University of
St Andrews

Sources and Resources: Engaging with the Academic Community

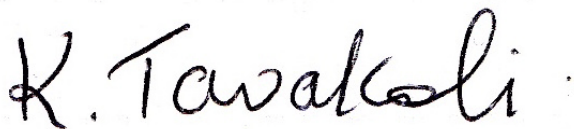**EAP conference programme**

Saturday
9 March 2019

Welcome

Welcome to the 8th 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 the USA, Japan, Greece, and China. 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, Sources and Resources: Engaging with the Academic Community is an area which is challenging for our students, and difficult for EAP practitioners to teach effectively. It touches upon many aspects of academic study – the literature, the academic staff, and linguistic difficulties related to paraphrasing, summarising and potential plagiarism.

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 colleagues, Mary Carr and Mark Carver, who have 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
English Language Teaching
University of St Andrews

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

Timetable

9:00 - 9:40	Registration and Publishers' stands			Entrance Hall	
9:40 - 10:00	Welcome: Kerry Tavakoli and Professor Sally Mapstone			Lecture Theatre	
10:00 - 10:45	**Plenary Speaker , Professor Hilary Nesi** *Citation in student writing – what do they do, and why do they do it?*			Lecture Theatre	
10:50 - 11:20	Lecture Theatre	Seminar 1	Seminar 2	Tutorial 1	Tutorial 2
	Stefan Vogel University of Arizona, USA *Cheating, good and bad: plagiarism from a genre and ethics perspective.*	Takeshi Kamijo Ritsumeikan University, Japan *L2 learners' source text reading strategies for writing MA assignments.*	Terri Edwards Durham University *Breaking the boundaries of academic communities: staff-student partnerships in EAP.*	Dr Usha Mani & Chris Jannetta University of Dundee *Students' writing as a resource to inform practitioners on the redesigning of EAP course materials (source) with a focus on connectors.*	Janie Brooks University of St Andrews *Making sense of the 'tangled beast': the challenges of transdisciplinary writing.*
11:20 - 11:45	Coffee and home baking			Entrance Hall	
11:45 - 12:15	Lecture Theatre	Seminar 1	Seminar 2	Tutorial 1	Tutorial 2
	Anne Vicary University of Reading *Why can't they use sources properly?*	Qingyang Sun University of York *International students' source use development over a Masters programme.*	Sandra Jeffrey & Louise Rudd University of York *Trust me, I'm the expert!*	Riccardo Galgani University of Glasgow *Learner knowledge and language of evaluation.*	Dr Becky S.C. Kwan City University of Hong Kong *Source use in Results sections in qualitative research articles of two disciplines.*
12:20 - 12:50	Lecture Theatre	Seminar 1	Seminar 2		Tutorial 2
	Jenifer Spencer Independent scholar *How to train your algorithm: understanding plagiarism checking software.*	Maureen Finn University of Manchester *Criticality, referenced and non-referenced sentences in student writing for Biomedicine.*	Dr Blair Matthews University of St Andrews *Seems legit: citing appropriately in academic communities.*	*Cancelled*	Dr Xiaofei Rao East China University of Science and Technology *Embedding information literacy into university EAP courses: possibility, opportunity, and pedagogical implications.*
12:50 - 14:00	Lunch			Entrance Hall	
14:00 - 14:45	**Plenary Speaker, Professor Nigel Caplan** *"Someone will agree that …": Lexicogrammatical Adventures in Source Use*			Lecture Theatre	
14:45 - 15:15	Poster presentations			Lecture Theatre	
15:15 - 15:45	Lecture Theatre	Seminar 1	Seminar 2	Tutorial 1	
	Dr Megan M. Siczek George Washington University, USA *Promoting engagement with sources in genre-based oral academic communication.*	Dr Mark Carver University of St Andrews *Using exemplars to discuss variable source quality in computer science.*	Sian Lund & Aleya James Royal College of Arts *Academic engagement in the disciplines: language frameworks for sharing ontologies.*	Debra Jones University of Bristol *Techniques for synthesising sources: what works?*	
15:45 - 16:10	Tea			Entrance Hall	
16: 10 - 16:40	Lecture Theatre	Seminar 1	Seminar 2	Tutorial 1	
	Dawn Murray Independent scholar *The importance of evaluating TED talks in an academic context.*	Joanne Lax Purdue University, USA *Engineering citation practices for international student graduate writers.*	Kana Oyabu Kanazawa University, Japan *Teaching How to Use Sources in first-year EAP courses in a Japanese University*	Dr Vassilis Argyroulis University of Thessaly, Greece *Identifying and producing stylistic conventions of academic writing.*	
16:45 - 17:00	Q&A, Wrap-up session and raffle prizes			Seminar 1	

Publishers' displays

Hilary Nesi

Citation in student writing - what do they do, and why do they do it?

Summary

Quite a lot has been written about citation in journal articles, theses and dissertations, where it plays a major role in persuading readers of the importance and originality of the writer's own research in relation to the prior literature.

Student coursework is a rather different case, however, because course assignments generally contain little in the way of original research, and so writers have far less reason to be concerned about the strength of their own claims.

This talk will examine other somewhat neglected purposes for citation which may be more relevant to student writers. It will also consider the way these purposes affect citation form, as evidenced in the BAWE corpus. Although, at a basic level, students are often motivated to cite simply as a means of avoiding the accusation of plagiarism, we can introduce them to genre- and discipline-specific citation practices to suit their own particular communicative needs.

Biodata

Hilary Nesi is Professor of English Language at Coventry University. Her research interests mainly concern the use of English for academic purposes and the design and use of language reference materials. She was principal investigator for the projects which developed the British Academic Spoken English (BASE) corpus and the British Academic Written English (BAWE) corpus. She is currently editor of the Journal of English for Academic Purposes.

Abstracts

**10:50
to
11:20**

**Stefan Vogel
Takeshi Kamijo
Terri Edwards
Dr Usha Mani & Chris Jannetta
Janie Brooks**

Stefan Vogel
University of Arizona, USA

Cheating, good and bad: plagiarism from a genre and ethics perspective.

Summary
Framing inappropriate source use as a writer's immoral attempt to cheat (e.g., Pecorari, 2001; Pecorari & Petrić, 2014), traditional approaches to plagiarism are underpinned by a Western understanding of authorship as original, creative, and autonomous (Pennycook, 1996; Scollon, 1995). This view, however, constitutes a gross oversimplification because, as Chandrasoma, Thompson, and Pennycook (2004) write, all texts are inherently heteroglossic: In the words of Rinnert and Kobayashi (2005), "all discourses are made up, at least in part, from other discourses and eventually influence subsequent discourses" (p. 34). Despite this importance of recycling words and ideas in the process of learning to write (e.g., Pecorari & Petrić, 2014; Pennycook, 1996), imitation as an adequate tool for voice and discourse appropriation is often viewed with suspicion; frequently rejected by composition instructors as mechanistic (Corkery, 2005), it may, in fact, be easily confused with deceit or inadequate source integration.

Grounded in Miller's (1984) notion of "genre" as typified socio-rhetorical action, this workshop will explore how this concept can reframe imitation as a productive form of copying. Specifically, the session will draw on key principles of genre-based approaches (Tardy et al, under review) that highlight the conventional structure, elements, linguistic features, and functions of genres while stressing their variability in specific socio-rhetorical contexts to argue that students' knowledge of the habitual link between conventions and rhetorical situation and how to manipulate it (Bawarshi, 2008) can, much like a cheat in a computer game, provide writers with a scaffold that helps them to appropriate the norms of the academic discourse community. The workshop will also address how acceptable imitation is to be clearly demarcated from deliberate and unethical copying.

Upon workshop completion, participants will have a more nuanced and critical understanding of different forms of using sources as models, often lumped together undeservedly as plagiarism, and their legitimacy in the writing classroom. This will be achieved in 4 steps: 1) The audience will explicate their current understanding of plagiarism through brainstorming. 2) Participants will receive a short introduction to the key principles of genre-based approaches, which will then be used to illustrate an acceptable example of imitation. 3) The audience will review different examples of copying in small groups and discuss their validity as they relate to student learning and acceptable practices in the academic community. 4) Participants will share their thoughts and concerns.

Biodata
Stefan M. Vogel is a PhD candidate in the Second Language Acquisition and Teaching program at the University of Arizona, where he teaches first-year and technical writing to domestic and international students. He holds an M.A. degree in TESL from the University of Arizona and an M.Ed. degree in English, French, and Educational Studies with a concentration in foreign language teaching from the Friedrich-Alexander-University Erlangen-Nuremberg, Germany. His interests include language program administration and educational leadership, second language teacher professionalization, second language writing (esp. curriculum development, plagiarism, and genre theory/pedagogy), discourse studies, and multilingualism.

Takeshi Kamijo

Ritsumeikan University, Japan

L2 learners' source text reading strategies for writing MA assignments.

Summary

L2 learners' reading source texts for writing assignment essays is defined as writing from sources. Cumming, Lai and Cho (2016) reviewed research articles concerned with writing from sources, dividing them into five claims: (1) students experience difficulties but overcome them with strategies, (2) knowledge and experience affect their writing, (3) types and conditions of tasks influence students' tasks, (4) differences exist between L1 and L2 learners and (5) instructions help students' writing. The first category, which included the largest number of articles, was concerned with the framework of communities of practice (Wenger 1998). In the new academic community, L2 learners experience difficulties, especially in selecting key research texts and critically reviewing literature for writing assignments. Many studies on communities of practice perspectives, however, focused on the processes and strategies of writing rather than reading.

The present study attempts to address this research gap, as it investigated how L2 learners perceived academic reading and read source texts for writing assignment essays in an MA TESOL/Education at a UK university. In the study, two in-depth 40-minute interviews were conducted. The first set of interviews was conducted in the earlier stage of the module while the second set was held four weeks after the assignment was submitted. For data analysis, the thematic analysis by Braun and Clarke (2006) was applied. Four themes emerged from the two successful learners' data: 1) understanding about critical reading, 2) critical reading of research review articles for constructing assignment arguments, 3) mediation by tutors' scaffolding to help reduce the learners' struggle with reading and 4) sustained motivation to use reading when writing assignments.

The results suggest that MA course tutors and EAP teachers should facilitate L2 learners' understanding about critical reading and development of arguments through critical reading of source texts when writing assignment essays.

Biodata

Takeshi Kamijo is currently an associate professor in the College of Business Administration, Ritsumeikan University, Japan. His research interests include English for Academic Purposes, reading and writing strategies, sociocultural theory and learner development, classroom research, and language testing and assessment.

Breaking the boundaries of academic communities: staff-student partnerships in EAP.

Summary

Academic communities at faculty level can be extremely difficult for the EAP practitioner to enter, for a number of reasons. Such communities naturally emerge within any given HEI hierarchy, resulting in the creation of the disciplinary "tribes and territories" (Trowler, Saunders and Bamber, 2012). EAP practitioners may attempt to break the boundaries of these disciplinary territories, but success in this endeavour is more likely to be the outcome of individual efforts than with institutional attempts to cross disciplinary boundaries. This may be because the cultural capital of the EAP community is perceived by disciplinary tribe members as insufficient to be admitted to the tribe (Ding & Bruce, 2017). At a more pragmatic level, academics are notoriously time-poor. In addition, academics in charge of programmes are often rotated within departments, making continuity of access to the academic community more difficult. EAP curriculum/materials designers may therefore struggle to access appropriate sources and resources.

Working in partnership with students, however, offers an alternative route into any given academic community. This presentation will demonstrate the ways in which EAP practitioners can set up staff-student partnerships ethically and easily. It will be argued that the students should not be viewed as either sources or resources. Instead, students can work with (not for, or even alongside) EAP practitioners as co-constructors of knowledge. The implications for teaching practice are huge, as staff-student partnerships aim as far as possible to equalize the relationship between staff and students, thus challenging the "delivery" model implicit in much EAP provision.

References:
Trowler, P., Saunders, M. & Bamber, V. (2012). Tribes and territories in the 21st century: Rethinking the significance of disciplines in higher education. London & New York: Routledge.

Ding, A. & Bruce, I. (2017). The English for Academic Purposes practitioner: Operating on the edge of academia. London: Palgrave McMillan.

Biodata
Terri Edwards is a full-time Assistant Professor (Teaching) at the Durham Centre for Academic Development (DCAD), Durham University, where she has worked as an EAP and Academic Skills teacher since 2007. She is also a part-time EdD student at the Durham School of Education. Her research focusses on staff-student partnerships in Higher Education, and she is currently in the second year of the thesis phase. She hopes to complete her doctorate by the autumn of 2021.

Students' writing as a resource to inform practitioners on the redesigning of EAP course materials (source) with a focus on connectors.

Summary

This is a comparative study of the use of cohesive devices- Connectors by thirteen, Chinese L1 students of English on the Pre-sessional (Oct 2017) versus the In-sessional (April 2018), Business Module.

Introduction – This study aims to examine the linear progression in the use of cohesive devices (connectors only) in final essay writing (from the pre-sessional course in October 2017 to the In-sessional Business module in April 2018).

The resources used were the final essays of the thirteen Chinese L1 Business students. The essays examined were their;
•   final exam scripts of the Pre-sessional course and,
•   final exam scripts of the Business- in- sessional course.

The study aims to:
(1) Determine if explicit teaching of the use of connectors such as because, therefore, consequently etc., (Halliday & Hassan, 1976) helped in improving the quality of their essays. Simply put, if the use of these devices actually enabled the reader to understand the essay clearly.
(2) Examine if there is a tendency in L1 Chinese students to use the connectors that they are already familiar with or the ones they were taught on the pre-sessional.
(3) Verify if there is an increase or decrease in the use of connectors as the students progress through their respective university pathways.

The researchers think that this study would help in the understanding of how Chinese L1 students acquire English L2 instruction and apply it to their respective Master's programmes. They hope that it might enable tutors to understand how those students perceive its usefulness. This insight might encourage tutors to reconsider the design of course materials.

Biodata

Usha and Chris have a combined EAP teaching experience of over 30 years. They have worked in countries including Japan, India, Singapore, Belgium and Australia. Currently they are teaching on the EAP programmes at the University of Dundee. Their main research areas are in developing best practices in the teaching of EAP through analysis of Student's written work. The purpose is also to facilitate a student voice in the planning of the materials that are used in the classroom. They seek to collaborate with students to help optimize learning and teaching.

Janie Brooks

University of St Andrews

Making sense of the 'tangled beast': the challenges of transdisciplinary writing.

Summary

This paper reports on a study investigating the texts of students facing the challenge of producing transdisciplinary writing, both academic and professional-academic, on a Master's degree in Sustainable Development at the University of St Andrews. The particular focus of the paper is on the students' capstone project, which requires the student writers to produce a literature review and policy paper on a Sustainable Development Goal of their choice.

Based on an analysis of the students' writing, and in particular of the cross-disciplinary citation patterns in their texts, the paper explores the negotiation of disciplinary boundaries in non-cognate disciplines to create transdisciplinary meaning and knowledge. The paper argues that the nature of this particular transdisciplinary challenge, as much for the EAP lecturer as students, lies in negotiating what constitutes knowledge and evidence in relation to two distinct audiences and genres.

The findings of the study suggest the extent to which negotiating disciplinary boundaries and novel assessment genres can be a risky yet creative enterprise. The paper concludes by reflecting on how an EAP lecturer can support students facing the challenges inherent in the transdisciplinary and transgenre enterprise.

Biodata

Janie Brooks was, until recently, coordinator of the Insessional English Language Service (IELS) at the University of St Andrews, where she supports students on the MSc in Sustainable Development with the challenges of writing across and between disciplines and genres. She felt uncomfortable in this role, unsure how best to teach the students when deprived of her EAP lecturer's crutch: genre analysis. However, recalling her own student experience of trying to make sense of the "tangled beast" of a very different transdisciplinary enterprise, she apprehensively set off into unfamiliar territory. Nine months on, she is still reflecting on this experience.

Abstracts

11:45 to 12:15

Anne Vicary
Qingyang Sun
Sandra Jeffrey & Louise Rudd
Riccardo Galgani
Dr Becky S.C. Kwan

Why can't they use sources properly?

Summary

Poor academic practice covers a range of student writing behaviour which falls short of UK academic literacy conventions. It can present in a variety of ways, such as a lack of transparency of source use; overuse of quotations; lack of willingness to paraphrase or summarise sources in the writer's own voice; poor control of the mechanics of citation; and reliance on unreliable sources. Underpinning them all is a lack of student engagement (for whatever reason) with the need to read and write critically using accurate citation practice in an academic environment.

This workshop aims to explore the underlying issues behind why poor academic practice may be more the norm for international rather than home students. Drawing on the work of two important post-structuralist theorists, Bourdieu and Bakhtin, we will consider the structure of society and language in an attempt to deepen our understanding of the international student experience. The ensuing activities and discussion will focus on how this understanding can be used to better support international students in their academic writing journey.

Biodata

I have worked since 1995 as a Pre-sessional and In-sessional EAP teacher at the University of Reading (UoR). My current interests lie primarily in understanding the student experience more deeply, teaching academic literacies, and exploring how this approach can be usefully contextualised in the students' individual communities of practice.

I am currently studying for an EdD at the Institute of Education (UoR).

International students' source use development over a Masters programme.

Summary

This study looks at ten Chinese MA TESOL students' use of sources for rhetorical purposes during a one-year taught Master's programme in a UK university.

A case-study approach was adopted. During the year, I collected the students' module assignments in Term 1 and Term 2, and the Literature Review chapters from their MA dissertation at the end of the programme. The texts were analysed in terms of the use of citations for rhetorical purposes, using a framework adapted from Petric (2007) and others. The marks and feedback of the assignments and dissertations were collected as indicators of their quality. At each stage, discourse-based interviews were conducted with the students to understand their reasons behind their own citation practices. The participants were also asked to comment on the input they received about source use.

The text analysis reveals some changes in the students' citation patterns during the year, which was minor change from Term1 to Term 2 but more notable change from Term 2 to Literature Review writing. Particular difficulties that prevented participants from rhetorical use of source were found, including their unfamiliarity with a range of citation devices, their unbalanced focus between form and function, and difficulties at the reading stage prior to writing. Further, a range of institutional and departmental input on source use was found to be available. Such input had various effects on individual participants' learning of source use, but in general there appeared to be more generic advice than guided practice of source use within contexts of subject learning.

This study recommends that more opportunities of contextualised source use practice be offered to students at different stages of degree programmes.

Biodata

Qingyang Sun is currently a fourth-year PhD student at the Department of Education, University of York. Her research project focuses on taught Master's students' learning and acquisition of source use skills in the context of degree programme study. She is supervised by Dr. Bill Soden, whose research interests include EAP, teaching and assessing writing, and feedback practices in Higher Education. Qingyang previously obtained an MA in Education at the University of York, during which she conducted a comparative study on undergraduate EFL writing education in Shanghai universities and postgraduate academic writing in a UK university.

Sandra Jeffrey & Louise Rudd

University of York

Trust me, I'm the expert!

Seminar 2
11:45 - 12:15

Summary

When moving into EAP, tutors may need to learn how to engage with the academic community, and become a learner again. We have seen new tutors struggle to maintain confidence in their teaching abilities whilst navigating academic conventions. We believe that staff should be continually supported with their involvement in the academic community to ensure teaching is kept up to date, and that they have confidence in their knowledge and place within higher education.

As a tutor, it can be quite distressing when you feel you are unable to answer the questions students have, or if students question what you tell them. We had one instance recently where an experienced and well-qualified tutor was questioned by students about the use of sources. This made the tutor feel they were being undermined and disrespected. At the request of the tutor, the programme management got involved to resolve the issues. Overall this caused confusion to students, a drop in confidence for the tutor, and a loss of teaching time. We felt that this was a missed learning opportunity, as learners should be encouraged to question as a member of the academic community, not merely be receptacles for information.

Understanding citation and use of sources is essential to becoming a respected member of the academic community. In our role as educators we need to find ways to help students to use sources with confidence. To be able to do this, staff need to be thoroughly inducted on the use of sources and citation relevant to their institution, have someone they can refer to for further guidance and support on the topic, such as a librarian, and also have regular support given through other EAP teaching staff.

Biodata

Sandra Jeffrey (Associate Lecturer) and Louise Rudd (Academic Director) work at the University of York International Pathway College. We have both been involved in a range of programmes at the University, but have focused largely on the management of the Pre-sessional Programmes. We are currently working to develop a new range of courses which are more tailored to faculty and department needs.

Learner knowledge and language of evaluation.

Summary

Learning content knowledge is central to the very idea of the modern academy, and the acquisition and use of the particular academic skills and language needed to articulate individual engagement with this knowledge in a discourse appropriate way is an intrinsic part of that learning. However, many students, especially the large number of non-native speaking international students (NNS), begin university with little or no knowledge of the principles underpinning academic discourse" (Hunter and Tse, 2013: 227). Consequently, a significant number of these international students will start their university life with a pre-sessional EG/SAP course. That is, prior to learning content knowledge, they will be learning how to talk and write about content knowledge.

The precise nature of this relationship, the one between the meta-narrative of academic literacies and the narrative of learning, is pivotal in a number of ways, especially when it comes to writing, as it relates to learner identity, position and voice. These core attributes are key to academic success as they demonstrate that the learner is actively engaging with existing knowledge (Hyland, 2008), that they are exploring their emerging relationship to that knowledge and that they are articulating both of these using the discourse practices appropriate to their discipline.

By establishing a working idea of knowledge in the context of EG/SAP, this research investigates whether NNS learners on a pre-sessional course use evaluation language and skills differently depending on differences in their knowledge of subject specific content. This means analysing students' writing for the use of a selected range of recognised stance markers. By mapping the results of this to students' existing knowledge of their subject it may then be possible to establish a relationship between what stance items are meaningfully used by students to engage with knowledge given their degree of familiarity with subject specific knowledge.

Biodata

I am an EAP Lecturer and Course Director at the University of Glasgow with scholarship interests in disciplinary specific course design, intertextuality and academic literacies. I convene a variety of pre-sessional and in-sessional courses at Glasgow as well as work on course design and materials.

Source use in *Results* sections in qualitative research articles of two disciplines.

Summary

Source use in research writing has been widely investigated in EAP studies with many of which targeting linguistic and rhetorical aspects of citation deemed tacit and challenging to novice writers. Using research articles (RA) as data, investigations have tended to follow a discipline-specific or cross-disciplinary comparative approach premised on the commonly held belief that each discipline is a monolithic epistemological community with its own unified research writing practices. Yet, this assumption may be counter-productive in analyzing writing in disciplines which embrace epistemological diversity – with the co-existence of quantitative, qualitative and other paradigms being a norm rather than an exception that leads to intra-disciplinary variations in discursive practices. To study citations in such domains for pedagogical insights, an epistemology-specific approach is more relevant and promising as shown by the findings of Kwan and Chan's (2014) study of source use in the Results and post-Results sections of quantitative RAs in Information Systems.

Writers of the corpus made frequent references in the Methods and the Comments moves of the Results sections to methodological and statistical matters as a strategy to establish the scientific legitimacy of their results – a phenomenon attributable to the positivist nature of quantitative studies. Extending their line of inquiry, this paper will present a study of citations in the Results sections of qualitative RAs in Tourism and Information Systems.

The findings are markedly different from those in Kwan and Chan. Instead of citing research procedural and statistical matters, writers of both disciplines tended to cite theoretical/conceptual matters to frame their data-reporting or analysis while some also cited source language and technical notions to abstract their observations – a practice attributable to the interpretivist nature of the studies. Based on the findings, a semantic-functional citation typology will be proposed for the results sections of qualitative RAs. Pedagogical implications will also be discussed.

Biodata

Becky S.C. Kwan is Associate Professor of English at the City University of Hong Kong where she teaches a variety of theory and ESP courses at both undergraduate and postgraduate levels. Her areas of research include thesis writing, academic discourse, genre analysis and doctoral publishing. Her work has appeared in English for Specific Purposes, Journal of English for Academic Purposes, Higher Education, and Studies in Higher Education.

Abstracts

12:20 to 12:50

Jenifer Spencer
Maureen Finn
Dr Blair Matthews
Dr Xiaofei Rao

Jenifer Spencer

Independent scholar

How to train your algorithm: understanding plagiarism checking software.

Summary

Many students use electronic tools to check or improve their written assignments before handing them in, or even while they are writing. These include sophisticated language checkers, such as Grammarly®, on-line thesauruses and predictive text apps, as well as Word spelling and grammar checker. Students may access these either on the recommendation of their tutors or on their own initiative. In relation to citation and the challenging nature of weaving of academic source material and ideas into their own writing, some EAP and subject departments also allow students access to the plagiarism checking software to check their own plagiarism scores before handing in assignments or dissertations.

However, this process requires a sophisticated understanding not only of the requirements of the academic community but also the purpose of such software and how it is actually constructed, which may sometimes mask these requirements.

This paper examines some of the limitations and pitfalls of electronic tools in assisting the writing process and avoiding plagiarism, as well as their benefits if used appropriately. It reports the results of a small-scale survey aimed to find out whether students are encouraged to use such aids in EAP or subject courses and, if so, what guidance they are given in using them. It suggests a practical approach to incorporate guidance into the critical thinking syllabus, based on an understanding of the way these aids are constructed, particularly those based on algorithms, to help students to develop a critical approach to using such resources. Students start by exploring the way simple on-line and electronic tools work and then move on to understand the role of plagiarism checking software and how to use the information it reveals constructively, rather than seeing it as a kind of 'accusation of cheating'.

Biodata

Jenifer Spencer is a freelance materials writer, editor and consultant, with a particular interest in academic writing, discourse analysis and the study of academic vocabulary. She is co-author of EAP Essentials, with Olwyn Alexander and Sue Argent, shortly to be re-published. This teacher's handbook focuses on linking classroom practice and course content with current research, particularly in the areas of discourse analysis and the use of corpora, and is now widely used on MA TESOL courses. Her current specialism is PhD writing and she works with PhD students in a range of subject fields.

Maureen Finn

University of Manchester

Criticality, referenced and non-referenced sentences in student writing for Biomedicine.

Summary

Managing references when writing is important because students are expected to demonstrate understanding and analysis of key texts in their discipline, and to be able to use this knowledge to create a context for their research and/or their own arguments. They are also required to use referencing systems accurately and show awareness of others' authorial rights.

These demands can be problematic for student writers in a number of ways; a review of the literature is the starting point of much written work and is often required when students have not yet fully mastered the necessary disciplinary knowledge. They can assume they do not have the right to express overt evaluation of the literature, or that they do not need to do so. They therefore report what they read, without explicit analysis, often using extensive paraphrasing. They tend to reference every statement, expecting the writers of the studies they describe to 'speak' for them.

This workshop will consider the use of referencing in the work of expert student writers, doctoral students in Biomedicine whose theses were awarded a first-time pass, and will look at some of the solutions they have found to referencing issues students face at all levels of HE. A framework of averral and attribution (Sinclair 1981; Hunston 2000, 2011; Charles 2004), will be used to explore, through analysis and sample classroom exercises, the referencing choices available to students in Biomedicine to evidence disciplinary-based critical analysis. These include non-referenced statements which allow students to both mark their territory and give 'so what' statements in their own voice.

This framework is being developed as part of a set of categories for annotating a corpus of student theses (using brat 2012). The aim of the study is to explore the expression of criticality in writing for Biomedicine.

References

Charles, M. (2004) The Construction of Stance: a corpus-based investigation of two contrasting disciplines. Unpublished thesis (PhD), Birmingham.

Hunston, S. (2000) 'Evaluation and the planes of discourse: Status and value in persuasive texts' in Hunston, S. and Thompson, G., eds., Evaluation in Text: Authorial Stance and the Construction of Discourse, Oxford: Oxford University Press, pp. 176-205.

Hunston, S. (2011) Corpus Approaches to Evaluation, Oxford: Routledge.

Sinclair, J.M. (1981) 'Planes of discourse' in Rizvi, S. N. A., ed., The Twofold Voice Essays in Honour of Ramesh Mohan, Salzburg: University of Salzburg, pp. 70-89.

Stenetorp, P., Pyysalo, S., Topić, G., Ohta, T., Ananiadou, S. and Tsujii, J. (2012). brat: a Web-based Tool for NLP-Assisted Text Annotation. In Proceedings of the Demonstrations Session at EACL 2012.

Biodata

Maureen Finn is Senior Language Tutor at the University Language Centre, The University of Manchester. She works with UG and post-graduate students. Her current doctoral research focuses on the expression of criticality in writing for Medical and Health Sciences.

Seems legit: citing appropriately in academic communities.

Summary

Academic literacy is a social endeavour as learners develop the skills and knowledge congruent with their intended academic community. Learning, therefore, becomes not just a process of knowledge, but also a process of developing awareness of values, practices and dispositions of academic communities that have developed over time – a process known as legitimate peripheral participation (Lave & Wenger, 1991).

Citation is a key part of legitimate participation in an academic community, as it demonstrates awareness of what is being discussed, argued about, written and discovered in the field.

However, for EAP students this may be problematic, since practices and values are often only implicitly understood. Moreover, in EAP classrooms, citations tend to be taught mechanically. While this is obviously important, I argue that more focus should be on how citation relates to the nature of knowledge within a discipline. In this talk, I will compare citations across various disciplines and offer a suggestion of how to approach teaching citation within different academic communities.

Biodata

Blair Matthews is an EAP teaching fellow at the University of St Andrews.

Dr Xiaofei Rao

East China University of Science and Technology

Embedding information literacy into university EAP courses: possibility, opportunity, and pedagogical implications.

Summary

The world's academia in the 21st century is changing with more university students gaining fluency in the conventions of English academic discourses to understand disciplines, establish careers, and navigate learning successfully (Hyland, 2006).

As a set of integrated abilities that encompass the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning, information literacy extends the arc of learning throughout students' academic careers and converges with other academic and social learning goals (Association of College and Research Libraries, ACRL, 2015). Within China's tertiary-level English as a foreign language (EFL) context, the English for Academic Purposes (EAP) course design is on the rise, however, there is little discussed on how to engage these learners in the international academic community, discourses, and conversations through cultivating their information literacy competence in and outside the University EAP classroom. Hence, grounded in internationally canonical English for specific purposes (ESP) course needs analyses, and the existing literature on needs assessment among Chinese EAP teachers, students, and subject teachers across disciplines, this study features a needs analysis based University EAP course design integrated with information literacy concepts (ACRL, 2015) for enhancing students' academic awareness and competence in foreign language study.

This presentation will focus on introducing an innovation to University EAP courses by incorporating six core concepts of information literacy through an EAP needs analysis model, which is comprised of the analyses of learners' individual needs and social needs. The construction of this dynamic model is conducive to the transformative University EAP course development and the cultivation of information literate university students.

References
Framework for Information Literacy for Higher Education. (2015). Retrieved from http://www.ala.org/acrl/standards/ilframework. 2018.6.14.
Hyland, K. (2006). English for Academic Purposes: An Advanced Resource Book. New York, NY: Routledge.

Biodata
Dr. Xiaofei RAO is currently an English instructor at School of Foreign Languages, East China University of Science & Technology (ECUST) in Shanghai, P. R. China. She received her Ph.D. in Bilingual/TESOL from College of Education of New Mexico State University U.S.A. in 2017 and her MA in Foreign Linguistics and Applied Linguistics from ECUST in 2004. Dr. Rao's research interests include second language acquisition (SLA) and tertiary-level ESP/EAP theory and teaching practices. Dr. Rao is a member of the Shanghai International Studies Association (SISA), Asia ESP Association, and China English for Academic Purposes Association (CEAPA).

Lunch

Entrance Hall
12:50 to 14:00

Nigel Caplan

"Someone will agree that …": Lexicogrammatical Adventures in Source Use

Summary

Many writing textbooks and classes spread the myth that all academic writing is a thesis-driven argument. However, research shows a much more complex picture of university writing, in which students at all levels—from novice undergraduates to postgraduate writers—have to decide whether a given task calls for them to treat sources and ideas as contested or factual. Understanding this distinction is key to selecting appropriate language resources in writing at the experiential (content), interpersonal (stance), and textual (organisation) levels. Failure to do so can lead students to misinterpret the task and write in an inappropriate genre (Bond, 2018; Miller et al., 2016).

In this talk, I adapt Humphrey's (2013) "3x3 matrix" to help teachers and students better understand how to use sources in their pedagogical and disciplinary genres and make effective language choices. The matrix is a heuristic of questions that explore the three metafunctions of Systemic Functional Linguistics (representing the world, engaging with the reading, and structuring information) across three levels of analysis (the whole text, the stage or paragraph, and the sentence/clause). I will show how to use the matrix to analyse academic assignments, and discuss the implications for EAP teachers, instructors across the disciplines, and ESL students.

Biodata

Nigel A. Caplan, PhD, is an Associate Professor at the University of Delaware English Language Institute in the United States, where he teaches EAP to pre-matriculated international undergraduate and postgraduate students. His research focuses on effective genre-based writing instruction. He is the author of several books including Grammar Choices for Graduate and Professional Students (2nd edition, University of Michigan Press) and is the co-founder of the Consortium on Graduate Communication.

Poster presentations

Lecture Theatre
14:45 to 15:15

15:15 to 15:45

**Dr Megan M. Siczek
Dr Mark Carver
Sian Lund & Aleya James
Debra Jones**

Dr Megan M. Siczek

George Washington University, USA

Promoting engagement with sources in genre-based oral academic communication.

Summary

Source use in academic writing is a frequent focus of scholarly research and pedagogical practice; however, how students engage with sources in oral academic communication contexts receives significantly less attention despite the fact that most academic speaking involves interaction with some type of source material.

This presentation explores how source use was built into an English for Academic Purposes (EAP) oral academic communication course in a U.S. university to answer the following research questions: How was interaction with sources built into this genre-based course design? To what extent did students meet expectations for source use in key assignments throughout the semester? First, the presenter will briefly contextualize the course design and syllabus, grounding it in key principles relating to oral academic communication, genre- and task-based pedagogy, multimodal communication, and the course's thematic focus on global and cross-cultural communication.

A description of a sequenced series of speaking tasks will follow, with findings organized by assignment to show (1) how each genre-based task was designed to incorporate sources; and (2) how students responded to the assignment's source use expectations. The genres covered ranged from traditional oral presentations to more targeted genres such as data commentary, infographics, and panel discussions. It was found that students did well with structured source-based tasks but that results were more mixed when the expectation for source use was more complex. Students also demonstrated a strong use of language structures appropriate for signaling source use through a variety of spoken genres.

A key conclusion of this presentation is that using a genre-based approach helps promote engagement with source material through speaking, as does having a unified thematic focus for course content. This presentation will conclude with implications for teaching, including guidance for identifying and structuring genre-based speaking assignments that involve sources and evaluating students' oral production.

Biodata

Dr. Megan M. Siczek is an assistant professor in the English for Academic Purposes (EAP) program at the George Washington University in Washington, DC. Her research interests include the internationalization of higher education, English as a global language, and second language writing. Her work has been published in Compare: A Journal of Comparative and International Education, Educational Policy, and the CA-TESOL Journal, as well as a number of edited volumes. She is the author of the book International Students in First-year Writing Classes: A Journey through Socio-academic Space, recently published by the University of Michigan Press.

Dr Mark Carver

University of St Andrews

Using exemplars to discuss variable source quality in computer science.

Summary

Reading tasks where the source text provides good examples of academic writing can assist students crossing the boundary from readers to writers in a subject area. In computer science, however, criteria for good quality sources is far more forgiving than criteria for student writing. This is in part a recognition that the subject is new and rapidly-changing, so sources such as online magazines, blogs, and self-published online books become key resources. As readers, students are therefore challenged to evaluate source quality far more than they would in subjects where peer-reviewed texts are more prevalent. It also exposes students to a vast range of writing styles and un-edited texts typically written for non-academic audiences. This can be a particular challenge when directly quoting work in which the language feels at odds with one's own writing. More importantly, students writing essays lack good writing models and may rightly question the authenticity of the writing style demanded of them.

This study reports on the use of exemplars and student-generated criteria aiming to develop students' evaluative judgement (Sadler, 1989) during a master's level integrated skills 'English for Computer Science' module. Discussing and assessing exemplars using criteria can help students to critique a source in ways which transfer to their own writing such that students learn to self-assess and make improvements during the act of writing (Tai, Ajjawi, Boud, Dawson, & Panadero, 2018; To & Carless, 2016). This presentation discusses how student-generated rubrics can help to structure a reading and writing strand of an ESP module. The programme is in its very early stages, so this is very much a 'work in progress' presentation of pedagogical musings with no student data yet available.

Sadler, D. R. (1989). Formative assessment and the design of instructional systems. Instructional Science, 18(2), 119–144.

Tai, J., Ajjawi, R., Boud, D., Dawson, P., & Panadero, E. (2018). Developing evaluative judgement: enabling students to make decisions about the quality of work. Higher Education, 76, 1–15.

To, J., & Carless, D. (2016). Making productive use of exemplars: Peer discussion and teacher guidance for positive transfer of strategies. Journal of Further and Higher Education, 40(6), 746–764.

Biodata

Mark Carver is an EAP Teaching Fellow at the University of St Andrews, where he mainly works on the in-sessional English Language Service (iELS). He also regularly teaches on the MLitt English Language Teaching, where he runs the Assessment and Evaluation module, as well as a new course in English for Computer Science. His PhD was in assessment and feedback in teacher education, completed in 2016, and this interest is maintained through his research as part of the Measuring Quality in Initial Teacher Education project (Twitter: @MQuITE_Ed) hosted at the University of Edinburgh.

Academic engagement in the disciplines: language frameworks for sharing ontologies.

Summary

As EAP professionals, we consider academic engagement as a process with theoretical and practical underpinnings. In this talk we demonstrate how language can be used as a lynchpin to build academic engagement between students and the academic community and between EAP and disciplinary tutors, through our research and teaching practices with the Creative Arts disciplines at the Royal College of Art.

Our starting point for academic engagement is to overtly share the ontological underpinnings of specific disciplines. A social realist perspective of ontology, epistemology and methodology conceives of how shared disciplinary knowledge and literacies is conceptualised within discrete academic communities and used to build curriculum, inform teaching methodology and engage students with core concepts of their particular discipline.

The talk also defines our understanding of academic engagement as a cyclical process of comprehension, reflection, dialogue and transformation. This reflects the ontology of the creative arts discipline. As EAP researchers we engage with discipline tutors to apprehend the ontology, constructing the meta-language used in the discipline to create frameworks of language. As EAP practitioners we use the language frameworks to make explicit the ontology of the discipline and 'unpack and model literacy practices' (Clarence and McKenna 2017). By exploring learning outcomes and tutors' explanations of these, we construct frameworks of articulation mapping them onto learning criteria and activities. We use these to move emphasis towards exploratory learning processes and examine how transformations result.

Finally, we give a practical demonstration of how this is done. We show how a framework of spoken discourse is used to scaffold students' learning processes as they discuss their own practice in critiques, tutorials, presentations and workshops. We then demonstrate how this is explicitly used to build academic engagement through the four stages of the engagement cycle in teaching and learning activities.

Biodata

Sian Lund has been the EAP coordinator at the Royal College of Arts since 2015. She holds an MA in Applied Linguistics and is also working on research in the area of acculturation and cultural diversity in education.

Aleya James spent the majority of her professional life working in the UAE and Oman. She holds an MA (TEFL) from Reading University and is currently working on her doctoral thesis. She is currently Academic Language and Literacy Tutor on the RCA Graduate Diploma programme.

Techniques for synthesising sources: what works?

Summary

Using sources in writing is one of the biggest challenges facing students, both home and international, when studying at a UK university. The mechanics of citation and referencing can be taught and memorised, or increasingly, achieved using online tools such as Microsoft and Endnote. More difficult to teach is how to choose relevant ideas from the literature and synthesise these ideas to support an argument rather than simply summarising information from a range of source. EAP teachers introduce various strategies to scaffold students, for example, techniques for active reading and critical note-taking strategies such as the Cornell note-taking method, annotation symbols or graphic organisers. These techniques are helpful in raising students' awareness of the need to read critically with a purpose, keep organised notes and consider their own evaluation when reading and note-taking. But how useful are they in helping students learn how to integrate their notes into their writing or how to synthesise information from a range of sources to support their argument? One solution is to show students examples of writing and highlight how the writer synthesizes sources, but recent feedback I have received from students suggests they still struggle to use the techniques they have learned to produce such synthesis in their own writing.

As a doctoral student, as well as an EAP teacher, I decided to practice what I preach and try out some of the techniques we teach students when writing my own assignments to assess their pros and cons. In this presentation, I will share my conclusions and show how my experiences as a writer have influenced my teaching. Participants will have an opportunity to discuss the techniques presented as well as any strategies they use in their own teaching.

Biodata

I am a Coordinator on the summer Pre-sessional programme at the University of Bristol. I also teach in-sessional classes for both home and international students at postgraduate and undergraduate level. I am currently studying for a Doctorate in Education focusing on the impact of internationalisation on UK Higher Education.

Abstracts

16:10 to 16:40

Dawn Murray
Joanne Lax
Kana Oyabu
Dr Vassilis Argyroulis

Independent scholar   16:10 - 16:40

The importance of evaluating TED talks in an academic context.

Summary
Many EAP practitioners use TED talks extensively, either as an in-class listening source, or as a method of independent study for EAP learners to improve their listening and speaking skills whilst developing critical thinking and visual literacy skills.

As EAP instructors we guide our students through the evaluation of reading sources, focusing on the accepted standards of currency, reliability, authority and academic conventions. However, do we use the same standards to evaluate the TED talks we use and recommend, or do we simply accept the TED brand as the authority?

The speaker will suggest that this blind acceptance of Ted talks can lead students to a misuse of TED talks as sources of reliable information which may lack academic calibre, and which should be evaluated in the same way as any other academic source. Examples of TED talks which have been discredited will be used to illustrate this, whilst implications for our use of these sources will be discussed. The speaker will end with suggestions on how TED talks can be used in an academic context.

Biodata
Dawn Murray is an experienced EAP practitioner with extensive experience of tertiary institutions in Asia, the Middle East and Scotland. Her particular interest is in incorporating mobile technologies into the instruction of Academic English to enhance student engagement and learning, a topic she has presented on at a number of international conferences.

Joanne Lax

Purdue University, USA

Engineering citation practices for international graduate student writers.

Summary

This talk will cover the citation practices in engineering papers written for publication and the implications for teaching graduate students for whom English is not their first language, the majority of engineering graduate students at numerous universities. While all scholarly authors must understand the critical need for citations, international engineering graduate students writing conference or journal papers confront several unique disciplinary challenges. Hyland's 2000 work showed that direct quotations are not used in papers in at least a couple of engineering sub disciplines; thus, writers must rely on paraphrase and summary to discuss the work of previous researchers. For ESL student writers, conveying someone else's words in their own can be a daunting lexical and cultural burden.

Engineering citations are also unusual in that there are multiple reference styles used throughout the field, and the conferences and journals in a single sub discipline may require different styles. In fact, some common engineering citation styles are number-based (e.g., IEEE), while others are author-name-based (e.g., APA). Although popular citation management software creates style-appropriate reference lists and in-text citations, engineering authors must be aware of discipline- or sub discipline-specific preferences for integral or non-integral citation sentence structure and certain favored reporting verbs used to introduce source material. To effectively teach students from various engineering sub disciplines, instruction should be based on discourse community, academic literacy, and situated learning theories.

Citation use is best taught contextually; that is, when students need to refer to source material in their own text, perhaps when drafting the literature review part of a publishable paper. Students can learn disciplinary-appropriate ways of citing previous work by studying the citation practices seen in recent papers from key publications in the students' research areas. Using authentic materials such as journal papers in citation instruction can validate citation practices for students.

Biodata

Joanne Lax is the Graduate Technical Communications and Professional Development Specialist in the College of Engineering at Purdue University, West Lafayette, Indiana. In this role, she provides workshops on many aspects of oral, written, and nonverbal professional communication for engineering graduate students. She has presented papers on engineering communication topics at conferences in the U.S. and abroad. Ms. Lax is an American Society for Engineering Education member and ASEE Illinois-Indiana Section officer. She earned a master's degree in ESL writing at Purdue University.

Kana Oyabu

Kanazawa University, Japan

Teaching How to Use Sources in first-year EAP courses in a Japanese University.

Summary

This paper reports the way use of source is taught in EAP courses at a Japanese national university, and issues EAP instructors face in teaching the courses. The university was selected as one of the recipients of a governmental fund to internationalize Japanese universities. Universities selected need to increase the numbers of international students and staff, Japanese students studying abroad, and EMI courses and degree programs. In order to prepare students for overseas study experiences and EMI courses, all students in the university are required to take four 8-week EAP courses in the first year.

One of the major problems in teaching the EAP courses is students' lack of understanding about plagiarism, another problem is their low media literacy. The paper reports how the four EAP courses are developed to teach students basic awareness of plagiarism and media literacy, the challenges the EAP instructors face, and how instructors endeavour to address the challenges. The paper suggests that countering plagiarism requires incremental steps to make students unlearn their long-established habits.

Biodata

Professor, Head of EAP section, Department of Foreign Language Studies, Institute of Liberal Arts and Science, Kanazawa University, Japan.
Ph.D. in English (University of Exeter).
M.A. in Literary Theory (Unkversity of University).
B.A. in English Literature (Doshisha University, Japan).

Identifying and producing stylistic conventions of academic writing.

Summary
This presentation aims to show how EAP students can identify standard and common features of academic style found in academic articles, which in turn can help them produce better pieces of writing in the future. A teaching session of student activities is presented including (a) a background schemata activation task, (b) a Kahoot guessing task on academic conventions in journal articles, (c) a skimming task for better understanding of a representative academic article, (d) a text scanning task in which students write words or phrases belonging to each one of the conventions revealed in tasks (a), (b) and (c), and finally (e) a homework task in which students are asked to identify and present those conventions and present their findings in class orally or in writing.

By the end of the teaching session, students are expected to have a better understanding of standard academic conventions or 'moves' used by authors when writing articles.
The lesson was also prepared with a flexi-stage aiming at consolidating and building upon the use of online or printed out corpus concordances to explore meaning of unknown vocabulary introduced to them previously.

Biodata
I am an ESP/EAP teacher at university level. I have been teaching English for Specific/Academic Purposes for 20 years at the School of Medicine, Faculty of Health Sciences, University of Thessaly, Greece.

Academic qualifications
1988: Bachelor of Arts (in English Language & Literature), Aristotle University of Thessaloniki, Greece.
2002: Master of Arts in Education (TESOL), Hellenic Open University.
2017: Doctorate of Philosophy (in Applied Linguistics), University of Nottingham, UK.
Thesis title: Teaching English via Corpus Concordancing in a Greek University.

Q&A, wrap-up session and raffle prizes

Seminar 1
16:45 to 17:00

List of participants

First name	Surname	Institution	Conference role
Olwyn	Alexander	Heriot-Watt University	Delegate
Alex	Allen	University of St Andrews	Delegate
Sue	Argent	Freelance	Delegate
Faith	Avelino-Bloomer	INTO Newcastle University	Delegate
Janice	Bain	Glasgow International College	Delegate
Martin	Barge	Queen Mary University of London	Delegate
Julie	Bray	University of Aberdeen	Delegate
Janie	Brooks	University of St Andrews	Presenter
Amy	Brown	Abertay University	Delegate
Simon	Brunker	Pearson ELT UK	Publisher
Susan	Caie	University of Aberdeen	Delegate
Nigel	Caplan	Iuniversity of Delaware	Plenary
Mary	Carr	University of St Andrews	Delegate
Mark	Carver	University of St Andrews	Presenter
Gabriela	Castelo Branco Ribeiro	International College Dundee	Presenter
Maria	Cid Castilla	Glasgow International College	Delegate
Deborah	Cully	Ulster University	Delegate
Juliana	Diragitch	Glasgow International College	Delegate
Ros	Doig	University of St Andrews	Delegate
Donna	Douglas	International College Dundee	Presenter
Alan	Duncan	University of St Andrews	Delegate
Terri	Edwards	University of Durham	Delegate
Pierre	El-Sayed Youssef	University of St Andrews	Delegate
Wes	Enns	Rosslyn Academy	Delegate
Maureen	Finn	University of Manchester	Delegate
Lorna	Fleming	University of St Andrews	Delegate
Anna	Fox	University of Liverpool	Delegate
Jingjing	Fu	University of St Andrews	Poster
John	Gadsden	Macmillan Education	Publisher
Riccardo	Galgani	University of Glasgow	Presenter
David	Garfield	York St John	Delegate
Alex	Gooch	University of Durham	Delegate
Lewis	Grant	University of Stirling	Poster
Feifei	Gui	University of St Andrews	Poster
Jennifer	Hirst	University of Leeds	Delegate
Caroline	Holden	University of St Andrews	Delegate
Cathy	Holden	University of Edinburgh	Delegate
John	Hughes	University of St Andrews	Delegate
Natasha	Ingall	Kings College London	Poster

First name	Surname	Institution	Conference role
Chris	Jannetta	University of Dundee	Presenter
Sandra	Jeffrey	University of York	Presenter
Eoin	Jordan	University of St Andrews	Delegate
Takeshi	Kamijo	Ritsumeikan University	Presenter
Valerie	Knox	University of Aberdeen	Delegate
Kyoko	Kubo	University of St Andrews	Poster
Becky	Kwan	City University of Hong Kong	Presenter
Cheryl	Lang	University of Aberdeen	Delegate
Joanne	Lax	Purdue University	Presenter
Georgie	Lloyd	University of St Andrews	Delegate
Liz	MacDougall	Abertay University	Delegate
Almas	Mahmud	ELC-English Language Centre	Delegate
Kinga	Maior	Glasgow International College	Delegate
Ally	Malcolm-Smith	University of St Andrews	Delegate
Usha	Mani	University of Dundee	Presenter
Blair	Matthews	University of St Andrews	Presenter
Alison	McBoyle	University of Aberdeen	Delegate
Laura	McCain	Oxford University Press	Publisher
Kirsty	McCall	University of St Andrews	Delegate
Neil	McGregor	University of Manchester	Delegate
Pamela	McIldowie	University of Edinburgh	Delegate
Janine	McNair	Glasgow International College	Delegate
Kirsten	Mericka	University of St Andrews	Delegate
Linda	Moffat	University of Aberdeen	Delegate
Dawn	Murray	Freelance	Presenter
Hilary	Nesi	Coventry University	Plenary
Lindsey	Nicoll	University of Dundee	Delegate
Mark	O'Reilly	University of Dundee	Delegate
Kana	Oyabu	Kanazawa University	Presenter
Kanta	Parmar	Eurospan	Publisher
Lynne	Pollard	British Council Onscreen Marking Project	Delegate
Bella	Reichard	Newcastle university	Delegate
Tracy	Reith	University of Durham	Delegate
Emma	Ronney	Glasgow International College	Delegate
Louise	Rudd	University of York	Presenter
Amanda	Shaw	University of Dundee	Delegate
Megan	Siczek	George washington University	Presenter
Richard	Smith	University of Warwick	Delegate
Heather	Spence	University of Dundee	Delegate

First name	Surname	Institution	Conference role
Robin	Sulkosky	University of Maryland	Delegate
Kerry	Tavakoli	University of St Andrews	Delegate
Jenny	Taylorson	University of St Andrews	Delegate
Alison	Tinker	University of Birmingham	Delegate
William	Tweddle	Queen Mary University of London	Delegate
Olly	Twist	Garnet Education	Publisher
Anne	Vicary	University of Reading	Presenter
Mikhail	Vodopyanov	University of St Andrews	Delegate
Stefan	Vogel	University of Arizona	Presenter
Corinne	Wales	International College Dundee	Presenter
Xuechun	Wang	University of St Andrews	Poster
Ian	Wash	Rikkyo University	Delegate
Yang	Yang	University of St Andrews	Poster
Agnes	Young	University of Edinburgh	Delegate
Xi	Zhou	University of St Andrews	Poster
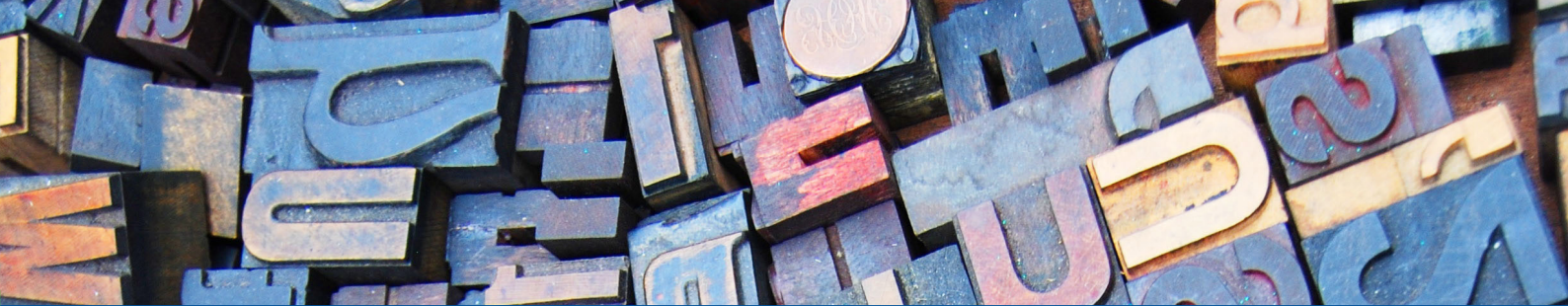
University of St Andrews

The EAP conference is organised by English Language Teaching at the University of St Andrews.

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