BALEAP Professional Issues Meeting (PIM) – Saturday 22nd June 2019

KNOWLEDGE IN EAP - University of Northampton, University Drive, Learning Hub

DRAFT timetable

This PIM aims to explore and exploit the existing knowledge, experience and beliefs of the BALEAP community present on the day to interrogate the position of knowledge in EAP, with the intention of challenging the status quo and driving the field of EAP forward.

There has been increasing consideration of the role of knowledge in the field of EAP [with Ding and Bruce's (2017) focus on the practitioner, Maton's plenary at the 2017 conference in Bristol introducing Legitimation Code Theory, Kirk's (2017) 'seeing knowledges in academic writing', and Monbec's (2018) focus on making knowledge explicit in the EAP curriculum]. It would appear that now is an opportune moment to open up dialogue across the BALEAP community concerning knowledge in EAP. To this end, the structure of this PIM is quite different, aiming to generate discussion and enable contributions from the wider audience. The day will follow the *world café* format, with session hosts rather than presenters. Hosts will lead a room; introducing the room to an aspect of knowledge within EAP that the host feels passionate about and/or has researched (in a maximum of 6 minutes) and then facilitating the audience's exploration of this theme through up to 4 related questions. It is hoped that this format will afford greater discussion and input from the participants, enabling the host to gather a richer snapshot of the EAP community's beliefs and experiences.

Due to the nature of the format audience participation is crucial. Hosts for each session have chosen one key reading that they suggest participants read prior to attending the session. We have given bibliographic details of the readings, but please contact baleap@northampton.ac.uk if you have problems accessing the readings.

Participants' contributions will be used in the write up of these sessions for publication accessible to the BALEAP community. These contributions will be anonymised and destroyed once the session has been published. If you would like to OPT OUT of giving consent to your contributions being used please inform the PIM team prior to 22nd June.

Although this is a one-day event, it is hoped that it will be a catalyst for taking EAP in new directions, with long-lasting impacts.

We are very much looking forward to welcoming you to what promises to be a very stimulating day.

Time	Session	Session	Location
8.45 – 9.20	Registration and coffee and exhibitors' stands		Learning Hub foyer
9.20 – 9.30	Introduction and welcome Susie Cowley-Haselden (University of Northampton)		Learning Hub foyer
9.30 – 10.00	**Steve Kirk** (Durham University) "What do we actually mean by 'knowledge'? Some opening thoughts for today"		Learning Hub foyer
10.05 – 11.10	**Session 1.1 Jo Kukuczka** (University Northampton International College) "Embracing knowledge: empowering EAP" **Reading:** Cowley-Haselden, S. and Monbec, L. (2019) Emancipating Ourselves from Mental Slavery: Affording Knowledge in our Practice. In M. Gillway (ed), Proceedings of the 2017 BALEAP Conference: Addressing the state of the union: Working together = learning together. Reading: Garnet Education		Session 1.1 LH0.17
11.15 – 12.20	**Session 2.1 Sarah Dowden-Parker** (Charles Darwin University) "Who fails? Triaging the threshold and mobilising knowledge in assessment" **Reading:** Brooke, M., Monbec, L., & Tilakaratna, N. (2019) The analytical lens: developing undergraduate students' critical dispositions in undergraduate EAP writing courses, *Teaching in Higher Education*, **24** (3), pp.428-443, DOI: 10.1080/13562517.2018.1534822	**Session 2.2 Christina Healey** "The Three Ls Cafe (Learners, Language and Learning)" **Reading:** Wingate U. (2015) *Academic Literacy and Student Diversity*. The Case for Inclusive Practice, Multilingual Matters, Bristol. Link to book review: https://www.baleap.org/resources/book-reviews/wingate_2015	Session 2.1 LH124 Session 2.2 LH125
12.20 – 13.10	Lunch		LH foyer
13.10 – 14.15	**Session 3.1 Paul Breen** (University of Westminster) "Where do broader theories of teacher knowledge fit into EAP practice?" **Reading:** Mishra, P. and Koehler, M.J., (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers college record*, **108**(6), pp.1017-1054.		Session 3.1 LH0.17

14.20 – 15.25	**Session 4.1 Emma Lay** (Arts University Bournemouth) "The Knowledge base of EAP practitioners" **Reading:** Short read: Campion, G. (2015). What is required to teach EAP? 30 May 2015.Teaching EAP Polemical. Questioning, debating and exploring issues in EAP. [online]. Available at: https://teachingeap.wordpress.com/2015/05/30/what-is-required-to-teach-eap/ [Accessed 14 May 2019]. Longer read: Ding, A. and Bruce, I., (2017). *The English for Academic Purposes Practitioner*. Palgrave Macmillan. Chapter 4.	**Session 4.2 Will Nash** (University of Sheffield) "EAP practices" **Reading:** TBC	Session 4.1 LH124 Session 4.2 LH125
	Afternoon coffee served in LH0.17		
15.30 – 16.35	**Session 5.1 Albert Wong** (Hong Kong University) "Dialogue in the EAP classroom: practitioners' and learners' collaborative knowledge-building" **Reading:** Kuteeva, M., & Negretti. R. (2016). Graduate students' genre knowledge and perceived disciplinary practices: Creating a research space across disciplines. English for Specific Purposes, 41, pp.36-49.		Session 5.1 LH0.17
16.35 – 17.00	Closing reflections		LH0.17

Session 1.1 Jo Kukuczka (University Northampton International College)

"Embracing knowledge: empowering EAP"

Abstract:

The proposal aims to contribute to the theme of the Knowledge base of the EAP practitioner/Troublesome knowledge. Subject literature, as well as the proposer's action research suggest that the field-tenor-mode analysis may bring significant value to EAP teaching and learning. However, this knowledge is rarely used in the classroom. It would be interesting to collectively investigate why.

Area of knowledge to be explored in the café and rationale:

My name is Jo and one of my greatest fears in EAP is SFL. I have labelled it obsolete for a temporary peace of mind, but I know that what I really feel is fear.

I have first come across it while studying on a PGCert TEAP where I failed to understand the concept and dismissed it as counterproductive. Meanwhile, teaching on a series of PEPs, my colleagues and I were continuously displeased with the quality of students' presentations (and students were displeased with their grades). There was a possibility that we were not teaching it effectively.

In response, I introduced peer reviews and focused on discourse markers resulting in some improvement. I then, as part of my portfolio-building for BALEAP TEAP, decided to once again face SFL and, more explicitly, its three dimensions of field-tenor-mode. Thanks to my mentor and some SFL reading (Halliday, 1973, Maton, Martin & Matruglio, 2016, et al) I finally saw the light. Suddenly, field translated into the question of What is going on?, tenor to What is the relationship between the speaker and the audience?, and mode to How is it delivered? began making much more sense. I found a suitable presentation example, adapted worksheets, and facilitated the session.

Students enjoyed it and reported deeper understanding of the genre, so I involved further three groups of students. Summative assessment revealed significantly higher grades across all groups (cohort of fifty), with three students failing. Encouraged by this, I have recently introduced the approach when analysing other genres in the classroom.

Proposed questions:

1. Do we, as a profession, fear knowledge?
2. What makes us thirst for knowledge/ 'switch on'?
3. Do we question/evaluate the knowledge we have? (Is the knowledge we have the *right* knowledge? How do we know?)
4.. What can we do, as a profession, to embrace knowledge?

Reading:

Cowley-Haselden, S. and Monbec, L. (2019). Emancipating ourselves from mental slavery: Affording knowledge in our practice. In: *Addressing the state of the union: Working together = learning together*. Proceedings of the 2017 BALEAP Conference. Reading: Garnet Publishing Ltd

Author bio:

BSc (Hons), MSc, CertTESOL, PGCert TEAP, PGDip Education, AFBALEAP, FHEA

Lecturer in EAP and Critical Thinking for UG and PG study

Passionate about EAP learning, teaching and continuous research. Recent projects: lecture listening strategies, fostering critical thinking beyond the classroom, SFL/LCT in EAP teaching. Current interests: EAP practitioners as critical thinkers, hands-on knowledge-building (grounded in SFL, LCT, capability theories), compassion in academic discourse.

Session 2.1 Sarah Dowden-Parker (Charles Darwin University)

"Who fails? Triaging the threshold and mobilising knowledge in assessment"

Abstract:

Assessment can be considered as the "Ground Zero" of teaching and learning and as such is central to discussions on future directions for EAP practice. This café theme develops from previous BALEAP symposiums on assessment and knowledge, but flips the focus onto the student experience. The café aims to contextualise recent theoretical insights and suggests effective ways forward.

Area of knowledge to be explored in the café and rationale:

Knowledge-building and assessment

Assessment can be viewed as a guessing game, for both the assessors and the assessed. Students often complain they are expected to "guess what's in [the assessor's] head" (Peacock, 1986), whilst teachers face the challenge of interpreting and developing students' "orientation to meaning" (Schleppegrell, 2004, pp.26-7).   The situation is described by Maton (2014, p.4) as an endemic problem of "knowledge blindness in education".

Whilst assessment has always been a teaching and learning staple, we now can understand the process in more granularity. Meyer and Land's (2006) "Threshold Concepts" help us identify student transformation, whilst Maton's (2014) "Semantic Profiling" demonstrates the extent to which epistemological and ontological connections have been made. We are now able to characterise who is passing, but not who is failing.

The aim of this workshop is to explore the experiences of EAP practitioners in the assessment process and develop "fail profiles", based on the variety of knowledges enacted during assessment (such as intercultural knowledge, knowledge structures, metalanguage, etc.).

Together, dialogic discussion on the presence or absence of these knowledges (or blind spots) in assessment tasks could help to characterise fail/ borderline types. The notion of "triage" suggests a sense of prioritisation in the urgency of targeted support.

Proposed questions:

1. Who fails? What are the differences between students who pass, barely pass and those who fail?

2. What kinds of knowledges do students need to know to "Pass"? Are there patterns in learner cohorts or disciplines?

3. Prioritise the "blind spots" or constraints for failed or struggling students?

4. What now? Based on the ranking activity, where should EAP practitioners best direct their energy?

Reading:

Brooke, M., Monbec, L., & Tilakaratna, N. (2019) The analytical lens: developing undergraduate students' critical dispositions in undergraduate EAP writing courses, *Teaching in Higher Education*, 24 (3), 428-443, DOI: 10.1080/13562517.2018.1534822

Background reading (seminal):

Freebody, P.; Martin, J.R. and Maton, K. (2008). "Text, talk and knowledge in cumulative, integrated learning: a response to intellectual challenge". Australian Journal of Language and Literacy.

or

Cutting edge:

Maton, K. (forthcoming) Semantics from Legitimation Code Theory: How context-dependence and complexity shape academic discourse, in Martin, J.R., Maton K. & Doran, Y.J. (eds) Academic discourse: Systemic functional linguistics and Legitimation Code Theory, London, Routledge.

http://legitimationcodetheory.com/knowledge-base-2/maton-k-forthcoming-semantics-from-legitimation-code-theory-how-context-dependence-and-complexity-shape-academic-discourse-in-martin-j-r-maton-k-doran-y-j-eds-academic-discourse-sydte/

Author bio:
Sarah Dowden-Parker is a Lecturer in Initial Teacher Education and Doctoral candidate and has an extensive background of advising and teaching TESOL in school settings across Australia and the United Kingdom. Sarah is interested in the role of language and literacy in Learning Sciences, Design pedagogy and assessment.

Session 2.2 Christina Healey

"The Three Ls Cafe (Learners, Language and Learning)"

Abstract:

In the context of the new HE EAP needs to move in new directions but it must do this from a strong knowledge base but more inclusive knowledge not more specialised. By definition this knowledge is 'troublesome' because it will change the accepted roles of EAP tutors.

Area of knowledge to be explored in the café and rationale:

Some troublesome questions

Wingate's book needs to be read in the context of the recruitment and retention problems which can sometimes beset in-sessional as opposed to pre-sessional EAP classes. This aspect of EAP doesn't seem to be working very well. Wingate suggests an alternative based, as the title indicates, on three concepts central to the idea of the university in the early 21st century, namely '*academic literacy*', '*student diversity*' and '*inclusive practice*'.

Wingate's ideas can be treated as a response to certain observable phenomena in contemporary HE in the UK such as the (possible) decline of the 'international' student body in response to the government's 'hostile environment' and the rise of a more diverse 'home' study body. As a consequence of these changes are there other groups of 'study skills' practitioners as well as EAP tutors for example Academic Skills / Learning Development Tutors , Specific Learning Difficulties/differences tutors (SpLD) with whom we could share our EAP knowledge?

The first troublesome question about Wingate's proposed changes is WHY?

"*Subject-integrated literacy instruction requires structural and organisational changes . . . The investment is worthwhile as this provision will most certainly result in lower attrition rates, better progress for many students and greater student satisfaction.*" (Wingate p.152)

For the purposes of this cafe we will accept that the results of her proposed changes could be better student progress and greater student satisfaction.

The second troublesome question is HOW?

How can these desirable ends be achieved? Can anyone with a language degree and a liking for talking to students teach 'inclusive' academic literacy? Or is it more complicated than that?

The answer propounded in this cafe i.e. the three Ls (Learners, Language and Learning) is the host's own and may be rather simplistic (well it is Saturday and we are supposed to be having fun) But the ideas behind it are Wingate's.

This cafe suggests that effective EAP tutors need certain specialist knowledge and that this knowledge can be divided into one of three Ls:

- knowledge about learners
- knowledge about language
- knowledge about learning

Knowledge about Learners – some troublesome questions

"*. . widening access to higher education has   . . . not been accompanied by a sufficient understanding that student populations are now more diverse and less prepared for academic study than . . . the highly selected student intakes in previous elite systems."* (Wingate 2015 p.1)

Questions to be discussed in the cafe focus on:

- How relevant for effective EAP teaching is a knowledge of learner differences of personality, language and culture and also of differences in individual experience?

Knowledge about Language - some troublesome questions

Wingate refers to Hymes (1972) in order to re-define 'academic literacy' as 'academic communicative competence within an academic discourse community.' She emphasises that "*this competence includes knowledge of the discipline's*

epistemology and socio-cultural context" (Wingate p.161). She then uses the logic of this definition to argue that such competence is best developed within discipline-specific curricula and in the closest collaboration with subject tutors. She also argues that the development of such competence is as much needed by home as by international students. She quotes Bourdieu and Passeron (1990:115) as arguing that academic language is *'never anyone's mother tongue, even for the privileged classes'* (Wingate p.11).

Questions to be discussed in the cafe focus on:

Given that EAP tutors favour a descriptive rather than a prescriptive knowledge of language, how relevant to effective EAP teaching is:

- a knowledge of the differences /similarities between different languages
- a knowledge of the nature of subject-specific academic language

Knowledge about Learning - some troublesome questions

This is the most difficult form of knowledge to define and one which can't easily be extracted from the pages of Wingate. **Questions to be discussed in the cafe focus on:**

- how much does our knowledge about learning come from theory i.e. psycholinguistics for example and how much from experience?
- how relevant for effective EAP teaching is a knowledge of specific learning differences /difficulties (SpLD) such as dyslexia, dyspraxia, autistic spectrum and Attention Deficit Hyperactivity Disorder (ADHD)

References:

Hymes, D. (1972) On communicative competence. In J.B.Pride and J.Holmes (eds) *Sociolinguistics* (pp. 269-293) London: Penguin.

As this paper makes clear the Wingate book mentioned above has been inspirational in the thinking behind this cafe. Most of the quotations from Wingate have been taken from a review of her book by the host published on the BALEAP website. At the same time the host takes full responsibility for any

misinterpretations or misunderstandings. If you want to follow Wingate's ideas through in more detail read the book.

Reading:

Wingate U. (2015) *Academic Literacy and Student Diversity*. The Case for Inclusive Practice, Multilingual Matters, Bristol.

Link to review: https://www.baleap.org/resources/book-reviews/wingate_2015

Author bio:

Christina Healey (christina.healey@bil.ac.uk) recently retired from a career in ESOL / EAP in FE/HE. Recently she was identified as dyslexic and this has influenced her practice. She is now a specialist study skills tutor and tries to blend her two areas of expertise, language and learning. Hopefully to the benefit of the learners.

Session 3.1 Paul Breen (University of Westminster)

"Where do broader theories of teacher knowledge fit into EAP practice?"

Abstract:

This session will interrogate and explore the role of knowledge within EAP practice. Based on my PhD research into teacher development and teacher knowledge, the session will examine the roles of pedagogy and content in EAP knowledge and practice, and how to enact PCK theories in practice.

Area of knowledge to be explored in the café and rationale:

I was introduced to the TPACK theoretical framework as the basis for PhD studies relating to teacher development in an EAP context (Breen, 2018). This theory of Technological Pedagogical Content Knowledge (Mishra & Koehler, 2006) has helped improved my work as a teacher and teacher educator. I am thus interested in hosting a discussion on how EAP teachers understand and evaluate their own subject knowledge. Furthermore, to what extent do they appreciate or value the rich resource of pedagogic knowledge that most have acquired through ELT backgrounds? Following on from this, I want to discuss how we find synergy between this pedagogic knowledge and the content knowledge that we need as practitioners of EAP, taking into consideration the fact that Lee Shulman, creator of the original Pedagogical Content Knowledge (PCK) framework did not see language teaching as a natural fit for his framework because it was different to other 'content based' subjects.

Proposed questions:

1. Have I asked the question the wrong way round – can EAP fit into PCK?
2. What is PCK and what are the associated models such as TPACK?
3. Has ELT and EAP downplayed the strength of its own pedagogic approaches within higher education?
4. How can we develop our Content Knowledge to match the Pedagogic Knowledge we have as EAP and ELT practitoners?

Reading:

Mishra, P. and Koehler, M.J., (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers college record*, **108**(6), pp.1017-1054.

Author bio:

Paul Breen is a Senior Lecturer in EAP & Academic Practice, with research interests in the areas of teacher knowledge, teacher identity and teaching with technologies. His PhD studies in the area of teacher development gave rise to the 2018 publication '*Developing Educators for the Digital Age – A Framework for Capturing Knowledge in Action*' – published by University of Westminster Press.

Session 4.1 Emma Lay (Arts University Bournemouth)

"The Knowledge base of EAP practitioners"

Abstract:

This proposal is aligned with 'EAP knowledge'. I intend to garner participant opinions and experiences of our EAP knowledge: What we think we should know to be effective EAP practitioners, how we acquire our knowledge and what else we might need to know going forward.

Area of knowledge to be explored in the café and rationale:

EAP Knowledge

There are varying views within the EAP community about what knowledge we as EAP practitioners need and why. Are we linguists? Are we academic skills teachers? Are we both? Are we conduits, facilitators, or change agents? (Kumaravadivelu, 2003). Are we service providers, academics, 3rd space professionals? Along with these issues of identity come questions about what we need to know to be who we want to be.

The BALEAP Competency Framework for Teachers of English for Academic Purposes (2008) attempted to address this by stating that an EAP practitioner will:

• have a reasonable knowledge of the organizational, educational and communicative policies, practices, values and conventions of universities

• be able to recognize and explore disciplinary differences and how they influence the way knowledge is expanded and communicated

• have a high level of systemic language knowledge including knowledge of discourse analysis.

Ding and Bruce (2017, cited in Monbec, 2018) concur when they say we should have expertise in methods and tools to analyse academic disciplinary practices and discourse and they go further in offering examples (genre theory, corpus linguistics, academic literacies, SFL).

As we move closer to embedding support within courses, do we need to gain detailed disciplinary knowledge?

Furthermore, as HE, and indeed the world, continues to undergo dramatic changes, do we need to acquire other forms of knowledge?

Proposed questions:

1. What EAP knowledge do you think we need to have to be successful EAP practitioners nowadays?
2. How have you acquired (or intend to acquire) your EAP-related knowledge?
3. How do you apply this knowledge (disciplinary, language, discourse, university values) in your teaching?
4. Looking to the future, what other knowledge may we need to acquire?

Reading:

Short read: Campion, G. (2015). What is required to teach EAP? 30 May 2015.Teaching EAP Polemical. Questioning, debating and exploring issues in EAP. [online]. Available at: https://teachingeap.wordpress.com/2015/05/30/what-is-required-to-teach-eap/ [Accessed 14 May 2019].

Longer read: Ding, A. and Bruce, I., (2017). *The English for Academic Purposes Practitioner*. Palgrave Macmillan. Chapter 4.

Author bio:

Emma has worked in HE for 15 years as a lecturer, teacher educator and coordinator. Her interests lie in transformative and critical pedagogies, the purpose of Higher Education and authenticity in teaching and learning. She is currently an EAP Lecturer on AUB's Foundation programme, coordinates and teaches the presessional, and works 1-2-1 with students. She initiated a collaborative project with librarians to embed academic support within courses, which is offering many insights into *what* we know and *what else* we might need to know as EAP practitioners.

Session 4.2 Will Nash (University of Sheffield)

Abstract:

Knowledge of EAP Pedagogy - Decisions about employing staff on EAP programmes are made on qualifications, experience and skills.   In particular, for summer pre-sessional work, selection of teachers can be on qualifications alone, or looking at non-EAP teaching experience. This is in part due to a lack of enough teachers with EAP experience.

Area of knowledge to be explored in the café and rationale:

EAP Practices

BALEAP Competency 10 – Teaching Practices

"An EAP teacher will be familiar with the methods, practices and techniques of communicative language teaching and be able to locate these within an academic context and relate them to teaching the language and skills required by academic tasks and processes."

The BALEAP Competency Framework suggests that EAP teachers need knowledge and understanding of:

'The key differences between the content and processes required for teaching and learning in an EAP class compared with a general ELT class [and] a developed repertoire of teaching techniques and the rationale for their appropriate use'

Although the Framework gives some information on the abilities and implications of the knowledge on EAP practice, it does not suggest how the abilities are to be implemented or implications assessed. Therefore, these are/can be open to different interpretations and there are still conflicting views about what EAP teaching should look like in the literature and in staffrooms.

This World Café table will consider teaching practices in EAP, what knowledge is needed in this area, how that impacts on the training, development, recruitment and support of EAP teachers.

Proposed questions:

1. What are the key differences the content and processes required for teaching and learning in an EAP class compared with a general ELT class?

2. What are the teaching techniques needed for a EAP teacher to have 'a developed repertoire'?

3. How do/should the knowledge of the first 2 questions impact on the training and development of EAP/ELT teachers?

4. How do/should the knowledge of the first 3 questions impact on the recruitment and support of EAP teachers?

Reading: TBC

Author Bio:

Will Nash is Academic Director for Training and Development at the University of Sheffield English Language Teaching Centre in the UK. He has worked in Further, Higher and Adult Education for over 20 years as a teacher, teacher trainer and manager. His areas of interest are Training and Development, Teaching in University Contexts and TESOL Methodology.

Session 5.1 Albert Wong (Hong Kong University)

"Dialogue in the EAP classroom: practitioners' and learners' collaborative knowledge-building"

Abstract:

This session examines role of EAP practitioners' role in addressing discipline specific demands through classroom dialogic practices in co-constructing knowledge with learners. As such, it is also an attempt to critically examine the potential of EAP classroom discourse research for the articulation of an emergent theory of pedagogical content knowledge pertaining to EAP as a growing discipline.

Area of knowledge to be explored in the café and rationale:

Recently, the ways in which EAP practitioners are to articulate their professional identity have been called into question (Ding & Bruce, 2017; Campion, 2016). If, as Todd (2003) has rightly pointed out, far more is known about the what than the how of EAP, then its recent growth as a theoretically grounded interdisciplinary field (Hyland, 2018) presents an important case for a contextualised exploration of how the professional role of the practitioner is also to be envisioned at the level of engagement with the academic disciplines in the classroom context.

It is important to see knowledge in EAP as grounded in active participation in learning processes (Wells, 2001). This view demands us to view the articulation of EAP teaching and learning as a process of collaboration between the novice and the expert. On the one hand, EAP teachers are seen as language experts who assist learners in acquiring "distinctive ways members jointly construct a view through discourses" (Hyland, 2002, p.390). Yet, it is also crucial to view the construction of knowledge as manifested through classroom dialogue between the learner and the teacher.

Proposed questions:

1. What forms of collaboration should be expected between learners and the EAP practitioner in the discipline-specific EAP classroom?

2. How much content preparation should be expected of EAP practitioners?

3. How can teachers make use of classroom interactional strategies to engage learners in the production of content knowledge that supplements their own?

4. How should EAP teachers understand their role in promoting academic knowledge construction in the process of classroom teaching?

Reading:

Kuteeva, M., & Negretti. R. (2016). Graduate students' genre knowledge and perceived disciplinary practices: Creating a research space across disciplines. *English for Specific Purposes*, **41**, pp.36-49.

Hyland, K. (2018). Sympathy for the devil? A defence of EAP. *Language Teaching*, **51**(3), pp.383–399.

Author Bio:

Albert Wong is assistant lecturer in EAP at the Centre for Applied English Studies at Hong Kong University and is also undertaking doctoral studies to investigate dialogic classroom talk in discipline-specific EAP contexts. Currently serving as deputy coordinator of the dentistry EAP programme, he also leads the General Language Advising team.