

15.00 – 15.25

Mowsley & Hoby

15.00 – 15.25

Talk

Gary Riley-Jones

Institute of Education and Goldsmiths

Criticality, Ideology and Implications for Materials Development in EAP for Fine Art and Visual Cultures

Criticality has been referred to as a 'defining concept of the Western University'. However, within EAP 'criticality' often infers an unstated theoretical position that privileges a 'commonsensical' view which has become naturalised. My presentation will argue for an ideologically-engaged criticality through Content-Based Language Teaching (CBLT) which I will demonstrate with reference to specific teaching materials.

Gary Riley-Jones is an EdD student at the Institute of Education and a Senior Lecturer at Goldsmiths. His research is concerned with the relationship between criticality, Fine Art and EAP.

Shearsby

15.00 – 15.25

Talk

Dr Gwyneth James

London School of Economics and Political Science

Being a student again: understanding the transition experiences of postgraduate international students using narrative inquiry

Research into postgraduate student transitions in the UK is scarce, perhaps due to them being seen as 'experts' (Tobbell et al 2010: 275). This presentation will focus on the stories and experiences of a group of postgraduate international students in an attempt to understand whether this label is justified or not.

Gwyneth James is an EAP teacher at the LSE. She is responsible for co-ordinating and providing EAP support for in-session programmes to a 'cluster' of four departments and also teaches on pre-sessional, Foundation and TEAP programmes.

Saxby

15.00 – 15.25

Talk

Gemma Campion & Alex Ding

University of Nottingham

Representations of the EAP Practitioner: Idealisations, Disconnections and Realities

This paper draws on evidence from insider discourse and experienced / peripheral EAP practitioners in order to explore diverse perspectives on the EAP practitioner. From the insider perspective a problematic, homogenous ideal emerges, from the practitioners, a complex, fractured, but equally problematic representation. We argue that convergence of perspectives is highly desirable, and partially possible through a socially informed reflexivity.

Gemma Campion is an EAP teacher and freelancer.

Alex Ding is Programme Leader MA TEAP at University of Nottingham.

Brooksby

15.00 – 15.25

Talk

Vasiliki Antoniou

University of Essex

Scaffolding reading comprehension in an L2 academic context

Scaffolding is a type of support that facilitates the learners' successful practise of complex skills and as the learners become independently competent, this support is gradually withdrawn. This talk will help EAP tutors understand the complex conceptual processes that students go through when they engage with reading academic articles and how online assistance ("scaffolding") can be provided to facilitate this process and enable the students to carry on with their online academic reading tasks. Practical examples and the students' opinions and views will shed additional light to this EAP approach to teaching reading.

Vasiliki Antoniou is a PhD researcher and an EAP tutor at the Department of Language and Linguistics, University of Essex, UK. She teaches linguistics, psycholinguistics, and methodology of TEFL to undergraduate students.

Swithland & Tilton

15.00 – 15.25

Talk

Anneli Williams & Brian Doonan

University of Glasgow

Re-designing the Pre-sessional: a versatile solution to the EAP teacher recruitment conundrum

Pre-sessional EAP course providers today face the twin challenge of meeting the needs of rising numbers of international students and recruiting sufficient numbers of qualified EAP teachers at times of peak demand. This talk describes how Glasgow University radically re-designed its Pre-sessional programme to meet this challenge and, in doing so provide a more authentic study experience for Pre-sessional students.

Anneli Williams has worked at the University of Glasgow for 20 years, where she currently holds the position of EAP Manager for Pre-sessional and In-sessional provision.

Brian Doonan is an EAP Tutor, Pre-sessional Course Director and Teacher Trainer. Other areas of interest include ESAP Course Design and Assessment.

Rothley & Oakham

15.00 – 15.25

Talk

Peter Levrai & Averil Bolster

University of Macau

Material Mixology: Blending commercial, in-house and online materials

This presentation will discuss the development of an EAP course in University of Macau, from conception to first use feedback. It will consider the drivers of curricular change, the review of commercially available materials and the development of in-house reading & writing material around a commercially available listening & note-making book, supported by a Moodle template course.

Peter Levrai has been working in EFL since 1995. He has worked in general, corporate and academic contexts. His particular area of interest is developing specialized courses for highly specific needs.

Averil Bolster has been teaching English since the mid nineteen-nineties and has worked on a wide variety of EFL/ESL programs, including exam preparation, EAP and technical and engineering English.

Quenby

15.00 – 15.25

Talk

Zoe Gazeley-Eke

Coventry University

Digitising the EAP classroom – making the VLE more active

This session will discuss an ongoing action research project at Coventry University on the use of technology in the EAP classroom. The approach aims to increase the motivation of students to remain in the target language. In addition, it explores ways of offering the teacher means of differentiating digital tasks and applying formative assessment techniques in a more dynamic way.

Zoe Gazeley-Eke has taught English in Mexico, Russia, Japan, and Saudi Arabia. She is currently a lecturer in Academic English with research interests in digital materials development and teacher training.

16.00 – 16.25

Saxby

16.00 – 16.25

Talk

Lisa Robinson & Dr Mick Kavanagh

CELE, University of Nottingham

Development in the EAP post-observation conference: Tutor perceptions

The post-observation conference (POC) should be a valuable opportunity to address the development needs of EAP tutors. Previous studies by the presenters suggest that the developmental role is being side-lined by a bias towards evaluation. This presentation further examines EAP tutor perceptions of the POC by discussing factors such as the value of observees' own experience and their recommendations for change.

Lisa Robinson is an EAP tutor at the University of Nottingham. She has an interest in teacher education, in particular research into the observation process.

Mick Kavanagh is an EAP tutor at the University of Nottingham. He is interested in teacher education and support, and in particular the lesson observation and feedback cycle.

Brooksby

16.00 – 16.25

Talk

Dr Beyza Björkman

Department of English, Stockholm University

PhD supervisor and supervisee interactions as a spoken academic genre: Genre features, power issues and linguistic competence

This paper focuses on the PhD supervision genre. The material comprises six supervision meetings from a northern European Higher Education setting. The structure of the genre will be presented with the different types of interaction emerging from the data. The paper will include frequencies of supervisor/ student talk across the different interaction types with insights into power and linguistic competence.

Beyza Björkman has written a monograph and several articles English as a lingua franca in academic environments. Her other research interests include spoken academic discourse, linguistic equality and language policy.

Rothley & Oakham

16.00 – 16.25

Talk

Katrien Deroy

University of Luxembourg

How representative are EAP listening books of real lectures?

EAP listening books rarely draw on corpora, although large lecture corpora are freely available and the body of research on lecture discourse is growing. This raises the question whether such materials adequately prepare students for real lectures. I illustrate the gap between authentic lecture discourse and listening materials by comparing the treatment of importance markers with their realisation in the BASE lecture corpus.

Katrien Deroy is a senior lecturer at the University of Luxembourg. She has published articles on lecture discourse and books on research writing.

Quenby

16.00 – 16.25

Talk

Juliet Thondhlana and Ann Smith

University of Nottingham

Exploring the complexities of preparing international students for group and seminar discussions

This presentation explores the complexities of group selection, preparation for seminars and group work, task design and group assessment. It will compare self-selected groups to teacher-selected mixed groups and interaction in HE settings. Illustrations are drawn from an investigation into foundation seminar discussions, first-year undergraduate group projects and lecturers' reflections on postgraduate groups and the use of discussion boards.

Juliet Thondhlana is Lecturer in Applied Linguistics and Education at the University of Nottingham. She has taught EAP-related courses and published in assessed group work, sociolinguistics, migration and Education.

Ann Smith has extensive experience in EAP, teacher training, syllabus design and assessment. As a lecturer at the University of Nottingham, her interests include group work, intercultural communication and grammar.

16.00 – 17.00**Mowsley & Hoby**

16.00 – 17.00

Workshop

Cath Brown & Erin Revell

ELTC, University of Sheffield

Current Texts in EAP: A Framework for Lesson Design

Participants will use an academic reading text as a basis for trying out 'S.L.I.C.E.', a five stage approach to EAP lesson design developed at Sheffield University ELTC, which stands for Socialise, Link, Input, Communicate and Extend. This framework for materials design helps meet the EAP teacher's ongoing need to prepare new lessons using current and authentic academic texts.

Cath Brown and **Erin Revell** are tutors at Sheffield University ELTC, teaching on EAP and CELTA courses. Cath has worked in adult and higher education in Uganda and Japan and at secondary level in Australia. Erin has taught EFL in Spain, Japan and the Czech Republic.

Shearsby

16.00 – 17.00

Workshop

Bob Gilmour

Oregon State University

Insights into the rapidly changing landscape: the public-private partnership experience

INTO Oregon State University is a public-private partnership. With 1,520 students and 150+ staff, it is one of the largest intensive English programs in the U.S.. This discussion-based workshop will address the following conference sub-themes:

- Contributing to an institutional strategy on enhancing the international student experience
- Balancing quality and quantity
- Meeting the needs of the international student
- The role of the private sector
-

Bob Gilmour is Director of Academic Programs in the INTO OSU Center at Oregon State University. He has 22 years' experience of tertiary-level English language teaching and management in the UK and the USA.

Swithland & Tilton

16.00 – 17.00

Workshop

Edward de Chazal

E M de Chazal Consulting Limited

The difference is academic: developing elementary EAP students' academic language

This workshop examines the characteristics of academic language and identifies what elementary students starting their EAP journey can realistically learn. This language involves a shift from more general items like verb tenses to more academic language including definitions and describing data. Using material from the new Oxford EAP A2/Elementary coursebook, such language provides a principled foundation for more advanced study.

Edward de Chazal has coordinated general, vocational, and specific EAP programmes in several countries. His publications include the Oxford EAP series and the English for Academic Purposes methodology title

16.35 – 17.00

Saxby

16.35 – 17.00

Talk

Maggie Heaney

Renison University College, University of Waterloo

Becoming Metacognitive Teachers: Think-aloud while Teaching.

This presentation discusses training teachers to model strategies through think-aloud in order to activate student metacognition. Based on a Canadian EAP study in a university writing class, teacher observations of direct strategy training with explicit teacher talk revealed a positive influence on learner development. Suggestions on how to train current and future instructors to teach metacognitively are discussed.

Maggie Heaney is an instructor/teacher trainer at Renison University College, University of Waterloo, Ontario, Canada and has interests in learner development pertaining to teacher input of explicit modelling and subsequent practice.

Brooksby

16.35 – 17.00

Talk

Joan McCormack

University of Reading

Investigating the development of speech fluency; implications for classroom teaching

This presentation discusses the results of a classroom-based quasi-experimental study into the development of fluency in an EAP context. The results indicate that awareness-raising activities and fluency strategy training can have a positive impact on the development of fluency, even over a limited 4-week period, findings which have significant implications for L2 pedagogy.

Joan McCormack is an EAP Lecturer, Course Director, and manages the Self-access Centre. Her particular areas of interest include fluency development in Spoken Language and extended writing and research skills.

Rothley & Oakham

16.35 – 17.00

Talk

Professor Sheena Gardner

Coventry University

From JEAP to TEAP: The Case of Student Report Writing

Many articles in the Journal of EAP (JEAP) comprise descriptions of academic English that conclude with suggestions that they should be useful for Teaching EAP. This paper provides an analysis of macrostructures, genres, registers and lexicogrammar found in undergraduate student experimental reports. It then invites discussion on how these could be applied in EAP and specifically in developing EAP teachers.

Sheena Gardner is Professor of Applied Linguistics at Coventry University. Her research focuses on genres and registers of assessed student writing in the BAWE corpus. www.coventry.ac.uk/BAWE

Quenby

16.35 – 17.00

Talk

David Read

ELTC, University of Sheffield

Implementing a digital literacy training programme on an pre-sessional EAP course

While many of our students are considered digital natives, many of them lack basic academic digital literacy skills such as effective online searching, managing references and organising digital resources. To address this, the ELTC at the University of Sheffield have implemented a systematic programme of digital literacy training. This talk will describe in detail the programme and student feedback.

David Read is the Director of Technology-enhanced Learning at the English Language Teaching Centre, University of Sheffield.

17.10 – 17.35**Shearsby**

17.10 – 17.35

Talk

Assistant Professor Mehtap Kocatepe

Zayed University

Student engagement with out-of-class study: Challenges and solutions

In this presentation I examine the role of out-of-class study in EAP students' changing learning landscapes. I outline the challenges students face when engaging in out-of-class activities and suggest ways of increasing student engagement. Using Deci and Ryan's (1991, 2002) categorisations of extrinsic motivation, I discuss the various ways students display autonomy and internalise homework practices.

Holding a PhD from James Cook University in Australia, **Mehtap Kocatepe** currently teaches EAP at Zayed University in the Gulf. Her research interests are learner autonomy and EAP writing.

Swithland & Tilton

17.10 – 17.35

Talk

Bee Bond

The Language Centre, University of Leeds

The EAP of Spelling Learning Together: Teacher & students as co-researchers

'Why don't learners learn what teachers teach?' (Allwright, 1984). How often do we ask this of our learners? Drawing on literature around practitioner research, in particular Exploratory Practice (Allwright & Hanks), as well as learner autonomy & empowerment (Benson; Benesch) this presentation shows how co-researching issues around L1 (Arabic) transfer in terms of spelling difficulty led to deeper development of EAP skills for both learners and teacher.

Bee Bond is a Senior Teaching Fellow at the University of Leeds; HEA & BALEAP Senior Fellow & Mentor. She has a strong interest in teacher development in general, lesson observation and practitioner research in particular.

Brooksby

17.10 – 17.35

Talk

Katie Mansfield

University of Westminster

Tailoring presentation materials in accordance with the discipline: A genre-based approach

Although materials already exist for teaching students the art of delivering high-scoring academic presentations, variations in terms of format and expectations differ according to the discipline in question. A gap exists in the generic materials offered. Having performed genre-based research on a number of lecturers, I propose some discipline-specific materials to be used with postgraduate students of Life Sciences.

Katie Mansfield is an EAP tutor primarily interested in using genre-based approaches to develop materials for academic writing. To date, she has published a variety of ELT and EAP materials.

Saxby

17.10 – 17.35

Talk

Blair Matthews

University of Bristol

Online Pre-sessional Courses

This presentation describes the delivery of an online pre-sessional course for international students at the University of Bristol. The primary aim was to develop academic skills, with the secondary aims of familiarising students with the university and having students establish connections with each other. The presentation showcases some of the content and design frameworks used to develop the course.

Blair Matthews is an EAP Tutor at the University of Bristol.

Rothley & Oakham

17.10 – 17.35

Talk

Stuart Wrigley & Karin Whiteside

Royal Holloway, University of London and University of Reading

Towards meaningful contextualization and process in the teaching of research skills in a changing EAP context.

This talk charts the development of a research skills course for Pre-Masters students at Royal Holloway. The course was developed via two principles: first, a wide-angle approach to understanding the dissertation genre via consideration of research culture; second, an emphasis on process through the scaffolding of the main stages of a dissertation. Finally, the efficacy of the course is examined.

Karin Whiteside and **Stuart Wrigley** work as EAP professionals at Reading and Royal Holloway respectively, and both specialise in the embedding of discipline-specific EAP provision.

Quenby

17.10 – 17.35

Talk

Declan Sweeney

ITSligo

A flipped learning approach to embedding academic language and skills development

Advances in technology have opened up exciting possibilities in the generation of more adaptable resources for academic language development. This talk presents a critical reflective account of a pilot project to implement a flipped learning approach to the embedding of academic language development. It presents the model as a potential framework to better integrate language development within the curriculum.

Declan Sweeney is an experienced EAP and Academic Skills Tutor who is passionate about language teaching, professional development, and the potential technology offers in developing greater learner confidence and autonomy.

17.10 – 18.10**Gilbert Murray**

17.10 – 18.10

Workshop

Simon Gooch & Irina Hawker

CELE, School of Education, University of Nottingham

Understanding, thinking, meaning!

We argue that developing 'criticality' is an essential component of EAP and introduce a practical working model based on three dimensions to help identify elements of criticality in pre-sessional student texts. We discuss the extent to which such an analysis, if undertaken extensively and systematically, can be useful for helping frame assessment criteria.

Simon Gooch has taught EAP in a number of HE institutions. I have most recently been involved in helping to develop new EAP pre-sessional materials and courses at CELE, Nottingham. **Irina Hawker** has teaching experience in L2 mediated education (TESOL, EFL and CLIL), but recently have been mostly involved in teaching and developing EAP syllabuses and materials on pre-sessional and postgraduate programmes.

Mowsley & Hoby

17.10 – 18.10

Workshop

Jane Sjoberg

BFA/EISU, University of Birmingham

Getting them on board – effective ways to use online discussions

Online discussion boards can facilitate interaction and collaboration (Moreno, 2011) but require careful scaffolding to engage students and promote independent learning strategies. This workshop presents different ways of exploiting discussion boards both to encourage critical analysis and as a stepping stone to effective peer review of written work. Participants will be invited to try out some discussion activities during and after the workshop.

With over 25 years' teaching experience both in the UK and abroad, **Jane Sjoberg** teaches and develops materials in EAP from foundation to postgraduate levels at the University of Birmingham.

17.45 – 18.10**Shearsby**

17.45 – 18.10

Talk

Tim Leigh

University of Bolton

What's on your mind? Social Networking for EAP students

Moving to a new country for higher education poses not only language challenges but also lifestyle changes. This talk focuses on the findings of a study which integrated the social networking site 'Edmodo' into a British university Pre-Sessional EAP language programme to identify whether such a platform could help students integrate into living and studying in a new country.

Tim Leigh is currently working at the University of Bolton as a Lecturer in EAP. Prior to this position, he spent time teaching in the Middle East, Europe, and Asia.

Swithland & Tilton

17.45 – 18.10

Talk

Dr Ibolya Marić, Professor Diane Pecorari & Dr Charlotte Hommerberg

Linnaeus University

Institutional strategy and teachers' attitudes and practices in the English-medium university classroom

This paper reports a study of attitudes and practices toward English Medium Instruction (EMI). A large-scale survey of university teachers outside the traditionally English-speaking was followed by interviews with a subsample. Findings indicate strongly divided views on EMI; little adaptation of pedagogical practices to promote language learning; and perceived need for EAP support combined with reluctance to acknowledge that need.

Ibolya Maricic's research interests focus on politeness in online discourse and on discourse features of academic writing.

Diane Pecorari researches on plagiarism and other intertextualities in academic writing, vocabulary and English-medium instruction.

Charlotte Hommerberg is interested in discourse analysis, academic writing and teaching and learning through the medium of English.

All three teach at Linnaeus University in Sweden and are members of the PROFILE project, which is investigating professional language use and the outcomes of English-medium instruction.

Saxby

17.45 – 18.10

Talk

Dr David Lefevre

Epigeum

Technology tools for teaching English for Academic Purposes: empowering the next generation of tutors

Technology is one of the key drivers of change in Higher Education. David Lefevre is director of an Educational Technology Unit at Imperial College and played a lead role in Epigeum's recent online EAP course project. David will talk about how technology will impact the sector and how EAP tutors can harness technology in order to enhance their teaching provision.

David Lefevre is former EAP tutor David holds a PhD in instructional systems from Imperial College and is Educational Technology Director at their business school. David is Co-Founder of Imperial College spin-out Epigeum.

Brooksby

17.45 – 18.10

Talk

Joanne Spataro

Foreign Language Center, University of Pisa

From an Italian content-oriented writing style to an English reader-oriented one: a cross-cultural approach to teaching EAP writing.

This proposal addresses pedagogical issues of teaching EAP writing and in particular, emphasizes the importance of raising a cross-cultural awareness of the different academic writing conventions when teaching academic writing skills. The underlying assumption is that an EAP writing instructor of non-native writers of English should aim at raising cross-cultural awareness both of the cross-linguistic interferences and most of all, of the two different academic writing conventions.

Joanne Spataro is a Canadian EFL mother-tongue professor and teacher trainer at the University of Pisa, Italy. She started teaching Academic Writing Courses at Maryland University, USA. She is currently teaching several Academic Scientific Paper Writing and Scientific Paper Presentation Courses for university professors, researchers and PhD students of the University of Pisa.

Rothley & Oakham

17.45 – 18.10

Talk

Deborah Cobbett

University of Sheffield

Elephants in the design studio

Sheffield architecture students and lecturers discussed barriers to communication and peer-learning among staff and students from different countries. They created resources to open up student-teacher debates on concerns that too often remain unspoken (such as participation, silence, target groups, friendship, and trust). These resources were used in language support to enable students to develop confidence and tackle communication barriers.

Deborah Cobbett has studied and taught in many different contexts around the world. She currently teaches EAP at the University of Sheffield, mainly in architecture, public health and biology departments.

Quenby

17.45 – 18.10

Talk

Tam Connors-Sadek

University of Sheffield

Using Google Sites to Support Teachers in Multiple Locations

How can you more effectively manage 99 teachers over six campus locations? In 2014, The University of Sheffield set up a Google site to enable International Summer School teachers to access all course news and information, and give ongoing feedback throughout the summer. This system, which could be accessed on different platforms 24/7, was our solution.

Tam Connors-Sadek has worked in ELT for over 20 years.

Shearsby

18.30 – 19.20

Workshop

Christopher Tancock

Elsevier

An Introduction to Metrics in Academic Journals: From Writing to Ranking

In this workshop, the Publisher for Elsevier's linguistics portfolio will host a session exploring why and how journal and research quality is measured. We will consider the origins, features and drawbacks of the Impact Factor as well as looking at the H-Index, SCImago Journal Rank and several other metrics. This will be an open and informative session, aimed at those who are interested in the numbers associated with academic publishing, how they work and how they can affect a researcher's career. Further resources including a presentation on 'how to get published in an academic journal' are available to download from: <http://www.elsevier.com/early-career-researchers/training-and-workshops>

Christopher Tancock has ten years' experience in STM publishing. He joined Elsevier in 2006 and he is now Senior Publisher for Linguistics, managing some 16 journals including the prestigious Journal of Pragmatics and Lingua. He has degrees in European studies and linguistics and is based in the Oxford, UK office.