

EAP in a Rapidly Changing Landscape: Issues, Challenges and Solutions

Friday 17th – Sunday 19th April 2015

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Edition**

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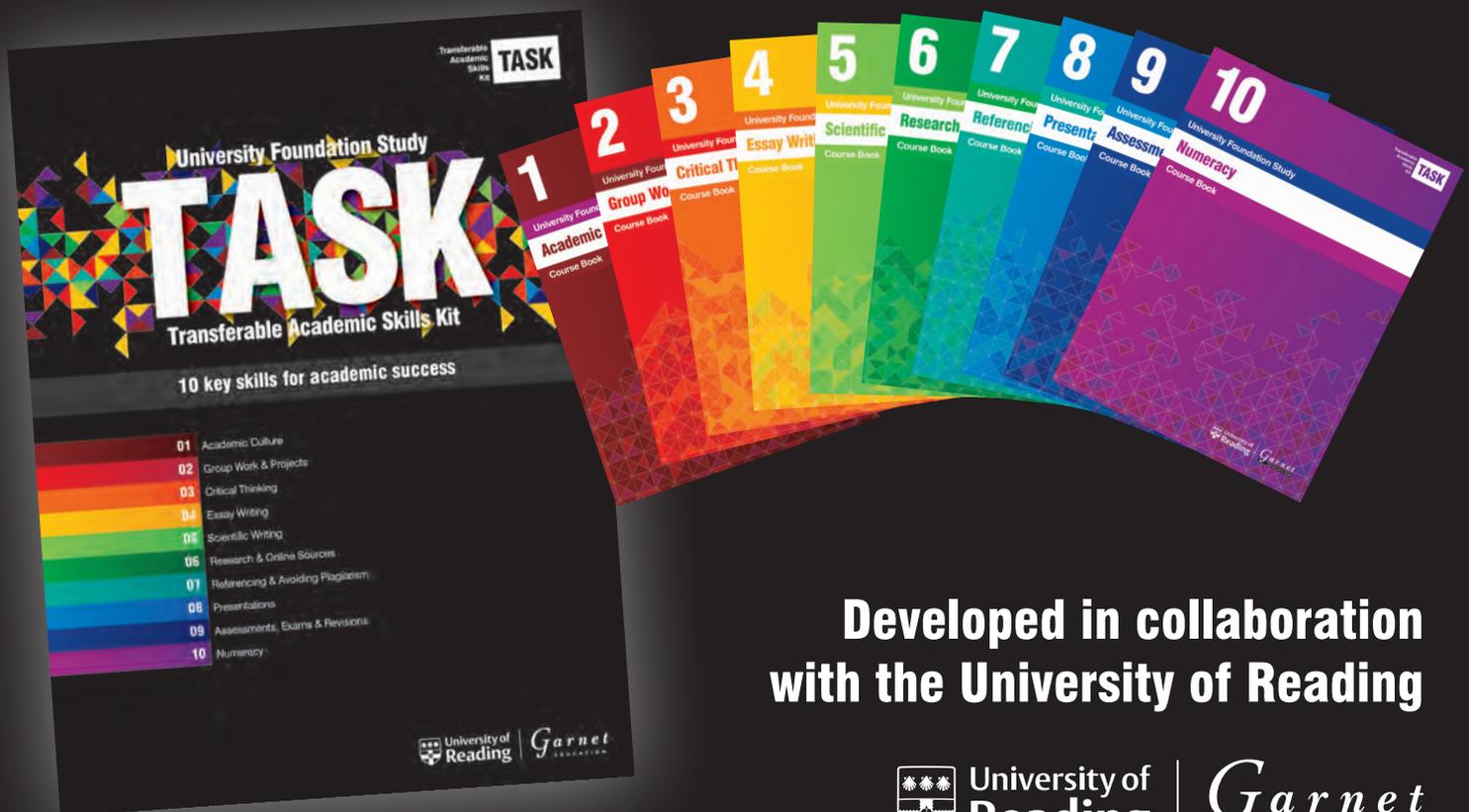
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Message from the chair



Dear Colleagues,

On behalf of the Executive Committee and the Conference Team, I am pleased to welcome you to the 22nd biennial BALEAP Conference at the University of Leicester.

The latest announcements from the UK government regarding visa changes are just one more indication of the truth of this year's conference theme. EAP really is working in a rapidly changing landscape. We have a packed conference programme with pre-conference events, plenaries, parallel sessions and two new additions – Pecha Kucha and Symposia. In all of these, presenters will provide their take on the issues and challenges facing EAP practitioners and show how we can respond to the changes we face by offering their own solutions.

Alongside the main conference programme, the organisers have assembled an impressive exhibition of products and services relevant to the work we do. Please make time to stop by the exhibition and peruse the wares on offer.

Finally, I would like to extend a sincere thank you to Phil Horspool and the organising team here at the University of Leicester for putting together what I am sure will be a very successful conference.

Enjoy!

A handwritten signature in blue ink that reads "Diane Schmitt". The signature is written in a cursive style.

Diane Schmitt

Chair of BALEAP

Event information

Dear Delegate,

We are delighted to welcome you to the 2015 Biennial BALEAP Conference. The conference brings together lecturers, researchers, exam providers, and publishers, increasingly from across the world, with an interest in English for Academic Purposes.

The 2015 conference is being hosted by the English Language Teaching Unit (ELTU), University of Leicester.

We are pleased to say that the call for papers resulted in an array of presentations on a wide variety of topics. We have been able to accommodate these presentations on a number of different platforms: talks, workshops, symposia, poster presentations and Pecha Kucha, and we very much hope that this diversity will mean that you will find talks and workshops that you are interested in seeing.

You will find full details of the conference programme in this booklet. If you have a query at the venue, please seek out a member of the BALEAP conference team wearing University of Leicester polo shirts who will be able to assist you.

We hope you enjoy the conference!

The Organising Team

Venue

The conference is spread over two venues on Manor Road, Leicester: John Foster Hall and Stamford Court. Accommodation is also on site. For those staying at the conference centre, there is unlimited free use of The Roger Beetles sports centre, a five minute walk away, as well as free access to the University Botanic Gardens on Glebe Road.

Internet Access

Free Wi-Fi is available in the conference centre and the accommodation. Details on how to access Wifi will be given at registration.

<http://baleap2015.weebly.com/>

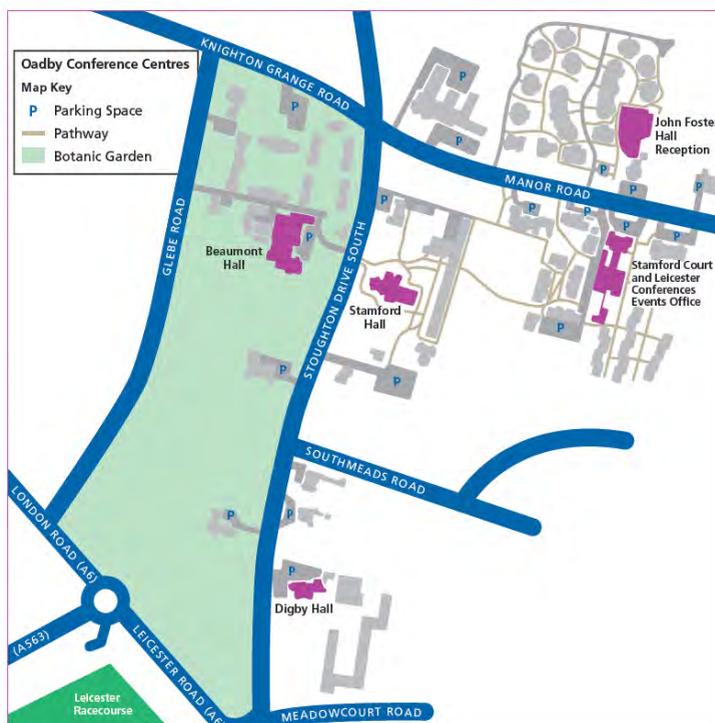
#BALEAP2015

Smoking

Smoking is permitted outside, provided the smoker is a minimum of 10 feet from any doors or windows.

Parking

There is ample parking space inside the conference centre grounds.



BALEAP 2015 – Conference Schedule

Friday		John Foster						
Stamford Court (Main Site)								
Room	Gilbert Murray							
	Opening ceremony: Vice chancellor of the University of Leicester, Professor Paul Boyle							
14:00	Opening Plenary: Prof Rebecca Hughes Navigation in a complex world: English as compass or map?							
14:50								
Rooms	Mowley & Hoby	Shearsby	Saxby	Brooksby	Swifthead & Tilton	Rothley & Oakham	Quenby	Bar
15:00	Talk Criticality, Ideology and Implications for Materials Development in EAP for Fine Art and Visual Cultures Gary Riley-Jones	Talk Being a student again: understanding the transition experiences of postgraduate international students using narrative inquiry Dr Gwyneth James	Talk Representations of the EAP Practitioner: Idealisations, Disconnections and Realities Gemma Campion & Alex Ding	Talk Scaffolding reading comprehension in an L2 academic context Vasiliki Antoniou	Talk Re-designing the Pre-Sessional: a versatile solution to the EAP-teacher recruitment conundrum Anneli Williams & Brian Doonan	Talk Material Mixology: Blending commercial, in-house and online materials Peter Levrai & Averil Bolster	Talk Digitising the EAP classroom – making the VLE more active Zoe Gazeley-Eke	
15:25								
Coffee								
16:00	Workshop Current Texts in EAP: A Framework for Lesson Design Cath Brown & Erin Reveil	Workshop Insights into the rapidly changing landscape: the public-private partnership experience Bob Gilmour	Talk Development in the EAP post-observation conference: Tutor perceptions Lisa Robinson & Dr Mick Kavanagh	Talk PhD supervisor and supervisee interactions as a spoken academic genre: Genre features, power issues and linguistic competence Dr Beyza Björkman	Workshop The difference is academic: developing elementary EAP students' academic language	Talk How representative are EAP listening books of real lectures? Katrien Derocoy	Talk Exploring the complexities of preparing international students for group and seminar discussions Ann Smith	
16:25	Break				Break			
16:35			Talk Becoming Metacognitive Teachers: Think-aloud while Teaching Maggie Heeney	Talk Investigating the development of speech fluency: implications for classroom teaching. Joan McCormack		Talk From JEAP to TEAP: The Case of Student Report Writing Prof. Sheena Gardner	Talk Implementing a digital literacy training programme on an pre-sessional EAP course David Read	
17:00								

BALEAP 2015 – Conference Schedule

Friday										
Stamford Court (Main Site)					John Foster					
Room	Olibert Murray	Mowley & Hoby	Shearsby	Saxby	Brooksby	Swithland & Tikon	Rothley & Oakham	Quenby	Bar	
17:10	Workshop	Workshop	Talk Student engagement with out-of-class study: Challenges and solutions Assistant Professor Mehtap Kocatepe	Talk Online Pre-session Courses Blair Matthews	Talk Tailoring presentation materials in accordance with the discipline: A genre-based approach Katie Mansfield	Talk The EAP of Spelling Learning Together: Teacher & students as co-researchers Bee Bond	Talk Towards meaningful contextualization and process in the teaching of research skills in a changing EAP context Stuart Wrigley & Karin Whiteside			
17:35										
17:45	Understanding, thinking, meaning!	Getting them on board – effective ways to use online discussions								
18:10	Simon Gooch & Irina Hawker	Jane Sjoberg	Talk What's on your mind? Social Networking for EAP students Tim Leigh	Talk Technology tools for teaching English for Academic Purposes: empowering the next generation of tutors Dr David Lefevre	Talk From an Italian content-oriented writing style to an English reader-oriented approach to teaching EAP writing Joanne Spataro	Talk Institutional strategy and teachers' attitudes and practices in the English-medium university classroom Professor Diane Pecorelli & Dr Charlotte Hommerberg	Talk Elephants in the design studio Deborah Cobbett	Talk Using Google Sites to Support Teachers in Multiple Locations Tam Connors-Sadek		
18:30			Workshop							Pecha Kucha
18:55			An Introduction to Metrics in Academic Journals: From Writing to Ranking							
19:05			Christopher Tancock							Various titles
19:30										Various presenters

BALEAP 2015 – Conference Schedule

Saturday												
Stamford Court (Main Site)						John Foster						
Room	Gilbert Murray											
09:00	Plenary: Dr Catherine Walter Listening and reading in L2 academic contexts: what do we know now, and what can we do about it?											
10:00	Coffee											
Room	Gilbert Murray	Mowley & Hoby	Shearshy	Saxby	Brooksbly	Swithland & Tilkon	Rothley & Oakham	Quenby				
10:35		Workshop	Workshop	Talk A newbie's attempt to develop subject specific material using core texts and assignments Nicholas Northall	Talk Capitalizing on technology to promote learner autonomy in a writing course Assistant Professor Esther Boucher-Yip	Workshop	Talk Lexical bundles and disciplinary variation in university students' writing: Mapping the territories. Dr Philip Durrant	Talk The Role of EAP in Improving the Student Experience in Higher Education Richard Silburn				
11:00		Dynamic, collaborative and real-time: Using Google Drive for collaboration in academic writing Dustin Hosseini	Creative Approach to Language Teaching: Negotiating responsibilities in EAP classes Dr Libor Stepanek	Talk Producing EAP course materials for medical students Neslihan Onder Ozdemir	Talk Saving a sinking ship: how a Pre-sessional was redesigned to weather any storm Vicky Collins & Katie Shaw	Key Principles for Writing English Language Proficiency Test Questions Marian N. Crandall	Talk Delivering the discipline-specific pre-sessional that you are responsible for. Karen Nicholls & John Wrigglesworth	Talk One-to-one consultation practice – challenges from the landscape of a Sino-British University David Foster & Dr Lynda O'Brien				
11:10												
11:35												
11:45	Workshop	Workshop	Workshop	Talk Academic Writing for international students: how to foster lifelong learning and improve the academic writing skills necessary for functioning efficiently in a higher-education context Barbara Althaus & Carol Atkinson-Dal Grazia	Talk Teacher anxiety and content involved EAP Dr Justin Alam	Workshop	Talk From isolation to integration: Academic Language and Literacy for all. Maxine Gillway	Talk Using Corpora to Teach Discipline-Specific Vocabulary Jenny Kemp				
12:10	Communicating assignment requirements: a way forward.	Encouraging mindful learning and self-development through reflection tasks in EAP	Hasn't That Book Already Been Written?				Promoting Intercultural Awareness and Equality in EAP Courses and Teacher Training					
12:20				Talk Can EAP meet the needs of international students with source use at Master's level? Dr Mary Davis	Talk Extending the pre-sessional course online to improve the readiness of students Julie Watson		Talk English Language Communication Skills for Study Nigel McEwen	Talk 'Customer expectations' and 'performance objectives': exploiting corpora to address the vocabulary needs of Business students. Andrew Presshous				
12:45	Garry Maguire & Fiona Gilbert	Simon Gooch & Irina Hawker	Dorothy Zemach	Dr Mary Davis	Julie Watson	Tugce Gurer	Nigel McEwen	Andrew Presshous				

BALEAP 2015 – Conference Schedule

Saturday									
Stamford Court (Main Site)					John Foster				
Room	Gilbert Murray	Mowley & Hoby	Shearshy	Saxby	Brooksbay	Swithland & Tilton	Rothley & Oakham	Quenby	
12:45									
	Poster presentations 13:30 - 14:15								
14:15									
14:40									
14:50									
15:15									
15:25									
15:50									
16:15									
17:45									

BALEAP 2015 – Conference Schedule

Sunday

Stamford Court (Main Site)

John Foster

Room	Gilbert Murray	Mowsley & Hoby	Shearsby	Saxby	Brooksby	Swithland & Tilton	Rothley & Oakham	Quenby
09:30		Workshop	Talk	Talk	Talk	Talk	Talk	Talk
			Using a Vocabulary Organizer in EAP courses Pete Sharma	Academic vocabulary size as a predictor of academic success Professor Diane Pecorari, Professor Philip Shaw	Cognitive Theory and Task-based Competence Dr Dina Awad	Exploring Arabic speakers' perceptions of EAP reading: Cross-linguistic effects on processing and strategy use Anne Kavanagh	Style Guides for Academic Writing: A (or a?) Critical Discussion Dr Martin Herles & Dr Ruth Trinder	EUP for WP: feedback on an English for University Purposes programme designed to enhance the '1st year' widening participation students's experience Dr Qian Zhang
09:55		Delivering EAP teacher development online: keeping the tutor present						
10:05			Talk	Talk	Talk	Talk	Talk	Talk
			Using Blackboard to promote the development of writing skills Dr Chris Lima	After EAP courses, what next? Students' independent use of corpora Dr Maggie Charles	As they see it! International students' perceptions of the language skills they need to be globally competitive Maya Mitova	Unknown unknowns: uncovering value-added activities for in-session classes from a student perspective Olwyn Alexander, Kate Hughes & Stephanie Ashby	'You've got to tell a story': practice-based research into genre and communities of practice in Medical and Human Sciences Maureen Finn	Emphasising the A and not the E: In EAP: repositioning an EAP centre to face future needs and challenges Magdalen Ward Goodbody
10:30		Tony Prince						
Coffee								
11:00		Workshop	Workshop	Talk	Talk	Talk	Talk	Talk
			Writing Your Own: How to create effective EAP materials Julie Moore	Where they're coming from: roles for English textbooks where lectures are in foreign languages. Philip Shaw, Špela Mešk, Diane Pecorari	The development of stance-taking strategies in L2 students' academic essays: the case of a content-based Russian-American teleconference course Irina Shchemeleva	Teaching in a time of change: variation and commonality in ELF and English L1 engineering lectures from around the world Professor Hilary Nesi & Sian Alsop	Joined-up ESAP: drawing on in-session provision to establish a pre-session ESAP programme Anne Heaton, Andrew Preshous & Simon Smith	Training the next generation of EAP lecturers Dr Ian Bruce
11:25		Presentation Perspectives						
11:35			Talk	Talk	Talk	Talk	Talk	Talk
			"I have to depend on myself." A response to the experiences of direct entry international students at UWE. Dave Hewish & Jane Saville	From Beowulf to BALEAP: Using literary analysis strategies in an EAP classroom Olga Burakov	Teaching Academic Reflective Writing: learning to weave and wave Steve Kirk	What features of language ability should be measured for foundation and pre-session course entrance decisions? Michael Corrigan	How can a compendium of formulaic phrases assist academic writers? Dr John Morley & Dr Mary Davis	
12:00		Simon Goodh & Elaine Smith						
12:10								
Gilbert Murray								
Closing plenary: Prof Ken Hyland Innovating instruction: specificity and English in the disciplines								
13:00								
LUNCH								



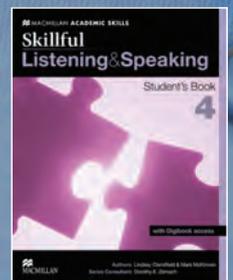
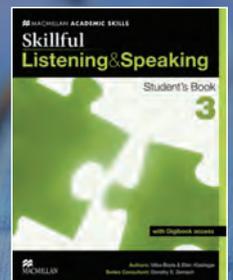
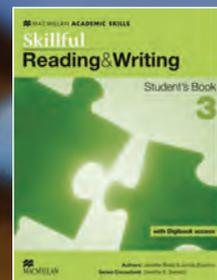
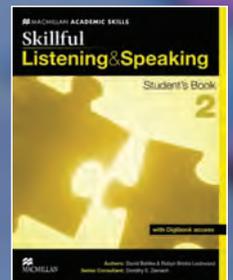
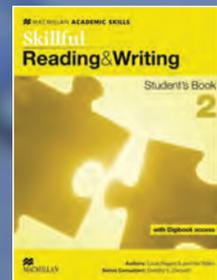
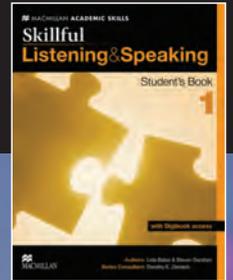
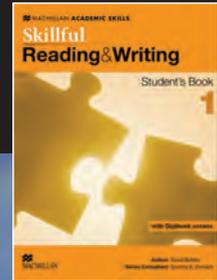
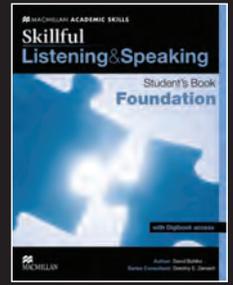
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Plenaries

Opening Plenary – *Sponsored by Trinity College London* **Friday**

Gilbert Murray

14:00 – 14:50

Prof Rebecca Hughes

British Council Director of International Education

Navigation in a complex world: English as compass or map?

Those who work with international students to help them prepare for studies in the medium of English are working in an increasingly complex, mobile and connected world. HESA statistics show that it was around 2011 that the numbers of international students undertaking a UK degree outside the British Isles started to outstrip those taking one on our shores. These numbers continue to rise steeply. Simultaneously increasing numbers of international institutions are starting to teach in the medium of English; and the teaching of English in primary and secondary schools has strengthened language skills of young people dramatically in key markets for UK institutions. This talk examines these phenomena in more detail and asks what the role of those supporting students in their journey towards a successful completion of their degree might become in future if we extrapolate from these trends.

Professor Rebecca Hughes has joined the British Council Director of International Education after a career working extensively in international Higher Education and English Language and Linguistics. Rebecca's experience of transnational Higher Education includes being the first Pro-Vice-Chancellor for Internationalization at the University of Sheffield and, at the University of Nottingham, running a department delivering UK degrees and English language support services in Malaysia and China. Professor Hughes has published widely on her personal research interest of spoken language and given presentations on this topic at a number of international conferences.



Saturday Plenary

Gilbert Murray

09:00- 09:50

Dr Catherine Walter

University of Oxford

Listening and reading in L2 academic contexts: what do we know now, and what can we do about it?

There is now a substantial body of knowledge about what happens when second language listeners and readers encounter academic texts. I will review research in this area, reflect on what kinds of skills are involved, and invite colleagues to reflect on what this means for EAP materials and classroom practice.

Catherine Walter is a lecturer in Applied Linguistics at the University of Oxford, having taught English to speakers of other languages, trained language teachers and written award-winning English language textbooks for 25 years before becoming a full-time teacher educator and researcher. Catherine is a National Teaching Fellow and is also Chair of the British Council's English Language Advisory Group and a member of the BAAL/LAGB Committee on Linguistics in Education. Her research interests are in the cognitive aspects of second language acquisition and performance, in language teacher education and in second language academic performance.



Plenaries

Closing Plenary – *Sponsored by Collins*

Sunday

Gilbert Murray

12.10 – 13:00

Prof Ken Hyland

The University of Hong Kong

Innovating Instruction: Specificity and English in the disciplines.

In 2012 Hong Kong reformed its educational system by removing a year from students' school experience and adding it to their time at university. At Hong Kong University we took this opportunity to reconsider the English that we taught and redesign our courses to focus on "English in the Discipline". This recognizes that disciplinary variations in communicative conventions are at the heart of EAP and involves identifying the particular language features and discourse practices of target groups. In this presentation I discuss something of this process and the principles of disciplinary specific language, highlighting research which supports a specific view of teaching.

Prof Ken Hyland's primary research interests lie in written discourse analysis, particularly in academic context. These interests are closely connected with his work in developing the academic literacy of graduate students and in teacher education. He is currently Director of the Centre for Applied English Studies at The University of Hong Kong where he holds a personal chair in Applied Linguistics. He is currently co-editor of Applied Linguistics Journal, an Honorary Professor at the University of Warwick and a Foundation Fellow of the Hong Kong Academy of the Humanities. His most recent research interests are on academic identity and academic publishing.



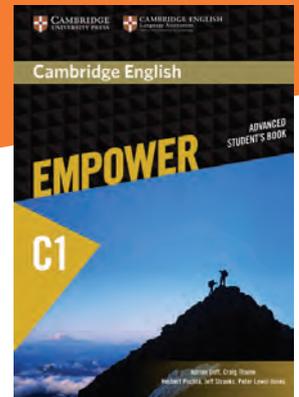
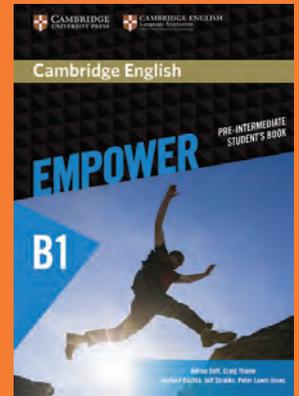
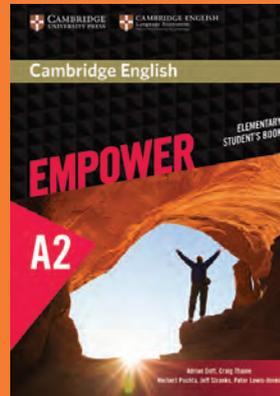
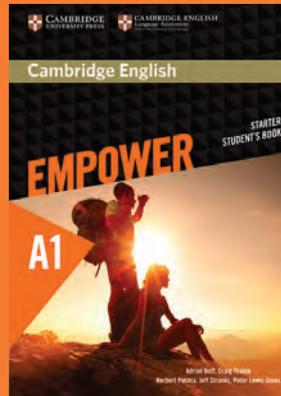
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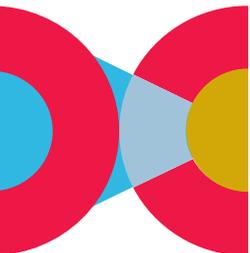
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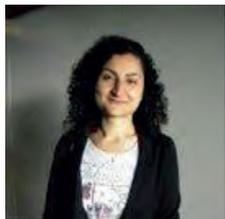
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Scholarship winners



The ISEJ Scholarship for BALEAP 2015

The [International Student Experience Journal](#) offered a scholarship opportunity for an international student willing to attend and present at the BALEAP Conference at the University of Leicester on 17-19 April 2015. The award was offered to applicants who are in full-time education.

ISEJ Scholarship Winner

We are glad to announce that **Zuleyha Unlu** from the **University of Warwick** has been awarded the ISEJ Scholarship to present and attend the BALEAP 2015 Conference. Zuleyha will be presenting on **Understanding learners' needs: Classroom feedback interactions in EAP** at 15:15 in Quenby on Saturday.

Congrats Zuleyha!



The Tim Johns Scholarship

The [Tim Johns Scholarship](#) is awarded to applicants presenting on the use of technology in the teaching of EAP. This is preferably on the use of corpora and data-driven learning; however, any presentations on innovative approaches to the use of learning technologies in the field are considered.

The winner of the Tim Johns Scholarship

BALEAP 2015 is delighted to announce that **Celia Antoniou** has been awarded the Tim Johns scholarship for the 2015 conference. Celia is currently working as a PhD researcher in the Department of Language and Linguistics at the **University of Essex**. The title of her paper at the conference is: **Scaffolding reading comprehension in an L2 academic context**. You can see Celia present at 15:00 in Brooksby on Friday.

Congrats Celia!



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Special events

Friday

The Bar

18:30 – 19:30

Pecha Kucha. The Pecha Kucha format follows a strict formula allowing 20 slides which automatically advance after 20 seconds, resulting in a total presentation time of 6:40 minutes. The format is designed to avoid “death by PowerPoint” and as such, images are usually favoured over text.

Saturday

Mowsley & Hoby

13:15 – 14:05

BALEAP AGM

The BALEAP Annual General Meeting is open to all.

Brooksby

12:45 – 14:00

JEAP Board meeting

For JEAP board members.

Saturday

Various

16:15 – 17:45

Symposia

Sponsored by Epigeum

The aim of the symposia is to generate debate in key areas of EAP. Each symposium broadly follows the same structure, with a number of presenters presenting on topics related to a theme, followed by a panel discussion with the audience and the presenters.

Poster Presentations

Gilbert Murray

Saturday

13.30 – 14.15

Ally Malcolm-Smith

ELT University of St Andrews

Moving away from the 'tiger teacher' – Developing growth mindsets in undergraduate scientists

Many students arrive at university with a fixed mindset (Dweck 2000). There are many benefits to students to develop a growth mindset, including developing criticality, resilience and self-confidence. With focused reflection alongside classroom activities which require a growth mindset, will this lead to change?

As Programme Director for the International Foundation Programme for Science at St Andrews, I've seen many young scientists develop. I've also more general interests in developing listening and vocabulary skills.

Gilbert Murray

Saturday

13.30 – 14.15

Andrew Woodard

Durham University

Coherence and cohesion: Can communication disorder studies help EAP?

The source of L2 students' difficulties with coherence and cohesion in EAP is not well understood, though such deficits figure prominently in a range of communication disorders. I will explore the understanding of the deficit(s) in such conditions (in terms of Theory of Mind, 'weak central coherence', and procedural memory) to see how L2 EAP students might benefit.

EAP teacher since 2009, mainly at ELC at Durham University, and studying for a PhD in philosophy of language/linguistics (part-time) since 2009 at Durham.

Gilbert Murray

Saturday

13.30 – 14.15

Daniela Panayotova

University of Nottingham Ningbo China

Chinese Learners of English and the IELTS exam – breaking the glass ceiling

For many Chinese candidates taking the IELTS exam there seems to be a barrier at a score of 5 or 5.5 which is not enough for direct University entry. This paper tries to identify the possible reasons for this and suggest ways in which IELTS preparation courses could be improved.

EAP Tutor at UNNC. Particular interest in Language Acquisition, Test Preparation and Assessment, especially in the context of high-stake international examinations.

Gilbert Murray

Saturday

13.30 – 14.15

Debbie Haile

University of South Wales

Computer says 'yes'? Implementing a personal corpus-building EAP course for the teaching of academic language at the University of South Wales

I am investigating the use of personal corpus-building and mining for the acquisition of words from the Academic Word List. Using the sections of the Manchester Phrase Bank as my base for each lesson, I taught students to delve into their own corpora to see how to use the most common academic words for each element of an essay or report.

MA TESOL student, completing dissertation on personal corpus building for learning academic vocabulary. Mother of 3 gorgeous kids. Love chocolate, Eritrean food and superhero movies, not necessarily in that order!

Poster Presentations

Gilbert Murray

Saturday

13.30 – 14.15

Emma Stringer

University of Leicester

Reflective accounts and implications of CPD on teaching practice within the contexts of academic reading

The poster presents theoretical information which focuses on developing reading skills that aim to enhance EAP students' ability to read faster. It addresses the practical implications of the findings on my teaching practice. This engagement with research and theory in the EAP discipline has embarked me on a journey of professional development, which is a critical component in this poster.

EAP Tutor at the English Language Teaching Unit (ELTU), University of Leicester. Currently striving towards becoming BALEAR Associate Fellow as part of the TEAP Fellowship Scheme.

Gilbert Murray

Saturday

13.30 – 14.15

Irene Dietrichs

Lucerne University of Applied sciences and Arts

Just in Time EAP for Architects and other Students of the Built Environment

Lucerne University of Applied Sciences and Arts offers an increasing number of English taught courses following the strategy 'internationalisation at home'. However, especially students of architecture prefer to defend their projects in their L1. Therefore credit-bearing courses or 'services' support students' presentation skills 'just in time'. This poster aims at illustrating a model to react flexibly to students' needs, and how this can also improve the normally harsh culture of juries in architectural studios.

Prof. Irene Dietrichs has been an English teacher at Lucerne University of Applied Sciences and Arts since 1994; she has been leading the development of credit-bearing courses in connection with the school's internationalisation efforts.

Gilbert Murray

Saturday

13.30 – 14.15

Issa Al Hinai

University of Exeter

A genre-based approach to developing learning and teaching academic writing skills with relation to the Omani technical context

Teachers are supposed to apply the Genre-Based Approach (GBA) to enhance teaching academic writing in the Foundation Year Program (FYP) in the Omani colleges of technology. However, students in these colleges still find it difficult to produce a formal piece of academic writing. The author conducted this study to prove that the sufficient follow of the GBA to tackle such problem is useful.

I am a novice researcher from Oman. I have an MA in TESOL Studies from University of Leeds, 2009 and an MSc in Educational Research from University of Exeter, 2014. Currently I do my PhD in University of Exeter about The Perceptions and Practices of Post-Foundation Students' Technical Writing at the Colleges of Technology in Oman.

Poster Presentations

Gilbert Murray

Saturday

13.30 – 14.15

Steven Peters

University of Bristol

Methodological practices and weaving digital literacies engagement into EAP pre-sessional course design: is there a critical level of quantity for there to be quality?

This paper seeks to explore some of the implications that come from attempting to address the digital literacies needs of postgraduate pre-sessional participants. Drawing on designer, tutor, and participant experiences of an Academic Speaking and Listening Summer Programme at the University of Bristol, the presentation asks in which direction does quantity of content impact the quality of provision?

Steven is a Somerset-based EAP tutor and educational researcher who has designed, delivered and developed post-graduate EAP and undergraduate linguistics courses in Higher Education in the UK and Ethiopia.

Gilbert Murray

Saturday

13.30 – 14.15

Sahar Alkhelaiwi

Lancaster University

Analysing Academic Listening Needs in A specific-Purpose Target Language Use Situation

Teaching academic listening represents a special case, as EAP instructors are disadvantaged by the inaccessible nature of listening. This study aims to identify the lecture-listening needs of Saudi Arabian EFL students majoring in English language and literature, using a five-phase mixed-methods approach. This poster presents the findings of discourse and listening difficulties analyses of a spoken-lecture corpus (Phases 1-2).

Sahar Alkhelaiwi is a Ph.D candidate in the department of Linguistics and English language at Lancaster University.

Gilbert Murray

Saturday

13.30 – 14.15

Bella Ruth Reichard

INTO Newcastle University

Supporting "apprentices" in writing for research publication: Implications of a corpus study on the use of first-person pronouns

This presentation compares first-person pronoun use by early career researchers and senior researchers in Theology. Generally, established scholars use first-person pronouns in different ways to early career researchers, indicating a need for specific provision of English for Research Publication Purposes for that group. Only among the early career researchers is there a difference between native and non-native English writers.

Bella teaches EAP at INTO Newcastle University on the International Diploma in Business pathway programme. She holds an MA in Applied Language Studies from Durham University.

Stamford House Bar

Friday

18.30 – 19.30

Elaine Lopez

University of York

Once upon a time in a pre-sessional classroom in Sheffield ...

This is the story of grammar instruction and its place in EAP, of the quality and quantity of classroom-based input and its role in improving accuracy. I will present empirical support for what every pre-sessional teacher subconsciously knows: the course may be intense but the outcome for students is a measurable improvement in grammatical accuracy (amongst so many other things).

Elaine Lopez is an experienced EAP lecturer. Her AHRC-funded PhD project at the University of York applies the results from theoretical research into article acquisition to English language teaching.

Emma Hillman & Zella Phillips

University of Brighton International College (UBIC)

'Ten Tips to Survive your first year as an EAP Tutor: Training the Next Generation of EAP Tutors.'

Your task: to get twenty people to understand the 'nuts and bolts' of academic language to enable them to successfully write a coherent, well-thought out essay.

Your context: a room full of mixed nationality, mixed level, mixed motivation, mixed academic backgrounds, mixed expectations & mixed goals

Your time: one hour and forty minutes.

Welcome to the job of an EAP tutor.

Zella Phillips is an English Language and Academic Skills Tutor – BMus, DELTA, MAelt – 10+ years TEFL experience, 1.5 years EAP experience, IELTS Examiner, Pearson Longman reporter

Emma Hillman is an English Language and Academic Skills Coordinator – BA, DELTA – 1 year TEFL experience, 5 years EAP experience, IELTS and Trinity examiner.

Hannah Gurr

Centre for English Language and Foundation Studies, University of Bristol

Why you should use a randomiser in the classroom.

This PechaKucha will present a technique I trialled with pre-sessional students this summer: using randomisers to nominate students. When teachers allow learners to volunteer to participate or not in the classroom, they make the achievement gap greater, since those who participate actually get smarter, whereas others forgo that opportunity. I present four low- to high-tech randomisers to boost student engagement.

Hannah Gurr is a Language Tutor at the Centre for English Language and Foundation Studies, University of Bristol, with a special interest in Technology-Enhanced Learning and Formative Assessment.

Jon Wordie

Birmingham University, Foundation Academy, EISU (summer only)

EAP materials for prospective MSc science/engineering candidates.

A proposal for topic-based EAP teaching and assessment materials based on the Apollo moon-landings.

Inspired by some recent publications, this proposal would tap the international currency of the moon-landings. Pre-session EAP course materials are often designed more by linguists/career educationalists rather than by staff with a science/engineering background. The topic-based teaching and continuous assessment materials proposed would both develop critical thinking and argumentation skills, while circumventing the problem of background knowledge for assessment.

Jon Wordie (B.A. Italian, University of Reading; M.A. Translation Studies, University of Kent; M.A. Applied Linguistics, University of Birmingham) is a veteran of 2 ten-week EAP pre-session teaching contracts at Birmingham.

Linda Hurley

University of Southampton

Pre-session Migration: Managing the Masses

As new and returning tutors migrate to Southampton, how do we handle staff development and expectations alongside syllabus/ module changes for academic reading and writing? The benefits of an approachable team of coordinators, a clear marking schedule, a modicum of flexibility and a never-ending supply of humour come through and will be voiced here.

Linda Hurley is Senior Teaching Fellow in EAP at the University of Southampton and an Assistant Director of the Pre-session Programmes. She also coordinates English Language Stage 7.

Rebecca Thomas

Nottingham Trent International College

Accessible feedback for international students: a colourful approach

How do we make students engage with our feedback? This is a pertinent question especially when the method of communication is also the subject of assessment – English language. This session will explore the possibility of removing reliance on linguistic decoding by using a colourful alternative.

Rebecca Thomas - MA TESOL and Applied Linguistics; BA English Studies (hons); ESOL/EAP Background: 10 years classroom experience.

Susie Cowley-Haselden

University of Northampton

The social media diaries.

This PechaKucha will explore one EAP practitioner's journey on social media and explore the impact it has had.

Susie Cowley-Haselden is a Senior Lecturer in English as a Second Language at the University of Northampton. She writes a blog, The EAP Archivist, and is on Twitter @susiecowley

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-session, Foundation and TEAP programmes.

Saxby

15.00 – 15.25

Talk

Gemma Champion & 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 Champion 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 Deroey

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 Deroey 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

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.

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 Heeney

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 Heeney 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.

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

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.

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.

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.

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.

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.

Delegates wishing to attend this session need a laptop or tablet.

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.

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

SATURDAY

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

11.10 – 11.35

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

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.

11.45 – 12.10**Saxby**

11.45 – 12.10

Talk

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.

Brooksby

11.45 – 12.10

Talk

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.

Quenby

11.45 – 12.10

Talk

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.

Rothley & Oakham

11.45 – 12.10

Talk

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

Gilbert Murray

11.45 – 12.45

Workshop

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.

Mowsley & Hoby

11.45 – 12.45

Workshop

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 pre-sessional 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

Tugce 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.

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

SATURDAY

Brooksby

12.20 – 12.45

Talk

Julie Watson

University of Southampton

Extending the pre-sessional course online to improve the readiness of students

This presentation will explore the Prepare for Pre-sessional online course; outline its design and delivery; present the evaluation findings and consider how it might be used as a bolt-on for other taught pre-sessional courses.

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.

Rothley & Oakham

12.20 – 12.45

Talk

Nigel McEwen

Trinity College London

'Customer expectations' and 'performance objectives': exploiting corpora to address the vocabulary needs of Business students.

Trinity's new Integrated Skills in English exam is a four skills test designed to support students in meeting the challenge of studying in English as a second language. Preparing for ISE builds communicative English language skills and transferable skills which are essential for academic study. This presentation will outline the exam tasks and illustrate how they not only help develop the language skills necessary for university study but also how they are situated in contexts which allow students to practise the wider skill set they need at university

Nigel McEwen is a member of the professional support team for Trinity College London. He is also on the inspectorate of BAC and ABLIS and consultant DoS for ECTARC in Llangollen.

Quenby

12.20 – 12.45

Talk

Andrew Preshous

Coventry University

'Customer expectations' and 'performance objectives': exploiting corpora to address the vocabulary needs of Business students.

This session describes an approach to selecting and teaching Business vocabulary from corpora. The project addresses learners' needs by raising awareness of relevant vocabulary and improving authentic use. Year 3 international students were systematically introduced to BAWE corpus vocabulary items which were statistically more frequent in business assignments than those in other disciplines. Productive output was assessed and feedback evaluated.

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.

14.15 – 14.40

Mowsley & Hoby

14.15 – 14.40

Talk

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

14.15 – 14.40

Talk

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.

Dr Lynda O’Brien is an EAP tutor with the University of Nottingham Ningbo China.

Brooksby

14.15 – 14.40

Talk

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.

Concurrent sessions

SATURDAY

Swithland & Tilton

14.15 – 14.40

Talk

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.

Rothley & Oakham

14.15 – 14.40

Talk

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.

Quenby

14.15 – 14.40

Talk

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.

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 on-line 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.

Swithland & Tilton

14.50 – 15.15

Talk

Seyedeh Saeedeh Haghi

University of Warwick

An Investigation into the Use of Context and Content Visuals in Listening Tests for Academic Purposes

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.

Saeedeh Haghi 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.

Rothley & Oakham

14.50 – 15.15

Talk

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

Talk

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 MAs in English Language Teaching.

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.

Concurrent sessions

SATURDAY

Shearsby

15.25 – 15.50

Talk

Dr Qian Zhang

University of Northampton (Dr Zhang)

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.

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

SATURDAY

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.

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.

Quenby

15.25 – 15.50

Talk

David Donnarumma

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.

16.15 – 17.45**Gilbert Murray**

16.15 – 17.45

Symposium

Susie Cowley-Haselden, Alex Ding, Julie King & Steve Kirk

University of Northampton (Mrs Cowley-Haselden)

Nottingham University (Mr Ding)

Imperial College London (Dr King)

Durham University (Mr Kirk)

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.

Swithland & Tilton

16.15 – 17.45

Symposium

Siân Lund, Christina Healey & Shuna Neilson

Richmond the American International University in London (Ms Lund & Ms Neilson)

"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.

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.pauljreillydot.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.

09.30 – 09.55

Shearsby

09.30 – 09.55

Talk

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.

Pete Sharma is a Director of Pete Sharma Associates Ltd, a pre-sessional EAP lecturer at Warwick University, a conference presenter and an ELT author. Pete co-wrote the Vocabulary Organizer (Collins).

Saxby

09.30 – 09.55

Talk

Professor Diane Pecorari, Professor Philip Shaw

Linnaeus University (Professor Pecorari)

Stockholm University (Professor Shaw)

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.

Diane Pecorari, Philip Shaw and Hans Malmström are interested in aspects of the use of English at university level and are members of the PROFILE project, which is investigating professional language use and the outcomes of English-medium instruction.

Brooksby

09.30 – 09.55

Talk

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.

Swithland & Tilton

09.30 – 09.55

Talk

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.

Rothley & Oakham

09.30 – 09.55

Talk

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.

Quenby

09.30 – 09.55

Talk

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.

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 Preessional and Inessional 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).

Brooksby

10.05 – 10.30

Talk

Maya Mitova

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).

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.

Quenby

10.05 – 10.30

Talk

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

11.00 – 11.25

Talk

Professor Philip Shaw, Dr Špela Mežek, Professor Diane Pecorari

Department of English, Stockholm University (Professor Shaw and Dr Mežek)

Linnaeus University (Professor Pecorari)

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).

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.

Swithland & 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/elc).

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.

Ian Bruce lectures in Applied Linguistics at the University of Waikato, Hamilton, New Zealand. His most recent book is *Theory and Concepts of English for Academic Purposes* (2011, Palgrave).

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-session 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-session 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-session 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.

Brooksby

11.35 – 12.00

Talk

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.

Swithland & Tilton

11.35 – 12.00

Talk

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.

Rothley & Oakham

11.35 – 12.00

Talk

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.

Quenby

11.35 – 12.00

Talk

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?

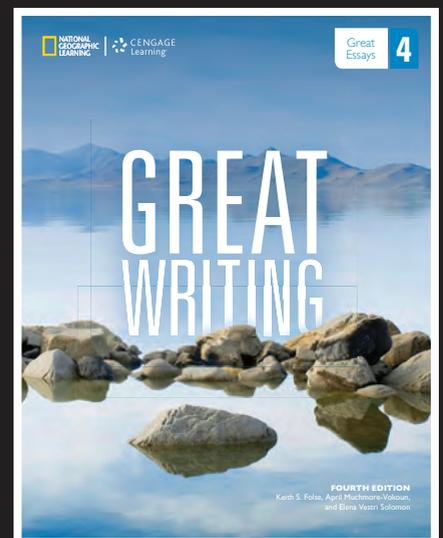
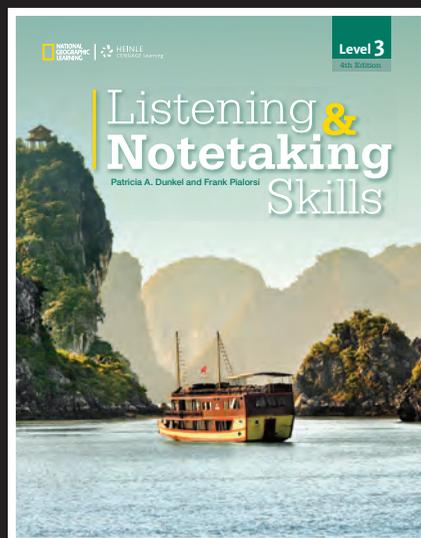
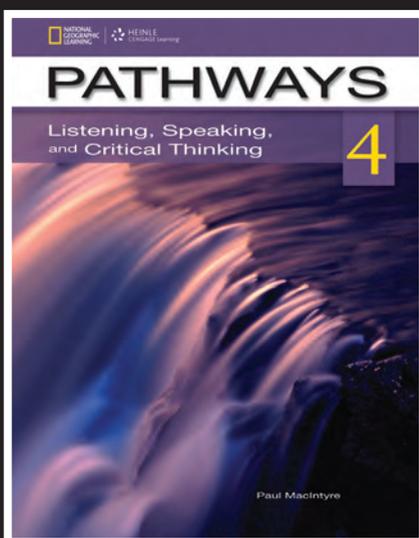
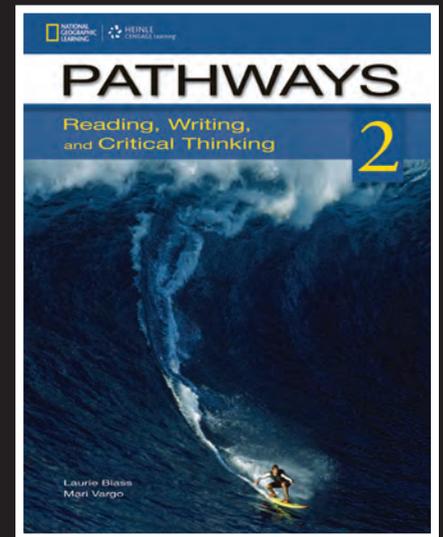
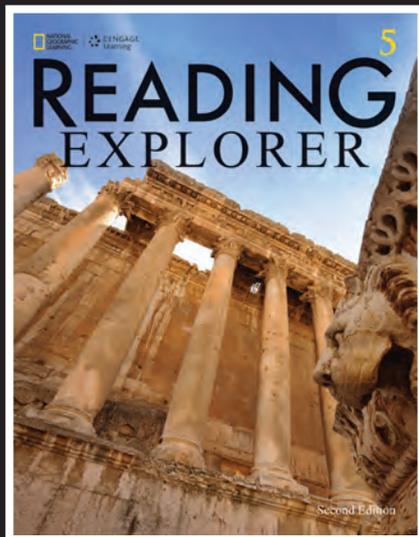
Our presentation focuses on an evaluation of Academic Phrasebank (AP), a compendium of formulaic phrases, by its current users. Questionnaire data from more than 700 respondents demonstrates a wide range of usage of AP in both EAP and other teaching and writing contexts. Follow-up interview data offers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



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Social events

Pecha Kucha in the Bar, John Foster

Friday

18:30 – 19:30

On Friday from 18:30-19:30 we will be hosting a Pecha Kucha session in the John Foster bar. A chance to unwind while listening to more presentations, Pecha Kucha are intended to be informal, fun and short and a chance to network and socialise.

Evening meal

Friday

19:00 – 21:00

Dinner will be served between 19:00 and 21:00 in John Foster.

Lunch

Saturday

12:45 – 14:15

Lunch will be served between 12:45 and 14:15 in John Foster

Gala dinner

Saturday

20:15 – late

Buses will transport delegates attending the gala dinner to Athena in Leicester's city centre. Buses depart the conference centre at 19:15, leaving enough time to have a drink in the converted art-deco cinema or to explore the bars in Leicester's cultural quarter before sitting down to eat. The gala meal begins at 20:15 and will be followed by the ultimate in intellectual entertainment – a pub quiz. Buses will transport you back to the conference centre at 11:30pm and midnight.



Lunch

Sunday

13:00

A packed lunch will be available which you can take away with you or eat in the dining area.

Sports centre

Mon-Fri 0630-2200 Sat-Sun 0800-2000

The Roger Bettles sports centre is free to use for all delegates. It is a five minute walk from the conference centre and has a gym, running track, swimming pool and sauna as well as fitness classes.

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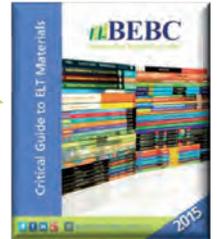
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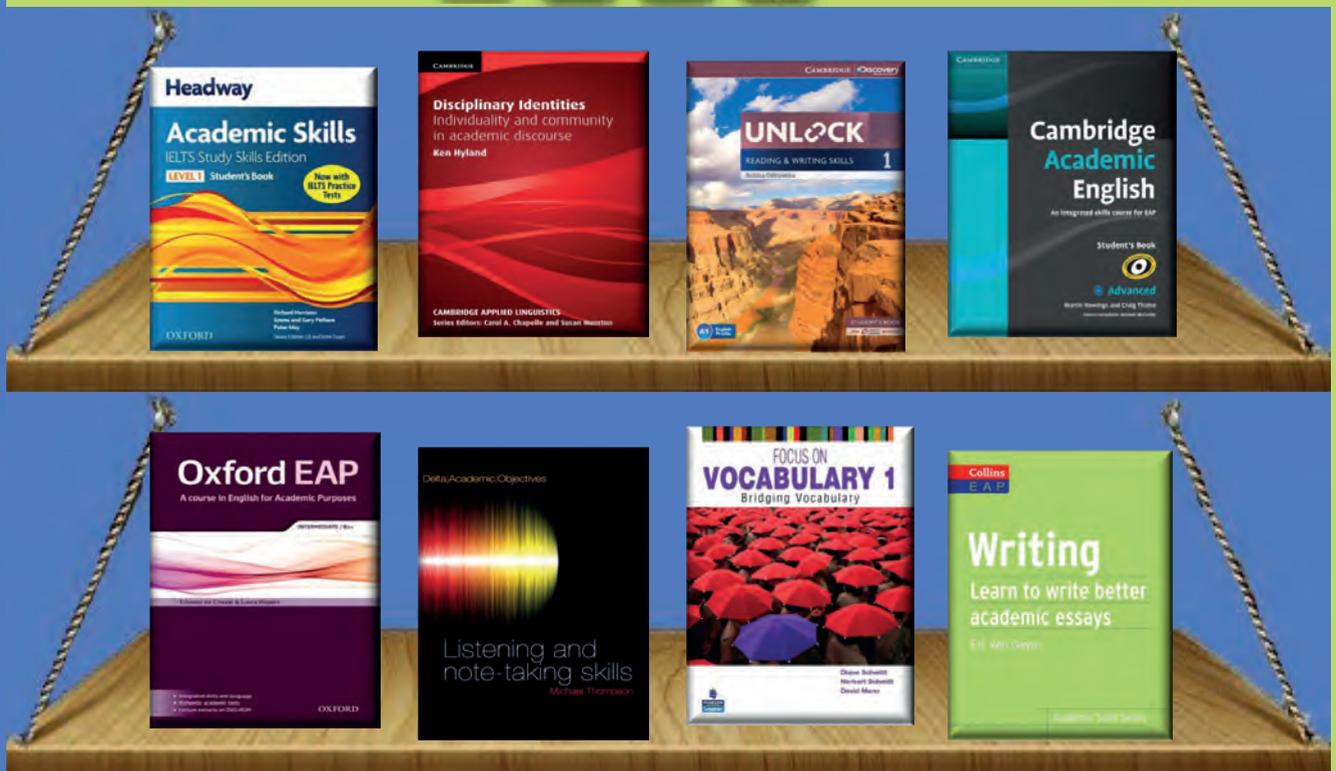


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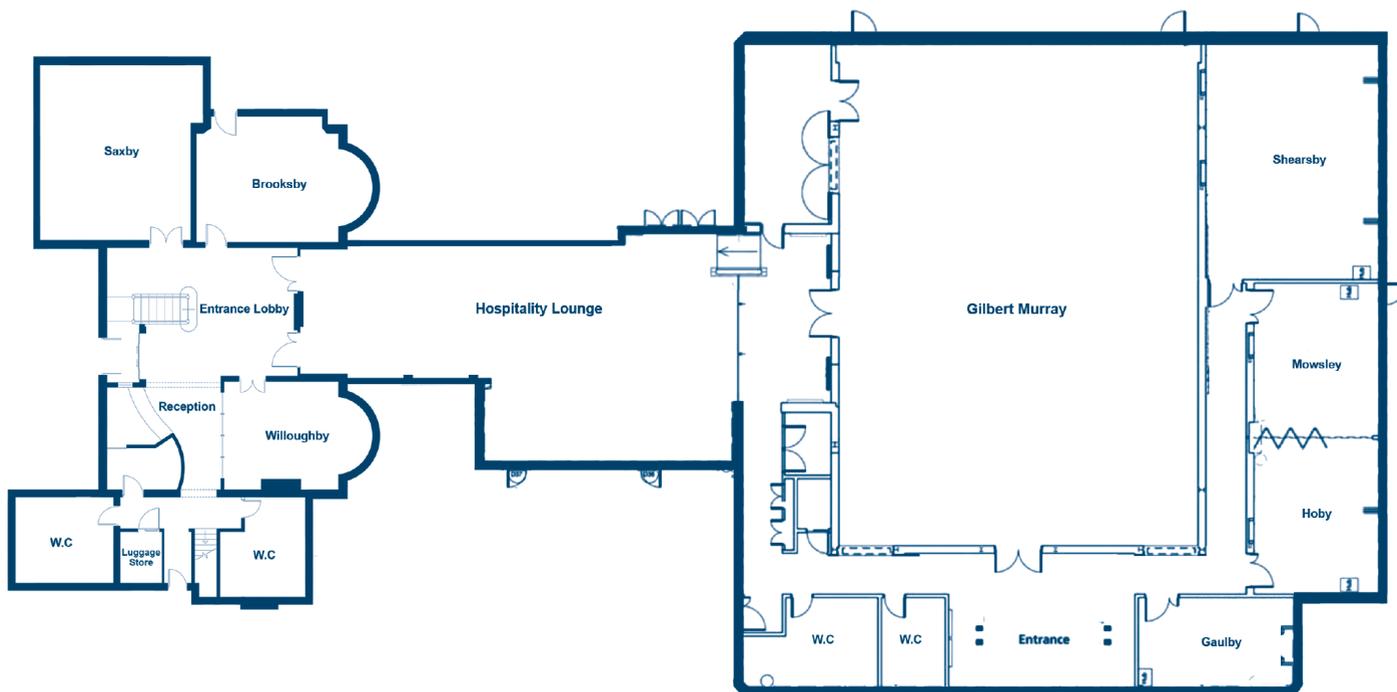
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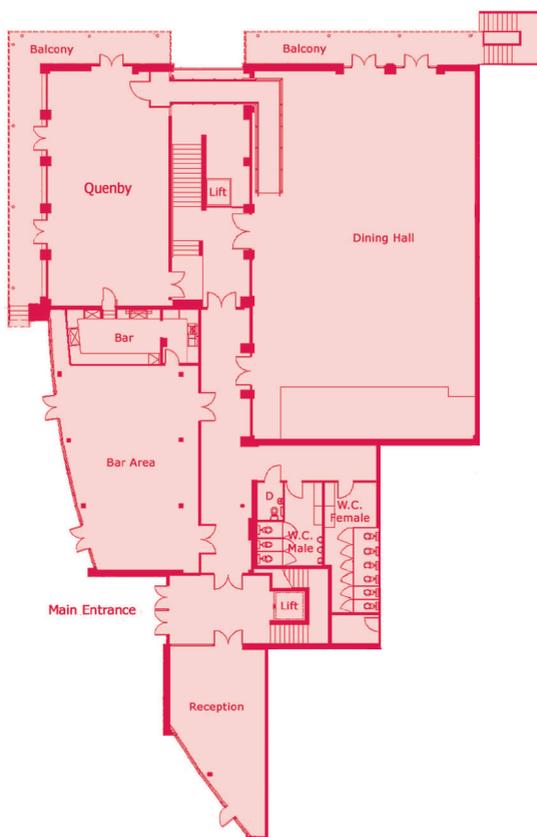
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Stamford Court Floor Plan

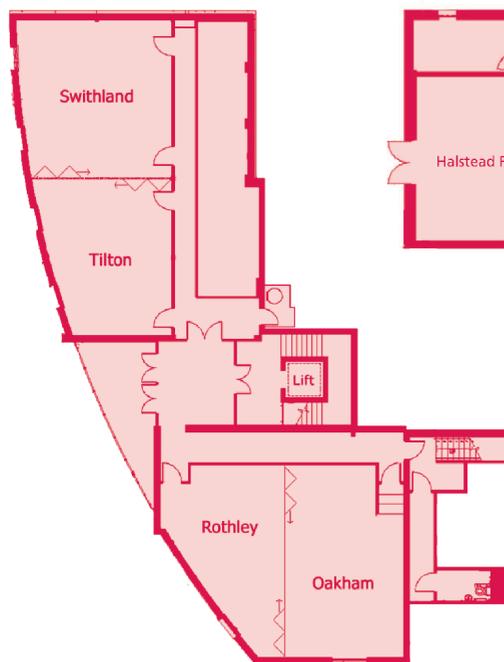


John Foster

Ground Floor Plan



1st Floor Plan



Lower Ground Floor Plan

