and low-graded papers. It can also reveal discrepancies, I show, between students' stated beliefs about writing and their textual practices, as well as between instructors' stated assessment criteria and patterns of stance evident in the papers they graded. Systematic linguistic analyses of student texts, I argue, can thus challenge our intuitions about good language use, revealing how our abstract expectations—for example that students display "engagement," "analytic rigor," and "critical thinking/reasoning"—can be made concrete through attention to the language choices students actually make."

Abstracts

11:30 - 12:10

Anna Murawska, Laura Sleeman &
Dr George Stevenson
Paul Hendrie
Dr Philip Nathan
Dr Jonathan Leader
Jun Kanazawa

Anna Murawska, Laura Sleeman, Dr George Stevenson

Lecture Theatre

INTO Newcastle University

11:30 - 12:10

Revealing and developing stance through "engaged" reading.

Summary

We have noticed a limited level of student engagement in classroom responses and written assignments, including a reluctance to voice a personal or academic stance. This can be particularly problematic for demonstrating critical skills in all forms of academic assignment. However, rather than assuming that this was based on a skills deficiency, discussions with students indicated that their reluctance often stemmed from a disengagement with their courses and the materials. We came to conceptualise this as 'alienation' whereby the students felt disconnected from the wider purpose of their learning and desired simply to 'get through' their courses in an instrumental manner (Mann, 2001).

In order to address this, Anna and Laura proposed refocusing the process of stance development to emphasise engagement from the reading stage onwards. This involved redesigning parts of the EAP syllabus, EAP materials, and co-operation with subject teachers. The first few weeks of the course are now focused almost solely on reading, wherein students are encouraged to formulate questions and responses to texts. After demonstrating these techniques to other team members, one of the subject teachers, George, adapted them to his Social and Cultural Studies module.

This presentation will serve as a preliminary analysis of these new methods in both EAP teaching and subject teaching. We will explore both student and teacher responses to these changes and how they influence students' willingness to adopt personal and academic stances. Reflecting on these responses, we will argue that these changes encourage engagement with the materials and the process, reduce alienation, and empower students to express their voice. We conclude that these methods make their learning experience more meaningful overall.

Biodata

Anna Murawska is an EAP teacher and Study and Research Skills supervisor at INTO Newcastle University. She is interested in critical EAP with particular interest in academic reading. Anna is keen to spark off wider debate on academic reading practices in HE context in order to increase its visibility.

Laura Sleeman is an EAP Teacher and Study and Research Skills supervisor and has been working with students transitioning into Post-Graduate UK HE studies for nine years. She has been involved in course design, assessment and materials development throughout this time and has become increasingly interested in the development of student academic voice over the past few years.

George Stevenson is the Social and Cultural Studies teacher on the Graduate Diploma Pathway at INTO Newcastle University. Prior to this, he completed a PhD on the British Women's Liberation Movement and class politics at Durham University. He is interested in alienation and power relations within the classroom, particularly in terms of their influence on student engagement.

Teaching stance through reflective writing.

Summary

This presentation reports on a teacher's use of reflective writing as a way for students to closely analyse their own submissions for use of stance and voice.

Applying methods and insights from a seminal work on reflective practice, 'The Reflective Practitioner' (Schon 1983), students analysed their application of stance and voice, writing about the strength of stance in their work, highlighting words revealing 'voice', and identifying possible improvements. They used this analysis to identify different options for wording, and to feed forward into future written assignments.

Biodata

Paul Hendrie is an EAP tutor at the Centre for English Language & Foundation Studies at the University of Bristol.

Dr Philip Nathan

Durham University

Supporting students on Combined Honours degree programmes: A study of author stance an engagement in essays across three disciplines

Summary

Combined Honours degree programmes require students to engage with the writing and other practices in a range of different disciplinary contexts. At the University of Durham, students on the Combined Honours programme for Social Sciences may study in disciplines including amongst others, politics, history, and geography.   While the essay is a common form of assessment across these disciplines, Combined Honours students report significant challenges in meeting the varied essay writing requirements in these different disciplines.

In order to support the design of academic writing support sessions for these Combined Honours students, this paper reports a study of stance and engagement resources used by students in essays in the three disciplines of politics, history and geography. Corpora of essays are examined from each of the disciplines, with quantitative and qualitative analyses of the use of key stance markers such as hedges and boosters, attitude markers and other relevant stance markers presented. Similarities and differences between the use of stance and engagement resources in the different disciplines are highlighted and pedagogical recommendations are presented in regard to supporting the academic writing of students in Combined Honours programmes and other programmes in which students write across the disciplines.

References

Hunston, S. and Thompson, G. Eds. (2001) Evaluation in text, Oxford, Oxford University Press

Hyland, K. (2005) Stance and engagement: A model of interaction in academic discourse
Discourse Studies 7 (2) : 173-192

Biodata
Philip Nathan is Director of the Academic Writing Unit in the English Language Centre at Durham University. He manages and teaches academic writing courses across the disciplines. He has published several papers relating to academic writing in the Business School. His doctorate focused on the writing of pedagogical Business Case Reports in a university context.

Jonathan W. Leader

University of Southampton

Stance, Structure & Significant Others: Getting Personal about Position

Summary

Taking Biggs and Collis' 1982 seminal study, Evaluating the Quality of Learning, as my point of departure, I argue in this paper that demonstrating a coherent stance requires a carefully structured, in the sense of a 'relational', response to an essay question. My focus here, will be on the type of relational response that highlights the connections between writers as well as ideas and I will draw out some of the implications this has for language use and citation.

A relational response reflects an appreciation, on the part of a more advanced EAP student, of the 'logical geography' or ideational context in which specific problems or sets of problems arise within their subject area. The student would therefore use language to emphasise relationships between (typically) competing concepts and theories and, in the course of evaluating them, would position themselves accordingly. This type of 'relational response' could be employed in most subject disciplines but is particularly apt in the applied and theoretical sciences where it is ideas, first and foremost, that tend to be emphasised.

An alternative though complementary approach, however, would include more about the (typically conflicting and often complex and fascinating) academic relationships between rival theorists and commentators, the generators of ideas. These significant others, upon whom students are expected to draw in order to support their lines of reasoning, either agree with each other (converge) or they disagree or, more interestingly, they partially agree with each other (diverge). Referring to the authorial context is often more acceptable in non-science subjects. The suggestion here is that attentiveness to the way in which authorial relationships can be articulated might help students not only demonstrate improved quality of understanding but also to express their positions more clearly in relation to others already contributing to a shared conversation.

Biodata

I am Programme Leader for Masters with Integrated Preparatory Study (MIPS), which is a year-long pre-Masters programme, in the Academic Centre for International Students (ACIS) in the Faculty of Humanities at the University of Southampton. I am also the Module Convenor for Critical and Contextual Thinking for Masters Study and I teach on the English for Masters Study module as well. I am a Senior Fellow of the Higher Education Academy (SFHEA). I have previously been a Senior Lecturer at both the University of East London and the University of the Arts, London.

Jun Kanazawa

University of Tokyo

Stance and Engagement in English and Japanese Newspaper Op-eds

Summary

This study examines how expressions of stance and engagement are used in op-eds in American and Japanese newspapers using quantitative analysis. An op-ed is a written prose piece typically published by a newspaper, which expresses the opinion of a named author usually not affiliated with the publication's editorial board. Data were collected from these major American newspapers: The Los Angeles Times, The New York Times, and The Washington Post. In addition, I analysed data from these leading national daily newspapers in Japan: the Asahi Shimbun, the Mainichi Shimbun, and the Yomiuri Shimbun. This study's conception of stance and engagement is based on a model of academic interaction where stance comprises four main elements: 'hedges', 'boosters', 'attitude markers', and 'self-mention'. The five key resources of engagement listed are 'reader pronouns', 'directives', 'questions', 'appeals to shared knowledge', and 'personal asides'. I examined stance and engagement expressions in English and Japanese op-eds using Principal Component Analysis and found significant differences. In American op-eds, engagement expressions and 'self-mention' were used differently depending on each op-ed. However, all stance expressions, with the exception of 'self-mention', were used frequently in all of the articles. In contrast, in Japanese op-eds, the numbers of 'hedges', 'boosters', and 'attitude markers' differed widely between the articles. In addition, all engagement expressions, with the exception of 'questions', were used sparingly in the Japanese articles. This result contrasts those from previous studies of Lee (2006, 2009, 2011), which show that 'boosters' rarely appeared in Japanese editorials and academic magazines.

Biodata

I am a Ph.D. student of the University of Tokyo in Japan. My research interest focuses on Systemic Functional Grammar and contrastive rhetoric between English and Japanese.

12:15 - 12:55

Jill Haldane
Dr Katherine Taylor
Alison Thomas and Dr Cathy Benson
Dr Janice Hinckfuss
Tom Reid and Diana Hopkins

Jill S. Haldane

University of Edinburgh

A matter of opinion? Selecting stance for reformulation in writing.

Summary

Summary writing is a core component of EAP academic writing courses because multi-voiced writing is essential in the context of criticality at university. As creators of research-based knowledge (Coffin, 2006: Hood, 2004,2005), students engage in the reformulation of source texts in propositional writing, involving a complex synthesis of secondary ideas and claims. Yet in evaluating how well students integrate sources to develop a cogent line of reasoning, the complexity of the summarizing process per se can be overlooked by EAP practitioners and writing instructors. Not only focusing on the selection of meanings and wording from source texts to reformulate (Hood, 2008), the challenge for the critical student writer is catching awareness of others' stance; a crucial contingent on whether to express their commitment to those propositions.

This paper first aims to considers the discrete skill of summary writing, and the extent of student writers' reformulation of others' stance in source texts. When stance is presented, the second consideration is how linguistic modality is used as a feature of academic discourse to express it. A small dataset of multi-disciplinary Masters' students on the Academic Writing for International Students (AWIS) course at Edinburgh University in 2017 returned preliminary discourse data of stance and modality, as well as their perceptions of summary writing in cohort group discussions. Early analysis indicates varied awareness of others' propositions in reformulation of source text; yet consistent use of modality to express commitment to stance. These findings have limited but insightful implications for EAP tutors' teaching summary writing skills, as well as for writing instructors teaching critical writing.
(260 words)

Hood, S. 2008. Summary writing in academic contexts: Implicating meaning in processes of change. Linguistics and Education (19): 351-365.

Biodata

Jill Haldane is a Teaching Fellow at the University of Edinburgh where she teaches EAP, ESP and Linguistics to multi and monolingual groups students and lecturers. Her research interests are Discourse Analysis and Corpus Linguistics, specializing in academic writing. She convenes on BAAL LLT SIG and on the editorial board of international linguistics journal, Language Value.

Using 'Author/ity' to Explore Stance.

Summary

In this presentation I will argue that stance/voice is not simply a writING issue: rather it is a writER issue. Difficulties students experience in developing their own stance/voice can, in large part, be attributed to the focus in standard EAP teaching practices on the production of writing rather than on the production or development of the writer – or in Kamler and Thomson's (2014) terms: the focus on (just) textwork rather than identitywork.

I seek to share, and invite discussion of, my on-going efforts to facilitate student learning which explicitly encompasses identitywork and its relation to textwork, using the notion of 'author/ity'. I draw particularly, but not exclusively, on a series of workshops designed for (home and international) PGR students, but seek to make the talk relevant to working with all levels of students.

Kamler, B. & Thomson, P. (2014) Helping Doctoral Students Write. 2nd Edition. Oxford:Routledge.

Biodata

Kate has worked at the Language Centre at Leeds University since 2006, and has taught on a wide range of pre-and in-sessional courses at Foundation, Undergraduate and Masters levels. She now manages the in-sessional provision for international PGRs across campus. This academic year she has embarked upon a project with the University's staff training organization to extend support for both home and international PGR writers. Her work with PGRs is informed not only by her engagement in EAP-related scholarly activity, but by the very long process of doing a part-time PhD in practice-based learning, which she finally completed this year.

Alison Thomas and Dr Cathy Benson

University of Edinburgh

'Do I need a citation here'? Understanding motivations around attribution as a window on writer engagement.

Summary

In this small-scale, exploratory study we investigated the construct of 'common knowledge' in citation-practice in the context of the Scottish university in which we work. The participants in the study were MSc students in the School of Education, EAP teachers and academic staff (mainly but not exclusively) working within the School of Education. They were invited to perform a short task, designed to elicit views about whether a statement should be supported by citation or not. Their decisions were discussed in semi-structured interviews and focus groups.

We posit that student decisions on whether to attribute ideas to external voices can be seen as a feature of engagement, as defined by Hyland (2005). We argue that understanding student choices around whether to attribute or not can be seen not merely as a function of citation practice, but by embracing notions of the 'individual writer's projection of a shared professional context' (Hyland, 2005, p.176), can provide a potential window on student engagement practices.

Hyland, K. (2005). Stance and engagement: A model of interaction in academic discourse. Discourse Studies, 7(2), 173-192.

Biodata

Cathy Benson teaches in-sessional and pre-sessional EAP courses at the University of Edinburgh, as well as courses in Lecturing in English; she also supervises post-graduate students in the School of Education.

Alison Thomas has taught writing in various guises at home and abroad for almost 30 years. She now teaches EAP at the University of Edinburgh.

Dr Janice Hinckfuss

University of Leicester

The Appeal of Pathos: 'Innocent' Until Proven 'Guilty'.

Summary

I hate academic discourse' declares Peter Elbow in his 1991 article in the journal College English. This realisation created something of a dilemma because he also acknowledges that 'I love what's in academic discourse.' In grappling with his dilemma, he is careful to emphasise that it is not academic practices with which he takes issue but the stylistic conventions of academic discourse which, citing Geertz, he describes as the conventions of 'author evacuated prose.'

But that was 1991. Since then, there have been a slew of publications investigating authorial presence in academic texts and a recognition that 'emotions, beliefs and values' are not 'innocent bystanders' but implicated in academic discourses. One aspect of authorial presence which has gained increasing attention is the notion of stance, understood in various ways by different researchers, perhaps explaining why DiPardo, Storms and Selland find that the notion of 'stance' is at the same time perplexing and enduring.

Perplexing indeed. Particularly as much of the research focuses on lexico-grammatical strategies that writers can use to realise stance to the extent that the academic practices that Elbow was so keen to defend are often overlooked: the mobilization of evidence and the creation of reasoned arguments.

Hence, I think it is timely to revisit Wayne Booth's Rhetorical Stance for two reasons. The notion of the Rhetorical Stance broadens the notion of stance beyond textual realisations and invites us to consider how academic practices are served by academic conventions, rather than the reverse. Most importantly, it is an invitation to consider how to create an argument that is a 'unified communicative event' and consistent with an understanding of emotions that shifts away from 'the hydraulic view' to see emotion as intertwined with reason. It is a reminder that the opposite of logic is not emotion but illogic.

Biodata

My background in Dance and Performance Studies has underpinned my scholarly research and teaching practice throughout my career. In particular, it has informed my focus on embodiment and performed identity. Working from these notions, I conceptualise academic writing as a performance and find working with a rhetorical framework allows me to operationalise this view of academic writing in my classroom teaching.

I am currently working as an EAP Tutor in the ELTU Department at University of Leicester in the UK but I have taught at other institutions in the UK, France, Canada and Australia.

Tom Reid and Diana Hopkins

University of Bath

Fake news and other fictions about reporting verbs

Summary
Many EAP materials claim that words like 'claim', and 'assert' can be used by students as a nuanced tool to highlight their stance in relation to the original text. Whilst in certain specific contexts this can be true, we will argue that teaching this as a universal truth can lead to confusion and misrepresentation of the original source. It is more appropriate to use reporting verbs to report the stance of the original writer rather than as a way to present your own voice, and instead use evaluation as the principal means of indicating stance and criticality. This talk will include discussion of published materials and students' written work to demonstrate the issues and alternative truths circulating about reporting verbs and stance.

Biodata
Tom Reid is Course Leader in the Academic Skills Centre, University of Bath. Tom has worked as an Academic English and Study Skills Lecturer, Course Leader and Director for over 25 years. He joined the University of Bath in 2003 and, prior to that, worked at The Universities of Kent at Canterbury and Bath Spa respectively. He regularly presents on Academic Skills at conferences, and is currently working with his colleague Diana Hopkins on an Academic Skills Handbook, to be published by SAGE in 2018. Tom is a Senior Fellow of the Higher Education Academy.

Diana Hopkins has been working in the area of Academic English Teaching for 20 years. She has worked in the UK, China, Japan, Turkey, Bangladesh and Malaysia teaching students from a range of backgrounds and levels. She works at the University of Bath, leading programmes that offer discipline-specific input on academic skills across the university. She has written a number of publications including Cambridge Grammar for IELTS, and is currently working with her colleague Tom Reid on an Academic Skills Handbook, to be published by SAGE in 2018.

13:00 - 13:40

Dr Olga Campbell-Thomson
Dr Katrien Deroey
Bella Ruth Reichard
David (Deak) Kirkham and Peter Matthews
Brendan Wallace

Dr Olga Campbell-Thomson

Glasgow International College

The Stance in Defense of Linguistic Clarity in Academic Argumentation.

Summary
Rem tene, verba sequentur
(Stick to the point and the words will follow)
Cato the Elder (234 BC – 149 BC)

Once entering English-language universities, students across disciplinary contexts are expected to participate in academic argumentation that constitutes the construction of knowledge. This process of knowledge construction relies on the foundational principles of clarity, reason, evidence and rigour, which are valued in the Western culture of academic inquiry. The field of English for Academic Purposes (EAP), which mainly caters for non-native speakers of English, emerged in response to the necessity to prepare the incoming students to partake in the process of meaningful academic argumentation. This means that one of the main tasks of the EAP tuition is to build learners' capacities to construct clear, logical and evidence-based arguments.

My engagement with a few generations of students in EAP training indicates that it is the clarity and logic that frequently do not work out. Whereas students tend to acquire rather extensive lexis and are well versed in compiling evidence, meaningful argumentation does not necessarily emerge. To paraphrase the saying of the Roman rhetorician Cato in an epigraph to this paper, 'the words follow' but in a rather chaotic fashion.

I argue that linguistic clarity is a necessary condition for the development of meaningful academic argumentation. I also argue that the learners' linguistic capacity for argumentation develops out of their capacity to produce meaningful syntagmatic structures. I employ Husserl's conception of pure logical grammar to frame my discussion of the sentence structure of the English language as a deductive system, whose content is constituted by a finite number of primitive forms and laws of combination and modification. I aim to demonstrate how these 'primitive forms and laws' permit the construction of simple logical chains in argument development. Examples of students' writing are used to demonstrate the progression of the students' capacity to develop logical arguments as they develop clarity of linguistic expression.

Biodata
Dr Olga Campbell-Thomson teaches modules in Study Skills and Research Skills in Glasgow International College, Glasgow, Scotland. Over the past twenty-five years, her career has encompassed research and teaching in the fields of Linguistics and Language Education in the United States, Cyprus, Qatar and the UK. Her current work is situated at the intersection of linguistic anthropology, multilingualism and cognition, with a particular interest in the history of sociolinguistic and psycholinguistic approaches to second language acquisition.

Importance marking in lectures: confronting EAP coursebooks with real lectures.

Summary

Lecture listening is a common component of EAP training. In deciding which coursebook to adopt, a key consideration is arguably whether it prepares students for real lectures. Yet, lecture listening coursebooks have been criticised for their lack of realistic lecture models. Research on lecture corpora such as the British Academic Spoken English (BASE) corpus can provide useful insights to prepare students for the language they are likely to encounter in lectures.

I examine the correspondence between the treatment of importance markers (e.g. the point is; remember; I want to emphasize this) in listening coursebooks with their realisation in a lecture corpus (cf. Deroey 2015). As these markers reflect the lecturer's stance towards the importance of points, students' ability to spot these may facilitate lecture comprehension and note-taking.

Importance markers were retrieved from 160 BASE lectures and compared with phrases presenting key points in 25 coursebooks. These include the Cambridge and Oxford EAP series, Contemporary Topics (2017) Study Listening (Lynch, 2004), Lecture Ready (2013) and Unlock (2014).

The investigation revealed that while listening books typically point out the importance of identifying the lecturer's main points, students are generally either not or inadequately trained to recognise importance markers. Where examples of such markers are included, they are few and prototypical (e.g. the important point is). However, in the lecture corpus less explicit, multifunctional markers such as 'the thing is' and 'remember' predominate. The findings raise questions about the extent to which training with such materials prepares our students to deal with real lecture discourse. I conclude with suggestions about the selection and development of lecture listening materials.

Deroey, K. L. B. (2015). Marking importance in lectures: interactive and textual orientation. Applied Linguistics, 36(1), 51-72.

Biodata

Dr Katrien Deroey is Lecturer in Applied Linguistics and Language Teaching at the University of Luxembourg (Grand Duchy of Luxembourg). She is the vice-head of the University Language Centre, EAP practitioner and linguistics lecturer. Her research and publications are chiefly on lecture discourse. Her current research interests include English-medium instruction, lecturer training and multilingual course design.

Bella Ruth Reichard

INTO Newcastle University

Who uses "I" and for what purpose?

Summary

This presentation compares first-person pronoun use by early career researchers and senior researchers in Theology. It reports on a corpus study of 20 research articles published in the same journal by scholars at different stages in their careers, focusing on how they refer to themselves. Generally, established scholars use first-person pronouns in different ways to early career researchers. Early career researchers use first-person pronouns mainly in "text-internal" functions, whereas senior researchers also use them in "text-external" functions. These findings are interpreted in the framework of "communities of practice" (Lave and Wenger 1991), with early career researchers as "apprentices" in their academic community. Of particular significance for an EAP context is that in the early career corpus, there are differences in first-person pronoun use between native and non-native English writers, whereas there is no such difference in the established scholar corpus. This suggests that the process of becoming a senior member of a community of practice is partially a linguistic matter. EAP, or more specifically English for Research Publication Purposes, provision for novice academic writers may therefore play an important role for successful publication.

Biodata

Bella is an EAP teacher at INTO Newcastle University teaching mainly on the International Year One (Business), a doctoral researcher at Newcastle University investigating the language of REF2014 Impact Case Studies, and a member of the BALEAP Executive Committee.

She is a graduate of the Durham MA in Applied Language Studies for TESOL, where she conducted the research described in this presentation.

David (Deak) Kirkham and Peter Matthews

University of Leeds

C-ing clearly now: Course designer stance towards content-based instruction.

Summary

Content-based instruction (CBI) approaches (Richards 2006) can take a variety of forms; both Brinton, Snow and Wesche's (1989) Cenoz (2011) offer useful typologies of CBI and CLIL respectively, However, despite these distinctions, the potential interpretations and complexities of the term 'content' itself have received little discussion. Indeed, as experienced CBI course designers, we claim that conceptually, the construct of 'content', far from being a monolithic, inflexible notion in language pedagogy, is one which necessarily admits of various (conceptual) interpretations and (pedagogical) operationalisations, the selection of a particular instantiation from which, for a given course, is inescapably concerned with the stance that a course designer takes towards the concept of 'content' itself.

We therefore propose series of analytical models which we hope enhance understanding of, pedagogical operationalisation of, and institutional preparation for, CBI courses. Specifically, we consider a range of relevant parameters when selecting content, after which we consider the balance, integration and weighting of four course-internal elements of any CBI course (language, skills, content and task/ outcome/ assessment). Thirdly, we consider of what a given 'content' may be the carrier (e.g. merely language; textuality; or argumentation) and the implications thereof for: the selection of the number and type of texts; for reading / writing teaching; and finally for teacher selection, induction and training. We also consider possible configurations of text(s) in a CBI approach.

While we certainly raise more questions than we answer, we hope that the models presented will demonstrate that CBI course design raises profound questions of perspective, interpretation and stance. As such, attendees should expect an analytical and thoughtful presentation that demonstrates that course designer stance and engagement re the construct of 'content' in CBI EAP courses necessarily has powerful implications across all aspects of course design and management.

Biodata

Deak Kirkham likes words, particularly when they combine in conventionalized patterns that map to meanings, and even more when they're not in English. Refusing to accept any strict delineation between (for example) poetry and morphophonology, he often finds himself wondering whether language is really a spandrel of some cognitive capacity to conceptualize metaphorically. Monday-Friday, he works at the University of Leeds.

Peter Matthews has been a Teaching Fellow at the University of Leeds Language Centre for nine years. He is programme leader for both a year-round, post-graduate pre-sessional programme and a content-based summer pre-sessional programme written in conjunction with the School of Media and Communication. Peter is interested in EAP course design and materials development.

Teaching argumentative essays by using simple models.

Summary

Especially for international students who are used to the IELTS 'advantages and disadvantages' style of essay, writing an essay where the student has to put forward their own stance in an essay can sometimes be difficult. This is partly because students can get 'bogged down' in confusion about specifics of academic discourse necessary (i.e. lexis, grammar). Another possible confusion is the complexity of the arguments themselves. The current paper puts forward a methodology that has been successfully used to teach students the structure of argumentative academic essays. Other aspects of academic writing are artificially simplified so the focus is kept solely on how stance is manifested via an appropriately academic essay structure.

Students are taught to pick a subject that is deliberately 'simple': e.g. 'Dogs are better than cats' or even 'Dogs are good'. Based on prior knowledge from previous lessons, students are encouraged, in pairs, to write a simple thesis statement based on this topic (either in agreement with it or against it): e.g. 'This essay will argue that dogs are better than cats'. Using colour coding, the key topic is highlighted. Again, based on prior knowledge, students are then encouraged to write a thesis statement using the topic, academically appropriate signposting language, and then a key controlling idea. This constitutes the key argument. Then, in pairs, students are encouraged to write a topic sentence with countervailing idea, with the same topic but an 'opposing' controlling idea. Finally, students are encouraged to write a refutation topic sentence for the third paragraph which refutes the second topic sentence. Other aspects of the essay (conclusions, the rest of the introduction) are then introduced in a 'piecemeal' fashion, step by step.

By concentrating solely on the form of an argumentative essay, this has proven to be a highly effective teaching methodology.

Biodata
Brendan Wallace has a CELTA and a DELTA with a specialism (module 3) in EAP. He currently works at the Glasgow International College, teaching EAP to international students.

Lunch
13:40 - 15:00

15:00 - 15:40

Sue Argent
Helen Alcelik
Helen Taylor and John Goodall
David (Deak) Kirkham and Gary
Hernandez

Sue Argent

Independent Scholar

Teaching the language of reasonable persuasion.

Summary

An academic argument text is not simply an objective monologue linking evidence to conclusion: it is a nuanced, subtle and persuasive conversation. It is a social act shaped by its genre and parent discipline (Bruce, 2014, p. 86 and Kwan et al., 2012) and by its various participants (Thompson, 2001). It can be many-layered in terms of discourse structures and moves (Hyland, 2005), and can involve orchestrating multiple voices (Aull & Lancaster, 2014). To do all this, academic argument draws on an enormous range of lexical and grammatical choices. By identifying these language choices EAP teachers can learn to interpret the complexity of academic argument for novice academic writers. In this practical workshop, I'd like to show some activities that can help students and teachers to recognise the key language involved in order to build their understanding as readers and develop competence as writers of academic argument.

Full references available at the workshop.

Biodata

Sue has taught EAP in a variety of settings and countries over a long career and co-authored the Garnet books EAP Essentials with Olwyn Alexander and Jenifer Spencer and Access EAP: Foundations and Access EAP: Frameworks with Olwyn Alexander. Although now retired, she tries to keep up with the field through the many activities that take place under the EAP umbrella, and can't resist making the occasional comment.

Helen Alcelik

University of York

'I know what I should do, but I don't know how to do it!' Student perspectives on applying what they learn about argument and critical evaluation.

Summary

How successfully are students able to apply critical thinking skills in academic assignment writing? While they typically value and perform well in EAP courses, this is not always reflected in their academic assignments. This qualitative study aimed to provide student perspectives on what they feel more/less able to transfer, and what factors promote or hinder this.

Data was collected from semi-structured interviews with 12 students, where each talked   through a completed academic assignment. They identified instances of more/less successful transfer of knowledge and skills from their in-sessional EAP course, including critical evaluation of sources and development of argument; they also discussed factors which had helped and hindered this. The in-sessional course concerned encouraged critical thinking and development of argument from the outset, working with students' own assignment titles for MA modules.

Difficulties mentioned most frequently related to demonstrating critical evaluation in writing, and integrating others' ideas into own argument. Skills often classed as easy to transfer were structuring coherent paragraphs, and overall essay structure. It was interesting to note that skills which some students found easy to apply were classed as difficult to apply by others, notably using evidence to support argument. Key factors which students felt helped apply these skills were above all reading, and individual feedback on writing (both in class and on homework). What hindered most was striking – yet perhaps not surprising: a lack of awareness of how useful the EAP classes were until they actually started writing assignments.

These findings pointed towards (among other things) more explicit focus on strategies for helping students develop critical thinking skills from the outset, with a particular focus on reading. As a result, aspects of the course were redesigned; these in turn will be evaluated, particularly in the light of work on transfer by Salomon and Perkins (2012), James (2012), and Green (2015).

Biodata

I've worked teaching and leading in-sessional and pre-sessional courses within the Centre for English Language Teaching at the University of York since 2007, and as a supervisor in the Department of Education. Previous work in EAP has been at Leeds and York St John universities, and prior to that I taught ESP in Japan and Turkey.

Research projects have included a tracking project on progress of Management Masters' students, which informed the development of a new Management Pre-sessional course, and a recent project exploring students' self-assessment of writing. I'm particularly interested in developing EAP courses within an academic literacies framework.

A preliminary investigation into the rhetorical function of 'I' in different genres of successful student academic writing.

Summary

The use of I in academic writing is a topic which causes debate among academics and academic language teachers and much confusion among students writing for assessment. Although some research into the use of pronouns in academic texts has been completed, the effect of genre on pronoun use in academic writing is under-researched.

This presentation is based on a draft paper by the authors which aims to identify the rhetorical function of first person singular pronoun use across thirteen different genres of good quality Business students' written assignments, taken from the BAWE corpus. The rhetorical functions of the instances of I were analysed using a modified version of Hyland's (2002) typology, which organises first person pronouns along a cline of authorial presence.

The presentation will show how the genre of writing seems to influence the rhetorical function for which I is used.

Biodata

Helen Taylor has been teaching EAP in HE for the past six years. She is enthusiastic about teaching and learning and eager to work with students and other members of staff to develop a creative, well-informed and empowering community of learning. She develops syllabuses for Pre-sessional English courses of varying lengths, as well as teaching on and course leading pre-sessional English courses at CU services in the UK. Her research interests include corpus-based, genre and disciplinary differences in EAP and feedback practices.

John Goodall is a DELTA-qualified EAP tutor, working on International Foundation and Masters Qualifying programmes for Coventry University students. He has been working in EAP since 2011, and has taught at universities in Turkey and the UK.   His interests include corpus-based research and listening strategies for EAP students.

David (Deak) Kirkham and Gary Hernandez

University of Leeds

Ontological and epistemological perspectives on disciplinarity in content-based course design.

Summary

The role of stance and engagement in the EAP domain foregrounds (inter alia) the epistemological orientation of both writer and reader (Hyland 2005; Menkabu 2017), the multiple roles of reader and the development of reader identity (i.e. as language students, trainee specialists, consumers) and the writerly use of pragmatic discipline knowledge (Dressen-Hammouda 2008). Within this broad scope, this presentation contrastively examines the ontological and epistemological ontogenies of two Language for Business pre-sessional courses (one with a Finance and Economics content, the other with a Marketing content). This is undertaken initially from the perspective of course designers, but includes by implication other stakeholders (i.e. teachers, students, management and external examiners).

This account will begin with what we will claim to be ontological differences in the structural make-up of the two respective disciplines. Moving from this basepoint, consideration is given to the necessarily contrastive epistemological stance(s) imputed within the respective courses and by the respective course designers to the notions of concept, conceptual field, and the relationship between conceptuality and case study (as a perspective on 'content'). Thereafter, a brief sketch of the two syllabi is presented in which the ontological and epistemological claims thus far articulated find expression in pedagogical form.

In articulating these insights, the presentation serves as a case study of wider ontological and epistemological differences that may apply in other discipline domains and therefore suggest that conscious engagement with ontological and epistemological discipline-specific concerns could be considered a useful practice in content-based course design. Attendees should expect a richly articulated unpacking of stance and engagement issues that arise in the creation (and teaching) of content-based language courses which unites ontological / epistemological concerns with both issues of identity and pedagogical practicalities.

Biodata

Deak Kirkham is as Lecturer in EAP at the University of Leeds whose interests include content-based course design and the pedagogy of complex grammar constructions.

Gary Hernandez is a Teaching Fellow at the University of Leeds. Interests include how students do (or do not) transition into destination departments along with bespoke pre-sessional course design.

15:45 - 16:25

Dr Carole MacDiarmid
Jenifer Spencer
Dr Mark Carver

Dr Carole MacDiarmid

University of Glasgow

I don't know I mean ….stance bundles in student discussions.

Summary

Lexical bundles (i.e. recurrent fixed strings of words) have been identified as a significant component of a wide range of registers, including academic spoken and written genres and speech events (e.g., Biber & Barbieri, 2007; Biber et al., 2004a; Chen & Baker, 2010; Cortes, 2004; Durrant, 2015). These studies include discussions of stance bundles which are used to include both attitude and degrees of commitment. Although spoken academic registers have been considered in relation to large corpora (e.g. TK2-SWAL, Biber et al., 2004b), little is known about student-centred disciplinary-specific learning events.

This talk will illustrate how 3- and 4- word lexical stance bundles are used in a specialized corpus of disciplinary-specific student talk. The specific corpus is of medical-genetic postgraduate students engaging in problem-based learning, a student-centered approach to exploring scenarios and developing skills and knowledge relevant to the profession. I will outline the procedure for identifying these bundles, briefly compare the distribution of stance bundles to other discourse functions, and then show how these bundles are used. I will comment on how the stance bundles reflect the type of speech event, in this case group discussions compared to student reports, along with the specific communicative aims. Of particular interest to EAP teachers may be the types of bundles used to support collaborative group efforts.

References:
Biber, D., & Barbieri, F. (2007). Lexical bundles in university spoken and written registers. English for Specific Purposes, 26(3), 263–286.
Biber, D., Conrad, S., & Cortes, V. (2004a). If you look at…: Lexical bundles in university teaching and textbooks. Applied Linguistics, 25(3), 371–405.
Biber, D., Conrad, S., Reppen, R., Byrd, H., Helt, M., Clark, V., Cortes, V., Csomay, E., & Urzua, A. (2004b). Representing language use in the university: Analysis of the TOEFL 2000 spoken and written academic language corpus. Princeton, New Jersey: TOEFL Monograph Series, Educational Testing Service.
Chen, Y. H., & Baker, P. (2010). Lexical bundles in L1 and L2 academic writing. Language Learning and Technology, 14(2), 30-49.
Cortes, V. (2004). Lexical bundles in published and student disciplinary writing: Examples from history and biology. English for Specific Purposes, 23(4), 397–423.
Durrant, P. (2015). Lexical bundles and disciplinary variation in university students' writing: Mapping the territories. Applied Linguistics, 1-30 (Advance access) doi:10.1093/applin/amv011.

Biodata

Carole MacDiarmid is EAP Manager (Teacher Development) in English for Academic Study (EAS) at the University of Glasgow. Her role involves overseeing CPD in EAS, co-leading two masters in TESOL and running both the Teaching EAP masters option and the TEAP online postgraduate level course. She is also an assessor for the BALEAP Accreditation Scheme.

Jenifer Spencer

Independent Scholar

Teaching stance: is our approach too simplistic?

Summary

There has been a great deal of useful study of the language of stance and its accompanying rhetorical structures.1 However, it is often evident in student's writing that their problem is not so much consciously expressing stance as being unaware when they are inadvertently expressing it
 Pedagogical genres tend to encourage students to form an opinion (based on pre-read texts) or express opinions they already have and then justify them (for example in oral discussion). This impression that stance is something that only occurs when we are consciously arguing a case for our opinions obscures the fact that "Whenever speakers assert their propositions they put them up for agreement or disagreement by their listeners." 2 Moreover, it could be suggested that even when we are not asserting a proposition, for example when asking a question, the content of the question might imply a stance.

This presentation will look at examples of student texts where it is clear students are unaware that they are expressing stance and suggests some approaches to go beyond the surface tools of language and structure to ask not only how to express stance but whether it is possible not to express stance (this is a challenging requirement of academic writing),
Including training students in the use of 'parallel narratives' simplified versions what they are saying, as a way of identifying what they are really asserting, and whether they have made unintended assertions, as well as the validity of their intended assertions.

1 Stance and voice in Written Academic Genres, K. Hyland, C. Sancho Guindo (Eds). Palgrave Macmillan. Basingstoke (2012)
2 Using Functional Grammar an Explorer's Guide, D. Butt, R.Fahey, S. Feez, S. Spinks. Palgrave Macmillan. Basingstoke (2012)

Biodata

Jenifer Spencer is a freelance editor and materials writer with a particular interest in discourse analysis and academic vocabulary. She is co-author of the teacher's handbook EAP Essentials, with Olwyn Alexander and Sue Argent, which is now widely used on MA TESOL courses. While teaching EAP at Heriot-Watt University she researched and wrote corpus-based EAP distance-learning courses for students preparing to study STEM subjects and Management and was later involved in preparing a research writing course for PhD students at St Andrew's University, as well as materials preparation and teacher training at other universities.

Dr Mark Carver

University of St Andrews

Peer feedback on engagement with essay topics vs. formulaic stance in English proficiency exam preparation.

Summary

With the development of modern technology, students are able to give each other feedback and advice on essay writing online to help make a colourful life. As we all know, giving feedback can help students to develop a sense of quality useful in their own work (Sadler, 2010), so that they eventually can self-assess while writing their own work (Race, 2015). However, every coin has two sides and the double-edged sword of washback (Green, 2007) potentially has a detrimental effect which increasingly cannot be ignored.

It cannot be denied that, more and more, fixed phrases and templates can distract from clarity of expression or genuine engagement in taking a stance or engaging with writing as a tool for engagement with the academic literature. In a nutshell, much of this advice is helpful only for the specific exam and offers little help for the demands of developing a thesis-led argument.

This presentation explores how such advice differs on the essay writing tasks of two common university entrance exams: IELTS and PTE. I will discuss distinctions students appear to make between the two exams to evaluate how well their peer support offers feedback on engagement and stance rather than just giving tips and tricks. I will also offer some comments on apparent assumptions made about the assessment of these exams, contrasting the accessibility of the IELTS rubrics scored by human assessors against the more opaque criteria used in PTE's computer-scored tasks.

It is hoped that this exploratory presentation will be interesting to those considering which tests to favour for setting entrance requirements as well as those preparing pre-sessional programmes to develop students' skills as they move beyond 200-300 word essays.

Green, A. (2007). IELTS washback in context: Preparation for academic writing in higher education. Cambridge: Cambridge University Press.
Race, P. (2015). The Lecturer's Toolkit - A Practical Guide to Assessment, Learning and Teaching (4th ed.). London: Routledge.
Sadler, D. R. (2010). Beyond feedback: Developing student capability in complex appraisal. Assessment and Evaluation in Higher Education, 35(5), 535–550.

Biodata

Mark Carver is an EAP Teaching Fellow at the University of St Andrews. His PhD (Lancaster) explored how trainee teachers used feedback to develop their teaching skills, and his most recent research looked at assessment and feedback practices and their impact on National Student Survey satisfaction ratings.

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