### 10.35 – 11.00

**Saxby**  
10.35 – 11.00  
Talk  

**Nicholas Northall**  
The University of Sheffield  

*A newbie’s attempt to develop subject specific material using core texts and assignments*

This talk describes an attempt to develop relevant and useful material for a class of postgraduate (Taught Masters) Geography students by an EAP tutor moving into a subject specific department for the first time. By emphasizing departmental cooperation, I want to present some of the materials designed, focus on feedback received from the students, and reflect on the experience.

Nicholas Northall is an EAP tutor and teacher trainer. He has been teaching English for 15 years and is interested in improving reading, adapting and designing materials and classroom observations.

**Brooksby**  
10.35 – 11.00  
Talk  

**Assistant Professor Esther Boucher-Yip**  
Worcester Polytechnic Institute  

*Capitalizing on technology to promote learner autonomy in a writing course*

A blended learning approach offers the advantage of personalization, individual attention, and support for language learners. The presenter will discuss how a virtual learning space was developed and integrated in a writing course for non-native speakers that engages learners and promotes learner autonomy. The outcomes, opportunities and pedagogical challenges in integrating online components with face-to-face instruction will be discussed.

Esther Boucher-Yip teaches writing and communication at Worcester Polytechnic Institute, Massachusetts, USA, where she is an Assistant Professor. Her research interests include English language teaching and sociolinguistics.

**Rothley & Oakham**  
10.35 – 11.00  
Talk  

**Dr Philip Durrant**  
University of Exeter  

*Lexical bundles and disciplinary variation in university students’ writing: Mapping the territories.*

This session presents corpus research into disciplinary variation in student writing. Linguistic variation is represented in ‘maps’ representing degrees of similarity between writers. These show how disciplines relate to each other and enable the identification of emergent groupings. Qualitative analysis of lexical bundles which are distinctive of emergent groups and axes of variation allows functional characterizations of these groupings.

Phil Durrant is Lecturer in Language Education at the University of Exeter. He previously taught EAP at universities in the UK and Turkey.
**Concurrent sessions**

**Plenary sessions**

**Quenby**

10.35 – 11.00

**Talk**

**Richard Silburn**

University of Nottingham Ningbo, China

**The Role of EAP in Improving the Student Experience in Higher Education**

This presentation will examine the role of EAP in contributing to institution-wide strategy on improving the student experience. The diverse and dynamic nature of EAP programmes and their unique position within the university context give practitioners an insightful voice in to student experience and satisfaction. Data from a wide range of stakeholders will be explored to demonstrate that EAP should be an integral component of policy in this area.

**Richard Silburn** is the Deputy Head of the Centre for English Language Education, responsible for Teaching, Learning and Continued Professional Development, University of Nottingham Ningbo China.

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**10.35 – 11.35 (Workshop)**

**Mowsley & Hoby**

10.35 – 11.35

**Talk**

**Dustin Hosseini**

Coventry University

**Dynamic, collaborative and real-time: Using Google Drive for collaboration in academic writing**

This workshop presents Google Drive through practice as a diverse tool that efficiently facilitates the learning/teaching processes by allowing multiple users to author, collaborate, edit and share a variety of written works from virtually any time or place convenient to them while developing key graduate attributes. It can also be used gather feedback or data on students’ progress in learning.

**Dustin Hosseini** is a senior EAP tutor with remit for learning technology at Coventry University. He advocates integrating technology to facilitate the teaching/learning processes. He has taught in several countries and knows Russian fluently.

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**Shearsby**

10.35 – 11.35

**Talk**

**Dr Libor Stepanek**

Masaryk University Language Centre

**Creative Approach to Language Teaching: Negotiating responsibilities in EAP classes**

This workshop offers a practice-oriented insight into a Creative Approach to Language Teaching (CALT). It takes a critical look at flexible, creative and humanistic aspects of teaching; identifies activities that can foster learners’ autonomy or increase their contribution to EAP courses; and presents corresponding shifts in roles teachers and learners experience in a newly negotiated learning environment.

**Libor Stepanek** is Assistant Professor in English at the Masaryk University Language Centre Brno. His academic and teacher training experience includes creativity, academic writing, speaking and soft skills.
### Concurrent sessions

**Swithland & Tilton**

10.35 – 11.35  

**Talk**

**Marian N. Crandall**  
Educational Testing Service (ETS)

**Key Principles for Writing English Language Proficiency Test Questions**

Ever written a test question that didn’t perform the way you expected? The presentation will cover the key factors to consider when developing test items: what to test, how to test it, and how to assess the results. We’ll review common mistakes in item writing and discuss how test results can inform learning.

_Marian Crandall_ is Associate Director, Global Client Relations, at ETS. Previously, she worked as an ESL instructor and as an assessment specialist in the English Language Learning division of ETS.

**11.10 – 11.35**

**Saxby**

**Talk**

**Neslihan Onder Ozdemir**  
Uludağ University

**Producing EAP course materials for medical students**

This presentation aims to elucidate the steps on how to produce EAP course materials for medical students in a peripheral context as a part of longitudinal critical needs analysis in an ongoing process given the gap in the literature. The benefits of EAP practitioners’ training were also described in each step, such as developing new techniques while preparing in-house materials.

_Neslihan Önder Özdemir_ teaches and coordinates medical English courses in the Faculty of Medicine, Uludağ University, Turkey. As a PhD candidate, her main research interests include ESP/EAP and critical pedagogy.

**Brooksby**

11.10 – 11.35  

**Talk**

**Vicky Collins & Katie Shaw**  
Royal Holloway, University of London

**Saving a sinking ship: how a Pre-sessional was redesigned to weather any storm**

In 2014 our Pre-sessional provision underwent a major redesign following unprecedented challenges the previous year. New methodological approaches and practical revisions were developed to better meet the requirements of the university stakeholders, UKVI and an expanding cohort. This talk will discuss revisions intended to make the programme aims, structure and content ‘storm proof’ yet responsive to the changing landscape.

_Vicky Collins_ and _Katie Shaw_ are Programme Leaders of the Pre-sessional English Language Programme delivered by the Centre for the Development of Academic Skills at Royal Holloway, University of London
Concurrent sessions

Rothley & Oakham 11.10 – 11.35 Talk

Karen Nicholls & John Wrigglesworth
Sheffield Hallam University

Delivering the discipline-specific pre-sessional that you are responsible for.

Our understandings of how academic language can be described and how academic language is used have outstripped the pedagogical practicalities surrounding how academic languages courses are delivered. That's a grand claim; but it's implicit in the re-kindled debate over the utility of EGAP and ESAP on university pre-sessional courses (see Spack, 1988; Hyland, 2002). Hyland (2004) and Nesi and Gardner (2012) provide delicate corpus-based descriptions of the way academics and students use language in particular university settings. Others, while acknowledging the validity of these particular descriptions, point out both that more often than not practitioners are faced with groups of students from different disciplines and that teaching general English for academic purposes may be of benefit to all students (Alexander et al., 2008; de Chazal 2014).

Karen Nicholls is Head of TESOL at Sheffield Hallam University. Her main teaching interests are EAP (general and specific), teacher education and academic writing. She teaches on Sheffield Hallam’s Postgraduate Certificate in TEAP.

John Wrigglesworth is Programme Leader in the TESOL Centre at Sheffield Hallam University. His main teaching English for academics purposes, academic literacies and applied linguistics. He teaches on Sheffield Hallam’s MEd TESOL (EAP).

Quenby 11.10 – 11.35 Talk

David Foster & Dr Lynda O’Brien
University of Nottingham Ningbo, China

One-to-one consultation practice – challenges from the landscape of a Sino-British University

The Academic Support Unit at the University of Nottingham Ningbo provides students with two forms of 1-1 advising:

- language advising for first year students (most are NNES).
- academic advising for post-first year and postgraduate students, focussing on higher order issues in academic writing

This presentation discusses the development of these services which provide over 3000 individual consultations per academic year.

David Foster and Lynda O’Brien currently work on a one-to-one basis with students in the University of Nottingham, China, and have extensive experience in EAP in the UK, Ireland and China.
Barbara Althaus & Carol Atkinson-Del Grazia
University of Lausanne

Academic Writing for Bachelor and Master Students: how to foster lifelong learning and improve the academic writing skills necessary for functioning efficiently in a higher-education context.

The Academic Writing course offered by the Lausanne University Language Centre was designed to provide support in a genre with which many younger students are unfamiliar. Faced with the difficulty of finding a course book which would address all their needs, teachers involved in this project have developed materials aimed at the specific context of Bachelor’s and Master’s students.

Carol Atkinson-Del Grazia and Barbara Althaus work for the Language Centre of the University of Lausanne. They have considerable experience in teaching Academic Writing to Bachelor and Master Students.

Dr Justin Alam
Centre for English Language and Foundation Studies, University of Bristol

Teacher anxiety and content-involved EAP

This paper examines the challenges and anxieties faced by EAP tutors tasked to deliver courses which involve developing students' language and skills through some element of content - some academic subject matter - in which they are not expert and in which the students sometimes are expert. Solutions offered by both course designers and the teachers themselves are then evaluated.

Justin Alam is Language Tutor at the Centre for English Language and Foundation Studies, University of Bristol with a special interest in CBI and argumentation.

Jenny Kemp
University of Leicester

Using Corpora to Teach Discipline-Specific Vocabulary

Teaching ESP can be daunting, particularly if the field is unfamiliar. This presentation will demonstrate the value of using existing and purpose-built corpora to assess the lexical needs of international postgraduate Law students and to prepare materials for their vocabulary development. Attendees will take away ideas and materials to adapt for use in their own ESP context.

Jenny Kemp is an EAP Lecturer at Leicester University and a Senior Fellow of BALEAP and the HEA. She is doing a PhD in ESP Law and supports the Law School.
### Concurrent sessions SATURDAY

**Rothley & Oakham** 11.45 – 12.10

<table>
<thead>
<tr>
<th>Talk</th>
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| Maxine Gillway  
*University of Bristol*  
**From isolation to integration: Academic Language and Literacy for all**  

One widely recognised challenge is that of integrating international students into the life of the university. This can begin with a change in the role of the EAP tutor from someone who fixes the problem of international students' English to someone who raises awareness of academic language and literacy for all members of the institution. Hear our experience of this transformation.  

**Maxine Gillway** coordinates Learning, English, and Academic Development provision at the University of Bristol and is studying for an EdD in International Education at the University of Bath. |

**11.45 – 12.45**

<table>
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<tr>
<th>Workshop</th>
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| Garry Maguire & Fiona Gilbert  
*Oxford Brookes University*  
**Communicating assignment requirements: a way forward.**  

This workshop focuses on the pressing issue of effectively communicating assessment requirements. It outlines the underlying research and introduces a set of assignment brief design guidelines offering a partial solution in this area. The challenges for the sector in general and the role of EAP practitioners in facilitating the embedding of this solution into practice are addressed, with potential solutions explored.  

**Garry Maguire** is BALEAP TEAP officer and **Fiona Gilbert** is a Brookes Teaching Fellow. They are responsible for the in-sessional postgraduate and undergraduate academic English provision in Oxford Brookes University. |

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<th>Workshop</th>
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| Irina Hawker & Simon Gooch  
*CELE, School of Education, University of Nottingham*  
**Encouraging mindful learning and self-development through reflection tasks in EAP**  

We will explore the challenges of selecting reflective tasks that can help students move beyond simply acquiring, to discovering and re-defining. We will look at some student reflective work on an early part of a pressessional programme, and look at how this can be of benefit to students in their overall academic development, critical awareness and language use.  

**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.  

**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. |
Concurrent sessions

**SATURDAY**

**Shearsby**

11.45 – 12.45

**Workshop**

**Dorothy Zemach**

Freelance author

*Hasn’t That Book Already Been Written?*

This humorous workshop (with a serious point) investigates the evolution of ELT textbooks. When those books were written, people believed they were useful; we laugh now because something we believe about teaching and learning languages has changed. Participants are guided to articulate their beliefs about teaching and learning, and then to apply those insights to materials they select or create.

**Dorothy Zemach**, M.A., taught English for 20 years and now concentrates on writing and editing textbooks and teacher training. Areas of interest include writing, business English, academic English, and testing.

**Swithland & Tilton**

11.45 – 12.45

**Workshop**

**İlkem Kayıcan & Tuğçe Gurer**

Sabanci University

*Promoting Intercultural Awareness and Equality in EAP Courses and Teacher Training*

This study will offer new approaches to EAP teacher training considering the different background needs of students as citizens in a multi-ethnic society. Regarding the current increase of nationalism and ossified polarization between societies around the globe this research is going to examine and suggest ways to promote social justice and equality among multiple identities using the concepts of critical pedagogy.

**İlkem Kayıcan** has been teaching EAP at various universities for 8 years. She is currently working for Sabanci University. Her academic interests include Cross-Cultural Rhetoric in academic writing, critical thinking, and critical pedagogy.

**Tuğçe Gurer** has been teaching EAP at various universities for 10 years and is currently employed by Sabanci University. She has worked as a teacher trainer and assessor and has been giving courses on critical thinking.

**12.20 – 12.45**

**Saxby**

12.20 – 12.45

**Talk**

**Dr Mary Davis**

Oxford Brookes University

*Can EAP meet the needs of international students with source use at Master’s level?*

This study evaluates the extent to which EAP can equip international students with the source use skills they need at Master’s level. It draws on assignment and interview data from a PhD study of eight international postgraduate students and comments from their tutors. The findings offer insights into the problems and challenges the students face, and what helps them succeed.

**Mary Davis** is a Senior Lecturer of EAP at Oxford Brookes University. Her research interests include the development of source use, responses to plagiarism and formulaic language in academic writing.
## Concurrent sessions

<table>
<thead>
<tr>
<th>Location</th>
<th>Time</th>
<th>Type</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooksby</td>
<td>12.20 – 12.45</td>
<td>Talk</td>
<td>Extending the pre-sessional course online to improve the readiness of students by Julie Watson. Julie Watson is Head of the Elearning Group in Modern Languages at the University of Southampton. She is involved in postgraduate teaching and creating online EAP courses and resources. Her research interests include learning design and TEL.</td>
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<tr>
<td>Quenby</td>
<td>12.20 – 12.45</td>
<td>Talk</td>
<td>‘Customer expectations’ and ‘performance objectives’: exploiting corpora to address the vocabulary needs of Business students by Andrew Preshous. Andrew Preshous has taught English in Greece, Poland, Malaysia and the UK. His research interests include subject specific materials design for EAP and Business English. He is co-author of IELTS Foundation.</td>
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<tr>
<td>Rothley &amp; Oakham</td>
<td>12.20 – 12.45</td>
<td>Talk</td>
<td>EAP in 6D: Can smart technology create a greater compulsion to learn through the development of online communities by Mayme Oliver. Mayme Oliver is a senior teacher of EAP within the English Language Programmes at the University of Waikato. She has a keen interest in horse riding and sheep-dog trials.</td>
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</tbody>
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Concurrent sessions

14.15 – 14.40

Mowsley & Hoby

Keely Cook
Renison University College, University of Waterloo

*Co-constructing an Emerging Engineering Identity*

For first year co-operative education engineering/ EAL university students, language competency must necessarily straddle academic and workplace domains. This talk will chronicle the challenges and successes encountered in the development and delivery of a content-based curriculum for a foundation program that aims to embed language and academic development within disciplinary learning and workplace “literacy events” (Barton, 2000).

*Keely Cook* is a curriculum development coordinator and language instructor in the Bridge to Academic Success (BASE) program at the University of Waterloo. Her interests are curriculum development, content and language integrated learning and new literacy studies.

Shearsby

Eliot Wright & Dr Lynda O’Brien
The University of Central Lancashire Hebei, China and the University of Nottingham Ningbo, China

*The Donkey in the Room or a Valued Graduate Teaching Assistant Title of talk*

In a bid to improve training in teaching skills for Graduate Teaching Assistants (GTAs), a training programme was devised by the EAP department, in collaboration with the Graduate School and Faculty, at the University of Nottingham Ningbo. This presentation describes the rationale for the programme; its delivery, and highlights how EAP teachers’ pedagogical skills are utilized within higher education.

*Eliot Wright* is the Academic Head for UCLan Hebei, China.
*Dr Lynda O’Brien* is an EAP tutor with the University of Nottingham Ningbo China.

Brooksby

Dr Neal A. Smithwick
University of Waterloo

*“It’s Like All of Campus Life Inside a Little Classroom”: How an EAP Program Operates within a University Setting*

Among Canadian universities, EAP has grown to become an integral gatekeeping program for the increasing rise in international student enrolment. This situation has created a dilemma for the EAP profession, as non-credit programs operating within degree-granting educational institutions. My empirical research explored how this integration of in-sessional EAP programs operating within a university hierarchy affects the professionalization of EAP instructors.

During *Neal A. Smithwick’s* journey in the discipline of sociology he spent several years in Egypt, Morocco and Canada as an EAP instructor to hone his pedagogical skills and immerse in cultures.
Lisa McKenna, Laura Sleeman, Donna Dowden & Clare Albans
INTO Newcastle University

Creating authentic and valid assessments for Graduate Diploma Pathway Programmes

The issue of assessment validity in EAP is a growing focus area. The challenge is to satisfy the need for valid and domain specific assessments as well UKVI requirements. This talk will reflect on a project to develop a reading assessment for Graduate Diploma students at INTO Newcastle University. Staff development, collaboration, and focussed resourcing were key themes to emerge.

Lisa McKenna is Assistant Programme Manager; graduate Diploma in Business and Humanities.

Laura Sleeman is an EAP Module Leader.

Clare Albans is an EAP Module Leader.

Donna Dowden is an EAP Tutor.

Dr Rosemary Wette
University of Auckland

Teacher-led collaborative writing in EAP courses

This session reports on a study of collaborative episodes in which texts were jointly constructed by the class and teacher. It describes the value of this social instructional strategy for creating learning opportunities about process and product aspects of text composition, for building students’ confidence, and for providing the teacher with feedback on their skill level and specific learning needs.

Rosemary Wette is a senior lecturer in applied linguistics at the University of Auckland in New Zealand. She has extensive experience in designing and teaching undergraduate and postgraduate writing courses.

Züleyha Ünlü
University of Warwick

Understanding learners’ needs: Classroom feedback interactions in EAP

Classroom-based feedback interactions between teachers and students on EAP writing stand as an understudied issue. My PhD-research theorizes teacher-student classroom feedback interactions on academic writing across EAP classes at a UK-university. The findings are meaningful for meeting the demands of both international and home students while also underscoring the urgent need to establish stronger collaborations between EAP and learners’ departments.

Züleyha Ünlü studies PhD on EAP at the University of Warwick. She is interested in understanding how linguistic, social and institutional components shape the discourse of teaching/learning in EAP.
Concurrent sessions

SATURDAY

14.50 – 15.15

Mowsley & Hoby 14.50 – 15.15 Talk

Gosia Sky
University of Warwick

Treasures and skeletons in the British EAP closet

The presentation discusses the findings of an EAP teacher survey conducted via BALEAP among more than 150 tutors in British Higher Education. The survey was composed of 3 main parts, focusing on teacher motivation, views on teaching EAP including its position within the university, and views on the global spread of English, internationalisation of academia and native/non-native issues.

Gosia Sky is an EAP teacher and co-author of the Directory of UK ELT Research 2009-12 (British Council), currently doing a PhD at Warwick University on EAP teacher motivation in British HE.

Shearsby 14.50 – 15.15 Talk

Jill Northcott & Pauline Gillies
ELTC, University of Edinburgh

Improving tutor feedback on online academic writing courses for postgraduates

This presentation will report research on an initiative to develop students’ abilities to tackle postgraduate assignments by the provision of online academic writing courses for different academic specialisms. Using a grounded theory approach, we focused on aspects of feedback on student writing, combined with evaluation of the courses and oral feedback from writing clinics, to develop guidelines for online formative feedback.

Jill Northcott is Head of English for Specific Purposes at ELTC and specialises in Legal and Business English. Pauline Gillies is responsible for Medical English course provision.

Click here to enter text.

Brooksby 14.50 – 15.15 Talk

Dr Jianbin Zeng, Ji Peiying, Fan Jinsong & Fan Ye
Fudan University

EAP in the English Curriculum at Tertiary Level in China

EAP is increasingly incorporated in the English curriculum at Chinese universities, as surveys show an urgent need of and a strong motivation for EAP instruction among Chinese university students. A systematic, individualistic, and academic English curriculum is being developed to facilitate academic study, research and international exchanges, as required in the English syllabuses for Chinese universities.

Jianbin Zeng is an assistant professor at Fudan University, Shanghai, P. R. China, with a strong interest in TEFL and EAP teaching and research in recent years.
<table>
<thead>
<tr>
<th>Concurrent sessions</th>
<th>SATURDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Swithland &amp; Tilton</strong></td>
<td>14.50 – 15.15</td>
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<td><strong>Seyedeh Saeedeh Haghi</strong></td>
<td>University of Warwick</td>
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<td><strong>An Investigation into the Use of Context and Content Visuals in Listening Tests for Academic Purposes</strong></td>
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<td>Advances in technology have made the use of visuals a common trend in teaching listening. In testing contexts, however, the efficacy of visuals still gives rise to opposing viewpoints. The unequal attention given to context and content visuals in academic listening texts is perhaps one explanation for ongoing debate. This research investigates both types of visuals in EAP listening tests.</td>
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<td><strong>Saeedeh Haghi</strong> has been working and researching in ELT over the last 10 years. She started teaching in EAP three years ago working as a tutor at a university in Turkey. She has recently completed her MA in assessment and testing, is beginning her PhD in the area of EAP, and is teaching in pre-sessional programmes at the University of Warwick.</td>
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| **Rothley & Oakham** | 14.50 – 15.15 |
| **Simon Smith & Christopher Smith** | Coventry University |
| **The Literature Review as an integrated EAP/discipline assessment** |
| A group of International Engineering Management students wrote a literature review as an EAP assignment. As well as receiving an EAP grade, students were given written comments which they could use to improve their work and resubmit an expanded review as part of their dissertation. Submissions were compared, and participants interviewed, showing how the feedback was actually used by students. |
| **Simon Smith** has taught EAP, Chinese, linguistics and corpus linguistics at both UK and Chinese universities. His research interests include using corpora for vocabulary acquisition and for automatic test item generation. |
| **Christopher Smith** is a Chartered Engineer whose teaching includes engineering analysis, research methods, strategy and innovation. His pedagogic research interests focus on innovative and holistic assessment and the development of industrially-relevant skills through students working on real-world problems. |

| **Quenby** | 14.50 – 15.15 |
| **Dr Clare Furneaux** | University of Reading |
| **EAP gets the MOOC treatment: the experience of designers and online mentors of the University of Reading’s ’Beginners’ guide to writing in English for university study’** |
| The UK’s first Massive Open Online Course platform, FutureLearn, was launched in Autumn 2013. The University of Reading’s International Study and Language Institute offered a low-level EAP writing MOOC in this first phase, which 20,000 people worldwide registered for. This talk reports on a study into the experiences of this MOOC’s designers and online mentors. |
| **Clare Furneaux** is a British National Teaching Fellow and Associate Professor in Applied Linguistics at the University of Reading, where she directs and teaches on MA in English Language Teaching. |
Concurrent sessions

**SATURDAY**

**14.50 – 15.50**

**Gilbert Murray** 14.50 – 15.50  Workshop

Alannah Fitzgerald, Martin Barge, Saima Sherazi & William Tweddle
The Open University / Concordia University & Queen Mary University of London

**Setting a Precedent with Open Resources Development in English for Specific Academic Purposes**

In a research and development project with FLAX (Flexible Language Acquisition), we have developed domain-specific language learning collections for uses in classroom-based English for Specific Academic Purposes (ESAP) modules and in Massive Open Online Courses (MOOCs). We will reflect on the Open Educational Practices (OEP) for developing ESAP resources, which are derived from openly licensed content, and we will demonstrate a free gamed-based app for Android devices for interacting with the FLAX collections.

Alannah Fitzgerald is an open fellow with the Open Educational Resources Research Hub and a doctoral candidate in educational technology. She is also part of the open-source FLAX language project team.

Martin Barge manages Queen Mary’s suite of multimedia language labs, and provides undergraduate and postgraduate teaching, and teacher training and support, in CALL and multimedia materials’ development. He also teaches EAP.

Saima Sherazi is the Sessional Programmes Coordinator and runs Critical Thinking and Writing in Law at Queen Mary. Her research interests include CALL, Multimedia Evaluation and Writing in the Disciplines.

William Tweddle is the Pre-Sessional Programme Convenor at the Queen Mary Language Centre. He has a background in CALL and has headed up EAP multimedia development projects at Queen Mary.

**15.25 – 15.50**

**Mowsley & Hoby** 15.25 – 15.50  Talk

Jackie Dannatt University of Bath

**Training the next generation of EAP tutors: writing centre provision for the doctoral student**

The Doctoral Writing Group addresses challenges faced by doctoral students in writing their thesis and publication beyond. In an environment where the quality of writing often underpins research funding, academic tenure, and identity within the field (Murphy 1998; Lillis & Curry 2010, in Aitchison & Guerin, 2014), foregrounding writing as a key vehicle for monitoring and measuring doctoral success (Aitchison and Pare, 2012) closes the loop for developing writers as their transition to scholarly publication.

Jackie Dannatt is Writing Leader of the newly-established Writing Centre at the University of Bath. The Centre offers ‘drop-ins’, writing tutorials, workshops, a Doctoral Writing Group, and supports staff in publication.
Shearsby 15.25 – 15.50  Talk

Dr Qian Zhang & Dr Yi Wan
University of Northampton (Dr Zhang)
Shandong University, China (Dr Wan)

**Exploring how the TEAP scheme can be used to design a CPD programme for teaching academic writing to postgraduates in China**

This presentation will reveal findings from an ongoing collaborative practice-based research on applying the TEAP scheme to the design of a CPD programme and explore how this programme can support subject specialists to develop postgraduate engineering students’ academic writing in a Chinese university.

Qian Zhang is a professional and academic development advisor. Her research interests are: EAP, academic literacies and widening participation, teacher training and intercultural communication.

Yi Wan has a PhD in Mechanical Engineering and teaches Fundamentals of Design and Manufacture, Advanced Manufacturing Technology, English for Mechanical Engineering. He has published many refereed articles in English.

Saxby 15.25 – 15.50  Talk

Jennifer MacDonald
Dalhousie University

**Getting discipline-specific in the general EAP classroom**

Despite the popularity of English for Specific Academic Purposes courses, many EAP teaching contexts are English for General Academic Purposes (EGAP). This workshop will help instructors bridge this gap through practical ideas for resources and activities for the EGAP classroom that allow students to delve into the genres, vocabulary and literacies of their specific domains of study.

Jennifer MacDonald is Head Teacher, ESL Programs, at Dalhousie University, Canada. Her interests include EAP curriculum and materials development and educational technology. She is pursuing a doctorate at the Institute of Education, University of London.

Brooksby 15.25 – 15.50  Talk

Mark Ingarfield
University of Liverpool

**An integrated approach to EAP administrative support**

How do you ensure the University Language Centres do not become marginalised and avoid an insular approach to the administration of all ELAP provision? Universities provide multi-faceted administrative support and the key for language centres is to successfully tap into these resources.

Mark Ingarfield joined the University of Liverpool in 2001 working for the Planning and Development Division then moved to Student Recruitment and Admissions leaving there in 2010 to take up his current position.
Concurrent sessions

**Swithland & Tilton** 15.25 – 15.50  Talk

**Stuart Wrigley & Sophie Acomat**
Royal Holloway, University of London

*Academic listening in testing times: the search for authenticity*

This talk charts the development of a Pre-sessional listening test at Royal Holloway. After discussing the challenges associated with testing academic listening, the talk outlines the development of a test which attempts to replicate more accurately than traditional listening tests the lecture theatre listening context. The talk ends with a brief evaluation of the test.

**Stuart Wrigley** and **Sophie Acomat** both work as EAP professionals at Royal Holloway, and are both involved in the design and delivery of subject-specific EAP provision.

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**Rothley & Oakham** 15.25 – 15.50  Talk

**James Henry**
Coventry University

*Writing for Business courses: A genre and corpus based investigation.*

Preparing for professional practice has been identified (Nesi & Gardner 2012) as an important genre of writing in particular disciplines such as Engineering or Business. Using a framework inspired by research into genre and SFL, this paper will analyse some of the main features of Business assignments, focusing on the features of register and audience. Corpus tools will analyse student responses and different approaches to the tasks.

**James Henry** lectures in EAP at Coventry University, and mainly teaches international students enrolled on Business courses. He has recently completed an MA in ELT, focusing on academic writing for Business and the challenges faced by non-native students in completing assignments in this discipline.

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**Quenby** 15.25 – 15.50  Talk

**David Donnarumma & Emma Blyth**
BPP University

*Design and Development of an online EAP course for LLB students*

This study investigates the design and development of an online in-sessional English for Academic Purposes module for LLB students. The study explores the challenges of delivering such a module and the importance of achieving cognitive, teaching and social presences in an online environment (Garrison, Anderson & Archer, 2000). The study will explore how Rothery’s (1994) teaching and learning cycle has been adapted for the online environment.

**David Donnarumma** is Head of English for BPP University. He has been involved in the field of English Language Teaching for over 15 years as a manager, academic, teacher educator, test developer and materials developer.

**Emma Blyth** is module leader of the online learning department at the School of Foundation and English Language Studies, BPP University. She has been designing EAP materials for use in Higher Education since 2009, and has a specialist interest in tailoring materials for specific legal purposes.
**Symposium on Purposes**

In this symposium we take five perspectives on the “P” in EAP. We pose problems and stir up some trouble in relation to the purpose of our profession, the purpose of our pedagogies, the power in our purposes and the principles underlying our practice. We also widen the view to examine the purposes of students, academics and educational institutions themselves.

**Speaker 1 - Susie Cowley-Haselden** is a senior lecturer at the University of Northampton.

**Speaker 2 - Alex Ding** is a lecturer at the University of Nottingham and leads the MA TEAP programme.

**Speaker 3 - Julie King** is director of the Centre for Academic English at Imperial College London.

**Speaker 4 - Steve Kirk** is director of summer Pre-Sessional programmes at Durham University.

**Speaker 5 - 10 minute video collage of stakeholder views.**

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**"Beyond EAP - towards Intercultural Conversation" a Symposium.**

This Symposium seeks to disseminate the ideas behind the successful Acculturation and Internationalisation event held at Kingston University in 2014 and continue discussion by including further review of acculturation processing strategies as well as practical application of these ideas from The University of Sheffield and Richmond the American International University in London and also by affording colleagues opportunities for debate.

**Siân Lund** has coordinated and developed many EAP and Writing courses. She is currently working on online teaching developments, genre analysis in legal writing and acculturation in the internationalisation agenda.

**Christina Healey** has taught EAP at several universities and has a particular interest in the implications of internationalisation. She helped initiate an undergraduate module at the University of Sheffield, entitled Learning across Cultures.

**Shuna Neilson** is Coordinator of the Academic Literacies Programme at Richmond and teaches Principles of Academic Writing and Principles of Academic Research. She has coordinated a major review of the Programme.
Concurrent sessions

SATURDAY

Mowsley & Hoby 16.15 – 17.45 Symposium

Gus Dinn, Dr Paul Reilly, Steve Rooney & Dr. Tehila Sagy
University of Leicester

Institutional perspectives on the international student

In this symposium, academics and learning support staff will come together to give perspectives on the international student. In the context of speaking about core academic conventions such as criticality and plagiarism, the question will be asked: What allowances or accommodations are or should be made for international students?

Gus Dinn is Director of Learning and Student Support in the School of Museum Studies at the University Of Leicester where he has worked for the last 10 years. His duties include a range of teaching and learning and student support activities including helping to co-ordinate the in-sessional EAP programme provided by the University’s English Language Teaching Unit.

Paul Reilly is a lecturer in Media and Communication at the University of Leicester. He specialises in the study of online political communication, with a specific interest in how social media is used to promote better community relations in divided societies such as Northern Ireland. For more details see: www.paulreillydot.com

Based in the Leicester Learning Institute, Steve Rooney works with staff and students, across all disciplines, to help develop learning and teaching practice – with a particular focus on supporting students’ learning.

Tehila Sagy holds a JSD from Stanford Law School. She is a lecturer in socio-legal studies at the University of Leicester School of Law where she is module leader for the LLM dissertation at the school of law.