**Shearsby**

**Pete Sharma**  
Pete Sharma Associates

*Using a Vocabulary Organizer in EAP courses*

2014 saw the launch of a ground-breaking system for EAP students to record their new words: the Vocabulary Organizer (Collins). Students decide whether to record new lexis for productive or receptive purposes. How does this work in practice? This presentation summarises the feedback from five pilot pre-sessional groups at Warwick University. The results have interesting implications for learner training.

**Saxby**

**Professor Diane Pecorari, Professor Philip Shaw & Dr Hans Malmström**  
Linnaeus University (Professor Pecorari)  
Stockholm University (Professor Shaw)  
Chalmers University of Technology (Dr Malmström)

*Academic vocabulary size as a predictor of academic success*

This paper reports on a new test of academic vocabulary based on the Gardner and Davies (2013) academic vocabulary list. Undergraduates and postgraduates from several disciplines were tested. Scores were correlated with final grades for the academic term in which they were tested. Results indicate that the predictive value of this test is greater for some groups than others.

**Brooksby**

**Dr Dina Awad**  
University of Leicester

*Cognitive Theory and Task-based Competence*

The presentation reports the findings of a practice-based research investigating cognitive elements in production by examining accuracy and error rates in L2 article use. Results indicate that the performance of one proficiency-level group varied significantly across three tasks because of different knowledge types and processing demands.

**Dina Awad** teaches academic English in the ELTU, Leicester University. She taught EAP in the United Arab Emirates University. She holds a Master’s degree in ELT and a PhD in Linguistics.
Anne Kavanagh
CELE, University of Nottingham

*Exploring Arabic speakers’ perceptions of EAP reading: Cross-linguistic effects on processing and strategy use*

Characteristically heavy reading loads in higher education often prove challenging for Arabic-L1 students. Based on an exploratory study of six students’ experiences of reading Arabic and English texts, I focus specifically on reported perceptions of text difficulty and strategy use, and real-time interactions with English texts during in-depth interviews. Cross-linguistic interference is manifested in over-reliance on context, and ‘vowel-blindness’.

Anne Kavanagh is an EAP tutor at CELE, University of Nottingham. Her current research interest is in second language reading and the possible impact of underdeveloped lower-level processing skills on reading effectiveness.

Dr Martin Herles & Dr Ruth Trinder
Department of Foreign Language Business Communication, Vienna University of Economics and Business

*Style Guides for Academic Writing: A (or a?) Critical Discussion*

Students, teachers and academics alike are exposed to style guides on numerous levels, from commercial guides for undergraduates to the Chicago Manual of Style, giving manifold and sometimes even contradictory advice. Analysing a broad sample of guides, and focusing on selected key issues, this talk tries to assist in making more sense as well as better use of these guidelines.

Martin Herles and Ruth Trinder are an assistant professor and an associate professor, respectively, at the English Department at WU Wien.

Dr Qian Zhang
University of Northampton

*EUP for WP: feedback on an English for University Purposes programme designed to enhance the 1st year ‘widening participation’ students experience*

It reflects on the design, delivery and evaluation of the English for Academic Purposes (EUP) programme that provided 1st year WP students with an opportunity to practice and build on their academic literacies. It has recognised that EAP programme can benefit all university students, not just international students in the future.

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

**SUNDAY**

**09.30 – 10.30**

**Mowsley & Hoby** 09.30 – 10.30  
**Workshop**

**Tony Prince**  
INTO University of East Anglia & Norwich Institute for Language Education  

*Delivering EAP teacher development online: keeping the tutor present*

This workshop introduces the TEAP Online course delivered by the Norwich Institute for Language Education (NILE), exploring its design, digitisation and development. It looks at student feedback and tutor experience of developing skills in EAP at a distance. It gives participants an overview of design principles, development practicalities and delivery realities, offering hands on experience of the relevant materials.

**Tony Prince** is Programme Manager for Presessional and Insessional courses at INTO UEA. He is lead tutor on the EAP module in the Masters for Professional Development at NILE.

**10.05 – 10.30**

**Shearsby** 10.05 – 10.30  
**Talk**

**Dr Chris Lima**  
University of Leicester  

*Using Blackboard to promote the development of writing skills*

This talk focuses on how Virtual Learning Environments (VLEs) can be used to promote the development of writing skills among EAP students. It will examine forms of input, interaction, and output afforded by Blackboard tools and how they can be used to help students familiarize themselves with writing practices and conventions in the area of literary studies.

**Chris Lima** is a teacher, a teacher trainer, and a researcher. Her areas of interest and research are English literature and the use of new technologies in English language teaching and learning.

**Saxby** 10.05 – 10.30  
**Talk**

**Dr Maggie Charles**  
Oxford University Language Centre  

*After EAP courses, what next? Students’ independent use of corpora*

This presentation reports on students’ use of corpora one year after they took a 6-week corpus course. Five years of survey data from 144 international students show that 63% continued to consult their corpus for help with academic writing. I discuss further evidence of long-term corpus use and argue that corpora provide a valuable resource to support students’ independent learning.

**Maggie Charles** teaches academic writing to graduates at Oxford University Language Centre. She recently published Academic Writing (2009) and was consultant on the Oxford Learner’s Dictionary of Academic English (2014).
Concurrent sessions

**Brooksby**

10.05 – 10.30

**Talk**

**Dr Josephine Mirador & Maya Mitova**

Independent (Dr Mirador)

University of Nottingham Ningbo (Mitova)

*As they see it! International students’ perceptions of the language skills they need to be globally competitive*

This paper addresses the importance of representing the perspective of international students by identifying their English language needs as they see it (i.e. in their current academic programmes and to be globally competitive in the future). The paper is based on a work-in-progress (i.e. case studies documenting the experience of international students joining UK universities or their satellite campuses).

**Josephine Mirador** taught MA in TESOL, applied linguistics, composition studies and EAP/ESP in Manila, South Korea, China and New York. She recently published an article on cultural capital and postgraduate students’ interpretation of assignment commentaries.

**Maya Mitova** has been an EAP course tutor in the University of Nottingham Ningbo’s Centre for English Language Education for almost 8 years.

**Swithland & Tilton**

10.05 – 10.30

**Talk**

**Olwyn Alexander, Kate Hughes & Stephanie Ashby**

Heriot-Watt University

*Unknown unknowns: uncovering value-added activities for in-sessional classes from a student perspective*

In-sessional Academic Skills classes for postgraduate students at Heriot-Watt University were evaluated within a model of engagement (CEM model) using a combination of interviews and a Best-Worst (BW) Experiment. This survey instrument results in a weighted preference ordering for identified academic skills activities. BW is relatively well-known in the disciplines of marketing and sociology but is new to EAP.

**Olwyn Alexander** works at Heriot-Watt University teaching English for Specific Academic Purposes and is co-author of EAP Essentials. This is a collaborative project with **Kate Hughes** and **Stephanie Ashby**.

**Rothley & Oakham**

10.05 – 10.30

**Talk**

**Maureen Finn**

The University of Manchester

*‘You’ve got to tell a story’: practice-based research into genre and communities of practice in Medical and Human Sciences*

Using a data set of seven hours of teaching videos recorded between 2009 and 2013, this presentation will examine what qualities a small group of supervisors in the Faculty of Medical and Human Sciences (FMHS) at a Russell Group university value in academic writing, and how they present information about the content of PhD theses to their students.

**Maureen Finn** is a Senior Tutor at the University Language Centre of the University of Manchester. Her current doctoral research is on genre and communities of practice in Medicine.
### Concurrent sessions

#### SUNDAY

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<th>Time</th>
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| 10.05 – 10.30 | Quenby | Magdalen Ward Goodbody | University of Bath  
*Emphasising the A and not the E in EAP: repositioning an EAP centre to face future needs and challenges*  
This paper describes the rationale, challenges and outcomes of a major organisational change to the Bath English Language Centre (ELC). After residing comfortably for 25 years within a corner of a Modern Languages Department, the ELC has now become the University’s Academic Skills Centre, located within a Professional Service, with increased visibility, accountability and significantly enhanced offer to all students.  
**Magdalen Ward Goodbody** is Director of Academic Skills Centre, University of Bath. She taught in colleges and universities in Tanzania, China and UK. BALEAP Chair 1997-1999. She is a member of BASC and TEAP Working Party. |
| 11.00 – 11.25 | Saxby | Professor Philip Shaw, Dr Špela Mežek, Professor Diane Pecorari & Dr Hans Malmström |  
Department of English, Stockholm University (Professor Shaw and Dr Mežek)  
Linnaeus University (Professor Pecorari)  
Chalmers University of Technology (Dr Malmström)  
*Where they’re coming from: roles for English textbooks where lectures are in foreign languages.*  
International students may be used to textbooks in English with other activities in another language. Lecturers may accommodate to potential reading difficulties, not necessarily replicated in UK HE. A corpus of 15 Swedish-language lectures shows that awareness-raising is a persistent feature, but the main adaptation is a fairly univocal approach. This might produce expectations at odds with those of British universities.  
**Professor Philip Shaw** is a Professor in the Department of English at Stockholm University. He has published in the fields of EAP and World Englishes, and was Chair of BALEAP 1989-91.  
**Špela Mežek** is a Postdoctoral researcher in English linguistics at the Department of English at Stockholm University. Her research interests are advanced second-language reading, EAP, SLA, and vocabulary learning.  
**Professor Diane Pecorari** researches educational linguistics and L2 writing. She is on the ESPJ editorial board, reviews editor for TESOL Quarterly, and author of Teaching to avoid plagiarism. (Open University Press).  
**Hans Malmström** is interested in aspects of the use of English at university level and is members of the PROFile project, which is investigating professional language use and the outcomes of English-medium instruction. |
**Brooksby**

**11.00 – 11.25**

**Talk**

**Irina Shchemeleva**

National Research University Higher School of Economics, Russia

*The development of stance-taking strategies in L2 students’ academic essays: the case of a content-based Russian – American teleconference course*

The paper describes a case study of teaching academic writing into a content-based course team-taught via teleconference to a group of Russian and American students. It shows how L2 students who have not been specially trained in English academic writing develop their ability to adopt a stance in their writing. The linguistic analysis of 3 essays given during the course (total – 45 essays) is presented.

**Irina Shchemeleva** is Associate Professor of English and head of the Department of Foreign Languages. Her field of specialization is ESP and EAP, and she has published on such topics as contrastive rhetoric, L1/L2 academic writing, and collaborative teaching via teleconference.

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**Swifthland & Tilton**

**11.00 – 11.25**

**Talk**

**Professor Hilary Nesi & Sian Alsop**

Coventry University

*Teaching in a time of change: variation and commonality in ELF and English L1 engineering lectures from around the world*

This paper will examine differences between English-medium engineering lectures from continental Europe, the Far East, New Zealand and the UK, delivered by L1 lecturers and ELF users, and will discuss the design of materials to aid the adjustment of lecturers and students who transfer from one higher education environment to another, as part of the trend towards greater academic mobility.

**Hilary Nesi** is professor of English at Coventry University. She was PI for the projects to create the BASE (British Academic Spoken English) and BAWE (British Academic Written English) corpora.

**Siân Alsop** is a PhD student in the Department of English and Languages, Coventry University, examining core and culturally-determined pragmatic features in the Engineering Lecture Corpus ([www.coventry.ac.uk/elo](http://www.coventry.ac.uk/elo)).
Rothley & Oakham 11.00 – 11.25 Talk

**Anne Heaton, Andrew Preshous & Simon Smith**
Coventry University

**Joined-up ESAP: drawing on in-sessional provision to establish a pre-sessional ESAP programme**

This session explores the challenges involved in incorporating an ESAP component into a pre-sessional course that otherwise follows a mainly common-core approach. Using example materials, we will discuss how in-sessional Business modules, together with input from subject specialists, were used to inform content and delivery of the pre-sessional ESAP component. We will provide evidence of the benefits of this approach.

Anne Heaton has taught EAP in FE and HE institutions in the UK and China. She is currently also involved in pre-sessional ESAP materials design.

Andrew Preshous has taught EAP and ESP in the UK and overseas. He develops and teaches subject specific materials for EAP and Business English, and is co-author of IELTS Foundation.

Simon Smith has taught EAP and corpus linguistics at UK and Chinese universities. His research interests include using corpora for vocabulary acquisition.

Quenby 11.00 – 11.25 Talk

**Dr Ian Bruce**
University of Waikato

**Training the next generation of EAP lecturers: Support Providers or Lecturers and Researchers within the Academy**

This presentation considers the training and developmental needs of future EAP practitioners, including the types of academic preparation and research involvements necessary to be positioned as academics within the mainstream of universities rather than as support service providers. In relation to developing as researchers, the paper considers issues of identity, strategic positioning and managing teaching workload.

## Concurrent sessions

### SUNDAY

### 11.00 – 12.00

**Mowsley & Hoby**  
11.00 – 12.00  
Workshop

**Simon Gooch & Elaine Smith**  
University of Nottingham

*Presentation Perspectives*

The learning and assessment of academic speaking skills within the frame of an ‘academic presentation’ can often result in limitations in terms of audience, purpose and inauthentic outcomes. We explore the structure/development of a pre-sessional module culminating in a student conference, which seems to help overcome these problems by placing academic speaking skills in a wider academic literacies context.

*Simon Gooch* has taught EAP in a number of HE institutions and have most recently been involved in helping to develop new EAP pre-sessional materials and courses at CELE, Nottingham.  
*Elaine Smith* teaches EAP at CELE, Nottingham and has also been involved in the development of materials and assessment for the new pre-sessional courses.

**Shearsby**  
11.00 – 12.00  
Workshop

**Julie Moore**  
Freelance

*Writing Your Own: How to create effective EAP materials*

Despite the recent surge of published EAP materials, inevitably at some point we all need to create materials to cater to the specific needs of our students or context. In this workshop, we’ll share some key principles and practical tips to help ensure that what you create for yourself and your colleagues is as effective and professional as possible.

*Julie Moore* is a freelance writer (co-author of Oxford EAP C1 and author of How to Write EAP Materials), researcher and lexicographer. She also does regular teaching and teacher training.

### 11.35 – 12.00

**Saxby**  
11.35 – 12.00  
Talk

**Dave Hewish & Jane Saville**  
The University of the West of England (UWE)

*“I have to depend on myself.” A response to the experiences of direct entry international students at UWE.*

The experiences of a small group of direct entry international students were recorded by a cross-service/faculty project group. The findings showed that improvements were required to enhance the student experience. Recommendations made at an institutional level should lead to a more collaborative and enlightened approach towards the institutional partnership strategy. A toolkit is being developed to assist faculty staff.

*Dave Hewish* is Subject Librarian/UWE Teaching Fellow with an interest in direct entry international students.  
*Jane Saville* is Senior Lecturer in EAP/ Academic Development Manager for all UWE in-sessional students.
Olga Burakov  
English Language Centre, University of Lincoln  

From Beowulf to BALEAP: Using literary analysis strategies in an EAP classroom  
The paper considers the similarities between encountering literary texts in which meaning is generated in a way that might be unfamiliar to a non-expert reader and the international students' experience of reading academic texts in English. The talk also focuses on evaluating such literary strategies as close reading, structural and figurative language analysis to consider how these might be transferred to an EAP classroom.

Olga Burakov holds an MA (2004) and a PhD (2008) in English from New York University (USA). She has been teaching EAP since 2008 both in the US and in the UK.

Steve Kirk  
Durham University  

Teaching Academic Reflective Writing: learning to weave and wave  
This session reports on an EAP pedagogical innovation that was used to teach MA anthropology students reflective writing. The approach draws on a theoretical tool from the sociology of education, known as semantic waves (Maton 2013). I detail the approach, applications to other forms of academic writing, and implications for teacher development.

Steve Kirk is director of summer Pre-Sessional programmes and senior teacher fellow at Durham University.

Michael Corrigan  
Cambridge English Language Assessment  

What features of language ability should be measured for foundation and pre-sessional course entrance decisions?  
The varying demands of university programmes (academic, pre-sessional or foundation) mean that, where entrance decisions are based on language test results, both the measurement of level and exam content (e.g. general vs academic) must be considered. This presentation will examine both in relation to the newly revised Cambridge English First and Advanced, which now report results on a single scale.

Michael Corrigan holds an MA from Lancaster University and is currently a PhD student at Bedfordshire University. Prior to working for Cambridge English Language Assessment, he was an EFL/EAP teacher in the UK and abroad.
Dr John Morley & Dr Mary Davis
University of Manchester (Dr Morley)
Oxford Brookes University (Dr Davis)

**How can a compendium of formulaic phrases assist academic writers?**

Our presentation focuses on an evaluation of Academic Phrasebank (AP), a compendium of formulaic phrases, by its current users. Questionnaire data from more than 700 respondents demonstrates a wide range of usage of AP in both EAP and other teaching and writing contexts. Follow-up interview data offers insightful perspectives into the role and usefulness of AP for academic writers.

John Morley is Co-Director of the University Language Centre at Manchester University. He is also current Chair of the Association of University Language Centres of the United Kingdom and Ireland.

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.