BALEAP BIENNIAL CONFERENCE2021: EXPLORING PEDAGOGICAL APPROACHES IN EAP TEACHING

April 6-10, 2021

Online, hosted by English for Academic Study, University of Glasgow

Programme Abstracts from Conference Platform

Plenary 1 Associate Professor Maha Bali

Title: Creating Equitable, Caring Communities Online
Authors: Maha Bali - *American University in Cairo*, *Egypt*
Session: Plenary 1 - Virtual conference hall, 06/04/2021, 09:45-10:45

Abstract

In this plenary, we will discuss the intersections of equity and care when creating community online, and the importance of centering the socioemotional needs of learners during crises. We will explore the differences between Equity and equality, and multidimensional views of social justice. We will also problematize care as desirable and discuss when care promotes student growth and is empowering versus when it can potentially be harmful. Specific strategies for creating community online will be discussed, such as how to center care and equity when:

- Students introduce themselves to each other and to us
- We write our syllabi and invite students to engage with it
- We invite student feedback on our courses
- In our ongoing synchronous and asynchronous interactions
- In how we set the tone for our courses in various ways

We will also discuss the importance of safety considerations and adaptations for different contexts and types of learners

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Plenary 2 Dr Ursula Wingate

Title: Reintroducing the process approach into EAP teaching
Author: Dr Ursula Wingate, Kings College London
Session: Plenary 2 - Virtual conference hall, 06/04/2021, 10.30-11.300

Abstract

In this paper, I will argue for bringing the process approach back into the EAP classroom, as student needs are not comprehensively addressed by skills- and genre-oriented teaching. My argument is based on my recent research into novice students' writing at university. The study included a questionnaire eliciting students' conceptions and use of the processes of planning and reviewing, and a multi-method investigation of thirteen students completing their first assignment.
The main research methods were the screen recording of all computer-based activities undertaken by the participants, as well as regular interviews during the period of assignment writing. The findings revealed that some students arrive at university unprepared for the extensive planning that is needed for academic writing, lack strategies in source use, and are unable to use the process of reviewing purposefully to build a coherent argument. On the basis of these findings, I will propose various ways in which EAP can implement a renewed focus on writing processes, and recommend screen recordings as an innovative teaching tool for demonstrating effective process use in academic writing.

Flower, L. and Hayes, J. (1981) A cognitive process theory of writing. College Composition and Communication, 32, 365 -387.

Plenary 2 Professor Steve Walsh

Title: Evidence based reflective practice and teacher development

Author: Professor Steve Walsh, Newcastle University
Session: Plenary 3 - Virtual conference hall, 09/04/2021, 11.30-12.30

Abstract

This talk offers a social view of learning and professional development, taking the position that learning is a dialogic process in which meanings are mediated by language. Dialogue allows meanings to be co-constructed, new understandings to emerge and professional learning to develop. Dialogic reflection (Mann and Walsh 2017) considers the ways in which practitioners make sense of their professional worlds, develop new understandings and improve their professional practice. A key element of a dialogic, mediated approach to reflection is the way in which tools and artefacts can act as a catalyst (e.g. metaphors, critical incidents, video) and help promote more systematic and focused professional dialogue.

This talk will focus particularly on the use data and evidence in reflection, arguing that finer grained, 'up-close' understandings of classroom practice can be best achieved through the use of recordings, transcripts, 'snapshot' lesson extracts and so on, supported by dialogue with a colleague or critical friend. Talking to and collaborating with others are often key elements of any reflective process, allowing new understandings to emerge, current practices to be questioned and alternatives to be explored. The very act of 'talking through' a recent experience, such as a segment of teaching, facilitates reflection and may ultimately result in changes to practice.

In order to understand how dialogic reflection 'gets done', a micro-analytic approach to data is adopted, following the principles and theoretical underpinnings of conversation analysis (CA). Using this approach, we are interested in the ways in which interactants achieve intersubjectivity (or shared understanding) to promote 'deep' rather than 'surface' understandings of pedagogy and professional practice.

The process approach to teaching writing, based on Flower and Hayes's (1981) cognitive process theory, aims to help students to engage with the basic processes of planning, formulating and reviewing effectively and recursively. The approach, popular in the 1980s, was soon criticised for neglecting social aspects of writing and subsequently gave way to skills- and genre-based instructional models that are now prevalent in EAP.

Title:	**Time allowances in source-based writing: implications for EAP pedagogy and assessment design**
Authors:	Emma Bruce - Freelance / NCUK, United Kingdom
Session:	Live papers 1.3a - Virtual room 1, 06/04/2021, 11:00-11:30

Abstract

The aim of this doctoral research was to investigate the impact of time allowances in an EAP reading-to-write (RTW) assessment context. Set within a language centre in a Hong Kong university, this mixed-methods study collected parallel data in both timed and extended conditions to gain an understanding of the similarities and differences in students' source use, composing behaviour, performance and attitudes.

The research benefitted from the synthesis of quantitative performance data (essay scores and lengths, and reference types and uses), and qualitative student insights (retrospective questionnaires and discourse-based interviews). Triangulation allowed for a rich understanding of how affective reactions evoked by the time allowances impacted students' approach to the task and their performance.

 Results highlight the facilitating and debilitating potential of time conditions in reading-to-write assessment tasks. While some students felt the time pressure elicited a heightened cognitive state which enhanced performance, the majority preferred the extended condition, valuing the time to read the sources and work in a relaxed environment. This was evidenced in a constructive approach to composing which involved increased engagement with the sources, and was, in part, accountable for the significantly higher essay scores in the extended condition. This is consistent with other RTW studies which found that effective reading strategies enhance writing (e.g. Bereiter & Scardamalia 1989; Howard 1999; Shi 2004; Plakans 2009).

This study makes important contributions for RTW assessment design and pedagogy in EAP programmes. It suggests that essays produced in timed and extended conditions are two different manifestations of the dynamic reading-to-write construct. An understanding of the different processes students engage in is vital for planning best practice in teaching, as well as for making meaningful decisions regarding source-based writing assessment. If both types of writing are relevant in the wider university, EAP programmes should support students in acquiring a variety of composing strategies and the critical flexibility to reflect on the specific requirements of the writing context and choose accordingly (Worden, 2009). As cautioned by Silva (1990) and Khuder and Harwood (2019), this study highlights how a single approach to teaching and assessing writing is a deficit model which does not equip students with the best strategies to write in different contexts. Findings provide support for a flexible approach to source-based writing assessment, which includes both 'untimed' assessment tasks and timed exams to ensure a fair and humane assessment framework which biases for best (Swain 1985).

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Title:	**Get-to-know BALEAP Special Interest Groups (SIGs)**
Authors:	Anneli Williams - Arts; SMLC; English for Academic Study, United Kingdom
Session:	Introduction to BALEAP SIGs 1.3b - Virtual room 2, 06/04/2021, 11:00-12:00

Abstract

March 2020 saw the launch of eight BALEAP Special Interest Groups covering a range of areas important to the BALEAP membership and to EAP practitioners more widely: Academic Literacies; Creative Disciplines; Developing, Teaching and Testing Academic Listeners; Doctoral Education; EAP for Social Justice; Technology-Enhanced Learning; Testing, Assessment and Feedback; and Transnational Education. This year we look forward to the launch of a new SIG focussing on Teacher Education in EAP. In spite of the disruption to the sector posed by the COVID 19 crisis, a number of SIGs have been active, and all SIGs are keen to develop their membership and programme of activities going forward.

We propose to host a 'Get-to-know you' series of nine short talks from representatives of each SIG in which they: explain the purpose and aims of the SIG, summarise activity to date, set out future plans and provide contact details for those interested in joining. Each talk will last approximately 5 minutes, and the final 15 minutes will be given over to questions from the audience. We hope that the event will stimulate interest in SIG activity and encourage conference attendees to become involved with this new and exciting development.

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Title: **'It's a bit like ….' - Teaching and learning through metaphor in EAP**

Authors: Simon Gooch - University of Nottingham, United Kingdom

Session: Workshop 1.3c - Virtual room 3, 06/04/2021, 11:00-12:00

Abstract

Metaphor (in its widest sense) has been used for millennia to communicate, understand, generate and develop abstract ideas and concepts. Indeed, Lakoff and Johnson (1980) claim that metaphors are so central to the way we think that they help to actually define and structure our conceptual systems and (by extension) our 'everyday realities' and actions. If this is the case, then metaphor can potentially provide a productive way of 'surfing' the semantic gravity/density 'waves' of Legitimation Code Theory (LCT) in the EAP classroom by providing accessible transitions between more generalised abstract concepts and the more immediate, specific and graspable realities that together help constitute effective instruction and learning … (see Maton 2017).

Although metaphor has previously been explored in an EAP context, this has largely been through the lens of metaphor use in academic-related discourse (see, for example Zanotto *et al* 2008;

Littlemore *et al* 2011) or the ways in which metaphors from L1 might impact on learner academic language usage (see Liardét 2018). However, this session will focus on the potential pedagogical power of using metaphor to convey and clarify relatively complex EAP concepts in the EAP classroom. I will suggest that metaphor should be an essential tool in any EAP teacher's pedagogical 'toolkit'.

The session will begin with a brief theoretical underpinning situating the use of 'pedagogical' metaphor within a loose LCT framework (Alexander 2020). This will be followed by a demonstration of some of the metaphors I have used with students to help explain quite complex EAP/academic literacy concepts (e.g. 'context', 'academic voice', 'stance'). Each of these serves to illustrate some of the potential benefits of using metaphor (e.g. 'to help generate fresh ideas/perspectives') and their possible contribution to enriching online interactions.   Finally, as part of a virtual 'swap shop', participants will have opportunities to share their own ideas, experiences and evaluations of using metaphor in their own classes.

As a participant, you should be able to take away the following from this session:

- an awareness of the different ways in which metaphor can help support EAP learners in getting to grips with key EAP/academic literacy concepts
- an awareness of some of problems associated with using metaphor in the EAP classroom and how these might be mitigated
- some practical ideas that you should be able to use as a springboard for (further) developing your own metaphor-related EAP pedagogy

NB. If you have any metaphors which you use in your own teaching to get across different EAP concepts, and which you would be happy to share, then please bring them along (metaphorically, of course!) to help enrich the final part of the session.

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Title: **Writing Guidelines to Streamline EAP Materials Production in a University**

Authors: Seyran Erdogan - Sabanci University School of Languages, Turkey; Deniz Cicekoglu - Sabanci University, Turkey

Session: Discussion of pre-recorded papers 1.4a - Virtual room 1, 06/04/2021, 12:05 - 12:35

Abstract

When researchers do research to find what makes teacher-made materials effective, they have to go through pages and pages of articles focusing on course book materials with the hope of coming across a part that might be of use to their context and be adaptable to their purpose. In contexts where commercial books meet only some of the objectives in the syllabus, it is up to teachers to cover the others, which may lead to piles of materials, all with a different appearance and style. Some of those materials may not even fit the institution's adopted approach. This was the starting point of the project that will be the topic of this talk. In Sabanci University School of Languages, the preparatory school of a foundation university in Istanbul, Turkey, where this project was carried out, there was no shortage of teacher-written materials. Each teacher who contributed to the material pool had their own way of writing materials, and thus every piece of material presented to students looked and felt different. To streamline the process and the outcome of materials production so as to present standard work to students, the director of the school set up the Materials Guidance Group, whose first task was to come up with guidelines teachers could refer to when writing materials to make decisions regarding themes, tasks, level, layout and so on. As we were not able to find ready-made guidelines during our literature survey, we created our own. This

talk will detail the what the situation was before in the School of Languages regarding teacher-written materials, how we came up with the initial Guidelines for Effective Materials and what components we placed in them and why. The talk will continue with the feedback we collected from teachers on the guidelines and the revisions we made to them. The talk will end with a brief definition of the role of the Materials Guidance Group members in the teaching groups which they are attached to, the overall effectiveness of the guidelines and our recommendations for any other institution which would like to undertake such a project.

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Title: Going beyond course evaluations: incremental steps to building comprehensive quality enhancement at module level
Authors: Sarah Mattin - International Study and Language Institute, University of Reading, United Kingdom; Vicky Collins - International Study and Language Institute, University of Reading, United Kingdom
Session: Discussion of pre-recorded papers 1.4a - Virtual room 1, 06/04/2021, 12:05-12:35

Abstract

Quality assurance mechanisms are typically robust in scrutinising the end product of curriculum or course design. These mechanisms include the systematic post course surveys to students and teaching staff, sometimes viewed as an 'institutional deliberate step'. Although end of course evaluations are crucial in evaluating the effectiveness of a course (Blaj-Ward, 2014; Crosthwaite, 2016), given the time constraints of Pre sessional English provision, they have perhaps taken precedence as a quality assurance tool.
In this study we identify incremental stages of quality management and enhancement activities at the module or course level, which is the is the first level of four in a hierarchy of Quality Management and Enhancement (QME) structures at our institution. We consider these in the context of designing a new Pre sessional English course component 'Preparing for Research and Enquiry' which guides students through the process of writing a critical review of three empirical research articles. We critically appraise our activities against four institutional QME responsibilities below (UoR, 2019), evaluating the approach and impact of our initiatives as outlined below.

QME1. Setting the aims and learning outcomes:

Alignment with institutional and accrediting body frameworks

Review of the academic context to ensure Pre-sessional component alignment with degree programme requirements

Outcomes-based approach to syllabus design

QME2. Ensuring the module provides a high-quality student academic experience:

Piloting of the proposed task with teacher-writers and near-peer student writers

Focus group with student writers

Observing the materials 'in action'

Gathering student and teacher feedback

QME3. Ensuring that the delivery of the modules, including resource considerations, facilitates the achievement of the stated learning outcomes:

Production of a comprehensive set of induction materials for colleagues

Consideration of task sustainability

QME4. Monitoring the performance of the module and the attainment of its learning outcomes:

Analysis of student performance

Comparison with previous assessment

Practitioners working at similar levels of responsibility may find that programme realities limit opportunities for exploring student partnerships, tracking performance or learning transfer studies to ascertain quality and effectiveness. By reviewing the above stages, we hope to show that a synthesis of incremental QA & QE activity is achievable whilst operating within the constraints of such programmes. Many of these stages involved smaller teams making them easier to influence and complete sooner, hence motivating those involved. Taken together they constitute a repeatable cycle which contributes to comprehensive quality assurance and enhancement.

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Title: Difficulties of English academic language skills in two divisions
Authors: Dogan Yuksel - Kocaeli University, Turkey; Mehmet Altay - Kocaeli University, Turkey
Session: Discussion of pre-recorded papers 1.4a - Virtual room 1, 06/04/2021, 12:05-12:35

Abstract

This presentation explores the relationship between perceived difficulties of English academic language skills in two divisions: the Mathematical, Physical, and Life Sciences (MPLS) and the Social Sciences, and academic success in EAP courses. Needs assessment is an important aspect of language education planning in English for Academic Purposes (Benesch, 1996). Previous studies have found that students need to be competent in certain language areas and skills to be able to cope with academic demands (Cumming, 1994; Ferris and Tagg, 1996). Moreover, recent research has shown that academic language skills is an important predictor of attainment in various settings (Rose et al., 2019). Building on previous research on perceived difficulties of English academic language skills, this study explored the following research questions.

RQ1. Which language skills are perceived to be difficult by students in MPLS and Social Sciences divisions, and how do the perceptions of MPLS students compare with those of their Social Sciences counterparts?

RQ2. Assuming both students in MPLS and Social Sciences divisions have certain language difficulties during their academic study, do these language difficulties affect their academic achievements in terms of their GPAs during their studies?

Exam scores were collected from fourth-year students studying Mechatronics Engineering (n=68) and International Relations (n=65) at a public university in Turkey. Students also filled out Bergman and Cheng's (1998) EAP needs survey. T-test analysis demonstrated that students in the Social Sciences had significantly more perceived difficulties. Regression analyses revealed that in both divisions academic success in EAP courses predicted perceived difficulties of English academic language skills. This study builds on a previous study that documented the division based differences in needs assessment in terms of perceived difficulties of English academic language skills. Implications of these findings for pedagogy will be discussed during the presentation as well.

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Title: Voice as methodological construct for understanding literacy practices in a Malawian university.
Authors: Geoffrey Nsanja - University of Leeds, United Kingdom
Session: Discussion of pre-recorded papers 1.4b - Virtual room 2, 06/04/2021, 12:05-12:35

Abstract

The narrative turn in the social sciences has been instrumental in making student voice 'audible' in academic literacies research as exemplified by the work of Ivanič (1994, 1998) and Lillis (2001). This is important as it enables student participants to position themselves as "epistemologically responsible" agents who can theorise their own lived experiences (Elliot, 2005; Harvey, 2014). For this to be achieved, this paper contends that in researching EAP pedagogies and academic literacies practitioners/researchers need to look beyond practical voice (what respondents say) alone and consider both ontological and epistemological voice (how they say what they say and align themselves to certain positions) of their participants in analysing interview data (see Batchelor, 2006). Using data generated through talk around text or discourse based interviews (Hyland, 2012; Lillis, 2008) with students transitioning to university life in a faculty of commerce at a Malawian university, this paper will highlight how participant voice of alignment and becoming indexes the wider social context which impact literacy practice and identity uptake. Participants were given an opportunity to reflect on intertextual and evaluative positions they took in the writing they had submitted for assessment. Such talk around text was chosen realising that for validity and reliability purposes it is better to study and talk about texts responding to real-life situations as opposed to studying contrived texts written for research purposes (Ivanič, 1994). This paper will demonstrate how adopting interactive positioning perspectives (Bamberg, 1997) in analysing the discourse based interview data not only enabled the researcher to appreciate how participants interactively position themselves in the 'told world' (Bamberg, 1997), but, perhaps more importantly, presented an important platform for understanding the context in which academic literacies take place in Malawi. Such a platform presented strong grounds for bridging the 'text/context' divide in academic literacy research. In the final analysis the paper contends that these realisations strongly suggest that practitioners carrying out social research in EAP and academic literacies should be encouraged to treat data as discourse as doing so is bound to help understand the important correlation between text (of the interview data) and the context which such data index.

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Title: Exploring the Relationship between Academic Vocabulary Knowledge and EFL Students' L2 Writing Performance

Authors: Liliya Makovskaya - Westminster International University in Tashkent, Uzbekistan
Session: Discussion of pre-recorded papers 1.4b - Virtual room 2, 06/04/2021, 12:05-12:35

Abstract

Academic writing has been considered to be one of the most challenging skills for the EFL students to be developed in their tertiary studies. The quality of written production in a foreign language might depend on different aspects including students' cultural and educational background, university entry requirements, disciplines taught at the higher education institutions and the language of instruction where these practices take place. Apart from these, the language, specifically the choice of academic vocabulary, students use in their second-language writing might have a considerable impact on writing quality. Coxhead (2000) clarified that academic words do not comprise the largest part of the texts and is not key to the topics of this material, but these words are supportive and vital for the text quality. A number of studies have investigated EFL students' knowledge of academic vocabulary in different learning contexts (Coxhead, 2012; Köse & Yuksel, 2013; El-Dakhs, 2015; Masrai & Milton, 2017) and its influence on the second language writing (Roche & Harington, 2013; Ashrafzadeh & Nimehchisalem, 2015; Karakoc & Köse, 2017; Csomay & Prades, 2018). These have identified the importance of academic words for developing writing skills, but the findings in the reviewed literature are quite conflicting as to whether the presence of academic vocabulary guarantees improved performance in writing. The present study aims at exploring the contribution of academic vocabulary to the overall performance in students' writing. The first-year EFL students of the English-medium University (n=82) were administered a pre-test and post-test of academic vocabulary (Schmitt et al., 2001) to estimate their receptive knowledge. The participants' productive knowledge was investigated through the use of academic words in their writing task. Findings of the paired samples t-test showed a significant difference in the tests results

of receptive vocabulary. Further analysis identified that the percent of academic words in students' papers is slightly below (M=9.41) the recommended average of 10% coverage in the academic texts as noted by Coxhead (2000). The results of Pearson correlation test indicated that there is a statistical significance between the knowledge of academic vocabulary and the students' overall performance in writing. The presenter discusses the findings of the study in-detail and explores trends that occurred in the data. This presentation also increases awareness about the EFL students' need for productive vocabulary use in academic writing and provides possible implications for Academic English lecturers.

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Title: **Delivering English for Specific and Academic Purposes at a Military University in Scandinavia: preliminary lessons learned from implementing a CLIL approach**

Authors: Diana Nilsson - Swedish Defence University, Sweden; Stefan Lundqvist - Swedish Defence University, Sweden

Session: Discussion of pre-recorded papers 1.4c - Virtual room 3, 06/04/2021, 12:05-12:35

Abstract

Geopolitical realities and an increasing demand for military cooperation among partner nations are catalysts for intensified English development at military universities in Northern Europe. Indeed, increased internationalization of the profession and the educational programs necessitate a process of integrating academic and professional English language studies within the military education curriculum to improve officers' oral and written communication skills. As within other EAP contexts, little research has established effective ways of integrating CLIL in such specialized contexts. This paper therefore presents the results of a study that evaluates the recent implementation of CLIL in a course within a master's program for military officers. The program aims to improve the students' academic level and prepare them for further studies at partner defense universities in Europe and the US. To further these aims, the course utilized an adjunct-CLIL model in which content and language teachers worked independently to facilitate student understanding of the content and their ability to express this knowledge adequately in English. The course literature was predominantly English-medium. One lecture, one written assignment, and one seminar were all conducted in English, while the remaining lectures and seminars were conducted in a language other than English. The weekly English lessons used a genre informed pedagogy so students could scaffold their learning of the specific and academic military English necessary to analyze and discuss military theory in the content course. Through online questionnaires, this study surveyed students as well as content and language teachers to determine their perceptions of this pilot project and establish a basis for further steps in CLIL integration. The study uses a mixed-methods approach to analyze the quantitative and qualitative survey data. We measured responses to statements through a four-point Likert scaling method and used inductive thematic analysis to evaluate the free responses. While the results indicate a consensus among students and teachers that favors continued integration of English in the course, results regarding the desired extent of integration and collaboration between teacher groups are less clear. Additionally, results indicate a greater need for clarification of the course's language aims and the students' proficiency level in order to solidify the direction and level of CLIL. We look forward to engaging with the conference delegates on how this study can contribute to the wider implications of CLIL on curriculum design and developing team-teaching in tertiary education.

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Title: An Exploration of Using Needs Analysis in the Design and Delivery of ESAP Courses in Algeria.
Authors: Hennoun Hanane - staffordshire university, United Kingdom
Session: Discussion of pre-recorded papers 1.4c - Virtual room 3, 06/04/2021, 12:05-12:35

Abstract

Accurate analysis of students' needs has always been of paramount importance in English for Specific Academic Purposes (Basturkmen, 2019). Meanwhile, students' needs have always been exerting a critical influence on curriculum design (Basturkmen & Valle 2018). Students' needs analysis and course needs analysis are important factors that need to be explored and discussed in a language teaching programme which can, in turn, help teachers to design courses in line with the students' target needs and learning needs. A needs analysis before the beginning of the ESAP course can make the curriculum more targeted. However, Woodrow (2017) reports the lack of careful investigation among teachers regarding students' needs in designing courses. This paper explores the impact of needs analysis has had on ESAP course design development as an academic discipline; on ESAP status in the Economics Department at AB University in Algeria; and on understanding EAP teachers' role particularly in course design, delivery and exploring the Economics students' needs.

The study outlined in this paper employs a methodological approach of an interpretative, case study, and mixed methods (Creswell, 2017) to gather data from 150 Economics students by using questionnaire, fifteen ESP teachers and their head teacher volunteered to be interviewed. Further data was gathered from observing practices of teachers and students inside classrooms. The study presents particular needs analysis developments occurred in ESAP course, and maps how this has impacted not only upon EASP course design, but also upon the role of teachers and students' academic achievements.

Analysis of the quantitative data revealed that students' academic needs and voices are silent and not taken into consideration in designing the course. Analysis of the qualitative data revealed the absence and lack of recognition around the application of needs analysis inside factual classrooms and, subsequently, lead to students' dissatisfaction. The study revealed the lack of teachers' knowledge not only of the specific subject but also of the ESAP pedagogy itself. It was also evident that teachers rarely receive training professional development and support from the department. The study then draws on theoretical concepts developed by Brown (2016), Hyland (2018), and Grave (2008) to suggest ways in which EAP teachers conduct needs analysis in course design and build their knowledge of ESAP as a discipline. Based on these findings, the study proposes suggestions for the improvement of ESAP curriculum and that teachers should be shaped around a supportive framework that encourages their professional development of building ESAP content.

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Title: Bringing Criticality to Life: A task-based approach to English for Academic Legal Purposes (EALP)
Authors: Samantha Stark - University of Leeds, United Kingdom; Christopher Pajak - University of Leeds, United Kingdom
Session: Discussion of pre-recorded papers 1.4c - Virtual room 3, 06/04/2021, 12:05 - 12:35

Abstract

In this paper we outline the design and delivery of a task-based EALP course, and discuss issues concerning criticality and the role of EAP practitioners.

Criticality is a central concern of EAP and is often considered as a concept in its own right. EAP students are therefore often taught criticality as a distinct subject in a top-down, product-focused approach that does not highlight the importance of the underlying critical thinking processes needed to produce sound arguments (Wallace, 2018). However, the way students need to construct arguments is often shaped by the discourses of any given discipline. In law, students need to make and support arguments that demonstrate their understanding and exploitation of the multiple grey areas created by imperfect language in statutes and different judicial perspectives in case law (Hartig, 2016; Huxley-Binns, 2016; Wallace, 2018).   With these issues in mind, we created a task-based EALP course (Willis, 1996) that provided students with opportunities to "create their own legal arguments" (Northcott, 2008:35). The weekly tasks consisted of debates and negotiations created around fictitious situations based on reading materials. Students had to research the law in order to perform the tasks properly and had to try to win their legal argument by thinking critically about their opponents' arguments and supporting their own with appropriate authorities (Northcott, 2008). By "engaging students in the discourses of the law" (Wallace, 2018:269) in this way, they could better understand and produce what was expected of them in their summative assessments and, more importantly, on their master's degrees (Wallace, 2018). The tasks had additional benefits relevant to many EAP contexts, including strengthening the link between input and output bi-directionally (Ellis, 2005), pushing students to output more than they would have done otherwise (Swain, 1985), incidental discipline-specific language learning (Ellis, 2009), promoting interaction between students (Richards & Rodgers, 2014), and increasing motivation (Northcott, 2008). The tasks were also effective in actively engaging students in online learning. The problem with our approach was that creating appropriate tasks which focused students' attention on the relevant legal issues was dependent on our EALP and legal expertise (Bruce, 2002; Hartig, 2016). Not all EAP practitioners will have such experience in the relevant discipline. Teachers on our course indicated some difficulty giving feedback on the tasks as they could not accurately identify acceptable argumentation in law. This raises issues regarding what should be expected of EAP practitioners when teaching on ESAP courses.

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Virtual conference hall
Presented by: Venessa Manna - ETS Global (TOEFL); Spiros Papageorgiou - ETS Global (TOEFL)
Assessing academic language proficiency remotely: Implications for at-home test delivery
Spiros Papageorgiou & Venessa F. Manna, Educational Testing Service

Abstract

The TOEFL iBT test was introduced by Educational Testing Service in 2005 to better reflect the language demands of real-life academic tasks than did previous versions of the test. The task-based design of the test was intended to support the interpretation of its scores as a trustworthy measure of international students' ability to use English in an academic environment. Until recently, the TOEFL iBT test was exclusively administered online at secure test centers around the world. The internet-based, computer-delivered format of the TOEFL iBT test allowed for the launch of the TOEFL iBT Home Edition within weeks from the initial disruption the global pandemic caused to test centers in 2020. The TOEFL iBT Home Edition is identical to the version administered in test centers, but taken at home through the examinee's computer, in a proctored environment. In this presentation, we discuss key features of content delivery and the security of the at-home test. We then consider preliminary findings related to the comparability of scores across the two modes of delivery (test center version and at-home version). We conclude with important implications for the design and score interpretation of at-home language proficiency tests used admission into higher education institutions.

Title: Social Justice and classroom practices: towards an EAP pedagogy of transformation and empowerment
Authors: Weronika Fernando - Queen Mary, University of London, United Kingdom; Iwona Winiarska-Pringle - University of Glasgow, United Kingdom; Michèle le Roux - Durham University,

United Kingdom; Jo Kukuczka - University of Bristol, United Kingdom; Aleks Palanc - University of Leicester, United Kingdom
Session: Social Justice SIG event Part 1 - Virtual room 1, 06/04/2021, 14:25-15:10

Abstract

In recent decades, EAP pedagogy has been a field of rapid development. Starting with the university provision that emerged in mid-1960s from the need to support students' perceived lacks in academic language and literacy, EAP teaching practices have since evolved significantly. They currently include the focus on linguistic features of academic discourse (Baffy 2018), genre analysis (Cotos, Huffman and Link 2015) and socio-cultural contexts in which academic language is used and reproduced (Benesch 2008; Hyland 2002). While these directions have contributed to research-driven pedagogical applications and have attempted to 'mov[e] EAP beyond its traditional pragmatic and accommodationist orientation' (Riazi, Ghanbar and Fazel 2020: 3), the socio-political aspects of EAP pedagogy have largely remained under-researched and under-reported.This paper aims to address this gap and to contribute to the scholarship in this area by reporting on a study investigating how social justice considerations have impacted on the classroom practices and pedagogical choices of EAP tutors at different stages of their professional careers.At the theoretical level, the research reported in this paper draws on critical pedagogy (Giroux 2020) and the social study of language and literacy (Street 1984). At the empirical level, it uses ethnography as its central approach to research design and data collection (Heath and Street 2008). The study participants have been recruited from a recently-formed BALEAP SIG on Social Justice in EAP and from the wider EAP community. The data includes semi-structured questionnaires, follow-up conversational interviews and examples of teaching materials. The analysis employs qualitative methods of thematic and inductive coding (Vaismoradi, Turunen and Bondas 2013), aimed at establishing patterns and tendencies across the data.The findings of the study suggest that in their pedagogic work EAP tutors are often guided by broad understandings of social justice which include issues related to economic inequality, ethnicity, race, linguistic and cultural imperialism. Embracing this complexity, the tutors choose to underpin their EAP classroom practices with social justice considerations by adapting teaching materials and motivating students to question assumptions about the nature of academic discourses and the goals of a neoliberal university. The findings indicate that this approach can be both transformative and empowering: it affords tutors to create pedagogical spaces which go beyond the textual and contextual focus of EAP, and provide opportunities to negotiate meanings, contest academic conventions and place learner agency in the centre of the teaching and learning process.

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Title: Workshop: Critically evaluating EAP materials for helping students use sources appropriately in academic written communication
Authors: Nick White - University of Portsmouth, United Kingdom
Session: Workshop 1.6b - Virtual room 2, 06/04/2021, 14:25-15:25

Abstract

Consideration of this conference's theme of exploring pedagogical approaches reveals a tension between action and object: while exploration can be viewed as suggestive of discovery and new territories of innovation, pedagogy may be seen as dependent on familiarity with a more or less discrete repertoire of practices. This workshop will be concerned with the latter (pedagogy) as it relates to classroom instruction and/or guidance on the integration of sources into a student's written communication for academic purposes.

More specifically, rather than looking forward to a new vista of innovation to advance EAP pedagogy in a broader sense, the aim of this workshop is to invite participants to retrace the steps taken through their own particular experience of practice, both past and present, and from their own viewpoint as an EAP practitioner. Put another way, the intended outcome is for participants to engage in a form of self-observation: in addition to reflecting on current and continuing practices, participants will also be invited to reflect on how they may have formerly understood why students

of EAP sometimes struggle to integrate sources appropriately into their own writing and what former approaches to instruction and/or guidance participants felt to be effective.

It is suggested that an appreciation of past practice is important for a more insightful evaluation of practice in the present. This is thought to be especially relevant to EAP practitioners, many of whom typically enter into EAP as already experienced language teachers from other educational contexts (such as private language schools or public secondary or even primary schools). It is intended therefore that participants may, as a result of the workshop, be in a position to explore a realignment of their future practice in helping students use sources appropriately in academic written communication.

A widely recognised feature of academic writing is the way its writers explicitly signal to their readers both the number and character of the relationships the current text holds to others on the same topic or in the same discipline. In this way, academic written communication is as much a form of "social interaction" as a report of "factual information" (Hyland, 1999, p. 341). As such, instruction and guidance in appropriate use of sources through direct quotation, paraphrase and summary play a significant role in developmental programmes for EAP. However, as EAP practitioners will be aware, it is this very same feature that presents a significant challenge to students.

To use sources effectively and appropriately in academic writing places considerable demands on a student's linguistic resources, defies assumptions and expectations of educational norms, and may even expose gaps in disciplinary knowledge (Shi, 2012). Moreover, there is the additional risk that inappropriate intertextual borrowing may result in poorer outcomes in terms of grades or even in some cases accusations of academic misconduct (see e.g. Pecorari and Petrić, 2014).

In order to alleviate the burden imposed by this complexity of challenges, it is argued that classroom based pedagogic approaches have, on the whole, tended to make two related moves. In the first, the process of using sources is analysed into discrete procedures (e.g. direct quotation and paraphrase as distinct procedures) and then for each procedure guidance is provided in the form of a sequence of steps or operations for students to follow. In the other, the avoidance of plagiarism is stressed as being the main aim of the instruction.

Following a line of questioning first posed in Abasi and Akbari (2008), this workshop will ask participants to reflect on the extent to which such moves may inadvertently foster inappropriate textual borrowing such as "patchwriting" identified by Howard (1995). If, as will be suggested, such an approach is indeed likely to be contributing to the problem it is trying to solve, participants will then be asked to: (i) review why such practices may continue to be attractive and popular forms of classroom instruction or guidance; (ii) rethink solutions to the issue through the critical evaluation of instructional materials and/or guidance designed for this purpose.

The workshop aims to proceed through the following stages:
1   The starting point is for participants to consider the use of sources in undergraduate student writing, identify issues, propose causes, and suggest solutions (c. 20 minutes)

2   A brief overview of selected research on causes of the issues discussed in 1 (c. 10 minutes)

3   Participants critically evaluate materials or suggested classroom procedures for addressing the issues covered in 1 and 2 (c. 20 minutes)

4   Share evaluations and summary of key points followed by questions. (c. 10 minutes)

The workshop is suitable for up to 24 participants.

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Title: Building genre awareness through data-driven learning in L2 writing classes

Authors: Nina Conrad - University of Arizona, United States; Shelley Staples - University of Arizona, United States

Session: Live papers 1.6c - Virtual room 3, 06/04/2021, 14:25-15:25

Abstract

Data-driven learning, in which students engage with corpus data in order to understand patterns of language use, has been shown to be an effective method for language learning in general, and writing instruction in particular (Boulton & Cobb, 2017; Cotos, 2014). As an aspect of genre pedagogy, DDL activities can be used to raise students' awareness of genre conventions, including the ways lexico-grammatical features are typically used in a given genre (Flowerdew, 2005; Nesi & Gardner, 2012). Learner corpus data in particular are well suited for such an approach because a corpus of learner texts can represent not only the genres and registers that students are being asked to engage with but also the purpose and context of individual assignments. In addition, a corpus composed of texts written by students' peers can seem familiar and nonthreatening (Seidlhofer, 2002), and through opportunities to explore such a corpus, students can learn about their instructor's expectations and observe how other students have engaged with the genre assigned. In this presentation we share select results from an ongoing multiyear project to design and implement corpus-based instructional materials in genre-based first-year composition courses for L2

undergraduate writers at a U.S. university. Data for the project include focus group discussions with instructors, class observations (in-person and online), survey data from teachers and students, and students' assignments and project drafts. In an initial needs analysis, instructors identified features such as transitions and verb tenses as potential topics for DDL materials. Our team analyzed a learner corpus of 1633 texts from the Corpus and Repository of Writing (Crow), a corpus of first-year composition texts written by L1 and L2 fully matriculated undergraduate students. We developed a series of DDL activities designed to raise students' awareness of how specific lexico-grammatical features serve to help writers achieve the purposes of certain genres (e.g., Literacy Narratives and Genre Analyses). We outline four types of DDL activities, ranging from concordancing activities that "look like a corpus" (in the instructors' words) to activities based on longer excerpts from corpus texts, and share findings on how they were implemented and received in physical and online classrooms. Overall, the findings suggest that DDL activities that encourage observation of patterns and genre-specific usage can help students understand their assignments as instantiations of genres. They also underscore the importance of integrating various activity types and formats in order to present the "data" in DDL to students. Participants will leave with sample activities and ideas for modifying them for their teaching contexts.

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Title: Constructing an argument in academic writing across disciplines
Authors: Milada Walkova - University of Leeds, United Kingdom; Jody Bradford - University of Leeds, United Kingdom
Session: Live papers 1.6c - Virtual room 3, 06/04/2021, 14:25 - 15:25

Abstract

Constructing an argument in academic writing is a common aspect of discourse approached on both EGAP and ESAP courses. Regarding argument conceptualisations, a number of theoretical and/or pedagogical models of argument have been proposed (e.g. Toulmin, 1958/2003; Fahnestock &

Secor, 1988; Britt et al., 2007; Wingate, 2012; Wolfe et al., 2009). However, it is not clear to what extent these models reflect expert academic writing and therefore how much value they have for learners beyond the production of student genres of writing. This study explores the structure of argument in expert writing. A high impact disciplinary journal and five recent articles from each were selected randomly from chemistry, literature, computer science and philosophy. Within each article, we manually examined argument in terms of components and language. It is important to note that our approach differs from genre analyses in that we do not examine moves in a particular section of a text. As a result of this analysis, rather than finding one and the same model of argument across all our texts, we have found three different patterns in relation to argument, which we call argumentative writing, hypothesis testing and expository writing. Firstly, argumentative writing is understood here as writing that presents and supports a premise. Secondly, hypothesis testing appears to allow the writer(s) to be illustrative of facts in order to claim scientific objectivity: seeking causal explanations, which are displayed through a series of equations. Finally, the argument in expository writing is always implicit and rests on the objective presentation of observed facts, which are furthered by exemplification, explanation and interpretation. Overall, the three models identified show clearly that presentation of argument varies greatly by discipline and also, to some extent, even within a single discipline. It is worth mentioning that both theoretical and pedagogical models of argument previously proposed do not match our observations in the expert writing sample we chose. As a result, with our findings and three proposed models, we suggest that materials can be developed which are relevant to students, by referring to the respective model. Although further research is needed into a wider range of both expert and student writing, we propose that pedagogical considerations for teaching argument could be expanded further and thus potentially result in a deeper consideration of this aspect of discourse on both pre- and in-sessional courses, whether informed by EGAP or ESAP approaches.

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Title: 'EAP for Refugees' session inspired by and held in memory of our late colleague from the University of Glasgow: Carol Irvine

Authors: Aleks Palanac - University of Leicester, United Kingdom; Iwona Winiarska-Pringle - University of Glasgow, United Kingdom; Dr Bill Guariento - Northumbria University, United Kingdom; Phil Horspool - University of Leicester, United Kingdom; Michael Jenkins - University of Edinburgh, Chair of the CARA Syria Programme Steering Group, United Kingdom; Dr Sarah Brewer - University of Reading, CARA Syria Programme Coordinators, United Kingdom
Session: Social Justice SIG event Part 2 - Virtual room 1, 06/04/2021, 15:50 - 16:35

Abstract

We will start by remembering Carol's long-life career in English Teaching and in particular her pioneering work with refugees at the University of Glasgow, the need for which is reflected in the fact that lack of access to academic English provision is one of the key barriers preventing many refugee-background students from accessing HE. Dr Bill Guariento (Northumbria University) and Aleks Palanac (University of Leicester) will speak of Carol's work in this area, and how it influenced their own practice. This will be followed by two short talks outlining different ways in which EAP practitioners can become involved in participating in and developing this area of work.

First, we will hear from Phil Horspool, who is Chair of the University of Leicester's Sanctuary Steering Committee and Director of its Centre for International Training and Education. He will outline what the University of Sanctuary scheme is, and how staff involved in driving and developing this work at the University of Leicester were based in its English Language Teaching Unit, thus developing a model of practice which places language provision and EAP at the core of university-wide sanctuary work.

This will be followed by a talk by Michael Jenkins (Chair of the CARA Syria Programme Steering Group) and Sarah Brewer (one of the CARA Syria Programme Coordinators), in which they will outline the workings of the CARA Syria Programme , in which volunteer EAP practitioners provide weekly 1:1 lessons to Syrian academics in exile in Turkey. They will give a flavour of what this voluntary teaching entails, and explain the next steps for any practitioners interested in getting involved.

There will be time for questions and answers at the end, followed by a short summary of updates from the Social Justice SIG

Title: Feeding back on writing feedback: an approach to observation during an online pre-sessional course

Authors: Lindsay Knox - University of Edinburgh, United Kingdom
Session: Live lightning talks 1.7b - Virtual room 2, 06/04/2021, 15:50 - 16:50

Abstract

Observation of teaching offers a window into the language classroom and is a widely used mechanism to assure quality in EAP provision. On high-stakes, intensive pre-sessional programmes, classroom observation can play a key role in aligning practice with students' learning needs. As the global pandemic shifted many pre-sessional programmes online, one question posed by the profession was how to implement observations in the digital environment. Opinions in the sector varied, with some understandable concern about the additional pressure that observation may put on practitioners, already teaching in an unfamiliar context. However, in addition to its quality assurance function, observation can provide meaningful learning opportunities, arguably leading to stronger instructional impact (Timperley, 2015). Moreover, opportunities for professional development, such as observation, can be one of the motivations for EAP teachers to seek pre-sessional work at different institutions. Mindful of these multiple functions, our solution was to offer colleagues the choice of a more 'traditional' classroom observation with the observer joining the class online, or the opportunity for 'feedback on feedback'. This latter, new choice, involved colleagues sharing samples of their written feedback on students' writing with the observer before a 'post-observation' meeting, where we discussed their feedback practices. It was found that, as well as being a practical solution to resolve a particular issue, this type of observation had potential to facilitate a more developmental focus on one of the 'technical skills and professional capabilities' within BALEAP's Competency Framework (BALEAP, 2008:2), namely, the ability to provide appropriate formative and summative feedback. What is also noteworthy is the relative novelty reported by participants of having someone discuss their feedback, especially in view of the potential of good feedback to develop the ways students understand the literacy practices of their discipline (Hyland and Hyland, 2006). In this lightning talk, I will present this type of feedback-on-feedback observation in more detail, share documentation, and expand on some of the unexpected affordances of this observation alternative.

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Title: An intercultural approach to teaching listening to international Chinese graduate students
Authors: Trisha Dowling - University of Michigan, English Language Institute, United States; Judy Dyer - University of Michigan, English Language Institute; Yimin Xiao - University of Michigan

Session: Live lightning talks 1.7b - Virtual room 2, 06/04/2021, 15:50 - 16:50

Abstract

The authors offer an experimental approach to teaching listening within a graduate level EAP program at a large US Midwest university. EAP listening has typically focused on language in narrowly defined academic contexts such as that of lectures and seminars (Flowerdew 1995; Salazadeh 2020), but students frequently express frustration at being unable to participate in conversations about current events, politics, pop culture, and humor. Building on Lynch's (2011) point that students' EAP listening skills improve the more they are exposed to listening outside a narrowly academic context, and to Douglas and Rosvold's (2018) recommendations for instructional strategies that integrate intercultural communicative competence into the EAP curriculum, we created a listening task exposing students to US minority group humor, by harnessing the Chinese video viewing platform, Bilibili. (Bilibili allows viewers to interact with video content through "danmu" - permanent "live" commenting.) Recordings of students discussing a sketch by American comedy duo, Key and Peele indicates that they strategically draw on L1 culture interpretations when encountering unfamiliar US culture and humor.

We suggest that using a Chinese platform already familiar to students increases student engagement and understanding through the affordance of cross-linguistic and cultural comparisons in the form of translation, subtitles, comment sections, and danmu, transforming typically passive individual video consumption into active participatory social interaction (Zhang & Cassany 2019) enabling students to collaboratively unpack meaning in their second language by drawing on the resources of their first. Furthermore, such an activity has potential for moving EAP programs of study away from acculturation towards developing students' intercultural competence, which is also associated with greater academic achievement (Martin 2016).

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Title: Interactive Feedback on students' EAP homework through Padlet - an example
Authors: Kinga Maior - School of Modern Languages and Cultures
Session: Live lightning talks 1.7b - Virtual room 2, 06/04/2021, 15:50 - 16:50

Abstract

Due to growing demand in Higher Education based on our students' preferences and expectations of integrating technology seamlessly into their studies to succeed in their career accomplishments (Dahlstrom, 2012), blended and online learning are currently receiving significant attention. This lightning talk will focus on Padlet, one of the most popular online platforms used at the tertiary level (England, 2017; Rashid, Yunus and Wahi, 2019). Previous research indicates that Padlet is well received by most students and can enhance their motivation and engagement with learning (Baida, 2014; Fisher, 2017; England, 2017; Rashid et al., 2019). I will provide an example from a research methods course at pre-master's level to illustrate how Padlet can be used to enhance interaction between tutors and students through structured collaboration: see https://padlet.com/kinga_maior/PM504groupEsources. In this case, students submitted their draft references for checking and were provided individual feedback by the tutor. As this was not a confidential piece of homework, mutual sharing and reading of the materials were encouraged. However, the tutor left this at the students' discretion and did not formally request them to do so. This talk will also explore the possibilities of student-to-student interaction through Padlet; although I am aware based on my own observations that there may be a certain level of reluctance against

peer feedback among students. Finally, I will illustrate some examples of informal and humorous peer feedback written in class in the form of Padlet Comments.

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Title: The Power of Parody: Collaborative editing of a cringeworthy essay
Authors: Robin Turner - Bilkent University, Turkey
Session: Live lightning talks 1.7b - Virtual room 2, 06/04/2021, 15:50 - 16:50

Abstract

Students come to university with a variety of ideas about what constitutes good writing, some of which actually encourage bad writing. While much attention has been paid to interference from L1 writing conventions, the expansion of English-medium education has meant that students, regardless of their native language, have often been exposed to models of writing that are less than ideal in higher education. In particular the kind of essay that is looked on with favour in some high schools, and even some Freshman English courses, may have features that are extremely off-putting for readers in a university context. A typical university lecturer does not take kindly to an essay that begins with "Have you ever thought about ..." and ends "Think about it." These features include:
- excessively personal writing ("It seems to me that ...");
- overuse of rhetorical questions ("So what are we supposed to do here?");
- condescending use of the second person ("You may be wondering ...");
- stating the obvious ("Aristotle was an important philosopher");
- cliches and idioms ("Locke and Descartes are like chalk and cheese");
- overly informal language ("kids", "guys" etc.).
These problems can be amplified when the students are not native speakers and may be unaware of a particular lexical item's formality or connotations.

The activity described in this lightning talk highlights three pedagogical points:

- the mismatch between student and faculty expectations in academic writing;
- the use of parody to raise student awareness;
- the use of online tools (Google Drive in this case) to promote collaborative editing and skill sharing.

First, an example "crappy high school essay" was written containing the stylistic problems mentioned. This essay was an answer to a question set earlier in the course, and care was taken to ensure that there were no problems with the argument or the accuracy of the language. Students edited this in Zoom breakout rooms using a document shared on Google Drive, and results were compared later as a whole class to highlight important points. This method enabled those students with a better knowledge of the conventions of academic writing to share this knowledge with their peers, which I believe is more effective than straightforward delivery by the teacher.

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Title: Critiquing Critical Thinking in Higher Education
Authors: Kashmir Kaur - University of Leeds, United Kingdom
Session: Live lightning talks 1.7c - Virtual room 3, 06/04/2021, 15:50 - 16:50

Abstract

In today's climate of uncertainty, it is more important than ever before for students to develop and be cognisant of criticality skills. It is a key requirement for successful progression in their studies and a primary competency deemed by employers. Criticality skills are also paramount to live a life where one is able to thrive and not merely survive education and contribute to the economy but also transform into a global citizen to enable positive change. As Brookfield (2012) asserts critical thinking, it is not just an academic skill but a "way of living" (p. 2).

This lightning talk will posit that criticality taught by EAP practitioners needs to be reframed to encompass more than just critical thinking, whereby criticality embeds not only critical thinking but also critical self-reflection and critical action (Barnett, 1997; Davies & Barnett, 2015). It will further contend that critical thinking in higher education needs to embrace the principles of Critical EAP

(Benesch, 2001), whereby the classroom is not a neutral space but a place for transformation. Higher education is a site for transformative learning where students are emancipated and equipped to make a difference in the world.

This talk will engage colleagues to consider and reflect on how they frame their teaching of critical thinking and/or criticality. They will be invited to take part in a critical dialogue on how criticality can be viewed as a wider concept in the classroom and beyond. The crux of this talk is to assert that criticality in higher education needs to be more than a benign form of critical thinking. It needs to enable critical individuals to engage with knowledge (critical reason), self (critical self-reflection) and the world (critical action) (Barnett, 1997; Davies & Barnett 2015).

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Title: **Developing Seminar Discussion Skills in Synchronous Digital Contexts: a Tutor Intervention on a Pre-sessional Online Course**

Authors: Mirena Nalbantova - University of Glasgow, United Kingdom

Session: Live lightning talks 1.7c - Virtual room 3, 06/04/2021, 15:50 - 16:50

Abstract

With the advent of new technologies for education, there have been calls for rethinking of the pedagogies that are used to provide rich online learning environments (Aderson & Dron, 2011). The Community of Inquiry Framework (Garrison & Akyol, 2013) is a theoretical model largely employed for designing deep and meaningful online learning experiences in a constructivist fashion. The framework consists of three components or presences - social, cognitive and teacher presence respectively. In my talk I explore the cognitive presence component (Beetham & Sharpe, 2020) where synchronous discussions are situated, and share my tutor intervention cycle based on the dynamic assessment model (Lajoie, 2005). I employed this cycle to facilitate the development of academic discussion skills on a 5-week pre-sessional online course through Breakout rooms. The latter proved to be an effective medium for student interaction during live sessions, providing greater flexibility in terms of student groupings than the traditional face-to-face classroom, both qualitatively and quantitatively. Fine-tuned pedagogical decisions for the groupings were made on the basis of language proficiency level and speaker dominance following traditional constructivist theories of scaffolding (Wood, Bruner & Ross, 1976) and social scaffolding (Pea, 2004). My observations reveal both dominant and shier students benefited from the intervention, while linguistically less competent students demonstrated little improvement in terms of language proficiency level, but also had better outcomes in terms of academic discussion participation.

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Title: Arguing for the teaching of argument: Applying a genre analysis approach to a research article for the development of ESAP teaching materials.
Authors: Clark Girdlestone - University of Leeds, United Kingdom
Session: Live lightning talks 1.7c - Virtual room 3, 06/04/2021, 15:50 - 16:50

Abstract

Genre-based writing instruction can be used as an approach to organising EAP courses. This lightning talk will share the experience of employing genre analysis for material design purposes within the Business ESAP field, with a consideration of the transferability of genre analysis skills and the development of teaching materials.

In academic writing, argumentation and language choice play an important role in the communication of ideas. However, variety exists across different disciplines and so this lightning talk explores approaches to identifying disciplinary variation, the construction of argument and how this may impact on the teaching of argument and the design of learning materials, with early career EAP and ESAP practitioners in mind.

In order to identify features of argument, this talk will share examples of the use of stance analysis (Hyland, 1999) as a method for studying and accessing genre-based features of argument in a research article in order to develop materials and teach discipline specific and transferable genre related academic writing skills (Swales, 1990).

Approaches to argument and genre analysis will be contextualised in the development of materials based within the Business ESAP field (Alhassan, 2019; Canseco and Byrd, 1989), with a consideration of the identification and development of argument in this discipline (Chandrasegaran, 2008; Hyland, 2005; Jiang, 2005). In response to Nathan (2013) and Alhassan's (2019) call for further research into the structural and rhetorical requirements of genres that students are required to write in the field of business, the content of this lightning talk will provide insights into theoretical approaches that can be applied by practitioners to achieve this aim, and in the development of ESAP teaching materials.

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Title: **Exploring and improving practice in a centre for academic writing**
Authors: Jane Bottomley - KTH - Kungliga tekniska högskolan, Sweden; Ida Pinho - KTH - Kungliga tekniska högskolan, Sweden; Susanna Zeitler Lynne - KTH - Kungliga tekniska högskolan, Sweden
Session: Live lightning talks 1.7c - Virtual room 3, 06/04/2021, 15:50 - 16:50

Abstract

In this talk, we will present our work in progress as we collectively explore and strive to improve practice in a bi-lingual academic writing centre.

In the writing centre, lecturers supervise students with different linguistic needs and goals: from first-year students new to academic writing, to students writing their Master's thesis. Students write in Swedish and/or English, usually depending on what stage they are at in their degree. Meeting the differing needs of these students presents a range of pedagogical challenges for tutors. Added to this, in recent years, writing tutorial provision in our institution has evolved, and there have been a number of changes in terms of the structure and scale of the provision.

Lecturers, in collaboration with colleagues from the library, bring a range and depth of experience to this important area of teaching and learning, and strive to establish and share good practice. However, it remains unclear if there is broad agreement about 1) what we do in these sessions and why, 2) how research informs our pedagogy, and 3) how we adapt our approach to the local context. Our aim is now to collectively formulate and articulate a principled, research-informed pedagogic approach to writing consultations which meets the needs of a diverse, international student body

and accords with our university Language Policy (2010), which promotes a "parallel language" culture. In order to achieve this, we are in the process of:

- Exploring our own practice through workshops and events;
- Analysing individual tutorial sessions in both Swedish and English;
- Researching best practice in other universities;
- Researching pedagogical approaches to academic writing tutorials outlined in the literature (e.g. Bruce, 2009; Wingate, 2019).
- Investigating the intersection of research, practice and institutional policy in this area.

We will share outcomes, insights and ideas on this important strand of teaching and learning.

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Title: Optimising online Academic English support for large international student numbers using the CEM model

Authors: Daniel Pearce - University of Hertfordshire, Hertfordshire Business School, United Kingdom; Diane Sloan - University of Northumbria, United Kingdom; Helen Stamps - University of Hertfordshire, Hertfordshire Business School, United Kingdom
Session: Discussion of pre-recorded papers 2.2a - Virtual room 1, 07/04/2021, 09:25 - 09:55

Abstract

With the current demands presented by the pandemic, academics around the world have needed to adjust to the new requirements for use of technologies for EAP teaching. In response, the Academic English for Business (AEB) team has expanded the use of technologies and are offering courses for home and international students on a massive scale. For more than ten years we have offered AEB classes and have joined in a collaboration with another university with an aim to optimise English for Specific Purposes (ESP) support. Our research builds on previously published research on the Contextualised Embedded Model (CEM) (Sloan and Porter, 2008; 2009; 2010) with the unifying feature of elevating the position of English for Academic Purposes (EAP) tutors from the traditional 'deficit model/extra curricula position' to equality within the module teaching team, providing targeted assessment support. From an ESP point of view, the CEM model is highly regarded as in-sessional support as the ESP tutor provides contextualised support for international and home students. As part of the module team, the ESP tutor can have an influence on the curriculum, the assessments and provide necessary support through various forms of important online provision.

Regarding the alignment of CEM/AEB with other university services, expertise in EAP/Academic Skills is seen by the module teaching team as a vital component in achieving a positive student experience. Module leaders emphasize, as supported by the data from our recent mixed methods study, that attendance on AEB sessions leads to higher grades.

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Title: **Exploring students' perceptions and experiences of an online presessional using flipped learning**
Authors: Paula Villegas - ELTC, The University of Sheffield, United Kingdom
Session: Discussion of pre-recorded papers 2.2a - Virtual room 1, 07/04/2021, 09:25 - 09:55

Abstract

This session, based on my ongoing doctoral research, reports on qualitative and quantitative data collected to explore students' experiences and perceptions of an online pre-sessional course that used flipped learning. Our department moved their pre-sessional course online as a response to the COVID 19 crisis, as did most other HE institutions. However, the innovative Flipped Learning approach was maintained due to the pedagogical improvements this transition has brought in the last three years. Flipped learning moves the role of the tutor 'from sage on the stage to guide on the side' (Lockwood, 2014) while pushing the higher-order thinking skills tasks into the live sessions, thus flipping Bloom's taxonomy. Therefore, for the sessions to be productive, students need to engage with the flipped content in advance. As we have seen, Flipped Learning advocates allowing students to actively construct knowledge under the guidance of the teacher. This is particularly important when applying FL in an online setting as higher-order thinking skills include tasks such as 'analysing' or 'creating' (Anderson et al., 2001) An online classroom may not at a glance appear to be particularly conducive to carry out such tasks in a collaborative manner under the guidance of the

teacher. This mixed-methods case study uses questionnaires and semi-structured interviews to explore students' perceptions of Flipped Learning, as well as their motivation to engage with the method and the pre-lesson tasks. The semi-structured interviews are analysed using thematic analysis (Braun & Clarke, 2006) while the motivational aspect is underpinned by Deci and Ryan's (2004) self-determination theory. This talk firstly explores how students perceive FL. It then moves on to explore perceptions of the online pre-sessional course. It is then followed by an exploration of students' motivations to engage with the pre-lesson tasks. The session will conclude by suggesting future directions for flipped online pre-sessionals. The combination of qualitative and quantitative data provides an insightful exploration of students' perceptions of FL in an online environment. These findings have significant implications for conceptualising EAP pedagogies. Therefore, this session will be relevant for course designers and EAP practitioners alike.

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Title: International student coping strategies to inform pedagogical approaches in EAP
Authors: Micky Ross - University of Glasgow
Session: Discussion of pre-recorded papers 2.2b - Virtual room 2, 07/04/2021, 09:25 - 09:55

Abstract

All learners use coping strategies to navigate the complexities of their university studies. For international students, these complexities can be especially challenging. This is reflected in the literature as, for example, perceived problems with language proficiency and unfamiliar academic conventions (Heng, 2018), unfamiliar pedagogies (Chen and Bennett, 2012), and even racism (Brown and Jones, 2013). Although this paints a bleak picture, in fact, most international students ultimately attain their desired qualifications (HESA, 2020). More impressively, however, many implement effective coping strategies that facilitate positive experiences of learning.

This paper reports on a research project that identified coping strategies used by international students at a UK university. The coping strategies identified were the results of an investigation that constructed data from 18 qualitative interviews and a grounded theory analysis (Charmaz, 2014). All participants were postgraduate students in the dissertation stage of their studies at the time of interview. They were asked to reflect upon and discuss their experiences of learning over the

academic year. Constructed data resulted in the identification of several theoretical categories, pointing to coping strategies. These strategies included finding familiarity, building support networks, working it out later, and leading community action.

This paper goes on to discuss these results in relation to a multi-disciplinary literature. In doing so, it brings to the fore the importance of coping strategies to a successful experience of learning. As a result, it strongly suggests two wider points to inform pedagogical approaches. The first is the necessity of teaching practitioners to be able to identify coping strategies during teaching practice. This could lead to better understandings of learners, and therefore, targeted actions in real time to enhance learning. The second is the necessity of identifying, planning, and implementing interventions in designing a wider pedagogy that can provide structures that foster effective coping. Approaching pedagogy in these ways could potentially lead to enhanced experiences of both teaching and learning.

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Title: The Role of Trust in South Korean English-Medium Instruction (EMI) Translanguaging Practices
Authors: Dylan Williams - Seoul National University, South Korea
Session: Discussion of pre-recorded papers 2.2b - Virtual room 2, 07/04/2021, 09:25 - 09:55

Abstract

Globally, in higher education, non-English-first-language students are taking EMI (English-Medium Instruction) courses. Consequently, in certain EMI situations the first language (L1) is used with the second language (L2) to help students shape their EMI experiences and develop knowledge (i.e. translanguaging is practiced). Using constructivist grounded theory, this study theorises the perceptions of trust that students have in the use of their L1 and L2 in their EMI experiences. Two areas are explored: access to subject content; and EAP support. The focus is an EMI setting at a

leading, research-intensive university in South Korea, qualitatively explored through initial semi-structured, face-to-face interviews, and two rounds of follow-up email interviews. Data were collected from ten students majoring in Engineering and Business, which comprised over 90000 words. Based on the constant comparative analysis of the students' perceptions, results indicate that in certain EMI situations, Korean linguistic codes are being used to reinforce English language content, and in others, English linguistic codes are being used to reinforce Korean language content. In other words, trust is present in different degrees, in different situated linguistic codes. For instance, students have a degree of trust in Korean, when accessing lecture content delivered in Korean, and a degree of trust in English, when accessing subject content from English textbooks. In contrast, students have a lack of trust in English lectures delivered by Korean-first-language/Foreign-English-second-language instructors due to the instructors' lack of English proficiency and methodology. Additionally, students lack trust in their own English abilities to comprehend subject content delivered in English. Thus, in both the aforementioned situations, students' degree of trust is absent. The outcomes of the study theorise that, in South Korean EMI, translanguaging is situated by degrees of trust present in situated linguistic codes which form students' linguistic repertoire to help them shape their EMI experiences and develop knowledge. The research methodology and findings have implications for EMI systems situated in EAP contexts. First, for scholarship, this study proposes a conceptualisation of trust in relation to delivering and researching translanguaging pedagogies. Second, contextualized EMI systems may need to provide space for the situated-linguistic repertoires of stakeholders and accommodate multilingualism in future implementation. Finally, implications for the role of the EAP practitioner in future EMI programmes are discussed. To conclude, the talk suggests the future success of South Korean EMI necessitates a multilingual model and collaboration between EAP and content instructors.

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Title: Student Perceptions of Teacher Emoticon Usage in Assignment Feedback and Online Teaching Environments
Authors: Sophia Vanttinen-Newton - University of Bristol, United Kingdom
Session: Discussion of pre-recorded papers 2.2b - Virtual room 2, 07/04/2021, 09:25 - 09:55

Abstract

This talk and the question and answer session will highlight vital ways we can encourage students to engage with feedback in an online environment linking to the conference strand 'Teaching in Varied Contexts'. It will show how emoticons can be used to create dialogic feedback loops to start an ongoing conversation about student work which one research participant espouses: "It helps in creating a conversation because when I see these emoticons I want to think about what you thought when you gave the feedback. It kind of makes me engage a little bit more with the comments because sometimes there is a risk when you only have written commentary it is a bit dry so there's no dialogue."(Italian post-graduate student)Little empirical research in emoticon usage has so far focused on the use of emoticons in HE assessment feedback and whether it may be beneficial for helping students understand tutor feedback. Two very recent studies by Grieve, Moffitt and Padgett (2019) and Moffitt, Padgett and Grieve (2020) suggest that tutors can integrate emoticons into assessment feedback to influence the tone of comments. This study shows the power of emoticons to help students engage with feedback comments which is the main rationale for this talk. A Multimodal Analytical Framework (Kress and Van Leeuwen, 2001) and Searle's theory of Illocutionary Force (Searle, 1969) have been used as lenses through which to analyse the learner responses in the quantitative and qualitative data obtained from the participants in this study.

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Title: Teaching and learning EAP: a case study in Hong Kong Science classrooms
Authors: Jack Pun - City University of Hong Kong, Hong Kong
Session: Discussion of pre-recorded papers 2.2c - Virtual room 3, 07/04/2021, 09:25 - 09:55

Abstract

Teaching and learning EAP: a case study in Hong Kong Science classrooms

Teaching science through English is a growing phenomenon around the world. In this presentation, I will discuss the latest research into English for academic purposes (EAP) and the challenges that teachers and students face when learning science through English in many cultural contexts. In particular, I will report a study in Hong Kong which explores the teaching and learning process in science classrooms (Physics, Chemistry, Biology) from both secondary school and university levels. Drawing the multiple sources of data from semi-structured interviews, questionnaires and video-recorded classroom observations of 19 teachers and 545 students, I explored the patterns of classroom interactions. The teachers' and students' perceptions of EMI teaching and learning process including their views on EMI, choices of classroom language, language challenges, coping strategies were investigated. By providing evidence-based, detailed analysis of authentic classroom interactions, this research hopefully sheds light on ways for improving the quality of instructional practices in different EAP contexts. A short question and answer section will be present at the end of the presentation to allow audience-presenter interaction and engagement.

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Title: **Established academics' EAL academic literacies development in exile: research-based materials for ERPP teaching**
Authors: Baraa Khuder - Birkbeck, University of London, United Kingdom; Baraa Khuder - Birkbeck, University of London, United Kingdom; Bojana Petrić - Birkbeck, University of London, United Kingdom
Session: Discussion of pre-recorded papers 2.2c - Virtual room 3, 07/04/2021, 09:25 - 09:55

Abstract

This presentation reports on research-based materials for English for Research Publication (ERPP) teaching, based on a study conducted with exiled academics, supported by CARA (Council for At-Risk Academics), and their UK-based co-authors who provided feedback on their texts. Using data from interviews with exiled academics and their UK-based co-authors/mentors as well as their article drafts and feedback comments, we will present teaching materials for ERPP workshops aimed at raising the participants' awareness of issues that may arise in co-authorship between exiled academics and their UK-based co-authors/mentors. The materials take the shape of data-based scenarios followed by questions for discussion. The scenarios show instances of co-authors' textual interventions on EAL scholars' texts, which represent different types of interventions (disciplinary, publishing, and text production) and are made at different levels of intervention (the extent to which the textual intervener provided information for the Syrian academic to make the appropriate changes) (Authors, 2020). We select two themes arising from our data and related to ERPP teaching. The first scenario deals with authorial voice development, i.e., how writers see and represent themselves as authors (Ivanič, 1998), where the issue of the level of feedback comes to the fore with the question of how much information is provided and the impact this has on the established academic's sense of authority in their discipline. Additionally, the issue of the level and type of feedback is also important to consider in relation to the question of who (i.e., EAP tutor or co-author) should give feedback to an establish academic on what, and on which level each of those actors is expected to approach this issue. The second scenario deals with the issue of 'parochialism' i.e., the failure to indicate the relevance of one's research to the international academic community (Flowerdew, 2001). Learning how to relate their research to the international academic community is not a straightforward process for EAL scholars, as the scenario we provide shows, especially when EAL academics are used to approaching this issue in a different way when publishing locally. Thus a mismatch between habitus and practice might emerge (Bourdieu, 1984). Discussing this mismatch can assist in making practices and beliefs more aligned. We conclude by discussing the merits of our scenario-based approach to developing materials for ERPP teaching.

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Title: **EAP as a Predictor of Academic Success in Partial and Full EMI at Higher Education**
Authors: Mehmet Altay - Kocaeli University, Turkey; Dogan Yuksel - Kocaeli University, Turkey
Session: Discussion of pre-recorded papers 2.2c - Virtual room 3, 07/04/2021, 09:25 - 09:55

Abstract

Students' competence in the English language is mostly recognized as being an important factor in their academic success in English-Medium Instruction (EMI) courses. Over the past decade, only a handful of research within this context has emphasized specifically the influence of EAP in terms of learning outcomes and student attainment (e.g., Bolton & Kuteeva, 2012; Rose, Curle, Aizawa, & Thompson, 2019; Terraschke & Wahid, 2011; Xie and Curle, 2019). With this current study, the researchers intend to investigate whether EAP is a significant predictor of academic success in two types of EMI programmes: full and partial EMI. The data compromised of student test scores on an EMI course and an EAP course from first-year engineering students studying at two major state universities in Turkey: (Full EMI n=68 and Partial EMI n=75). Regression analyses were used to determine whether (A) there EAP success predicted success in full vs. partial EMI programmes, separately, and (b) whether any specific receptive language skill predicted academic success better compared to other. Through the comparison of the data from the two different EMI contexts, we observed that the influence of EAP as a predictor of academic success varies depending on the intensity of the EMI courses, i.e., full or partial. In other words, EAP success was a better predictor in full EMI programmes. Further analysis revealed that reading was a better predictor of academic success compared to listening.

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Title: Password
Time: 07/04/2021, 10:00 - 10:45
Location: Virtual room 1
Presented by: Roger Smith - Password

Roger Smith (Introduced by Adam Pettit)

Pedagogy and English language development in EMI contexts

This talk reports on the findings of a three-year tracking study designed to measure students' English language development during undergraduate study at an English Medium Instruction (EMI) university in Pakistan. Although the findings indicate a significant improvement in the English language levels of the students taking part in the study, the increases were relatively modest given the length of time they had been studying through the medium of English. The implications of the findings are considered with particular reference to developing more effective EMI pedagogies for improving students' progress in English and the role of EAP providers have in this process.

Title: Bloomsbury Academic -Discussion of the New Perspectives for English for Academic Purposes series & presentation of Pedagogies for English for Academic Purposes
Time: 10.00-10.45
Location: Virtual room 1
Presented by: Alex Ding & Jennifer MacDonald

Title: Exploring critical thinking barriers: the role of EAP in fostering skills, dispositions and criticality
Authors: Kathryn Aston - University of Sheffield, United Kingdom
Session: Live papers 2.3b - Virtual room 2, 07/04/2021, 10:00 - 11:00

Abstract

Higher education students are expected to be, or to become, good critical thinkers. Defining critical thinking is problematic, but Davies and Barnett (2015) identify three broad approaches, centered respectively on skills; dispositions (or character); and the individual as a "critically engaged citizen of the world" (p.16). EAP tends to focus pragmatically on skills (Moore, 2019), although graduate attributes claimed by Universities often include dispositions and even criticality in the sense of students becoming "active agents of social good" (Howe, 2016, p. 873). A number of psychological and sociological factors may impede critical thinking; for example, belief and confirmation biases (Kahneman, 2011), framing (Toplak et al., 2013), social pressure to conform (Norgaard, 2009), and poor assessment of probability and risk (American Psychological Association, 2011; Kahneman, 2011). There has been some discussion in the education literature about whether students' critical thinking benefits from them learning about biases arising from these factors (e.g. Battersby and Bailin, 2013; van Gelder, 2005). None of these studies has focused on EAP students. In addition, these factors also hinder effective action on climate change, an issue relevant to many academic disciplines, as well as being the "defining issue of our time" (United Nations, 2020). For my doctoral research project I ran three courses of six critical thinking workshops (using the topic of climate change) for pre- and in-sessional EAP students which explored factors affecting critical thinking, using experiments, games, discussion and other techniques. I then conducted interviews to discover the effects of the workshops on participants' concept of critical thinking and any impacts they perceived on their own thinking. The data was analysed using thematic analysis and code development. The results suggest an improved understanding of the critical thinking skills of questioning, analyzing, seeing issues from multiple perspectives, and argument building; and a new awareness of confirmation bias, the use of evidence and sources, framing, independent thinking and culture in relation to critical thinking. There was evidence of development in critical dispositions relating to the self (such as self-awareness), and to other people (such as respect for others' views); participants described this development as an ongoing process. They also displayed criticality in their response to the topic of climate change. The research has implications for the role of the EAP teacher in fostering critical thinking dispositions and criticality in their students beyond a narrow and instrumental focus on specific skills needed to complete academic tasks.

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Title: **Knowledge Building through Academic Reading Circles: empowering postgraduate pre-sessional students**.
Authors: Susie Cowley-Haselden - University of Warwick, United Kingdom
Session: Live papers 2.3b - Virtual room 2, 07/04/2021, 10:00 - 11:00

Abstract

This paper will present data and findings from my PhD which explores the role of academic reading and discussion in knowledge building on an English for General Academic Purposes (EGAP) course for postgraduates in the UK. Academic reading plays a fundamental role in success at university (Bharuthram, 2012) yet fails to receive the level of research interest that academic writing does (Baker, Bangeni, Burke, and Hunma, 2019). Within the field of EAP in particular, reading is often taught and researched as an adjunct to writing (see for example multiple papers published in JEAP; Rhead, 2019), focusing on paraphrasing and source use in writing for example, or as a discrete language skill, focusing on comprehension, strategies and proficiency. The research reported on in this paper focuses on reading for the purpose of knowledge building, employing Seburn's (2016) Academic Reading Circle (ARC) model to enable the co-construction of knowledge through reading and discussion. While commonly used in the EAP classroom, there is a dearth of literature exploring the impact ARCs have. Adding to the increasing cannon of EAP literature employing Legitimation Code Theory (LCT), this research employs the dimension of Semantics (Maton, 2014; Maton et al. 2016) to analyse ARC discourse, providing insight into how knowledge builds over a series of group discussions. The research questions at the heart of this study are:

- What happens when postgraduate pre-sessional students discuss theory?
- What impact does this have on their knowledge practices?
- What are the potential implications for EAP pedagogy?

The research took place over two pre-sessional courses and involved a total of 25 postgraduate students predominantly studying within the social sciences. Participants were grouped into smaller groups of 6 and each group took part in a series of 4 ARC discussions. The discussions were designed to build participants' knowledge of theory; what it is and how it is used. This is in response to the UK HE Quality Assurance Agency's assertion that masters students in the UK should demonstrate "the ability to convert theory into practice from a critical and informed perspective" (2015, p. 6). The ARC discussions were transcribed and analysed results indicate that affording the time and space for EAP students to focus on building knowledge enables a greater understanding of valorised practices in UK HE and affords students greater confidence in their ability to participate in higher education. The talk will conclude by outlining potential implications for future EAP pedagogy involving the use of the ARC model. Although this research focuses on the UK context, the implications are relevant to EAP in any global context.

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Title: The four-quadrant pedagogical model for teaching EAP in an EMI context
Authors: Tijen Aksit - Bilkent University, Turkey; Necmi Aksit - Bilkent University, Turkey
Session: Live papers 2.3c - Virtual room 3, 07/04/2021, 10:00 - 11:00

Abstract

This session intends to present how an emerging four-quadrant pedagogical model of EGAP informs the pedagogical choices made to teach a credit bearing in-sessional EAP course to undergraduate

students in an English medium university in Turkey. The model has its bases on four educational philosophies and their accompanying curricular paradigms. Firstly, essentialism, for which skills and standards are crucial, requires the identification and development of target EAP skills and standards that need to be developed across students' academic disciplines (EGAP skills). Secondly, perennialism, which highlights disciplines and intellect, calls for the utilization of instructors' technology enhanced pedagogical academic and non-academic content knowledge, and the development of students' higher order thinking skills. Next, progressivism, which gives importance to purposeful meaning making, guides how the course employs differentiated and content-based instruction approaches. Lastly, reconstructionism, for which conflict, power and emancipation are vital, shapes the emphasis given to critical literacy pedagogy in this EGAP course.

The four-quadrant pedagogical model for teaching EAP has proved itself to be highly instrumental in meeting the following aims of this EAP course: sparking student interest, cultivating intellect, developing language and EAP skills, sustaining curiosity, and inspiring critical engagement, and using academic and non-academic texts in discrete and intertextual terms. The success of this course is evident in student, language instructor and disciplinary professor reflections and feedback. The presenters believe that the model is applicable to any tertiary EAP setting which has the same or similar aims as above.

This session will first provide background information about the context, and then the pedagogies mentioned within the context of educational philosophies will be explained with concrete examples showing how each approach is manifested while designing and implementing this EAP course. Next, student, language instructor and disciplinary professor feedback and reflections as to the success of the course will be shared. Lastly, there will be time for discussion, and Q and A where the audience from various EAP settings will have an opportunity to contemplate the presented model and its application in their own context.

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Title: **Developing Quality Assurance Benchmarks and Professional Development Schemes for EAP Education in Japan**

Authors: Yuka Iijima - Dokkyo University, Japan; Sayako Maswana - Tokyo University of Science, Japan; Hironori Watari - Nihon University, Japan; Hiroshi Yamada - Takachiho University, Japan; Sachi Takahashi - Japan Science and Technology Agency, Japan; Toshiyuki Kanamaru - Kyoto University, Japan

Session: Live papers 2.3c - Virtual room 3, 07/04/2021, 10:00 - 11:00

Abstract

Although there has been an increased need for EAP education at the undergraduate level in Japan, its practice, teacher training, and relevant research are still limited. Aiming to support the dissemination of EAP, since 2016 our research team has focused on identifying EAP programme quality assurance and teacher training approaches appropriate to the context of Japanese higher education. From 2017 to 2018, we conducted interviews with and administered questionnaire surveys to eleven EAP programme managers and teachers in Japan, and five in Taiwan and Hong Kong, to understand current issues in practice. We used the BALEAP Accreditation Scheme Handbook and Competency Framework for Teachers of English for Academic Purposes as common frames of reference for data analysis. The results indicated that EAP in Japan is still in the development stage in the following four areas: (1) EAP teaching materials suitable for Japanese undergraduate students, (2) systematic collaboration between English teachers and subject teachers

for course design and materials development, (3) EAP teacher training and professional development, and (4) quality assurance schemes applicable for most Japanese universities. In particular, the results further revealed that we need categories and items in quality assurance schemes that reflect Japanese higher education institutions, such as those for curriculum-manager teachers and adjunct teachers, who have different expectations and roles at their institutions. Based on the interviews with two EAP programme directors in UK universities accredited by BALEAP in 2019, we set out to develop (1) a quality assurance scheme as a base requirement to which each university EAP programme can add original features as they see fit, and (2) a teacher core competency framework as a guide for professional development for current and future EAP teachers. We have since been working on developing prototypes of an EAP quality assurance scheme and a teacher competency checklist for the Japanese context. This study will have relevance for EAP programmes and practitioners in similar EFL contexts.

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Title: 'What about Watt?' Project based learning in a transnational educational setting
Authors: Jennifer MacDougall - University of Glasgow, United Kingdom; Susan Finlay - University of Glasgow, United Kingdom
Session: Workshop 2.6a - Virtual room 1, 07/04/2021, 13:35 - 14:35

Abstract

This workshop will explore the potential of project-based learning in a transnational educational context. It will consider the theory behind this pedagogy and a practical example, exploring its different stages from inspiration, through project implementation and on to final performance in the context of a student-led event. The context is a joint engineering programme between a UK and a Chinese university, where 1st- and 2nd-year undergraduate students collaborated in small groups and with their teachers both inside and outside the classroom on a project based on the engineer James Watt. Classroom input focussed on learning about Watt's life and achievements through authentic written and multi-media content. The student output, including poster presentations, other written materials, and videos, was showcased during an evening of entertainment. To bring this evening to life, students collaborated with teachers to form a committee, making joint decisions

on the design and organisation of the event. They produced all marketing material in English, using social media as a vehicle for promotion.

The presenters manage all credit-bearing English courses on the engineering programme. In 2019 they launched a new suite of EAP courses to replace a tired IELTS-based syllabus. In addition to course design, the presenters also create all the teaching resources and assessments, and coordinate professional development activity for almost thirty early-career teachers who deliver the courses at the host university. This project was one of the first attempts to create a vehicle for both the teachers and the students to engage in project-based learning, fostering learner autonomy. An intriguing point was the high level of student engagement throughout despite the fact that no assessment was attached to this project.

This workshop will explore engagement and enhancement of the student learning experience by considering how project based learning can develop graduate attributes such as effective communication, collaboration and critical thinking skills while building confidence and the ability to work independently and in teams provide innovative learning opportunities
develop interpersonal and intercultural skills while communicating in a second language
allow students at the host university to identify with and feel included in the learning community of the UK partner institution help internationalise the EAP curriculum
During the session, participants will take part in tasks which will give them opportunities to explore the benefits and challenges of this type of learning and teaching. It will also allow participants to engage in discussion on how they can apply this pedagogy to their own EAP context. There will be an opportunity to view and evaluate some of the student output from the James Watt project.

By the end of the workshop, participants will have:
- become more aware of the theory underpinning project-based pedagogy
- considered students' and teachers' reactions to the event
- related the event to their own teaching context
- considered the potential in and barriers to running similar projects and events

Title: TELSIG: "The show must go on!: Embracing and shaping EAP online"
Authors: Panagiota Tzanni - University of Nottingham Ningbo China, China; Craig Coulson - University of Nottingham, United Kingdom; Celia Antoniou - University College London/University of the West of Scotland, United Kingdom; Jolanta Hudson - University of Glasgow, United Kingdom; David Read - ELTC (English Language Teaching Centre) & University of Sheffield, United Kingdom; Fiona Wallace - University College London, United Kingdom
Session: TELSIG event - Virtual room 2, 07/04/2021, 13:35 - 15:05

Abstract

TELSIG: "The show must go on!: Embracing and shaping EAP online"
About the SIG
The BALEAP Technology Enhanced Learning Special Interest Group (TELSIG) focuses on the use of technology and pedagogy in the field of EAP. It aims to develop interest in using technology in EAP amongst its membership and the wider EAP community; provide a platform for the exploration, collaboration, and discussion of using technology in the learning and teaching of EAP; and share expertise and research in the field to meet the wide-ranging and evolving needs of EAP practitioners who have an interest in TEL.

The Committee Members
Panagiota (Penny) Tzanni, Convenor (University of Nottingham, Ningbo, China)
Craig Coulson, Secretary (University of Nottingham)
Celia Antoniou, Treasurer & Social Media Coordinator (University College London/University of the West of Scotland)
Jolanta Hudson, Events and Web Coordinator (University of Glasgow)

Session outline
The session will involve:
an introduction to the SIG and its committee members.
a practical workshop.
a round-table discussion with a panel of EAP experts and with which attendees will be able to contribute and respond to the questions addressed.

Event 1: A practical one-hour workshop to be led by Celia Antoniou and chaired by Craig Coulson.
Introduction to EAP teacher-research: Getting started with your own EAP online classroom-based research project
Description: This workshop will focus on how EAP colleagues can engage in practitioner research for continuing professional development and for the benefit of their students. Current teaching conditions have encouraged colleagues in the field to develop innovative practices in their teaching settings (BALEAP, 2021). To support this, our workshop aims to guide those who are interested in designing small-scale online research projects introducing a number of key considerations for the design stages (Davis, 2019; Hanks, 2017; Pearson, 2017) with an emphasis on presenting practical approaches to developing a small-scale online research project, suggestions for collecting online classroom-based data, and exploring ways of reporting them (BALEAP, 2013). The session will hopefully inspire colleagues in the field to explore and understand their own practice and teaching contexts in more depth, and potentially change things for the better.

Event 2: A 30 mins round-table discussion with guest speakers, David Read (ELTC/University of Sheffield) and Fiona Wallace (University College London), on how the current pandemic situation and move to online teaching has influenced our approach to learning and teaching EAP with technology. This event will be facilitated by the SIG committee: Penny, Craig, Celia, and Jolanta.

Will online teaching transform EAP?

Description: 2020 was the year that brought about radical changes to Higher Education and EAP through the sudden mass implementation of online courses (Rapanta et.al. 2020). Is 2021 the year we see these changes becoming a regular fixture? In this round-table discussion we would like to invite you to reflect and discuss with us about how we respond to this new reality. We are hoping that, through discussion, we will all be able to form a clearer vision of the road ahead.

Below are some of the questions we are aiming to answer:

How are we going to meet students' expectations in the online environment?

How is technology going to impact the EAP sector?

How will technology affect EAP jobs across HE?

What is the technology skillset that an EAP tutor needs?

Are online EAP courses likely to continue alongside face-to-face courses?

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13.35- 14.20

Cambridge University Press - Cambridge University Press Digital Pedagogy & Online Learning: Reflections and Applications for Teaching EAP

This talk will be interactive, create space for the development of research-informed tasks for the online classroom, and offer criteria to develop, review, & critique our online pedagogical practices

1 Virtual room 3

Presented by: Niall Curry

14.20-15.05
National Geographic - Stop & Think – A Pathway to Academic Success
In this webinar we'll explore how using real world content & appropriate activities, we can weave critical thinking activities into our everyday teaching
Learning Virtual room 3
Presented by: Alex Warren – National Geographic Learning

Title: Teaching style and register variation to EAP students via pedagogical corpus stylistics
Authors: Marcus Bridle - Waseda University, Japan
Session: Discussion of pre-recorded Lightning talks 2.7a - Virtual room 1, 07/04/2021, 15:25 - 15:55

Abstract

The presentation describes the benefits of incorporating aspects of methodology from pedagogical stylistics into a Japanese EAP environment. I report the outcomes of a classroom intervention designed to empower students to investigate style and register variation in EAP writing for themselves using the principles of corpus stylistics. Undergraduate writing in this context regularly exposes problems with understanding and employment of aspects of academic style, issues exacerbated by contradictory information provided in published EAP resources. Students were introduced to the concept of foregrounding and to a user-friendly interface for exploring the British National Corpus (BNC). They then used the corpus to complete a series of activities aimed at identifying the norms associated with an academic register. Restricting the scope of the language focus and limiting the use of the interface to an initial basic research function (comparative frequency of tokens within different contexts) mitigated some of the complicating aspects traditionally associated with corpus use and allowed for its employment on a programme with low contact hours. A post-instruction test indicated that students were able to use the corpus independently to develop an awareness of language norms (relative infrequency of indefinite pronouns) and to identify and treat lexical items (e.g., idiomatic language) which were inappropriate in a given context. The approach promoted the role of learner as researcher, in keeping with the more general aims of EAP courses. The study contributes to existing knowledge by demonstrating that the principles of corpus stylistics can be adapted to meet the needs of Japanese undergraduates in a real teaching context without the need for supplementary lesson time or extensive training, both of which are noted in the literature as obstacles to the successful use of corpora in EAP contexts.

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Title: EAP and digitally-enhanced learning in higher education
Authors: Giovanna Carloni - University of Urbino, Italy
Session: Discussion of pre-recorded Lightning talks 2.7a - Virtual room 1, 07/04/2021, 15:25 - 15:55

Abstract

In post-pandemic higher education contexts, EAP courses need to meet students' newly emerged needs. As a result, instructors are expected to move their EAP courses partially online to foster flexibility, which is an increasingly important component of teaching/learning practices worldwide (Bozkurt et al. 2020). In particular, HyFlex (Hybrid-Flexible) courses, combining pedagogical practices suitable for implementing face-to-face and online learning concurrently (Beatty 2019a, 2019b), need to be developed to cater to EAP students' needs for flexibility (Raes, Pieters, and Bonte 2019; Raes et al. 2020). In this perspective, it is especially important for learners to engage in EAP digitally-enhanced activities fostering collaborative learning and critical thinking; in this respect, collaborative learning is also instrumental in promoting a pedagogy of care, addressing students' emotional needs in a time of crisis (Motta and Bennett 2018; Bozkurt et al. 2020). In this light, within a systemic functional linguistics (SFL) theoretical framework (Halliday and Matthiessen 2014), this presentation aims to illustrate how transformative digitally-enhanced collaborative tasks can be designed using digital tools, including text mining, and implemented in HyFlex EAP courses effectively. In particular, EAP technology-enhanced tasks, devised in keeping with the design for learning approach (Goodyear 2015) and targeted at helping students investigate collaboratively the main genre-specific features of academic texts, will be presented along with the SFL-informed framework developed.

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Title: Using Developmental Teaching to promote Critical EAP in an academic writing course in English

Authors: Marilia Ferreira - Universidade de São Paulo, Brazil; Marilia Ferreira, Brazil

Session: Discussion of pre-recorded Lightning talks 2.7a - Virtual room 1, 07/04/2021, 15:25 - 15:55

Abstract

This talk aims at demonstrating a combination of Vygoskian based pedagogy, called Developmental Teaching (Davydov,1988), with Critical Pedagogy (Freire, 2002; Haque, 2007) to teach academic writing in English for graduate students in Brazil. This demonstration will consist of the explanation of one exercise from this course which illustrates two principles of Developmental Teaching (modeling essential relationships of concepts and applying the model to explain phenomena). The concepts to be explored are language functioning, genre and the activities of scientific knowledge production and its publication (Engstrom,2015). The connection of these concepts will be shown in a visual graph. By means of these two principles, both critical and dialectical and critical modes of

thinking are fostered. Dialectical thinking emphasizes the search for essential concepts of a discipline that are tools to explain phenomena and to expand one's view on it. In this EAP course, language functioning is tightly related to genre and its conventions (widely taught in regular EAP courses) and their social motivation lies in the activity of knowledge production and publication. This principle of explanation inspired the creation of exercises for students to identify and question these social motivations. In other words, the linguistic phenomena to be explained by the essential relationship was the social motivation of academic writing conventions. Critical thinking implies the consideration of social aspects influences (power, politics, injustice) in whatever we do and the adoption of a questioning position towards them in order to unveil hidden assumptions, beliefs, ideologies. The course rather than focusing only on linguistic and generic descriptions of academic discourse and their mere acceptance by the students, promoted the search for social based explanations for the very rules taught. Thus, the combination of these two pedagogical approaches reveals the potential of transformation by an EAP course by fostering students´ agency.

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Title: **Music and Movement in EAP: How to transform an experiential EAP dance class for the online learning environment**
Authors: Catrina Ascenuik - Ryerson University, Canada
Session: Discussion of pre-recorded Lightning talks 2.7b - Virtual room 2, 07/04/2021, 15:25 - 15:55

Abstract

This lightning talk will discuss the virtualization of a supplementary experiential EAP class. The Music and Movement EAP course merges listening, speaking and presentation skills of the target language with various forms of dance and music from around the world. This 10-week course invites guest speakers, dancers, and percussionists to discuss the cultural, historical and sometimes political influences of the genre behind the dance. Each week, students are taught some of the basic dance movements from a different culture. Guest lecturers are invited to teach on specific and dance genres. As part of the experiential learning process, students are expected to participate and learn some basic movements of particular dance genres from the guest lecturers who are experienced dancers and musicians in their respective crafts. The lessons build towards a final class project and presentation based on one of the genres that they have learned. This course has been in high

demand at a post-secondary institution in North America for the past 3 years. Since social isolation started in March 2020, this course has not been available since it was originally intended for face-to-face instruction. This lightning talk will discuss how this experiential English course can be transformed into an online class and its implications. The areas of focus that will be discussed include the pedagogy behind experiential learning theory, and project-based learning theory, and how they can be applied to practice in the online classroom; how this specific course can maintain its integrity after its transformation to an online class; what challenges could arise from changing the class to an online format; and the future implications for online experiential EAP classes.

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Title: The Silent Way - Speaking Volumes
Authors: Martina Dorn - Xi'an Jiaotong-Liverpool University, China
Session: Discussion of pre-recorded Lightning talks 2.7b - Virtual room 2, 07/04/2021, 15:25 - 15:55

Abstract

Since the outbreak of Covid-19, the delivery of English for Academic Purposes (EAP) programmes has seen a major shift of focus from direct instruction to online, blended and hybrid modes. Even before the pandemic, a substantial amount of attention was dedicated to these types of instruction. Now, perhaps more so than before, they are being adopted by language centres, so it is not surprising that research into related e-learning and e-teaching methods, approaches and tools are being prioritised. Considering this, certain questions have arisen. What are the implications for face-to-face teaching and its pedagogies? Are these traditional practices destined to be left behind or, maybe, even forgotten?

Amid this quiet upheaval, some practitioners, like myself, have returned to classroom teaching. The simple acts of being able to hand out paper copies, put up images on the wall, write on a physical whiteboard and carry out mingling activities are reminders of what both my students and I have missed. With the spectre of a second wave of the virus threatening to send us all back online, I try to make the most of my situation. Indeed, this is why I dusted off my sets of Cuisenaire rods and began utilising them in a range of activities, including: anecdote telling (speaking), paragraph analysis (writing), and also types of sentences in paragraphs and analysis of complex sentences with subordinating conjunctions for contrast (grammar). The students' keen interaction with the rods brought life and creativity into the classroom, captivating their imagination. I was pleasantly reminded of the effectiveness of this teaching and learning resource and its validity when employing The Silent Way approach in the EAP teaching setting.

Watch my Lightning Talk to discover how, you too, can explore this engaging and unique approach to enhance your teaching.

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Title: Complementary Activities Assisted by Technology for Language Courses with General and Academic Purposes CAAT - LCGAP

Authors: Marcela Castellanos - Universidad del Valle, Colombia; Luis Alfredo Velasco - Universidad del Valle, Colombia; Asnoraldo Cadavid Ríos - Universidad del Valle, Colombia; Consuelo Aponte - Universidad del Valle, Colombia; Julián Steban Serna Duque - Universidad del Valle, Colombia; Lina Paola Trejos - Universidad del Valle, Colombia; Emmanuel Rodríguez - Universidad del Valle, Colombia
Session: Discussion of pre-recorded Lightning talks 2.7b - Virtual room 2, 07/04/2021, 15:25 - 15:55

Abstract

The project Complementary Activities Assisted by Technology for Language Courses with General and Academic Purposes CAAT - LCGAP is the result of the need to create virtual material that can support both the teaching and the learning processes of foreign languages in the EAP-ESP courses at Universidad del Valle. To this end, initially, the activities contained on Lingweb, a virtual platform created by the Escuela de Ciencias del Lenguaje, were recovered, redesigned, and adapted. However, during the process, the necessity to generate new content was evident, for which some activities and new modules were completely designed by the project team for different faculties of the Universidad del Valle and other languages such as Portuguese and French were included. This

material has been developed in Moodle 3.5 and it is found on the University's Virtual Campus. For the pedagogical framework, task-based approach, b-learning modality, autonomy, and ESP among others were considered. The activities work as a support to the classes and they are available to any professor in the LEFGA section as well as to their students. It is important to clarify that this material is a complement to the foreign languages classes and it is not intended to replace them given the fact that it is not designed following the virtual materials design principles.

In this sense, the lightning talk will address how the material arose, the way it was integrated with the different academic programs of the university and how it has helped students in their learning process.

Title: Academic Reading "Ovals": Adapting Seburn's (2016) Academic Reading Circles for an online EAP setting
Authors: Julie Meraud - University of Sheffield, United Kingdom; Rosie Whitehead - University of Sheffield, United Kingdom
Session: Discussion of pre-recorded Lightning talks 2.7c - Virtual room 3, 07/04/2021, 15:25 - 15:55

Abstract

Adapting Seburn's (2016) Academic Reading Circles (ARCs) to our online in-sessional EAP teaching has been a learning experience we believe worth sharing. ARCs are an "intensive reading approach whose components work on the basis that language learners develop deep textual comprehension better through initial collaboration than if tackled alone" (Seburn 2016, Introduction). Our experience in adapting ARCs to the online context is central to this year's conference theme, and we are eager to contribute to the ongoing conversation - as more courses are moved online - about how approaches like ARCs, originally designed for the face-to-face classroom, can be successfully transferred to the virtual learning space. We provide academic skills support to undergraduate Education students and were encouraged by their main course tutors to work with both home and international students on their criticality skills. ARCs, in a face-to-face context, had previously become our favourite activity for tackling academic reading skills as we had both seen such growth in autonomy and critical thinking skills when we used them in class. But would ARCs work online? Our experience so far is that ARCs are popular with both students (as evidenced by emailed positive feedback) and departmental tutors who encouraged this approach from the outset. In our talk, in the hope of inspiring colleagues to develop their own adaptations of ARCs, we will share a lesson example, discuss what worked and what did not, and provide a lesson template for teachers to adapt to their own EAP context.

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Title: Framework of speaking skills for elementary EAP learners

Authors: Ayesha Mudhaffer - King Abdulaziz University, Saudi Arabia

Session: Discussion of pre-recorded Lightning talks 2.7c - Virtual room 3, 07/04/2021, 15:25 - 15:55

Abstract

Preparatory year students in Saudi Arabia are undergraduates ages 18-19 who are studying English for Academic Purposes in order to enroll in various majors (e.g. medicine, engineering). Students in their preparatory year often struggle with speaking skills. Studies have shown that students' fluency in oral English in the Saudi context is relatively low (Al-Nofai, 2010; Liton, 2012; and Elyas & Al Grigri, 2014). This could impact them in terms of their English for academic purposes (e.g. presentations, seminars, etc.). In this lightening talk, I will share a framework of speaking skills that has developed out of my PhD studies. The framework is derived from theories of communicative competence (Canale and Swaine, 1980) and Oracy Skills framework (Mercer et al. 2017) and results in the emergence of an additional category to Canale and Swain's model of communicative competence which is interactional competence. In the presentation, I will describe how I combined the two frameworks and used it to analyze low level EAP students' speaking performance in roleplays. Additionally, I will discuss the process in which I have used this framework to help elementary level EAP students develop their speaking skills. The overall process includes awareness raising about the features of communicative competence (explicit teaching), opportunities for learners to notice the features in written texts, and providing practicing time where students can apply these features to their speaking (e.g. roleplays). These three steps aim to develop learners' speaking skills. Self and peer assessment are also used to reinforce awareness raising, noticing, and practicing. Additionally, teachers can use the framework to assess students' speaking skills by analyzing their talk for evidence of features that are indicative of communicative competence. Initial results of analyzing and comparing students' pre-test and post-test roleplays show development in learners' speaking skills in relation to the five categories, in addition to an improvement in their fluency rate. Students became aware of the features of communicative competence and how to actively incorporate them in their speaking. In the next steps, I plan to incorporate more student-generated dialogues in class which will encourage the use of all five domains of communicative competence.

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Title: English for PhD – supporting international students on their PGR journey
Authors: Malgorzata Drewniok - University of Lincoln, United Kingdom
Session: Discussion of pre-recorded Lightning talks 2.7c - Virtual room 3, 07/04/2021, 15:25 - 15:55

Abstract

At universities with large international student cohort there is generally more and more EAP and study skills support provided each year. However, most of it is done for pre-sessional and undergraduate students. It is often assumed that postgraduate taught, and especially research students should be strong enough in their English language and study skills not to need much support. This might come from the fact that most PGT and PGR courses require higher IELTS scores. Caffarella and Barnett (2000: 39) say that 'university faculty often assume that their doctoral students begin graduate school as proficient writers or that they will develop these skills during their program of studies.' In my own experience at an English Language Centre, I have heard academics telling me that they don't think international doctoral students need language support as their English should already be very good. Interestingly, I have also spoken to students reporting their supervisors criticised their English and told them to visit our unit and show a proof of engagement. I deeply believe that 'ESL dissertation writing… requires knowledge of the rhetorical, linguistic, social and cultural features of academic discourse, as well as knowledge of English as used by a specific academic disciplines' (Ferenz 2005, quoted by Schulze and Lemmer 2017: 55).As a result, identifying a gap in our provision, I have developed a series of workshops for international PGR students at my institution, focused on the use of English when writing specific thesis chapters and for writing and presenting conference papers. Each standalone workshop lasts 2hrs and includes teacher input, real

examples, and interactive tasks. In this lightening talk I will discuss the development of these sessions and talk about its latest incarnation – running the workshops online.

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Title: Towards a new normal in observation principles and practice?

Authors: Helen Taylor - CU Group, United Kingdom; Mahtab Chadry - Coventry University, United Kingdom; Golshan Moslemi-Jazi - Coventry University, United Kingdom
Session: Discussion of pre-recorded Lightning talks 2.7d - Virtual room 4, 07/04/2021, 15:25 - 15:55

Abstract

Lesson observations can support professional growth and enhance the quality of teaching and learning. They also have the potential to be one of the most personalised forms of CPD within a teaching context (Forbes, Butler and Hayns 2018). However, this can sometimes be undermined by the 'baggage' that observations bring with them, such as fear of judgement (Edgington 2016) and

the (perceived) links between observations, performance review or job (re) allocation (O'Leary and Savage 2020). This short talk examines whether the type of observation impacts on the nature, perceptions and developmental outcomes of the observation by exploring observer and observee perceptions of three different observation formats– online seen live, seen recorded and unseen (borrowed from the University of Glasgow, see MacDiarmid 2020). These new observation formats were developed for use on Pre-sessional English (PSE) courses in response to the shift to teaching online, prompted by the Covid-19 pandemic. Observer and observee perceptions of the observations were collected via focus groups and interviews with PSE staff working for the Coventry University Group. Emerging themes showed observations to be complex, raising questions around power relationships, objectivity, purpose and outcomes. Preliminary findings suggest that certain formats can reduce power distance, allow for greater objectivity and foreground the developmental nature of observations. We reflect on the lessons that have been learned and whether, when we return to the physical classroom, there may be space for these innovative observation formats to run alongside our more traditional observation approaches.

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Title: Tailoring Assessments for an EAP Module Designed to support Syntegrative Education
Authors: Hongmei Hu - XJTLU, China; Gareth Morris - XJTLU, China
Session: Discussion of pre-recorded Lightning talks 2.7d - Virtual room 4, 07/04/2021, 15:25 - 15:55

Abstract

Assessment has always been a crucial part of the teaching and learning process. Indeed, various assessment approaches and practices have been proposed and applied to facilitate language learning (Duncan and Buskirk-Cohen, 2011), and discussion is ongoing concerning what type of

assessment promotes the greatest validity in ensuring that learning outcomes are being met (Saulnier et al., 2008). Debate also centres around what language testing approaches are most appropriate (Brown and Abeywickrama, 2010), and effective in motivating students' (Rich et al., 2014). This talk presents the unique approach adopted on new EAP modules designed to support syntegrative educational designs (Russell-Bowie, 2009; XJTLU, 2021). The assessments are for 300 undergraduate students studying on four different engineering programmes at the Entrepreneur College of Xi'an Jiaotong-Liverpool University. To begin with, this presentation will provide a brief introduction to the University, the Entrepreneur College, syntegrative education and the programmes which are applicable. It will then briefly introduce the students and one particular EAP module these students are enrolled on. Following on from this the focus will then turn to the core focus of this talk, the assessments which are employed. Consideration will be afforded to both formative and summative assessments, how these are designed to ensure possible administration onsite, online or dually. How assessment validity, reliability, authenticity and washback are ensured will also be highlighted, and the novel assessment practices (such as utilising Vlogs as part of the speaking assessment process) will also be discussed. Put simply, learner centred test design influences will be considered. The presentation will conclude by evaluating the student feedback on the module so far, and more specifically the assessment aspects, and note how this information will feed forward in order to refine and improve the good work being done.

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Title: Action Research on the Academic English Vocabulary Flipped Classroom Model from the Perspective of Brain-based Learning Theories
Authors: Jiping Sun - China University of Petroleum (East China), China
Session: Discussion of pre-recorded Lightning talks 2.7d - Virtual room 4, 07/04/2021, 15:25 - 15:55

Abstract

While academic vocabulary plays a fundamental role in academic communication, the effective instruction of academic vocabulary lacks attention from both researchers and practitioners due to its complexity. In China academic vocabulary has been a hindering factor for many graduate students in their academic English study. To solve the problems, under the guidance of brain-based learning theories, a 10-week action research was carried out in a class of 50 (male 29, female 21) first year sciences and engineering graduate students. Students' academic vocabulary size was tested and their preferred brain dominance were surveyed at the beginning of the action research. Based on the findings, an academic English vocabulary flipped classroom model guided by brain-based learning theories was implemented, which emphasizes the integration of relevance, interest, interaction, cooperation and reflection into the making of micro-lesson, the arrangement of class activities and the after-class assessment. At the end of the action research project, students' scores in the final exam taken at the end of the term and another academic vocabulary test were analyzed and a questionnaire was used to get students feedback on the academic vocabulary teaching model. The results show that the academic English vocabulary flipped classroom instructional model based on brain compatible learning plays a positive role in academic English vocabulary teaching and learning and improves students' vocabulary learning ability.

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Title: Research-based EAP Teacher Development: Boosting mediation through informed practice
Authors: Anelise Scotti Scherer - Federal University of Minas Gerais, Brazil; Malyina Kazue Ono Leal - University of São Paulo, Brazil; José Belém de Oliveira Neto - University of São Paulo, Brazil; Oluwatosin Mariam Junaid - University of São Paulo
Session: Symposium 1 2.8a - Virtual room 1, 07/04/2021, 16:00 - 17:00

Abstract

In face of the expansion of the EAP field in the last three decades and the recent efforts and public policies related to the internationalization of scientific knowledge, issues of EAP teacher development have increasingly gained attention in universities worldwide. Following this global trend of pressure for publication of research articles in indexed journals, government agencies have increasingly included this issue in the evaluation of universities, which in turn demand more research output from their faculty. In this context, while EAP has benefited from a wide range of genre-based research (such as the works of John Swales and Ken Hyland), EAP Teacher development has scarcely begun to appear as one of the interests among researchers in this field. Research indicates that, in the absence of EAP specialized instruction, supervisors play an important part in literacy brokerage, but also need support to effectively learn how to do so (Martinez & Graf, 2016). In Brazilian universities, some literacy laboratories associated with the field of Applied Linguistics try to develop teacher education in EAP by exploring the indissociable relation among extension, research, and teaching in higher education. According to this perspective, the EAP teacher is expected to learn how to teach and promote the development of academic literacies by assuming the role of a tutor/teacher in extension courses while developing research not only on academic genres, but also on the processes of language teaching and learning. This dynamic emphasizes the processes in EAP teacher development as 'situated learning' (Lave & Wenger, 1991), allowing novice EAP teachers to become protagonists not only in the social practices that they teach but also in situated teaching practices, as they adopt the role of transformative intellectuals (Kumaravadivelu, 2006). This Symposium aims to contribute to discussions on pedagogical issues of EAP writing based on the relations among various aspects of the complex systems involved in academic literacy practices. Participants are invited to discuss the role of the teacher as a 'transformative intellectual', drawing on results from different research settings involving academic writing in public universities in Southeastern Brazil. To do so, four authors present their studies as support for the discussion. In the first study, Brazilian researchers and publishing practices: When and how does EAP learning happen?, the discourses of 41 scholars from the fields of engineering and applied social sciences inform us that novice researchers' EAP learning takes place mostly through individual effort and trial and error. Sources of instruction cited include the reading of published articles, use of internet resources, writing manuals, among others. The participants also provide information about their publication practices, in addition to their perspectives of what needs should be met in order to improve their and novices' research activity and the communication of results. The second study, How Intercultural Rhetoric can contribute to LSP Teachers in the Writing Classroom, provides us with insights on how Intercultural Rhetoric (IR) — the study of written discourse between individuals with different cultural backgrounds (Connor, 2011) — can help teachers develop pedagogical strategies for raising students' awareness on the rhetorical organization of research articles across disciplines in different contexts. Drawing on the perspective of IR for analyzing the rhetorical organization of 10 research articles (RA) in English and 10 RA in Brazilian Portuguese, based on Nwogu's (1997) model, the analysis showed significant differences in rhetoric patterns when both languages were compared. The findings may contribute to fostering the understanding of discourse preferences and conventions while IR in the classroom can help students build awareness in relation to differences in writing strategies in L1 and L2 research articles. The third study, Supervisory feedback: a mediatory

tool for L2 postgraduate students' textual progression of manuscripts for international publication, investigates the extent to which feedback promotes the textual progression of manuscripts, considering the interactions and text production of seven supervisees (both masters and doctorate students), and three supervisors. Semi-structured interviews were conducted with supervisees to discuss the input on 21 drafts, based on the categories of deletion, additions, and reshuffling (Lillis & Curry, 2006). The findings suggest that a) the supervisees' understanding concerning feedback would determine how they can implement it, b) taking feedback entirely can be a limitation to the supervisee's growth (resulting in difficulties for developing his/her own writing identity, given that feedback depends on the supervisors' style and personal choices), and c) useful feedback scaffolds the ability to write effectively in the genre and leads to textual progression. Finally, the fourth paper, EAP Teacher Development in a post-method perspective, aims to establish a connection among the three previous studies by drawing on principles of critical perspectives on language studies, EAP and language teaching, such as the interdisciplinary theory of Critical Genre Analysis (Motta-Roth, 2008) and its interface with the academic literacies perspective (Lea & Street, 2006). Altogether these studies provide useful research material to guide the discussion among the participants of the symposium in relation to: teaching strategies, discourses and text patterns that constitute different academic communities and the writers' perspectives on learning academic writing, as well as mediation processes in EAP. As fuel for the discussion the authors highlight the idea that teaching academic writing involves mainly (although not exclusively) understanding cultural aspects of the discipline and the community (how social/writing practices function in each context). As a pedagogical implication, it seems key for an EAP teacher to raise awareness on concepts and principles in academic literacies rather than, for example, the emphasis on text structure. The participants of this symposium are invited to contribute to the discussion by adding their own experience as EAP instructors and/or researchers. Main points that should guide the discussion are a) social and power relations in academia, b) conventions and specificities of (trans)disciplinary cultures, c) textual dimensions of academic social practices, and their implications for EAP teaching.

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Title: Getting started with BALEAP TEAP accreditation
Authors: Paul Hendrie - University of Bristol, United Kingdom
Session: BALEAP TEAP Scheme 2.8b - Virtual room 2, 07/04/2021, 16:00 - 17:00

Abstract

The BALEAP TEAP accreditation scheme provides individual EAP practitioners with a roadmap for career development and support for collaborative, peer enhancement of learning and teaching. The scheme is open to all members of BALEAP, and aims to be inclusive of practitioners in all contexts in facilitating the professional development of those involved in the teaching and scholarship of English for Academic Purposes.

TEAP accreditation can be awarded at Associate Fellow, Fellow or Senior Fellow level. It is achieved by submitting a reflective account of professional practice which demonstrates proficiency in a range of EAP knowledge and competencies, as well as an accompanying portfolio of evidence in support of the claims made. This workshop will provide an introduction to the BALEAP TEAP scheme and features a number of activities to help candidates begin the process of evidence collection and the writing of a reflective account. More specifically, it aims to equip practitioners to unpack the criteria on the competency framework, develop their own system for collecting evidence of their knowledge and competencies, and recognise the typical features of reflective accounts through analysis of samples.

Before the session, attendees will be invited to watch a short presentation summarising the key features of the TEAP accreditation scheme. They will also be invited to consider certain knowledge criteria from the BALEAP Competency Framework (BALEAP 2008), and to come to the workshop prepared to exchange ideas on relevant theory underpinning these criteria.

The workshop itself will begin with a brief review of the features of the scheme and the criteria for accreditation. The interactive portion of the workshop will include an analysis of certain criteria in the TEAP competency framework. This will include online collaborative activities to enable

practitioners to interpret the knowledge criteria and relate them to their individual contexts. There will be an opportunity to work in small groups to explore how other colleagues across the BALEAP network employ such knowledge in their own EAP practice.

The next stage will include a short introduction to strategies and systems for collecting evidence. It will include a presentation of sample padlets, and an opportunity to discuss the organisational choices made in these samples and the potential impact of these choices on an assessor.

In the final stage of the workshop, participants will be presented with extracts of sample reflective accounts at Associate, Fellow and Senior Fellow level, and have the opportunity to analyse features of these extracts in small groups. If time allows, there may also be the option to review anonymised samples of assessor feedback on RAPPs.

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9.25-10.10
Cambridge University Press - Hybrid Teaching - problems and solutions This talk looks at a particular case of hybrid teaching and provides some solutions for how institutions and teaching staff can better prepare for such a hybrid situation in the future
Virtual room 1
Presented by: Joanna Szoke

10.10-10.55
Language Cert - Online test security - an integrated approach This session will provide an insight into LanguageCert's approach to test security which combines both human and technology/AI resources.
Virtual room 1
Presented by: Alison Woolnough

Title: Developing, Teaching and Testing Academic Listeners in TEAP

Authors: Niamh Mullen - University of Leeds, United Kingdom; Peter Matthews - University of Leeds, United Kingdom; Walter Nowlan - Nottingham Trent University, United Kingdom; Michele le Roux - University of Durham, United Kingdom
Session: Listening SIG event - Virtual room 2, 08/04/2021, 09:25 - 10:55

Abstract

The SIG Developing, Teaching and Testing Academic Listeners invites you to take part in two synchronous activities during the course of the BALEAP 2021 conference. The activities will facilitate discussions and sharing of practice around teaching and testing academic listening in order to support quality enhancement of listening provision within the EAP curriculum. The main aims of the activities are:

To provide a forum for the discussion of issues and practice related to academic listening in EAP, an area which is much neglected compared to other 'skills'.

To encourage discussion and sharing of knowledge on developing, teaching and testing academic listening.

To provide an opportunity for colleagues to share practice in teaching and testing academic listening.

The SIG will run two 40-minute activities (with a 10 minute break between each). These sessions will focus on sharing expertise and building a community of practice with shared interests. The activities are:

A 'Show and Tell' event: participants share with ideas/practical teaching tips/suggestions on how to develop teaching and testing materials for academic listening. Through 'showing and telling', participants formulate questions arising from discussions to feed into workshop event.

2. Workshop event – 'World Café' format: participants discuss questions emerging from the 'Show and Tell' event in relation to the teaching and testing of listening in EAP

Title: The BALEAP Teacher Education in EAP Sig: Exploring needs & issues in EAP Teacher education

Authors: Carole MacDiarmid - Arts; SMLC; English for Academic Study, United Kingdom; Lindsay Knox - University of Edinburgh, United Kingdom; Rafaela de Brito; Leda Jeliazkova - University of Sunderland, London, United Kingdom; Angeliki Apostolidou, Greece; Stella Bunnag - Nottingham Trent University, United Kingdom; Blair Matthews - University of St Andrews, United Kingdom; Olga Rutkovska-Lis - University of York, United Kingdom; Jane Brooks - University of St Andrews, United Kingdom
Session: TEdinEAP SIG event - Virtual room 3, 08/04/2021, 09:25 - 10:55

Abstract

The newly inaugurated Teacher Education in EAP (TEd in EAP) SIG specialises in the area of teacher education for the EAP profession, specifically the education and professional development of EAP practitioners.

This specialist area includes, but is not limited to, approaches to development in different EAP contexts, EAP practitioner education and credentials, an exploration EAP practitioner knowledge base and implications for development and education, and the role scholarship plays.

The aims of SIG include

Creating a community and space to explore, problematise and innovate approaches to EAP practitioner development (institutional and self-directed)

Establishing and make visible the needs of EAP practitioners in a variety of contexts

This specific workshop aims to provide an opportunity to share practical examples of how EAP teacher education is facilitated in specific contexts. *Practical examples will be introduced by the facilitators and participants will then have an opportunity to share their own experiences and practices. This will be followed by group discussions of EAP Teacher development needs. This will be based around a draft survey, which participants will be asked to comment on and add to.

This will feed into the 'mapping EAP Teacher needs' project that the SIG is conducting.

Title: **Facing the internationalization challenge with agency: The pedagogical work of the Laboratory of Academic Literacy (LLAC)**
Authors: Marilia Ferreira - Universidade de São Paulo, Brazil; Gabriella Pavesi; Daniela Cleusa Carvalho
Session: Symposium 2 - Virtual room 1, 08/04/2021, 11:25 - 12:25

Abstract

Higher education around the world has been facing the demands of internationalization imposed by globalization (Guri-Rosenblit, 2015). These two movements combined have increased the status of English as the lingua franca for several academic activities, including scientific communication. As a result, many non English-speaking universities have to face the new challenge of preparing their graduate students and, oftentimes faculty, to effectively communicate in English in different academic settings, such as conferences and international publication in well-ranked journals. In the case of Brazil, internationalization has unveiled the university community's low level of proficiency in English (EF-EPI, 2019) and the lack of institutionalized writing instruction in L2 (Ferreira, 2015). Thus, the Laboratory of Academic Literacy (LLAC) emerges as a response to the lack of academic literacy initiatives in Brazil. Institutionalized writing centers, for example, are rare in the country, with only five active writing centers out of almost 300 public universities (Cristóvão & Vieira, 2016). Although the laboratory has the twofold function of supporting academic literacy in Portuguese as L1 and in French and English as L2, and of conducting research on literacy-related topics, this symposium will focus on LLAC's pedagogical work in academic writing in English as an additional language. One

principle of this work is the promotion of students and EAP tutor's agency as writers. This agency can happen in two levels: first, by raising students´ rhetorical awareness on genre and sentence level (Hyland, 2009; Swales & Feak, 2012); and second, by questioning these very academic conventions based on the activity of knowledge production and publication (Engstrom, 2015). The three presentations will approach this agency in three aspects. The first presentation, "The social practice of academic writing: promoting students' agency in EAP", describes how students' agency was fostered by the combination of Developmental Teaching – a Vygotskian based approach – and Critical Pedagogy in an academic writing course in English. Developmental teaching focuses on solving problems based on concepts of a discipline (Davydov, 1988). The concept taught was that language, and by extension genre, functions based on a tension between rules and creativity. This tension is also affected by the social practice, here defined as activity (Engstrom, 2015). In this course, we moved beyond the description of genres and students' compliance with it to seek for the motivation of the conventional rules taught. In other words, Developmental Teaching supported a critical stance to EAP. The students not only learned about the linguistic and generic conventions, but also questioned these rules and learned about how the activity of knowledge production and publication affected them. The second presentation, entitled "Students perceptions of an Academic Writing Course", presents students' feedback on LLAC's Academic Writing courses, offered to graduate students of different fields in both the soft and hard sciences, between 2018 and 2019. Students' responses, which were collected in an online form through both multiple-choice and open-end questions in the last day of classes, indicate that they finished the course more aware of their own agency as writers, feeling more confident to: recognize and follow their own fields' disciplinary conventions; review their own manuscripts, identifying issues and making more conscious choices; and utilize strategies they learned in classes. Students also mentioned how the course helped them reflect on the way they write (not only in English, but also in their native language), and how the resources presented would help them to continue their journey more autonomously. Moreover, the results demonstrate that students recognized the value that the received feedback and the courses' peer-review and group tutoring activities added to their development as writers. Finally, the presentation "Becoming a tutor while being a student: how different sources can influence tutors' agency" discusses how a group of tutors working in LLAC develop their own writing practice through tutoring (or not) while also pursuing their graduate degrees. Based on Vygotsky's concepts of collaboration and mediation (1987), this presentation seeks to discuss how information exchange among tutors and their personal experience as writers can influence their agency. For that, the tutors' exchange and sessions with one another, as well as the nature of the feedback they receive in their own manuscripts and that they offer in their sessions are assessed through a questionnaire in order to identify elements that reveal tutors' perception of writing development while supporting other students. This exploratory presentation aims to raise awareness to the need of institutionalized tutors' education over the course of their graduate studies, which may contribute not only to their role as tutors, but also to their (Davidov, 1988) agency as writers.

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Title: BALEAP Accreditation – three stories

Authors: Conrad Heyns - Goldsmiths, University of London and BALEAP, United Kingdom; Helen Hickey - Goldsmiths, University of London and BALEAP, United Kingdom; Helen McAllister - University of the Arts London, United Kingdom; Laurence Kinsella - Nazarbayev University, Kazakhstan, Kazakhstan

Session: BALEAP Accreditation Scheme - Virtual room 2, 08/04/2021, 11:25 - 12:25

Abstract

Three BALEAP Accreditation perspectives:

Helen Hickey (Goldsmiths, University of London) - In this talk I will reflect on how having BALEAP Accreditation and the work involved in preparing for an inspection helped with a subsequent British Council inspection at University of the Arts London. I will discuss how the focus of BALEAP, which differs in many ways to that of the British Council, resulted in the Pre-sessional course content, materials, organisation and links with the wider university being praised by the British Council. I will also share how it helped me give input on the Pre-sessional at Goldsmiths, University of London.

Helen McAllister (University of the Arts London) - I will explore why 10 years ago, I decided University of the Arts London Pre-sessional programmes needed BAS accreditation, despite the Language Centre already having accreditation from AUK (the British Council scheme). I will set out why we have recently left the AUK scheme and are now looking to extend BAS accreditation to our In-sessional English language provision at our upcoming 2021 inspection. As well as discussing a

range of perspectives on quality assurance for language provision at my institution, subject to GDPR, I may share a little blot in the history of an incoming BALEAP Chair…

Laurence Kinsella (Nazarbayev University, Kazakhstan) - Our BALEAP accreditation visit took place in February, 2020, in our 10th year as a university and at the beginning of the pandemic. This short presentation will first give an outline of our course. I will then explain what we hoped to achieve through the accreditation process. This will include what we saw as the benefits of the process and how we have developed since achieving accreditation. I will conclude by highlighting an area where we would like to see BALEAP encourage cooperation in the wider institutional context.

Title: Designing EMI lecturer training programmes: what and how?
Authors: Katrien Deroey - University of Luxembourg, Luxembourg
Session: Workshop 3.3c - Virtual room 3, 08/04/2021, 11:25 - 12:25

Abstract

This workshop aims to provide insights into designing and delivering English Medium Instruction (EMI) lecturer training and support initiatives. Starting from a real request for EMI training at the university of the workshop facilitator, participants will work to create a proposal for a programme suited to lecturers' needs and the local context. The worldwide boom in EMI has necessitated specific lecturer training. EAP practitioners are often called upon to design and deliver such training and support. However, the efficient design and delivery of these programmes is challenging. They arguably require (1) an analysis of local lecturers' needs and contexts (cf. Herington, 2020); (2) the design of novel materials suited to lecturing across different disciplines and English proficiency levels; and (3) a delivery mode that suits this fairly heterogeneous audience with busy timetables and a wish not to be exposed as deficient. All this typically needs to happen with very limited institutional resources, few (if any) published materials and relatively little published research on lecture discourse and EMI lecturer training. Workshop outline Prior to the workshop I will do the following to promote networking and to ensure the workshop is largely dedicated to exchanging ideas and experiences through focused group work: I will collect participants' experience with EMI training programmes and distribute a summary of this among the workshop group. This will be accompanied by details of the EMI lecturer training request I received at my university and an overview of the common components, delivery modes, challenges and tips of published programmes (Deroey, 2021). The workshop will consist of the following parts: The request for EMI lecturer training I received will first be repeated. Participants will individually reflect on different factors and questions relevant to proposing a programme for this request. Their reflections will be mapped using the chat function and discussed so as to inform the following work. A good part of the workshop will next consist of small groups brainstorming a proposal for the design and delivery of the programme. Each group designates one person to report back to the whole group. This person presents their group's proposal. Finally, the whole group will be free to provide feedback and

additional ideas. Intended learning outcomes increased insight into the factors to be considered in designing and delivering EMI lecturer training greater knowledge of what is being done in existing initiatives, either published or by fellow practitioners having a framework that can be used as the basis for creating EMI lecturer training programmes.

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Title: Exploring asynchronous collaborative learning through social network analysis
Authors: Wayne Rimmer - University of Manchester, United Kingdom
Session: Posters - Virtual room 1, 08/04/2021, 12:30 - 13:10

Abstract

The Virtual Learning Environment (VLE) ubiquitous in HEI is widely exploited in EAP programmes and a common function is an asynchronous component, typically termed a discussion board, for students to interact. This practice is justified within the social-constructivist epistemology, predominant in education according to Bower & Vlachopoulos (2018), that positions learning as collaborative and experiential. However, the impact of discussion boards on learning is difficult to determine as metrics of student engagement have been applied and interpreted variously (Bliss & Lawrence, 2009). The most common determiner is student participation (did students post anything?) but this figure does not in itself link to the quality of learning or the efficacy of collaboration. This corroborates Lockyer et al.'s (2013) claim that VLE are under-utilised in pedagogically-motivated research because the findings have little classroom application. The research underpinning this presentation is predicated on the belief that EAP practice, in line with general education (c.f. Scanlon et al., 2013), should be evidence-based and that EAP pedagogies conducted through an online delivery mode should be related to a generalised epistemology. The methodology is a case study of a discussion board within an in-sessional EAP programme and the method is a social network analysis tool used to map students' posts to a virtual canvas. Social network analysis as a practical application of learning analytics, the harnessing of big data in educational research (cf. Macfadyen et al., 2014), consists of a family of tools that emerged concurrent with enabling Web 3.0 technologies (e.g., Bakharia et al., 2009). User-friendly and intuitive, such tools enable the degree and patterning of interaction to be visualised prior to quantitative analysis and qualitative interpretation. As applied in

this study, the findings suggest that social network analysis is a powerful means of evaluating collaborative learning platforms and informing pedagogical decision-making.

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Title: Exc**avating the Foundations: What underpins our teaching?**
Authors: Norlene Conway - Royal Holloway, University of London, United Kingdom; David Channon - Royal Holloway, University of London, United Kingdom; Marion Engrand-O'Hara - Royal Holloway, University of London, United Kingdom; Pip Le Hen - Royal Holloway, University of London, United Kingdom
Session: Posters - Virtual room 1, 08/04/2021, 12:30 - 13:10

Abstract

In 2018, the Teaching and Learning Committee (TLC) of our department held a CPD session on materials writing. The aim was to discuss and compare the ways in which materials were written and to disseminate good practice locally. The session sparked a process of reflection and dialogue on our beliefs about learning and the principles underpinning our teaching practices. As a result, the TLC set up a Pedagogical Principles Project as a means of 'interrogating practice' (Fry et al, 2020: p10). The project has the following research questions: What do colleagues identify as the most significant

principles guiding their professional practice? How are these expressed? In-depth interviews were undertaken with colleagues with the aim of bringing to the surface beliefs and principles, implicit or explicit, which served as guides in their pedagogical practice. Thus, they were engaging in an aspect of lifelong learning (Fry et al, 2020: p16) and '… critical reflection on [their] own practice' (BALEAP, 2008: p.5). This process of identifying and critically reflecting on the pedagogical principles underlying colleagues' professional practice can spark an ongoing critical conversation that 'serves to generate knowledge and understanding and helps to develop collegiality' (Burns & Richards, 2009: p. 239 cited in Velikaya, 2015). The BALEAP framework describes competencies as 'the technical skills and professional capabilities that a teacher needs to bring to a position in order to fulfil its functions completely.' The framework is organised into 'knowledge' and 'abilities'. The values underlying the framework are left implicit and this is one factor that lies behind the rationale of the project. The TLC hope to be able to gather enough data to identify commonly held principles for colleagues to consider when designing materials.   The poster will illustrate the stages of the project including the rationale, the methodology used i.e. face to face interviews with a set of structured questions and coding of the qualitative date using an approach from Grounded Theory (Glaser and Strauss, 1967), as well as preliminary results and recommendations.

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Title: The role of alumni in welcoming pre-sessional students into the world of academia
Authors: Leah Marie Smith - The University of Nottingham, United Kingdom; Irina Hawker - The University of Nottingham, United Kingdom
Session: Posters - Virtual room 1, 08/04/2021, 12:30 - 13:10

Abstract

The poster will outline key stages of an alumni project, types of social and academic activities involved and their impact on student experience. We are aiming to create an interactive poster that would integrate links to illustrate the content of our activities foregrounding the student voice and experience.

The CELE (Centre of English Language and Education) alumni is a project which on a macro level aims to encourage a smoother transition of international students into departments and contribute to a better integration of CELE with departments across the university. This projected was initiated in 2015 and through networking and collaboration it grew into a more established project that became a feature of the EAP Presessional curriculum. This means regular activities with an academic focus such as SIG groups, end of term departmental orientation sessions, larger presentation events to encourage collaboration between current and former students and social events including coffee sessions and international lunches. The poster will highlight the impact these events have had on both alumni and Presessional students (testimonies and feedback), and it will also include some of the key findings from a mentoring project involving discipline specific work. The poster will also include some of the key literature emphasising the importance of the benefits of similar alumni projects. We hope to hear from colleagues that are working on similar projects across the higher education establishments.

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13.25-13.55

Oxford University Press- Integrating Assessment for learning (AfL) principles into an online diagnostic test of English

Virtual room 1

Presented by: Nathaniel Owen

Title: Taking the plunge: making the transition from Pre-sessional to In-sessional teaching

Authors: Jeni Driscoll - University of Liverpool, United Kingdom

Session: Live papers 3.5a - Virtual room 2, 08/04/2021, 13:25 - 14:25

Abstract

In-sessional teachers can sometimes feel 'thrown in at the deep end' of their teaching context as they deal with the multiple, and sometimes unfamiliar, requirements of this role. Previous research has highlighted the distinct nature of EAP pedagogy and practice (Hyland, 2006; Bruce, 2011; Alexander, 2008) and much can be learned from examining how student and teacher activity in EAP differs from other teaching and learning situations. Of particular interest to this paper is the research which has offered insights into the transition from general English teaching to EAP teaching (Campion, 2016; Ding and Campion, 2016) and further still, the development of EGAP to ESAP teaching (Nesi and Gardner, 2012; Hyland, 2016). This paper seeks to build upon previous research on the transition to EAP teaching and consider a further transition within EAP. Specifically, the aim is to explore how EAP teachers make the transition from Pre-sessional to In-sessional teaching. Formal teacher development for In-sessional EAP teaching can sometimes receive less attention than it requires or merits. There may be an assumption that EAP teachers will learn how to be an In-sessional EAP teacher 'on the job'. The key area under analysis is that of In-sessional teacher development. This will be examined using action research as a strategy for reflection in three ways. Firstly, by examining through personal reflection some of the key challenges identified in the transition from Pre-sessional to In-sessional teaching. Secondly, it will consider how such challenges might be addressed. This will be via a reflective case study exploring how the design of an In-sessional teacher development programme can be informed by specific EAP frameworks; namely the TEAP Competencies Framework (BALEAP, 2008), BALEAP accreditation criteria (BALEAP 2018) and the CEM (contextualization, embedding and mapping) model (Alexander et al. 2017). Finally, this paper will reflect on approaches to collaboration between EAP practitioners, Academic departments and In-sessional students and how such collaboration can foster a shared and co-constructed understanding of In-sessional pedagogy and standards. Whilst in the initial phase of pedagogic research and not yet at the stage of formal data collection, this paper may serve to gauge appetite for a larger scale project to explore approaches to and efficacy of In-sessional teacher development programmes more widely. In so doing, this area of teacher development can also help us to explore the interface between our own teaching and our learning as EAP practitioners.

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Title: Aligning Assessments For, Of, and As Learning in an Academic Reading and Writing Course
Authors: Shayne Fogle - Ryerson University, Canada; Catrina Ascenuik - Ryerson University, Canada
Session: Workshop 3.5c - Virtual room 3, 08/04/2021, 13:25 - 14:25

Abstract

 This workshop will examine how the three-part assessment model assessment for learning, assessment as learning, assessment of learning, can and should be applied to the EAP classroom. Focusing on the differences and importance of each of these types of assessments, we will explore the implications of formative and summative assessments in the classroom, and how they align with the three -part assessment model. We will specifically reference how to adapt current classroom models to suit online learning and instruction in the virtual classroom. The questions that will be addressed in this presentation are:

- Why assess students?
- What methods should be used for assessment in order to promote learning?
- How can we ensure quality and relevance in our formative and summative assessments?
- How should assessments be interspersed throughout a course to maximize retention?

- What information can be gained, both for instructors and students, from these assessments?

We will provide context based on our experience developing curriculum, materials and assessments for the EAP program at a Canadian university, and the necessary changes made over the past year with regards to virtualizing the program for online delivery of these academic skills. We will detail the pedagogy and rationale behind the choices made regarding the organization of course assessments and corresponding learning activities with theory grounded in the above-mentioned three-part assessment model; more specifically, we will highlight the importance of scaffolding in assessments and learning activities and provide sample outlines as clear demonstrations of this. Interactive components to this workshop will be included to help engage and involve audience members by employing a number of strategies including breakout room discussions where participants will be provided with a specific scenario to brainstorm in groups. They will be asked to create a learning activity and assessment outline for a 6 week-course in EAP where they will analyze the provided course learning objectives and apply the three-part assessment model to what they have created with their groups. In addition to Zoom breakout rooms, we will use Google Docs, Jamboard and Nearpod to foster more interactive communication between presenters and attendees. The rationale behind using these interactive tools is to not only provide participants with an engaging platform for this workshop but also to act as samples of online forums that can later be used when designing online classes for their students. The intended learning objectives of this workshop are to give instructors insight into best practices for properly aligning their assessments and planning learning activities to promote skills acquisitions for their EAP courses. These strategies can be applied to in person learning, and more importantly, can be easily adapted to an online learning environment. Much of the practice discussed in this workshop is informed by Bloom's Taxonomy, the assessment pyramid (Earl, 2003) with a focus on the theoretical practice of assessment for learning (Taras, 2010).

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Title: "The tutor is the guide; the rubric is the way": Making sense of online rubrics

Authors: Milena Marinkova - University of Leeds, United Kingdom; Joy Robbins - University of Leeds, United Kingdom

Session: Discussion of pre-recorded papers 3.6a - Virtual room 1, 08/04/2021, 14:30 - 15:00

Abstract

Assessment rubrics have been recognised as powerful teaching and learning tools, making tutors' expectations explicit and feedback well-targeted, enhancing learners' engagement with assessment criteria and self-regulation, as well as accommodating different abilities and accessibility requirements (Andrade, 2000; Brookhart, 2014). Given the move to online assessment and feedback, and sector recognition of online rubrics specifically as conducive to efficient marking and better feedback (Anglin et al., 2008; Isbell & Goomas, 2014), online rubrics are becoming crucial. While it has been concluded that rubrics have a positive impact on learners' performance across a range of academic subjects and skills, research continues to call for investigations into what students actually do with rubrics (Dawson, 2017). Even among the few that have explored this (Andrade & Du, 2005; Watkins et al., 2014), the new paradigm of online rubrics, especially in EAP, remains unevaluated (cf., Ene & Upton, 2014; Kostka & Maliborska, 2016). In the context of the Covid-19 pandemic, investigating the growing role of online rubrics in EAP and the various approaches students assume in understanding and using these online tools is timely. This paper will report the preliminary findings of a small-scale project investigating the impact of online rubrics on EAP students' assessment literacy and academic writing development, with a focus on the data from pre-Masters students at the University of Leeds Language Centre during January-June 2020. Participants recorded a think-aloud of their use of online rubrics, followed by a semi-structured interview to review further their understanding of the rubric and its developmental impact. Data was collected at two points – after receipt of formative and summative feedback on written assignments. In line with the existing literature on assessment rubrics (Sadler, 2014), our interim findings indicate varying engagement levels, with participants initially conceptualising the online rubric as a summative feedback tool (i.e., to identify own performance level) towards seeing its potential formative impact. The paper will highlight some of the approaches participants took in making sense and use of online rubrics to improve their writing performance. While diverse, these responses suggest that explicit guidance on the wording of rubric criteria and descriptors, clear modelling on how to use rubrics with own work or exemplars (see, Torrance, 2007), consistent application of a rubric's interactive functionalities vis-à-vis other parts of online feedback (e.g., linking annotations or tutor feedback to rubric criteria), and sustained discussion of rubrics as a learning tool are important implications for EAP pedagogy.

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Title: Moving an academic English test online: validity and constructs
Authors: Fiona Orel - University of Reading, United Kingdom
Session: Discussion of pre-recorded papers 3.6a - Virtual room 1, 08/04/2021, 14:30 - 15:00

Abstract

This presentation aims to explore the measure of validity when an integrated test of academic English proficiency is converted for online delivery. It will outline some of the key impacts of converting a face-to-face integrated skills test for online delivery and discuss the questions that have arisen as a result and the implications for future development of the test. In line with the conference theme of theory-based practice, there will be an outline of the key traditional measures of validity and discussion of how an Assessment Use Argument (Bachman & Palmer, 2010; Bachman, 2015) could be integrated into more traditional socio-cognitive approaches (Weir, 2005; Chalhoub-Deville & O'Sullivan, 2020; Chapelle et al., 2010; Knoch & Chapelle, 2018) in order to evaluate the consequences of the test results.

The talk will explore how the Assessment Use Argument can be practically applied to tests using examples from the Test of English for Educational Purposes (TEEP) which is used at the University of Reading. It is argued that this approach is suitable for evaluating the design and uses of large and small scale EAP assessments in high and low stakes contexts for summative and/or formative purposes.

It seems that online testing will continue post Covid-19 and the format it takes is likely to be a source of much debate in the EAP community. This presentation aims to be a part of that growing conversation and to encourage debate and discussion about the impact of online testing on test validity.

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Title: Challenges and Opportunities of teaching effective Presentation Skills in Academic English: a case study of PhD student presentations at Verona University
Authors: Sharon Hartle - University of Verona, Italy; Slivia Cavalieri - University of Verona, Italy
Session: Discussion of pre-recorded papers 3.6a - Virtual room 1, 08/04/2021, 14:30 - 15:00

Abstract

Academic English Presentation Skills require a particularly challenging skill set for academics, of the twenty first century. Digital platforms, however, provide us with opportunities to record and analyse learner narratives and learner production in new ways, enabling us to establish basic requirements for PhD students needing to put such skills into practice. The aim of our study is to explore learner narratives and to see how far specific learning strategies can be correlated with performance gain on an Academic English Presentations Skills course organised by the Department of Foreign Languages and Literatures at Verona University for PhD students of the Human Sciences. This was measured by both the quantitative and qualitative analysis of learner production at the beginning and conclusion of the course and triangulated by means of interviews with learners which enabled them to express their own learning narratives and enabled us in turn to analyse these narratives qualitatively (Gerriet et al. 2012). The aim is to provide an effective framework for the teaching of such skills, which is missing, as has often been underlined in the literature (Ennis & Mikel Petrie 2020,Littlewood, 2014). This is because of the tendency in many ESP contexts for teaching to be based on existing General English teaching approaches with the addition of a needs analysis. ESP courses, which are often taught by non-specialist instructors, may focus on the development of specialist lexis to the detriment of the practical skills required (Wette 2018). The framework adopted by Verona University is a combination of Littlewood's 2014 continuum (Op. cit.) together with a task-based methodology which fosters practical skills. The section of the study to be presented in this context seeks to analyse the strategies adopted that lead to effective performance gain in order to further develop the framework being used.

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Title: English Medium Instruction and the English Language Practitioner
Authors: Nicola Galloway - university of Glasgow, United Kingdom; Nicola Galloway, United Kingdom
Session: Live paper 3.6b - Virtual room 2, 08/04/2021, 14:30 - 15:00

Abstract

The internationalisation of higher education has become a key priority for universities around the globe. Linked to responses around the world to globalisation and the need to develop an English-speaking workforce to contribute to development agendas, there has been an unprecedented growth in English Medium Instruction (EMI), partnerships with 'native' English speaking universities and the adoption of foreign curricula. Despite the many perceived benefits of EMI, many challenges have been identified and there remains a lack of empirical research to match the pace of policy implementation and provision. This is a particular issue in contexts where EMI policy is linked with language proficiency, internationalisation and developmental goals. Without adequate research into both the feasibility of, and consequences of, EMI policy, it is difficult to assess, much less guarantee, whether the goals can be met. A further concern is the lack of consultation with English Language Teaching (ELT) professionals, particularly those in the field of EAP, given the need for language and academic skills support for staff and students (AUTHOR and Rose, 2020).

In this talk, I will explore the impact of the growth in EMI on the field of ELT, which featured in the 75th anniversary issue of the ELT Journal. I will explore the increasing body of EMI research that reports on students' language-related challenges and lack of EAP support l as barriers to successful EMI policy implementation. I will examine the role of ELT practitioners in providing language support, drawing on data from two British Council sponsored projects in East and Southeast Asia. I will explore the challenges that EMI presents in these contexts, the importance of academic and language support for students and make suggestions to facilitate greater integration of ELT within EMI contexts. I will also outline a recently established online network (Teaching English and Teaching IN English) that aims to build a global community of practice of EMI researchers, practitioners (those delivering content and EAP instructors). The network was set up to provide an online space for research collaboration and resource-sharing to ensure the provision of a quality education for students and that the internationalisation of higher education is approached in a context-sensitive manner. It also aims to provide a forum for EMI curriculum developers and content instructors to engage with ELT professionals.

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Title: **Technology-Mediated Dialogic Feedback: Supporting feedback engagement in challenging times**
Authors: Angelos Bakogiannis - Teesside University, United Kingdom
Session: Discussion of pre-recorded papers 3.6c - Virtual room 3, 08/04/2021, 14:30 - 15:00

Abstract

Background: Dialogic feedback - an 'interactive' process (Nicol, 2010) within which 'shared and individual interpretations are developed through dialogue, sense-making and co-construction between participants' (Carless and Bound, 2018) - has been identified as a critical component of formative assessment (Black and William, 1998). As such, dialogic feedback has been largely integrated into the teaching and learning curriculum, attempts being made at encouraging students to actively engage in the feedback experience. Context: The sudden outburst of COVID-19 in March 2020, however, forced universities to adapt their teaching and learning curriculum to an entirely new context. Teachers and students had to confront with a distinct change in the educational paradigm in which online training ceased to be an option in the teaching methodology and became a necessity in order to continue with the student learning process (Espino Diaz et al, 2020)Rationale: With this in mind, the sessions on self-assessment, peer-review, open class discussion and individual tutorials delivered as part of the formative assessment of Academic Study Skills at Teesside University were adapted to an online learning environment using digital learning and communication platforms to support feedback engagement in challenging times. Design: An online dialogic feedback exercise was developed - comprising a video outlining the steps of the process; a self-assessment task with an optional peer-review aspect; and individual audio feedback followed by virtual face-to-face tutorials - delivered via Blackboard and Microsoft Teams. Impact: The exercise helped students to better understand and use feedback and be more receptive to engagement with feedback and more open to dialogue by reducing barriers to help seeking. Students who engaged in peer-review were also helped to develop audience awareness and overcome emotional barriers to engaging in peer feedback, feeling safer, and less intimidated to talk about mistakes and give guidance or advice.

Feedback: Feedback on the exercise was largely positive on various grounds. Most students thought the exercise was motivational and empowering, allowing them to be more critically engaged with their own work, take ownership of their learning experience and boost their confidence in academic writing by developing a task-specific behaviour and changing their attitude towards other modules. Recommendation: If we keep investing in strategies to integrate dialogic feedback in our teaching practice and use education technology to support it, not only in times of crisis, we can help our students make the most out of their learning experience, promoting good practice and ensuring sustained impact.

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Title: Sustainable feedback and assessment for autonomous learning within and beyond the EAP writing classroom
Authors: Stergiani Kostopoulou - UCD Applied Language Centre, Ireland; Stergiani Kostopoulou
Session: Discussion of pre-recorded papers 3.6c - Virtual room 3, 08/04/2021, 14:30 - 15:00

Abstract

In line with the new paradigm of thinking around assessment and feedback in higher education, which places emphasis on learning-oriented assessment for lifelong learning (e.g. Boud and Falchikov, 2006; Carless, 2015), this paper invites EAP Practitioners to fundamentally rethink the meaning and purpose of feedback and assessment in EAP writing through the prism of sustainability. The theoretical discussion explains the need for a) sustainable assessment, which 'meets the needs of the present and [also] prepares students to meet their own future learning needs' (Boud, 2000: 151), and b) sustainable feedback practices, which 'support and inform the student on the current task, whilst also developing the ability to self-regulate performance on future tasks' (Carless et al., 2011: 397). It is argued that sustainable feedback and assessment can be promoted through assessment as learning, which aims to empower learners to critically evaluate and self-regulate their own learning (National Forum, 2017; Evans, 2013; Nicol, 2010) inside, outside and beyond the EAP writing classroom. Assessment as learning occurs during the learning process and it is typically implemented through peer and self-assessment activities, which require students' evaluative judgement (Tai et al., 2018) and student-generated feedback, i.e. 'the inner feedback students generate themselves' (Nicol and Macfarlane-Dick, 2006), scaffolded by and combined with teacher feedback/feedforward. Research-informed implementation strategies are discussed in the context of an EAP writing module for Pre-Master's Pathway students at an Irish university. Key practices include the analysis of exemplars applying standards (i.e. assessment criteria and rubrics; Carless, 2020), systematic peer review of writing (following Reinholz's (2016) assessment cycle) and dialogic feedback using Harvard's Ladder of Feedback, the use of self-assessment sheets for student assignments and teacher feedback/feedforward. Student and teachers' perspectives on the benefits and challenges of these practices are provided and recommendations for future improvement and application in other contexts are also offered. The paper responds to calls for a stronger focus on assessment which supports learning in EAP writing (e.g. Seviour, 2015) and it also supports the view that the abilities to self and peer review are essential graduate qualities which deserve more attention in higher education curricula (Nicol, Thompson and Breslin, 2014). The feedback and assessment practices that are discussed can be applied in any other (online/face-to-face) EAP context with similar needs.

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Title: Stance and engagement in Three Minute Thesis (3MT) presentations
Authors: Xuyan Qiu - The Open University of Hong Kong, Hong Kong; Feng (Kevin) Jiang - Jilin University, China
Session: Discussion of pre-recorded papers 3.6c - Virtual room 3, 08/04/2021, 14:30 - 15:00

Abstract

In the capricious and market-driven landscape of the current academic world, research postgraduate students need to grapple with the challenges of communicating disciplinary knowledge in a diversity of ways with different groups of people when developing their academic literacies (Starfield & Paltridge, 2019). To achieve this goal, Three Minute Thesis (3MT) competitions, which require research postgraduate students to present their theses in laymen language with one PowerPoint

slide in three minutes, have been popular in universities over the world. While Feak (2013) and Boldt (2019) argue for an important connection of 3MT presentations with EAP teaching, few studies have been conducted to explore how 3MT presenters communicate their research work with the general audience, thus EAP teachers may not be confident about what they should offer to learners in order to develop their academic literacy competence and presentation skills.

To advance our understanding of how 3MT presenters communicate disciplinary knowledge to a wide audience, this study aims at investigating the stance and engagement markers (Hyland, 2005) typically employed in 3MT presentations and exploring how the patterns of social interaction vary across disciplines. 80 3MT presentations covering six disciplines (i.e. hard disciplines: science, engineering, medicine; soft disciplines: arts, education, social science) have been collected to compile a small-scale 3MT corpus. We drew on Hyland's (2005) model of stance and engagement to analyse the stance (i.e. hedges, boosters, attitude markers, self-mention) and engagement markers (i.e. listener mention, directives, questions, appeals to shared knowledge) in 3MT presentations. The interactional marker list proposed by Hyland (2005) was piloted with academic spoken corpora and those categories which were not likely to appear in spoken academic discourse were excluded. The normalised frequency of each marker of each 3MT presentation was examined, and statistical analyses (log-likelihood) were conducted to explore the disciplinary differences.

The findings show that 3MT presenters employ a vast variety of interactional features to explicitly express an authorial stance while bringing in listeners along the argument. Presenters were found to exploit stance expressions more often than engagement devices and attempt to summon the audience's background knowledge to the least extent. Furthermore, hard sciences made more use of stance expressions (esp. attitude markers) which highlight the importance and surprise value of research findings while presenters in soft disciplines posed more rhetorical questions. The findings indicate that when teaching EAP speaking, teachers can include the knowledge of stance and engagement to hone students' presentations to maximise the impact on a wide audience.

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Title: EAP for content lecturers in times of internationalisation: integrating intercultural and linguistic dimensions into CPD.
Authors: Rina Fokel de Vries - University of Birmingham, United Kingdom, United Kingdom; Kevin Haines - University of Groningen, Netherlands
Session: Live papers 3.7a - Virtual room 1, 08/04/2021, 15:25 - 16:25

Abstract

The internationalization of higher education (HE) is a transformative process affecting both learners and educators, which creates opportunities but also challenges. In many English-speaking HE settings, in particular English-speaking countries, often a division arises between native English-speaking students and students still developing their English language skills. That many non-native speaking students have only reached threshold language level upon university entry often remains unacknowledged, classroom practices reflecting a conformist or 'deficit' model (Carroll, 2015), with little allowance being made for different Englishes and culturally determined communication styles. Rather than an internationalised, inclusive environment, segregation can result in 'us' and 'them', where communication fails and graduate attributes such as global employability and intercultural competence cannot be obtained. This problem has grown even more urgent with the recent increase in online delivery, casting an ever more fluid perspective on education and employment mobility.

Interaction in the international classroom should be a shared responsibility (Leask, 2015), requiring adjustment from lecturers and students alike. Lecturers need to forge pathways towards a more inclusive, internationalised approach by promoting intercultural exchange, providing equitable access to language, letting go of native speaker norms, and allowing for diverse communication styles (Jenkins & Wingate, 2015). Integrating these skills into lecturers' repertoire has implications for Continuing Professional Development (CPD), requiring targeted training in intercultural awareness and competence. Lecturers have to ensure the linguistic challenge is not simply transferred to the NNS student, remaining distinct from the main educational process (the 'go away and be fixed' approach; Carroll, 2015). They also have to learn to monitor their own communicative style, and adopt linguistic strategies to reduce students' cognitive load during content delivery.

In the CPD process, the EAP tutor can play an active role. After all, it is the EAP tutor's job to assist educationally mobile students in adjusting to a different cultural and academic context and developing the ability to interact successfully in an English-speaking HE setting. The EAP toolkit already includes pedagogies such as grading language, scaffolding knowledge acquisition, and evaluating different communication styles. Materials for CPD can also be found in EQUiiP, a recently completed Erasmus+ project, which offers a support platform for educational developers and content lecturers aiming to ensure quality in international and intercultural classrooms in HE. This open-access CPD resource comprises specially designed modules on 'Intercultural Group Dynamics'

and 'The Role of Language in the International Classroom'. Our presentation will demonstrate some of these materials and illustrate how the EAP tutor can help to facilitate lecturers' CPD.

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Title: One giant leap into an online pre-sessional
Authors: Debra Jones - University of Bristol, United Kingdom; Hazel Newton - University of Bristol, United Kingdom
Session: Live papers 3.7a - Virtual room 1, 08/04/2021, 15:25 - 16:25

Abstract

At BALEAP 2019, we presented on our move from a face-to-face pre-sessional to a blended course where 50% of the course was delivered online. Our motivation was partly pedagogical - to develop

digital literacy in an educational context - and partly practical - to cope with the increasing numbers of students and resulting demands on both physical and human resources. Our plan for 2020 was to build on this blended course in response to student and teacher feedback and further enhance the integration between the digital and classroom content. However, with the Covid19 pandemic and face-to-face teaching no longer an option, we needed a course which could be delivered fully online. Rather than adapt our existing course, we took the opportunity to create a brand new course with new ILOs and new assessments with an emphasis on process over product, moving away from discrete skills to a more holistic approach to academic language and development.

Although the new course was initiated in response to an emergency, it was not emergency remote teaching as defined by Hodges et. al. (2020). We were attempting to develop a sustainable course which could be delivered online or face-to-face (or both) in future years. While we did not use any of the course materials from our 2019 blended pre-sessional, we were guided by the same course and materials design principles: the digital transformation categories 'modification' and 'redefinition' of the SAMR model (Puentedura, 2013), and the 4Cs of Creation, Collaboration, Construction and Critique (Newton and Jones, 2019). In addition, we incorporated Salmon's (2013) Five Stage Model for online learning into our new course, carefully planning how we would provide remote orientation, tech support and opportunities for online socialisation before and during the course.

In this paper, we will share examples of the online tools and activities we used to create the course as well as our evaluations of the course based on student and teacher feedback and student output. In the spirit of collaboration, we hope to stimulate dialogue with colleagues and share experience and good practice across institutions.

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Title: Pedagogic design, 'redesign' and affordances for learning in EAP practice
Authors: Steve Kirk - Durham University, United Kingdom
Session: Live papers 3.7b - Virtual room 2, 08/04/2021, 15:25 - 16:25

Abstract

Materials design and classroom pedagogy in EAP tend to be considered separately. Rarely explored is the nexus between the two. How do materials design decisions impact on affordances for teaching and learning? What is the relationship between lessons as pedagogic potential in the pages of a coursebook and lessons as recontextualised (Bernstein, 1990) in pedagogic practice? This talk explores these questions through the lens of a research case study on an EAP pre-sessional programme. Analysis of task sequences both on the page and in pedagogy involved enactment of the concept of semantic gravity from Legitimation Code Theory, a realist framework for educational research and practice in the sociology of education (Maton, 2014). Semantic gravity conceptualises how (far) meaning making is related to a particular context and, in this study, enabled visually mapping EAP task sequences of designers and teachers. The talk begins by looking at the structuring of exemplar lessons taken from the EAP summer course. These were created by different materials designers, to be taught by other teachers. Visual analysis of the lessons as presented on the page enables seeing the forms of classroom practice that may be facilitated (or constrained) by design decisions. The data presented contrasts, for example, a lesson whose design may facilitate teaching for transfer of learning (cf. Salomon & Perkins, 1989; Monbec, 2018) with one which may not. The talk then looks at brief examples of pedagogic practice, where practitioners 're-design' (cf. Kress, 2010) tasks or task sequences for their realisation in the classroom with students. illustrations show how these decisions shift affordances for the kind of learning that may result – for better or worse. Taken together, these glimpses into the structuring of 'the what' of teaching raise important implications and possibilities for discussions of EAP pedagogy. Firstly, the approach employed here offers a means to make course values and expectations visible to teaching staff. Secondly, it can enable more effective scaffolding of more inexperienced practitioners, who may not be able to 'read between the lines' of materials they are given to teach. Finally, making visible the underpinning knowledge structures of pedagogic materials can facilitate more critical engagement among designers and managers around the relationship between curriculum goals, individual lessons and classroom practices.

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Title: An exploration of student perceptions of principled pedagogic practice on a pre-sessional course: before and after

Authors: Maxine Gillway - University of Bristol, United Kingdom; Lisa Hanson - University of Bristol, United Kingdom

Session: Live papers 3.7b - Virtual room 2, 08/04/2021, 15:25 - 16:25

Abstract

This talk will focus on the online induction of students (and to a lesser degree teachers) to the six pedagogical principles of our Centre (development, reflexivity, autonomy, collaboration, transparency, transferability) and to the key concepts that underpin the re-design of our pre-sessional course: e.g. self-regulated and peer learning (Nicol, 2020), sustainable feedback (Carless, Salter, Yang & Lam 2011).

In line with our Centre principle of transparency, we decided to use the principles and concepts underlying our course design and pedagogy as loop input whilst familiarising students with the practicalities of the online environment during induction. Students (and teachers) needed to understand that rather than four separate skills exams, the course culminated in a presentation of a claim of learning development based on evidence from a developmental portfolio which was integral to course design (Clarke & Boud, 2018). They also needed to come to grips with the collaborative nature of the course, particularly in the Problem Based Learning strand. The concepts of reflexivity and social constructivist learning were presented (and applied) to students at induction where they rated their current skill and experience. Meanwhile, teachers were asked to consider their approach to feedback and inducted into the concept of sustainable feedback using a definition from Carless et al. (2011).

Quantitative data from student polls during the initial induction and final progression ceremony will be presented alongside a thematic analysis of post course student and teacher evaluation comments. Initial data analysis shows evidence of appreciation of new concepts as well as some resistance to the new ways of working in both groups. The findings support continued use of online inductions of this kind, which have now been introduced on other courses. Inviting teachers to the student induction to learn the key concepts alongside their students from the course designers may facilitate student success (Vattøy, 2020). The recommendation is that colleagues consider inducting students (and staff) into any principles and theories that underpin course design pre-course, so they are better able to engage in the metadialogue around learning during the course and appreciate more fully the extent of their learning at the end. Knowing why things are included in a course, and understanding why they are taught in a certain way improves engagement and learning.

Participants will be invited to engage in online polls and chat in the same way as students did during their induction.

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Title: **The Cara programme for Syrian academics in exile. "I've learnt I mustn't leer into the screen": Evidence from 3 years of online teaching.**
Authors: Michael Jenkins - Freelance, United Kingdom; Sarah Brewer - University of Reading; Maggie Charles - University of Oxford; Karin Whiteside - University of Reading
Session: Live papers 3.7c - Virtual room 3, 08/04/2021, 15:25 - 16:25

Abstract

The current global pandemic has necessitated a widespread move from face-to-face to online teaching in EAP as elsewhere in the university sector (Teräs et al., 2020). The differences between these modes of instruction are well-documented (e.g. Huang, 2019) as are the challenges faced by users when moving to online teaching (Guichon, 2009, 2010; Meskill & Anthony, 2014). This paper focuses on aspects of online instruction that are particularly relevant in one-to-one or small group settings and discusses the pedagogical approach needed when the 'students' are academic professionals. The evidence is based on 3 years of data from focus group discussions and online surveys completed by teachers on the Council for At-Risk Academics (Cara) Syria Programme, which provides EAP support for Syrian academics who have fled conflict in their country. Before becoming displaced, the participants were practising academics at all levels of seniority in a wide range of humanities, natural and social science fields. The overall aim of the programme is to facilitate participants' continued academic development and contribution through research collaborations with wider regional and international academic communities. For further details, see Brewer &

Whiteside (2019). The online EAP work includes one-to-one tutorials with participants for one hour per week, webinars and small group speaking and writing sessions. All tutors are qualified and experienced in university-level EAP teaching. Seven thematic areas emerged from the initial pilot data: 1) Approach; 2) Before the Tutorial; 3) Tutorial Content; 4) Recommendations for other Tutors; 5) Marking Progress; 6) Dealing with Sensitive Subjects and 7) After the Tutorial. These areas have been taken forward in the current survey which has been administered to approximately 90 Cara teachers. Here we report the findings most relevant to BALEAP members' contexts; for example, the pilot data reveal the importance of flexibility and patience under Approach, while 11 different points are mentioned under Recommendations, including the need for increased attention to visual presentation and the generally slower pace of one-to-one online sessions. Of particular note is the importance of negotiating content and approach (Kozar, 2015; White et al., 2020), especially with participants who are academic professionals themselves. This paper presents further findings from the Cara data and offers clear, practical recommendations for online practice in EAP.

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Title: Designing and managing an online, personalised research writing course for postgraduates

Authors: Katrien Deroey - University of Luxembourg, Luxembourg; Jennifer Skipp - Univerisity of Luxembourg, Luxembourg
Session: Live papers 3.7c - Virtual room 3, 08/04/2021, 15:25 - 16:25

Abstract

This paper describes and evaluates an online research article writing course at the University of Luxembourg. Participants were self-referred PhD students from different disciplines. The aim of the ten-week course is to improve insight into the structural, stylistic and rhetorical features of research articles as well as the writing and publication process. It also provides tools for students to develop their own writing. We will situate our course rationale and design within the literature, then compare these to both the reality of managing and delivering the course online as well as participants' feedback as reflected in 30 surveys. We will focus on the following results: The practicability of including multiple pedagogical elements in an online course was challenging. We wanted to integrate both independent and collaborative work, production and reflection. However, results of the surveys and our own experience show that the multiplicity of elements was often seen as complex and difficult to manage and multiple submission deadlines problematic. Students favoured working alone over working together and uptake of writing groups (Aitchison, 2009) was poor. Multi-disciplinary peer groups were, however, positively reviewed (cf. Hyland, 2012). The flexibility of the online environment was seen as positive, yet many reported problems finding time to write. However, participants did see the benefit in having to write regularly. Tools of reflection did not score highly. The personalisation of learning input scored highly in the survey, but this was time-consuming to implement. Whilst instructor-student consultations were offered to further personalise feedback, these had a low uptake (8/30). We wanted to create a course which included guidance on the writing and publication process (Starfield & Paltridge, 2016) as well as increased genre awareness (Swales, 1990) to prepare students for publication. However, tasks on language and structure were rated more useful by more students than this content. More participants commented on the benefit of working through their language issues in live sessions over learning how to address language issues through the corpus-tools that were integrated into the course (Charles, 2018). Through sharing this information, we hope to generate a discussion with the audience about ways to optimise online writing courses and manage some of the problems associated with online delivery.

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Title: Exploring the pedagogical approach of corpus-based learning: What is the long term take-up by students?
Authors: Maggie Charles - Oxford University, United Kingdom
Session: Discussion of pre-recorded papers 3.8a - Virtual room 1, 08/04/2021, 16:30 - 17:00

Abstract

The pedagogical use of corpora in EAP has increased markedly over the last decade. Recent surveys suggest that corpus applications are an effective means of language learning (Boulton & Cobb, 2017), that more instructors use corpora in their teaching (Tribble, 2015) and that data-driven learning is becoming 'more mainstream' (Chen & Flowerdew, 2018: 358). However, while these studies provide valuable insights into the efficacy of corpus-based approaches and their incorporation into EAP practice, they reveal little about how corpus use impacts upon students. This paper investigates how far corpus consultation has been adopted by EAP students and is based on 9 years of data (2009-2017) from a university course in academic writing for graduates. The data consist of responses to questionnaires administered at three time points: pre-course (total 544 responses), immediate post-course (343) and delayed post-course one year later (221). These data offer a rich picture of pedagogical corpus use, offering an account from the perspective of the student.

The course 'Writing in your Field with Corpora', ran once a year and consisted of one two-hour class for 6 weeks. Students built their own do-it-yourself discipline-specific corpora from research articles they had downloaded to their bibliographies. The aim of the course was for students to explore realisations of specific discourse functions within their own discipline.

Three research questions concerning the period 2009-2017 are addressed:
- what was the level of pre-course corpus use for EAP purposes?
- what was the level of immediate post-course corpus use outside class?
- what was the level of delayed post-course corpus use one year later?

Results showed that frequent pre-course corpus use (1/week or more) was around 10% and remained fairly constant over the study period, indicating that the corpus approach had achieved

little take-up among these students, irrespective of their prior language learning background. At immediate post-course, there was a gradual upward trend in frequent users from 58% in 2009 to 71% in 2017. This shows that the course was successful in encouraging independent corpus use. One year later, the percentages of corpus users had reduced and remained slightly below 40% over the nine years. Nonetheless, this is a considerable increase over pre-course corpus use and shows that work with a discipline-specific do-it-yourself corpus can lead to considerable student take-up. This paper presents further data from the 9-year study period and discusses their implications for EAP writing courses elsewhere.

Title: EAP in a scientific revolution: English for open and reproducible science
Authors: Ricky Jeffrey - University of Edinburgh, United Kingdom
Session: Discussion of pre-recorded papers 3.8a - Virtual room 1, 08/04/2021, 16:30 - 17:00

Abstract

Science – natural, social, pure, and applied – is undergoing a Kuhnian revolution (Nosek et al., 2018; Christensen et al., 2020). This "open science" paradigm shift pursues greater transparency and reproducibility, with changes to data collection, reporting, evaluation, and the rest of the scientific process (Munafo et al., 2017). EAP and science are interdependent – most EAP students worldwide likely to be social or natural science students, and most scientists former or current EAP students. As science changes, this paper considers how EAP might also change in response. While EAP is traditionally corpus-driven and descriptivist (Ding & Bruce, 2017), in a time of changing norms, when much literature has been exposed as likely false (Ioannidis, 2005) or involving "questionable research practices", a more prescriptivist EAP is also needed. These prescriptions should derive from principles valued in the scientific disciplines: classic Baconian and Mertonian norms, or 21st-century updates (e.g. Nosek, 2019).This shift, from description of disciplinary pasts, to prescription inspired by disciplinary goals, implies many practical changes for EAP. Disciplinary "controlled vocabularies" can be taught, such as engineering's IEEE Thesaurus, and discourse teaching can move on from IMRAD to more detailed formats such as APA's Journal Article Reporting Standards or the EQUATOR guidelines. This standardisation of vocabulary and discourse benefits both writing and literature search (Christensen et al., 2019). Newly popular genres such as Registered Reports should be taught in EAP, alongside new scientific writing applications like Sci-Note and Writefull. Non-linguistic content (e.g. heat maps and directed acyclic graphs) increasingly features in scientific communication, and so should feature more in EAP, dual coding known to communicate more effectively than words alone (Clark & Paivio, 1991). Students would learn to avoid "spin" and overstatement (Gerritts et al., 2019) and instead prioritise empirical and methodological detail. Promoting transparency, learners would upload their dissertations and related data-sets to open repositories like Thesis Commons, and use such repositories for literature search, in addition to commercially-published books and journals. Implementing ELF norms in teaching and assessment, we should become more specific about which linguistic features truly influence intelligibility for

global scientific audiences, so that EAP practice can catch up with what already happens in much of science (e.g. Rozycki & Johnson, 2013). These practices and more are explored, to align with and further ongoing reforms for more open, reproducible science, benefitting both our students and the society they will impact in future.

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Title: EAP teachers' perspectives on technology enhanced learning (TEL) – through COVID-19 and beyond
Authors: Sundeep Dhillon - University of Warwick, United Kingdom
Session: Discussion of pre-recorded papers 3.8a - Virtual room 1, 08/04/2021, 16:30 - 17:00

Abstract

As the focus on technology use within higher education continues to develop (Langer-Crame et al, 2019), EAP teachers increasingly require conversancy in using and delivering technology enhanced

learning (TEL) to support learners with the demands of language learning and their further studies. TEL is defined as, 'the study of how we learn and teach with interactive technologies, and how to design and evaluate effective technologies for learning' (Duval, Sharples & Sutherland, 2017, p. 1). There have been calls for regular teacher training and development in technology use for EAP / ESP teachers (Gilbert, 2016; Li, 2018), and also encouragement to participate in scholarship in this area (Blaj-Ward, 2014). The formation of the TEL special interest group, BALEAP TELSIG, which took place in 2020, also provides a specific focus with regular webinars and presentations to support EAP practice. The use of technology in EAP teaching and learning has been majorly impacted by the Covid-19 pandemic which led to the closure of educational institutions and the sharp rise of online provision. For many teachers, the move to emergency remote teaching necessitated the development of skills and knowledge in the use of technology to deliver teaching and learning through a virtual medium.

This paper will report the preliminary findings of an ongoing PhD project which explores the perspectives of EAP teachers from a sociocultural viewpoint on how they use TEL in their teaching, the factors which underlie this use and also the professional development opportunities which they consider support and develop their digital literacy skills. The use of a mixed methods approach, comprising of an online questionnaire (n=90) and follow-up semi-structured interviews (intended sample size of n=15), will be used to collect data from the BALEAP community and analysed using descriptive statistics and thematic analysis. The key themes arising from the online questionnaire will be outlined and explored with the aim of presenting the views of EAP teachers on the unprecedented requirement to upskill in TEL. The audience will be invited to consider the professional development opportunities required to meet their needs in employing TEL in the current climate and beyond Covid.

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Title: A PQRS philosophy of EAP pedagogy: pragmatism, questioning reflection and situational knowledge

Authors: Deak Kirkham - University of Leeds, United Kingdom
Session: Discussion of pre-recorded papers 3.8b - Virtual room 2, 08/04/2021, 16:30 - 17:00

Abstract

This presentation seeks both to question, and to offer a coherent and complementary alternative to, three connected aspects of contemporary thinking in EAP research insofar as they relate to EAP pedagogy. These are: a) the degree to which pedagogy should be informed by empirical research in EAP (c.f. Flowerdew and Peacock 2001); b) the relevance of an objective knowledge-base for EAP pedagogy (c.f. Ding and Bruce 2017; Bruce 2018); and c) the relationship between theory and practice (e.g. Bruce 2015; Walková 2020).

Assuming the perspective of Larsen-Freeman's seminal work on complexity theory in language learning and teaching (Larsen-Freeman 1997; Ortega and Han 2010), it will be argued, first, that language and language teaching so conceived, particularly when embedded in the diverse, disparate and radically context-sensitive educational arenas which characterise global EAP, may not readily admit the application of some empirical research, of an objective knowledge base, and of theory. Instead, building on Kirkham and Harrop's (2019a, b) PEEP typology of the epistemology of EAP pedagogy, it will be argued that three complementary, subjective guiding principles - namely a) pragmatism, b) the practice of questioning reflection (Schön 1983) and c) situational knowledge (PQRS) - constitute at least an efficacious complement to the objectivist underpinnings to pedagogy given above, if not a preferable one, at least for some practitioners. As such, while not opposing the pedagogical value of empirical research, the formulation of an objective knowledge base and the role theory, the presentation does seek to set these themes in a broader context and indeed to highlight limitations they may have with respect to informing EAP pedagogy.

The presentation therefore does not seek to controvert per se the objectivist positions discussed; it seeks merely (or simply) to question their pre-eminence, offer an alternative and complementary approach and thereby validate practitioners who feel their approach to pedagogy may not always benefit from research, a formal knowledge-base or theory. Indeed, potential interfaces (c.f. Kirkham & Harrop's PEEP typology) between the two modes will be briefly noted. Finally, as a self-referential envoi, the oxymoronic structure of the argument advanced will be recognised in that an empiricism, a knowledge-base and a theoretical informedness and sensitivity of sorts are constitutive elements of this thesis.

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Title: Student and tutor perspectives on L2 listening in post-graduate studies and the implications for EAP

Authors: Niamh Mullen - University of Leeds, United Kingdom; Peter Matthews - University of Leeds, United Kingdom

Session: Discussion of pre-recorded papers 3.8b - Virtual room 2, 08/04/2021, 16:30 - 17:00

Abstract

Listening can be an area of particular difficulty for L2 speakers in HE in English speaking countries (Briguglio & Smith, 2012). In a study into students from non-English speaking background studying at an Australian university, Mulligan and Kirkpatrick (2000:316) found that only one in ten L2 speakers said they had understood their most recent lecture very well, and twenty-two percent said they had not understood a lot. Despite the challenges many students face, L2 listening receives relatively little scholarly attention in EAP when compared to other skills (Lynch, 2011). The modest number of studies that have been conducted into academic listening have sought to shed light on issues associated with second language listening in university study and the following issues have been identified as impediments to comprehension in lectures: processing fast speech (Flowerdew and Miller 1992; Powers 1986); the accent of the speaker (Miller, 2002; Powers, 1986); the use of informal language i.e. idioms and reductions (Sheppard et al, 2015); the use of unfamiliar general and subject-specific lexis (Flowerdew and Miller 1992); and challenges in following arguments at a discourse level (Olsen and Huckin, 1990).

This presentation reports the key findings from a recent study into both student and lecturer perceptions of issues relating to L2 listening for Master's students at a UK university. Data was collected through a student survey, student focus groups and student individual case studies as well as a tutor survey and tutor focus groups. The student survey was carried out in semester one, the tutor survey in semester two, and individual case studies and focus groups took place in both semester one and semester two. The results reveal the extent to which academic listening can challenge some students and also indicate when in students' studies listening challenges are at their height. Furthermore, the findings enable us to identify specific challenges which students face in academic listening.

In this presentation, we will relate the findings of this research to EAP practice with regards to developing listening skills. We will argue that adapting to accent and speed in authentic speech are two of the biggest barriers to comprehension faced by students, and these challenges and others which students encounter could be reduced with a place for explicit focus on listening development within the EAP curriculum and exposure to a range of appropriate listening texts on EAP programmes.

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Title: Students' Response to Teacher's Feedback: Evidence-Based Cognitive Apprenticeship in Structuring Academic Arguments
Authors: Olga Campbell-Thomson - Abu Dhabi Polytechnic, United Arab Emirates
Session: Discussion of pre-recorded papers 3.8b - Virtual room 2, 08/04/2021, 16:30 - 17:00

Abstract

The study reported in this presentation traces the process of skill development in structuring academic arguments. The concept of cognitive apprenticeship is utilized as a theoretical framework. Based on the traditional model of apprenticeship, the process of cognitive apprenticeship includes a number of stages - modeling, coaching, scaffolding, articulation, reflection and exploration (Collins, Brown and Newman 1989; see Seezink et al. 2009 for further development of the model components). The key difference between the traditional and cognitive apprenticeship is the visibility of the process of learning. Thus, in cognitive apprenticeship, it is important to deliberately bring the thinking to the surface and make it visible. Teacher's feedback and students' responses to the feedback are viewed as manifestations of, and the mechanisms for, the cognitive process of skill development. Teacher/students interactions via written feedback and responses in this study are focused on the five criteria of academic argument outlined in the course evaluation rubric: clear position which is developed via relevant information/examples used in support of the point, analysis of provided information (i.e. detailed explanation/justification of provided information), synthesis (i.e. logical sequencing of information into a coherent argument), logical conclusion. The site of this study is a polytechnic college in the Middle East. The students must complete two full semesters of Academic Support modules (credit-bearing courses) during their first year prior to progressing to subject-specific disciplines. Sixteen first-year students involved in this particular study were enrolled in Academic English I offered during semester one. The researcher collected data over a semester at four data points: start of the semester, feedback/response 1, feedback/response 2 and final argumentative writing task. Two analytic procedures were employed: (1) evaluation rubric describing the five criteria of academic argument (an ordinal scale for ordering observations from low to high) to measure the level of achievement in completing the target task and (2) thematic content analysis to analyse teacher's feedback and students' responses to the feedback. The findings of the study indicate that skill development in structuring academic arguments is an iterative process. Repetitive modelling, and the use of specific examples in teacher's feedback, are shown to be the most effective types of feedback; their effectiveness is demonstrated both in students' follow-up tasks (implicit evidence) and students' reflections on the value of different types of teacher's feedback (explicit evidence). The approach tested in this study can inform pedagogical format of EAP pre-sessional and in-sessional courses. The specific recommendation for EAP practitioners is to utilize explicit feedback on, and modelling of, various dimensions of the academic argument rather than use holistic judgement alone when evaluating students' argumentative writing.

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Title: Cross-institutional collaborative autoethnography as an inclusive and flexible way of researching EAP pedagogies and practice

Authors: Anna Rolinska - Glasgow School of Art, United Kingdom; Clare Carr - Durham University, United Kingdom; Clare Maxwell - University of Leeds, United Kingdom; Jennifer Sizer - University of Portsmouth, United Kingdom
Session: Live paper 3.8c - Virtual room 3, 08/04/2021, 16:30 - 17:00

Abstract

This talk aims to report and reflect on our use of collaborative autoethnography (CAE) in a systematic study exploring EAP pedagogies in the Creative Disciplines as four EAP practitioners working across four different UK HE institutions. Autoethnography, as an established method of making sense of personal experiences (Ellis et al., 2011), offered us the opportunity to place our own practice at the centre of our research. The diversity of our experience and working contexts provided sufficiently rich data for our study, hence our choice to engage in collaborative autoethnography (CAE). CAE gave us an opportunity to engage in 'collaborative and dialogic reflection' (Ding & Bruce, 2017, p.147), and also provided the benefit of being able to 'analyse and interpret [our] data collectively in order to gain a meaningful understanding of [the] sociocultural phenomena' (Chang et al., 2012, p.24). The talk will set the context of the study and detail the five-stage process of systematic data generation which involved cycles of reflection, review and analysis, including practicalities such as use of technology and means of communication. It will also explore the perceived and potential benefits of such scholarly collaboration, and consider potential limitations. From our perspective, CAE enabled us to create a safe 'circle of trust' where we could articulate and refine tacit understandings of our emergent practice within an otherwise under-researched context, resulting in deeper reflection and a greater understanding of, and engagement with, our working contexts. Additionally, the collaboration has meant increased motivation and access to colleagues in similar ESAP contexts, which is particularly relevant for sole practitioners working in the disciplines.Our experience demonstrates that a cross-institutional, collaborative autoethnographic approach can be an inclusive method appropriate for use in scholarship contexts exploring pedagogical practices. It incorporates the valuable practice of reflection (key to both the BALEAP and HEA fellowship schemes) but allows practitioners to explore their practice through collaborative reflection that moves from the 'ontic to the ontological' (Ding and Bruce, 2017) giving the outcomes a wider relevance beyond the individual. The audience will be encouraged to reflect on the potential use of the approach in their own context(s).

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Title: Keeping to the point: how successful are teachers' autonomy tours in an online course?
Authors: Olwyn Alexander - Freelance, United Kingdom; Sue Argent - Freelance, United Kingdom; Judith Gorham - Heriot-Watt University, United Kingdom
Session: Live papers 4.2a - Virtual room 1, 09/04/2021, 09:25 - 10:25

Abstract

Spontaneous teachable moments – often referred to as unplanned learning opportunities – are instances when a teacher must decide in-the-moment whether to continue with the flow of a lesson or depart from it to address specific student needs (Haug, 2013). From a sociocultural perspective (van Lier, 2002), which views classrooms as complex ecosystems, these moments constitute affordances in the environment that can become learning opportunities if learners notice and act on them. In EAP lessons, if spontaneous teachable moments make metacognitive knowledge about language and study skills explicit, they can contribute to cumulative knowledge building (Monbec, 2018; Maton, 2020) enabling transfer to new learning contexts. However, triggers for these teachable moments and evaluation of their success have received little attention in the research literature. Teachable moments can be recognised and exploited by experienced teachers but novice teachers might miss them. Although they could be anticipated in lesson planning, the outcomes based, segmented approach to planning within initial teacher education tends to ignore them (Anderson, 2015). Furthermore, the move in 2020 to new online teaching contexts introduced new constraints and potentially different affordances, possibly leading teachers to feel less confident in departing from prescribed materials to exploit teachable moments. In this talk, we aim to explore what constitutes a successful spontaneous teachable moment in online synchronous classes. We analysed instances of teachable moments from a database of recordings of the same 50 minute online lesson, taught by 32 different teachers. The analysis uses Legitimation Code Theory (Maton, 2020), specifically the semantic and autonomy codes (Kirk, 2018; Maton & Howard, 2018) to evaluate unplanned teachable moments in terms of their effectiveness in promoting cumulative knowledge building. We contrast successful and less successful attempts to exploit these teachable moments. This research has the potential to inform the standardisation of teaching observations and to contribute to the development of EAP teachers and teaching methodology

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Title: Core Corpus Skills for Academic Purposes: A TEAP proposal
Authors: Hilary Nesi - Coventry University, United Kingdom; Benet Vincent - Coventry University, United Kingdom; Simon Smith - Coventry University, United Kingdom; Siân Alsop - Coventry University, United Kingdom
Session: Live papers 4.2a - Virtual room 1, 09/04/2021, 09:25 - 10:25

Abstract

In recent years, corpus linguistics has had ever greater influence on EAP teaching and learning, both directly and indirectly. Corpus findings have played an essential role in the development of grammar books and dictionaries, including dictionaries specifically designed for EAP learners (e.g. Lea et al. 2014), and are regularly used to inform EAP textbook design, as discussed most recently in Curry, Love and Goodman (2020). There is also now plenty of evidence of the effectiveness of data-driven learning (DDL), a corpus-based teaching method traditionally associated with EAP (Boulton & Cobb 2017). However, although it seems important for EAP practitioners to be aware of the contributions (and indeed shortcomings) of corpora and corpus research, this awareness is still not as widespread as it could be (Charles 2020).

One consequence of this is the lack of mention of corpora in much of the guidance for EAP teacher and learner training. For example, neither BALEAP's TEAP Accreditation Scheme Handbook (2014) or Competency Framework for Teachers of EAP (2008) make explicit reference to corpora or corpus linguistic approaches, and BALEAP's Can Do Framework for EAP Syllabus Design and Assessment (2013) treats corpora merely as text repositories, making no reference to their wider uses. Such

omissions seem surprising when corpus-based work can greatly inform our understanding of discourse, particularly in terms of disciplinary and genre differences. As the TEAP framework is currently under revision, this is a good time to reconsider the role of corpora and corpus knowledge in the framework and as part of the practitioner skill set.

This paper reports on the results of a one-day symposium held online in January 2021 with the aim of drafting a proposal to update the TEAP framework. In the morning a selection of speakers discussed the role corpora played in their own EAP teaching, and in the afternoon participants worked in groups to identify the Core Corpus Skills that could be added to the framework. In our paper we will discuss these skills, the thinking behind them, and the contribution we believe they can make to practitioner knowledge and effectiveness.

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Title: Transfer from EGAP: a matter of knowledge, pedagogy and affiliation
Authors: Laetitia Monbec - CELC National University of Singapore, Singapore
Session: Live papers 4.2b

Abstract

Transfer from general academic English modules to disciplinary modules is an under-researched area of TEAP. Studies have tracked learning outcomes in students' perceptions and assignments (Hill, Khoo & Hsieh, 2020) or discussed obstacles to transfer (James, 2010), but less focus has been given to the way specific pedagogies may foster transfer. In this presentation, I report on a longitudinal qualitative study which investigated the transfer achieved by twelve, year-one, STEM students who had completed a 48-hour in-sessional general academic English module. The module was based on a Systemic Functional Linguistics-informed syllabus embedded in a process-writing approach. Tasks were informed by the Teaching and Learning Cycle (Rothery, 1996) using general and discipline-specific academic texts with the functional language syllabus applied in the various stages of the cycle: deconstruction; joint construction; and independent construction. This scaffolding ensured students engaged with these same functional elements (systems that express experiential, logical, interpersonal and textual meanings) several times over the semester, through a variety of peer interaction and focused activities. Students also selected and analysed texts from their discipline

which ensured they could reflect on how these language systems are realized in their disciplinary discourse (and why). This approach, it is argued, enabled a 'cumulative sense of knowledge' (Christie & Macken-Horarik, 2011, p.176). The transfer of this broad SFL language knowledge was tracked in the students' writing assignments in their disciplines: Life Science, Maths, Chemistry, and Engineering. The research method involved a triangulated perspective addressing students' perception of transfer, textual evidence of transfer in a discipline writing assignment, and the discipline lecturers' evaluation of the assignment. Semi-structured interviews around the assignments were analysed with a multi-framework approach, including Legitimation Code Theory and SFL. Results indicate that an SFL/Genre approach and a TLC pedagogy impact transfer positively by making linguistic resources visible to students and equipping them to make appropriate language decisions in new contexts. Results however also revealed that not every aspect of the functional language syllabus was transferred equally and that three of the twelve participants reported minimal transfer. Analysis of the interview data showed that students' dispositions towards knowledge in the EAP module and their sense of affiliation to their discipline played an important role in transfer.

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Title: Expressing critical thinking through academic writing: Identifying and teaching salient textual resources
Authors: Ian Bruce - The University of Waikato, New Zealand, New Zealand
Session: Live papers 4.2b

Abstract

Critical thinking is considered to be an academic attribute to be developed progressively through all levels of Western education, and it is listed as a key element in the graduate profiles of almost all universities. Critical thinking is also seen as an important academic skill to be developed through EAP courses, and the EAP practitioner's abilities to understand and teach critical thinking are listed as key

competencies in the TEAP Competency Framework (BALEAP, 2008, p. 6). However, agreement on definitions of critical thinking as an academic attribute and how it should be taught still remain elusive and a challenge for the EAP practitioner.

In this presentation, I begin by outlining the issues facing the EAP practitioner in this area: those of the multiplicity of approaches to defining critical thinking (Brookfield, 2012) and the three main types of pedagogical approach that have been proposed (Davies & Barnett, 2015). Then, drawing on a working definition of critical thinking based on the approaches of McPeck (1981) and Swales and Feak (2012), I revisit three published genre studies in which I focused on how critical thinking is expressed through writing – specifically in academic essays, research article literature reviews and PhD discussion chapters (Author, 2014, 2016, 2018).

The main part of the presentation then turns to the pedagogic applications of the findings of these studies and considers how the textual and discursive means for expressing critical thinking can be integrated into academic writing instruction. Essentially, I propose that understanding and teaching key textual elements used in the expression of critical thinking (evaluative judgements) involves their integration into a genre-based approach to teaching writing that involves an analysis phase and a synthesis phase (Author, 2020). Analysis involves introducing students to, and practising the key textual resources employed in realizing a genre, including those used to express critical thinking. Synthesis involves helping novice writers to use the types of procedural and linguistic knowledge identified in the analysis phase to create their own examples of the genre, firstly through guided and joint activities and later using more autonomous tasks where the critical thinking elements are integral to the textual and discursive whole of the genre.

The approach that I propose is not the final word on how critical thinking is expressed through writing, nor on how it should be taught; however, it is aimed that the insights and suggestions offered in this paper will contribute to ongoing conversations about this complex pedagogical issue.

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Title: Constructing the interaction: observations on teacher and learner involvement in collaborative discussion board tasks.

Authors: John Bartrick - Academic Centre for International Students, University of Southampton, United Kingdom

Session: Workshop 4.2c

Title: Exploring the role of EAP at a transnational university

Authors: Mandana Arfa Kaboodvand - Freelance, Swaziland

Session: Discussion of pre-recorded papers 4.3a

Abstract

The number of universities that offer EMI in non-English speaking countries is on the rise and so is the need for studying them. The current paper is the report of a small-scale study that I have conducted at a transnational university to better identify the language needs and demands of the stakeholders and investigate what can be done to address those needs in EAP courses. Eight EAP lecturers, 57 students, three lecturers teaching subjects other than English and four graduates have taken part in the study. Data has been collected through semi-structured interviews and questionnaires. One of the main issues discussed was how the stakeholders defined the role of English in the education and future of the students and what they thought the role of EAP should be. Another topic was the concept of identity and whether EAP should play any role in reshaping or maintaining it. Yet another main topic addressed was the place of English outside their EAP classes, considering that that most of the lecturers in the university are non-native speakers of English with some having a limited language proficiency and the fact that English is a foreign language in this context. The opinion of the stakeholder on whether these should affect what the content of EAP should be was sought. All in all, the findings of the study illustrate that the status and condition of students studying in the particular IBC studied is similar to neither the foreign students studying abroad nor the local students studying in their own country. Both study skills and disciplinary socialization matter; however, learning needs should be studied carefully and the content of teaching should be designed accordingly. The findings also suggest that EAP lecturers teaching in transnational universities may need more support to help them identify the exact needs of their students and the community and to decide on the content to teach. Finally, the study has led to some discussion about the concept of identity in transnational universities and compares the issue of the identity of these students with some existing literature on the students who are studying out of their own countries. Through giving examples of what the stakeholders have put forth, the presentation touches upon some of those needs and concepts that may be of interest to a wider audience. It can open doors for some discussion.

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Title: EAP as a Lingua Franca: moving towards a more inclusive, internationalised standard.
Authors: Sue Teale - BIA, the University of Birmingham, United Kingdom
Session Discussion of pre-recorded papers 4.3a

Abstract

The increasing educational mobility and delivery through the medium of English. Often internationalisation is defined narrowly as 'more international students' (Leask, 2015). Non-native speaking students (NNSS) usually have to demonstrate English proficiency, with EAP courses acting as a gateway towards the English-speaking university, which help NNNS develop their English language skills, transition culturally, and adjust academically. As a rule, native speaking students (NSS) do not have to attend academic English and skills courses (Wingate, 2018).

For NNSS, many English-speaking HE institutions take the deficit approach (Carroll, 2015) of expecting conformity to native English norms and Western academic culture (Jenkins & Wingate, 2015). As a result, communicative confidence can actually drop after joining the English-speaking academic community (Schweisfurth & Gu, 2009). To achieve true internationalisation, Jenkins (2015) advocates approaching academic English as a Lingua Franca (which, ideally, NSS should learn to acquire as well), and applying the more inclusive definition of mutual intelligibility. After all, most HE institutions

specify the intended graduate attributes of being able to operate in a globalised world, with different culturally determined communication styles and Englishes.

The above has consequences for the pedagogical approach in EAP. Tasked with creating a new presessional, we took an ELF approach, defining proficiency as being able to communicate in an intercultural, international setting rather than attaining (near-)native 'perfection'. To inform our piloted first weeks, we consulted ex-presessional students and EAP tutors, who helped us choose the topics of culture, internationalisation of HE, and students' mental health, which allowed students to explore content reflective of their reality. By emphasising writing and speaking fluency, and offering native and non-native language exemplars, we provide a more inclusive, international outlook, and increase student confidence.

In a survey and focus groups, students stated that the approach taken was engaging and challenging; the vast majority indicated their academic language and general social English skills had improved. Tutors reported that students visibly gained confidence and were willing to engage with the topics and, through this, with the language learning process. Building on this positive start, we have created the next set of materials, with relevant themes such as communication, English as an Academic Lingua Franca, and cross-cultural collaboration. At the end of our session, we will allow time for discussion about how to implement an internationalised approach to EAP and lessen the dominance of native-English speakerism in academia.

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Title: Does Grammarly do what it says on the tin? Testing the effectiveness of Grammarly on discipline-specific NNS writing at the postgraduate level

Authors: Rebecca White - Imperial College London, United Kingdom
Session Discussion of pre-recorded papers 4.3a

Abstract

Grammarly is an "AI-powered writing assistant" that promises to support users with grammar, spelling, and more. It presents itself as a convenient writing support service which "supports clean, mistake-free writing" and "clear and effective communication" (Grammarly, n.d.). Although many university websites recommend it to support academic writing, and there is some preliminary research suggesting it can reduce the number of errors in EFL writing (Ghufron & Rosyida, 2018), little attention has been given to the effectiveness of Grammarly in EAP settings. At [name of institution], we use our knowledge of the lexis, grammar and structural patterns of STEMM (Science, Technology, Engineering, Mathematics and Medicine) texts to inform our work with student writing. It has not yet been established whether Grammarly has the same level of understanding of discipline-specific language use.

In this talk, I will present my analysis of Grammarly's output from postgraduate STEMM texts written by NNSs. Using a sample of first-year PhD student texts (n=24; 14,400 words total), I qualitatively analysed where Grammarly correctly identified an error; misidentified an error; identified an error but gave incorrect suggestions; or overlooked an error. Findings reveal that while Grammarly was sometimes able to identify and correct surface-level errors such as subject-verb agreement and word form errors, it was unable to identify more complex errors, particularly if an understanding of the text as a whole was required. Because it was not designed specifically for use on NNS texts, Grammarly also had difficulty analysing sentences with syntax-related errors. Worryingly, it was found that Grammarly corrected discipline-specific language features, e.g. stating that an article was missing before the term "vapor", which is used both countably and uncountably depending on context, or suggesting that the technical term "geostress" should be written "geo stress". There is a danger here that students' developing awareness of disciplinary norms will be undermined by the claims of the software.

On the basis of these findings, I suggest that Grammarly may be a risky alternative for NNS writers, particularly those producing texts within the STEMM disciplines. My initial findings raise implications for other disciplines, and thus the wider EAP community. I conclude by inviting colleagues specialising in EAP for Arts, Humanities and Social Sciences to carry out similar analyses to extend our understanding of the effectiveness of Grammarly and equivalent software on discipline-specific writing so that we can collectively take an informed stance as to how or whether our students should use such software.

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Title: Tailored peer feedback for EAP oral presentations: A research informed approach
Authors: Chris Banister - Regent's University London, United Kingdom
Session: Discussion of pre-recorded papers 4.3b - Virtual room 2, 09/04/2021, 10:30 - 11:00

Abstract

To enhance the quality of feedback processes in the academy, educational researchers have developed the notion of student feedback literacy, encouraging an overall more active engagement from learners. They have also highlighted the potential value of peer feedback. Composing peer feedback, it is argued, can develop learners' evaluative judgment skills. Meanwhile, encouraging a more proactive stance as a recipient of teacher/peer feedback can initiate a tailored and more targeted feedback process. However, despite all these promised advantages, I viewed learner engagement with peer feedback as often superficial and noted that my EAP learners did not seem to share the educational researchers' enthusiasm for peer feedback processes.
In this paper I outline my adoption of Exploratory Practice (EP), a form of practitioner research, to explore my undergraduate learners' attitudes and beliefs about peer feedback and enhance my understanding of the apparent disjuncture of student, teacher and researcher enthusiasm in relation to this aspect of practice. I describe my reimagining of peer feedback for an oral presentation course strand with EAP undergraduates in the UK. I explain how my mixed methods design incorporated evaluative judgment, proactive recipience, and classroom meta-dialogue alongside reflection, classroom observation and a survey. Finally, I explain my thematic analysis of the data.
Preferring the term 'Understanding', rather than 'Results', in alignment with the principles of EP, I discuss my learners' (N=43) reported attitudes and beliefs about peer feedback. Learners' broadly positive predispositions towards peer feedback were not matched by the actual peer feedback that they received and a small minority of students held strongly negative views about its usefulness.
My enquiry confirms the important contribution peer feedback can make to student feedback literacy, but also proposes three key roles for TEAP practitioners: teaching EAP learners enabling feedback language, helping students to make sense of conflicting feedback, and assisting them in becoming proactively recipient. My practitioner research identifies tensions around peer feedback research notions related to the authenticity of the oral presentation task and the needs of audience members positioned as peer feedback composers. I therefore conclude with some recommendations to address these challenges.
I end by reflecting on this practitioner research journey and affirm my belief in the value of such research as a form of professional development for EAP professionals.
Audience members are invited to reflect on their own peer feedback processes and practices and ask questions to extend the discussion.

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Title: The Contribution of Technology-Mediated Dialogic Peer Feedback to Feedback Uptake and Literacy

Authors: James Wood - Seoul National University, South Korea
Session: Discussion of pre-recorded papers 4.3b - Virtual room 2, 09/04/2021, 10:30 - 11:00

Abstract

Feedback is crucial for attainment. However, satisfaction with it and its impacts are highly variable (Carless & Boud, 2018). In addition, more research has been conducted on how to give high-quality feedback than on the factors that influence the way it is engaged with and used (Winstone et al., 2017). This gap has led to an intensified interest in studying what learners need to engage with and use feedback effectively, a field known as 'feedback literacy' (Carless & Boud, 2018). While a recent study into the potential of dialogic peer feedback shows that it may help learners negotiate meaning and clarify feedback (Zhu & Carless, 2018), the literature has yet to consider the relationship between peers engaging in feedback dialogues and feedback uptake or literacy. Nor has the use of technology to mediate dialogic feedback processes been successfully investigated as a way to potentially overcome some of the 'challenges' reported in face-to-face, peer feedback scenarios such as the need for teacher adjudication of disagreements, or the problem of finding time, and in-person opportunities to meet (Zhu & Carless, 2018). This study explored qualitatively, using survey data, and progressively focused depth interviews, the use of technology-mediated dialogic peer feedback on a semester-long advanced academic writing course (EAP) at a prestigious university in South Korea with 14 undergraduates. After limited peer feedback training, participants engaged in collaborative feedback dialogues over a week to support their writing process forming spontaneous feedback alliances that continued beyond the originally specified period and developed into online communities. The practices were found to support the negotiation of meaning and aid in the iterative and collaborative improvement of actionable feedback points. Furthermore, feedback

conceptualised 'as a conversation' reportedly lowered cultural and affective barriers to engagement in peer review activities, motivating feedback use. Participants also revealed that by giving peer feedback, they could develop their ability to make evaluative judgements (Tai et al., 2018) contributing to understandings of how such capacities are developed. The study demonstrates the potential of technology-mediated dialogic peer feedback to help learners develop cognitive, evaluative, and affective aspects of feedback literacy in digital feedback environments. This has important implications for the teacher feedback literacy (Carless and Winstone, 2020) of EAP practitioners, especially considering predictions of an expanded role for blended and online learning post-COVID-19. The study also evidences a new theory technology-mediated dialogic model of feedback uptake and literacy proposed by Wood (2021).

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Title: Is this what you do on your degree? Student perceptions of an online pre-sessional discussion task.

Authors: Robert Playfair - University of Liverpool, United Kingdom; William Hardman - University of Liverpool, United Kingdom
Session: Discussion of pre-recorded papers 4.3b - Virtual room 2, 09/04/2021, 10:30 - 11:00

Abstract

Participating in seminar discussions is an essential part of learning at university, enabling students to build personal relationships, develop practical skills and engage critically with their academic

subjects (Rocca, 2010). In the summer of 2020, we piloted an EGAP 'lecture and seminar discussion' module as part of a summer pre-sessional course for a UK university. The aim of the module was to create a more authentic academic experience than unseen speaking tasks done under exam conditions and prepare students as effectively as possible for their degrees. Drawing on features of the textual outcome of a seminar discussion (Bruce, 2015), BALEAP listening and speaking can-do statements (2008) and principles of dialogic talk (Alexander, 2018), we developed an online lecture and seminar discussion module.

Although immediate end-of-course teacher and student feedback was positive, this is only a small part of the evidence needed to claim course effectiveness and should sit alongside longer-term data about what happens when students move onto their degrees (Weir, 2005; Pearson, 2020). This paper explores this evidence from the student perspective and presents findings on the overarching research question:

How well did our task prepare students for participating in seminar discussions on their degrees?

Our mixed methods research design involved two stages: one-to-one semi-structured interviews with 8 post-graduate pre-sessional students mid-way through their degree programmes, exploring the challenges they faced and how well they felt the pre-sessional module helped them deal with these challenges. Data was double coded and emergent themes were identified (Dörnyei, 2008). These included disciplinary differences in seminar purpose, perceptions of cultural hierarchy and online-specific participation issues. To make more generalisable claims about the students' experiences, these findings were then triangulated with a larger scale survey of the pre-sessional cohort (Blaj-Ward, 2014). In our talk, we will present these findings and suggest implications for EAP seminar course development and university seminars more generally. We will end with a reflection on our research methodology, emphasising the importance of exploring the links between pre-sessional and degree courses, and make a call for other EAP units to carry out similar studies.

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Title: Evaluating an embedded model of academic literacy support: A can-do approach

Authors: Fiona Willans - University of the South Pacific, Fiji

Session: Discussion of pre-recorded papers 4.3c - Virtual room 3, 09/04/2021, 10:30 - 11:00

Abstract

Calls to embed, or mainstream, academic literacy support are well-documented (McWilliams & Allan, 2014; Purser et al, 2008; Thies, 2012; Wingate, 2006; Wingate et al, 2011), due to the discipline-specific nature of the texts, discourses, and 'ways of knowing' that students need to master. However, two obstacles are frequently reported: Academics feel such matters fall outside their job descriptions and/or expertise, and they worry that time spent dealing with them would limit content coverage. This paper describes a first-year undergraduate course that has been designed by a content lecturer with both a background in teaching EAP and a commitment to seeing whether it is at least possible to embed academic literacy support into a course without sacrificing discipline content. The context is a postcolonial EMI university in the highly multilingual Pacific. From the point of view of the designer/lecturer, the development is entirely positive. It has been possible to provide more – rather than less – discipline content through the addition of activities to support listening and reading, an 'exploring ideas' strand to develop research skills, a scaffolded series of linked written assignments, and online grammar quizzes, all of which focus on the same weekly content. Using blended mode, it is possible to make judicious use of Moodle for much of the required work, supplemented by one two-hour class each week. A brief tour of a typical weekly unit will be given during the presentation.The main part of the presentation will focus on how to know whether this model works. We have shown already that there is a correlation between end-of-course grades and the extent to which students completed the activities designed to support their academic literacy development (Willans, Fonolahi, Buadromo, Bryce, Prasad & Kumari, 2019). However, we have not previously been able to drill down into exactly which specific skills and competencies are mastered at which point of the course, or the extent to which the same skills and competencies are demonstrated at higher levels of the same programme. In the current phase of evaluation, a rubric of 'can do' statements is used to show how complex academic practices, such as integrating ideas from other sources, can be broken down into mini learning outcomes, mastery of which can be evaluated at different points in time.

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Title: Adapting EAP pedagogies to students' prior educational experience: a case of Russian undergraduates

Authors: Tatiana Golehckova - New Economic School, Russian Federation
Session: Discussion of pre-recorded papers 4.3c - Virtual room 3, 09/04/2021, 10:30 - 11:00

Abstract

Determining EAP course content and pedagogies is usually based on various factors, including a target situation of language use, students' language and skills deficiencies (Jordan, 2011). Another factor that seems helpful in adapting teaching is awareness of students' educational expectations which are largely determined by the secondary school experience they had in their home country (Maloshonok and Terentev, 2017). Uncovering the expectations and underlying local educational practices can help make informed decisions and targeted adaptations of EAP pedagogies to various contexts. In addition, although I focus on Russian undergraduates' challenges, these findings can contribute to a broader discussion of secondary-tertiary transition (Briggs, Clark, and Hall, 2012). In this talk, I will report on a case study conducted at a university in Moscow, Russia, in 2018 – 2019. Throughout an Academic Writing course, I observed students' attitudes to learning and expectations that they had formed prior to university. The study involved 78 first-year students, aged between 17 and 18, who joined the program after the Russian equivalent of the sixth form. My observations were registered in a journal and then further confirmed during unstructured and semi-structured interviews with students. All reported mismatches in students' and professors' expectations and attitudes appear to have explanations in terms of general trends in Russian education. Within the case study I also conducted a pilot study. It showed that Russian undergraduates seemed to benefit

from an extra emphasis on mitigating the mismatches concerning inadequate self-sufficiency and responsibility, low tolerance of ambiguity, unwillingness to participate in learning, and overreliance on grades. This emphasis can be achieved through relying more on social constructivist pedagogies (Schreiber and Valle, 2013), reflective learning (Dyke, 2006), and flipped methods (O'Flaherty and Philips, 2015), along with genre-based (Hyland, 2007) and data-driven learning (Flowerdew, 2015) approaches in EAP that were originally at the core of our syllabus.

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Title: Celebrating collaboration, innovation and resilience in English for Academic Purposes
Authors: Lia Blaj-Ward - Nottingham Trent University; Anna Rolinska; Simon Williams; Maria Hussain; Caroline Burns; Ruth Brooks; Moises Camargo-Cano; Sumedh Nimkar
Session: Workshop 4.6a - Virtual room 1, 09/04/2021, 13:30 - 14:30

Abstract

The workshop has a threefold aim. It showcases and celebrates outputs from successful applications to two recent BALEAP funding schemes, Collaborative Practice (2019) and Innovative Practice (2020). The former was interrupted by the global pandemic but thanks to the collaborative ethos and resilience of colleagues was still able to deliver valuable insights. The latter was targeted specifically

at sharing pandemic-linked experiences, to build an evidence base for the benefit of our students and colleagues. It shares "behind the scenes" information about the application experience, from the perspective of applicants as well as that of the scheme founder and selection panel, in order to encourage engagement with future iterations of the scheme. It offers an opportunity for BALEAP members and conference attenders to inform the development and future direction of BALEAP funding initiatives. Participants will be given access, in advance of the scheduled session, to a set of resources and a list of prompts for discussion. The resources will include the collection of Narratives of innovation and resilience: Supporting student learning experiences in challenging circumstances (https://www.baleap.org/wp-content/uploads/2021/02/BALEAP-Narratives-of-innovation-and-resilience.pdf) as well as a range of outputs from the Collaborative Practice projects. The list of questions will help focus discussion and engagement. Input from the lead presenter will be followed by opportunities for participants to offer their own input and ask questions to prompt reflection and development.

Title: Teaching Speaking Online in the post-Covid era: opportunities and unexpected benefits
Authors: Liz Chiu - Imperial College London, United Kingdom; Sharon Smith - Imperial College London, United Kingdom
Session: Workshop 4.6b - Virtual room 2, 09/04/2021, 13:30 - 14:30

Abstract

Pre-Covid, we had never considered teaching speaking online. The obvious benefits of meeting in a shared physical space would largely be lost: natural interaction with and between students, awareness of group dynamics in discussions, use of body language to inform the listener, etc, and the technology itself might hinder spontaneous response times and sound quality. We assumed that active learning would not transfer to the online environment and that communication would be inferior in every way. The global pandemic and social distancing measures forced us to move our provision online and created a situation where both teachers and learners embraced video meetings because they had no opportunity to meet face-to-face. With a return to classroom teaching imminent, now is an opportune moment share the unexpected benefits to learning discovered during the imposed period of remote delivery.   As practitioners we would like to share our experiences of online teaching and our pedagogical insights for speaking provision in the post-Covid era. In this workshop we compare our previous face-to-face learning activities with both synchronous and asynchronous alternatives for student engagement and ask whether the hybrid classroom is a good option for the future. We invite participants to share their own experiences, talk in small groups to re-imagine EAP speaking in the context of remote delivery, and suggest how current technology can enhance learning. A serious question about academic speaking arose during the pandemic, prompting a conversation about oracy in EAP. Academics were centre stage, speaking on TV and radio and advising policy makers, while the publication of written papers inevitably lagged behind. We had already seen greater demands placed on UK HE students' speaking and listening

skills (Heron, 2019), and we anticipate a shift in focus towards oracy in EAP, particularly for STEM communication. Speaking provision is therefore ripe for development, and the main aim of this workshop is to share practice around how best to teach it remotely. The online learning context lends itself well to asynchronous study and the flipped approach now being adopted in Higher Education. A meta-analysis published in in 2019 in the Journal of Computers in Education concluded that "the flipped classroom instructional model helps college students to improve their cognitive learning" (Shi et al, 2019). In 2020 we undertook the flipping of our provision so that input is presented via videos watched in advance and course materials are permanently available online. As a result, our classes and workshops are now fully accessible and students are able to prepare and progress at their own speed.   Our technology-mediated learning spaces are accessed through Microsoft 365. MS Teams prioritises community building and supports active participation and learning through social interactions; SharePoint sites offer security and availability of course materials for the Team, and Class Notebooks enable collaborative work, display video and record audio. Together these apps afford a cohesive learning environment already familiar to our student cohort. With this in place we have seen the 'classroom' expanding in both space and time. Students can now meet each other virtually before their first class through introductory video/audio recordings, and the Team continues to exist after the course finishes, allowing them to continue meeting or sending each other messages. Learners "select and engage with opportunities for interaction" and are able to "develop an identity as a distance language learner" (White, 2009).   We recognise that every learning opportunity is experienced differently by each learner, depending on the interface that s(he) constructs. To allow for learner differences and support autonomy and personal identity, small group tasks are done in virtual 'breakout' rooms. There is an intimacy to the space while at the same time the security of distance through the screen, which appears to suit a certain type of learner who would typically remain silent in face-to-face encounters. We find quiet students more vocal and willing to make positive contributions in this setting. Discussions in breakout rooms can be recorded for monitoring and for the purpose of giving more thorough, targeted feedback later on; these recordings are available to students to reflect on what they have produced in group work and to notice their own role in any breakdowns in communication.   Another observed benefit to learning has come from asynchronous practice tasks through Flipgrid, our preferred tool for rehearsal, production and submission of speech samples, which offers new possibilities for student engagement, interaction and feedback (peer and teacher). In this workshop we will show some examples and encourage participants to plan or complete a short Flipgrid task. Small groups will discuss ideas for enabling spoken interaction in the online environment. The ILOs for this session are to share ideas with fellow professionals for re-imagining EAP speaking in the context of remote and asynchronous learning, and to leverage online technologies for future EAP speaking provision.

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Title: **ESAP-in-EGAP: Implementing Sydney School genre pedagogy in Gulf HE**
Authors: Tony Myers - Zayed University, United Arab Emirates; Jaime Buchanan
Session: Live papers 4.6c - Virtual room 3, 09/04/2021, 13:30 - 14:30

Abstract

Although government funded tertiary education occurs exclusively in the medium of English in the UAE, Emirati undergraduates habitually enter university unprepared for the level of English they will require, the extensive range of academic genres they will have to engage with, and the Western-style pedagogy they will encounter in the classroom which depends on them being self-directed learners. All this is further exacerbated by the absence of an entrenched academic reading culture in the Gulf region. These issues pose significant challenges for teachers in the classroom (including poor retention and progression rates, student over-reliance on collaborative learning strategies and external sources, and attenuated engagement) as they attempt to address them while still maintaining adherence to the curriculum and standards of academic integrity. Finding a solution has become more pressing in recent times, as the tertiary sector has largely dismantled the foundation programmes which have been the traditional frontline for acculturating nascent undergraduates in these areas, which has oftentimes resulted in a widening of the gap between student readiness and reality. Institutions have therefore taken to looking outside traditional higher education pedagogies in order to address this exigency. This presentation details one response to the changing educational landscape, examining how Sydney School genre pedagogy has been adopted and adapted by in-sessional teachers to equip students with the academic English and genre awareness that will empower them to engage more fully with academic discourse communities. It examines how teachers at a government-funded university in the UAE are employing a specific literacy pedagogy

adapted from the reading to learn approach that originated in the Australian school system, and how they have embedded that in the teaching/learning cycle of deconstruction, joint reconstruction, and independent construction. The presentation includes a review of both student and teacher impressions, and a discussion of the challenges that were encountered throughout the process, as well as how they might be overcome in the future.

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Title: Beyond "English-Only": Creating Effective and Equitable EAP Program Language Policy
Authors: Jennifer MacDonald - Dalhousie University, Canada
Session: Live papers 4.6c - Virtual room 3, 09/04/2021, 13:30 - 14:30

Abstract

"English-only" policies—where use of students' first language (L1) in the classroom is associated with a punitive response—have been common in general English and EAP programs in anglophone Canada. Received wisdom has long framed a monolingual "English-only" environment in many contexts as the most effective way to maximize English language use, and thereby promote the

development of fluency, confidence, and communicative and strategic competence that may come with it. However, recent research in the Canadian EAP context (Burton and Rajendram, 2019; Chen, 2019; Galante et al., 2019; Marshall et al., 2019) shows the advantage of moving away from a monolingual approach to a multi- or plurilingual approach, which gives space to all the languages in a student's linguistic repertoire along with English, including their L1. Well-implemented policies of this nature can contribute to more effective and deeper language learning via increased target language use, motivation, and agency.In this presentation, participants will discover some of the latest research findings showing the increased learning outcomes, motivation and equity associated with plurilingual classroom and course policies in EAP settings. We will also explore some of the challenges in developing and implementing such policies with teachers and students through a case study from a Canadian university EAP centre.

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Title: "Writer's Voice is a Writer's Choice": supporting the reading-into-writing process
Authors: Angeliki Apostolidou - Durham University, United Kingdom
Session: Pecha Kucha & networking - Virtual conference hall, 09/04/2021, 14:35 - 15:15

Abstract

Most writing assessment tasks in HE require PG students to access, read extensively and draw on a range of academic sources as evidence to create, support their arguments and establish credibility with the reader. To achieve that, students need to critically select and synthesize information from these reading sources to formulate a clear position, support their arguments when answering the question and confidently express their own 'voice' in any academic writing assignment. However, this may prove a challenging task as unsuccessful selection and synthesis of the input from sources - that is, when trying to show the reader where opinions of scholars overlap and where they diverse -

may compromise the student's own voice and credibility. Effective note-taking, critical note-making and appropriately-referenced evidence are essential but not just to avoid the risk of plagiarism. What the students choose to contextualise or omit from their notes also reveals much about the clarity of their interpretation of the voices of other writers against the strength and validity of their own arguments. Though there seems to be no quick-fix approach to achieving this, this rapid-fire informal Pecha Kucha presentation will offer EAP practitioners practical tips on how to ensure that the reading-into-writing process can be a smooth transition from adequately selecting evidence from reading sources to compiling and critically evaluating it to support arguments (mid-hierarchical to higher-hierarchical level, Bloom's taxonomy). It will also present some of the complex challenges student writers face as they seek to adopt particular discourse markers - such as interactive and interactional metadiscourse and self-mention (Hyland and Tse, 2004) - which can communicate a 'voice' but which may vary across disciplines or cultures. All this aims to support students express their voice and present more convincing arguments in their academic writing.

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Title: Using images to strengthen EAP pre-masters' students' understanding of key strategies for reading and writing
Authors: Janine McNair - University of Glasgow, United Kingdom
Session: Pecha Kucha & networking - Virtual conference hall, 09/04/2021, 14:35 - 15:15

Abstract

When working on my first EAP pre-sessional courses, I found myself searching for images to add to my explanation of the key concepts in the Academic Skills area, such as Framing or Hedging. I realised that while I had been talking about these concepts for years, both as a tutor and as a student, they could be best illuminated by using a visual, especially since modern classrooms invariably have large whiteboards and internet access. It also fits in well with the move to online delivery over the last year whereby images can be instantaneously shared across the globe for a few seconds or more as required. Several courses later my image bank has grown. I've recently developed concept-checking exercises to strengthen the material. I believe that this strategy is a welcome addition to the current material in syllabuses, because the images in question depict universally known objects, thus implying an attention to cultural diversity, a range of language ability

and students' learning styles. It is hoped that by using images to illustrate abstract and challenging concepts, the students may become more engaged and even find the concepts more memorable. This Pecha Kucha session will display the images from the bank I have built up as well as some brief points about the theory behind using images and a summary of the research I conducted to discover more about the effect of this strategy on EAP students. It is hoped that colleagues may pick up some ideas to bring back to their EAP classroom.

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Title: Investigating the Impact of Classroom Observation on Pre-service Teachers' Beliefs: Take H University for Example
Authors: Meishu Wang - Zhejiang University, China; Jie Hu - Zhejiang University
Session: Pecha Kucha & networking - Virtual conference hall, 09/04/2021, 14:35 - 15:15

Abstract

Teachers' beliefs have a significant impact on teachers' teaching practice and professional development, which will be influenced by their learning experience and teaching preparation programme. For pre-service teachers, classroom observation in the teacher preparation programme plays an essential role in enhancing pre-service teachers' pedagogical knowledge and shaping their teaching beliefs. This talk will particularly probe into the impacts of classroom observation of EAP courses (i.e., English reading and academic writing class) on the development of pre-service teachers' beliefs. Eight semi-structured interviews and students' daily reflective journals were collected from the senior students who major in English at Hunan Normal University. Thematic analysis was adopted to analyze the data, referring to 'line by line' qualitative coding and Caldwehead's (1996) categorizes. The findings showed that classroom observation of EAP courses affected pre-service teachers' beliefs in four different dimensions, including: beliefs about EAP teaching methods, beliefs about students' needs, beliefs about teaching as a profession as well as beliefs about English learning strategies. Based on Vygotsky's social constructivism and Piaget's

cognitive-development constructivism theory, it can be explained that classroom observation can be regarded as a system involved a set of social factors (e.g., direct and deep interactions with EAP teachers and students, school environment), which contribute to the active construction of pre-service teachers' beliefs. Moreover, through taking an internal dialogue and continuous reflection, pre-service teachers begin to 'think' and 'act' as a teacher instead of being a student. In this situation, they are able to evaluate their previous theoretical knowledge base and insights towards English teaching, questions and conflicts forced them to think and seek a solution, so as to build their own understandings and reshape their teaching beliefs.

Pedagogical implications can be made in the following area:1. It is necessary to attach more attention on choosing the high quality teaching practicum school, as the inappropriate behavior and demotivation of observed teachers can negatively influence these pre-service teachers and their teaching beliefs.2. It is suggested more opportunities for pre-service teachers' practical teaching should be provided, to deepen their understandings of related concepts and profoundly enhance their teaching beliefs.3. For pre-service teachers themselves, continuous reflections and learning with reference to the New Curriculum Standards should be emphasized. This kind of reflection can make them evaluate the English teaching situation more objectively, and not able to be influenced negatively.

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Title: Reflections on the transformational process of creative disciplines education within EAP pedagogy

Authors: Sian Lund - Royal College of Art, United Kingdom; Jennifer Sizer; Ania Rolinska; Walter Nowlan; Emma Lay; Zoe Gazeley-Eke
Session: Creative Disciplines SIG event 4.8a - Virtual room 1, 09/04/2021, 15:15 - 16:45

Abstract

This event will focus on communicative needs during the processes of learning which are expected in an Art and Design education - the fourth largest HE sector in 2017-18 (UKCISA 2019). The epistemologies of Art and Design disciplines depend on interactive communicative abilities and an awareness of discourse features intrinsic to development in these disciplines. This workshop draws attention to the significant work that EAP practitioners bring to understanding the communicative needs in this genre, as more than a set of communicative events: a 'shared set of communicative purposes' where 'genres are communicative vehicles for the achievement of goals' (Swales 2014:307). We also focus on the culturally situated nature of genre, specifically Martin and Rose's (2008:6) definition of genre as "a recurrent configuration of meanings [that] enact the social practices of a given culture". We explore how EAP practitioners are uniquely positioned to highlight and embed the interactive communicative skills within the reflective and dialogic processes so valued in Art and Design pedagogy.

In the verbal learning process, where dialogue may be informal and incidental, students are expected to co-construct their learning as active, equal participants in their academic communities where procedural knowledge "taught" may be 'obscure or hard to write down and codify...and embedded in creative practice, largely visual and material in nature and process rich' (Orr 2020). In Art and Design, this is a process which requires a student to be comfortable with exploration and experimentation to 'leave a trail rather than follow a path' (Orr 2020) with communicative confidence. Fully understanding a 'pedagogy of ambiguity' (Austerlitz et al. 2008) is an essential element of this implicit learning process and one which particularly needs to be nurtured and then clearly communicated with both peers and tutors in the demonstration of a reflective learning development, often in high stakes conditions. These students often are not afforded the time for reflection and breadth of analysis that written work allows: their abilities and progress are often measured in the strength of their verbal communicative and especially interactive skills.

The aim of this workshop is to clarify key themes in a Creative Disciplines educational process so that we, as language and literacies educators, are able to articulate how our methods and curricula might intervene to scaffold this process. We will focus the workshop around the four key themes of 1.'pedagogies of ambiguity', 2. enhancing agency in a transformational process, 3. developing a process of enquiry rather than demonstrating an outcome, and 4. harnessing the powers of reflection.

Pre-workshop requirement: read/watch 3-4 items; consider the themes above in relation to their teaching experience.

Using padlet and breakout groups, we will ask participants to respond to materials provided before the workshop and collaboratively produce a set of notes demonstrating collective interpretations of the key themes.

Participants will then be tasked with articulating and clarifying their experiences of any of these themes in pedagogic contexts: to establish how they are practised in an educational context. Following this we will ask participants to choose a theme from above to work in smaller groups in a more focussed way: to draw up examples of methodologies for teaching these processes. We will ask participants to consider how they might devise a curriculum outline or teaching intervention which could advance the learning outcome themes identified at the start.

In conclusion, we hope to have mapped some examples of teaching tasks which are clearly devised from an understanding of key themes in Art and Design learning outcomes, and how we as language and literacies educators might articulate some practical teaching tips to facilitate our students' learning processes.

Workshop learning outcomes:
- Articulate key learning processes and outcomes as themes
- Identify examples of these themes from experiences in context
- Provide examples of how these outcomes may be scaffolded and developed from an EAP/Academic Literacies perspective
- Workshop padlet: https://rca.padlet.org/sianlund1/ejbiwgsatlt12k0a

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Title: BALEAP TNE SIG: Opportunities and challenges of working in partnership
Authors: Liz Wilding; Liz Wilding - University of Reading, United Kingdom; Jennifer Macdougall - University of Glasgow, United Kingdom; Susan Finlay - University of Glasgow, United Kingdom; Joanne Shiel - University of Leeds, United Kingdom
Session: TNE SIG event 4.8b - Virtual room 2, 09/04/2021, 15:15 - 16:45

Abstract

The BALEAP TNE SIG has been recently founded to address the needs of EAP practitioners in transnational education (TNE) settings by creating a forum for discussion, exchange and shared activities. This SIG activity relates to the strand of 'Informing and Responding to Trends in Higher Education'. TNE, defined as 'the delivery of an educational award in a country other than that in which the awarding body is based' (WECD 2018), is a significant area for EAP activity. Over 700,000 students enroled on UK TNE programmes around the world in 2017/18, for example (UUKi 2019), with a significant number of these students engaged in EAP studies at branch campuses, on dual or joint degree programmes, or through other collaborative arrangements. TNE ventures offer exciting opportunities for partnership and intercultural communication, but also unique challenges related to teaching and learning (Dobos 2011; Dunn & Wallace 2008; O'Mahony 2014; Pyvis 2011; Smith 2009). Since the initiation of the TNE SIG, discussions have highlighted that although there often appear to be as many different frameworks in a TNE setting as there are different partnerships, there are also common themes. In terms of being both proactive and responsive to current trends in higher education, EAP practitioners involved in TNE settings have been at the forefront of developing new ways to deal with long distance, hybrid and online learning. We have always had to adapt our pedagogy to encompass the preconceptions of both partner universities in terms of the nature of independent learning, the role of the teacher and indeed pedagogy itself. The student experience of studying within two different institutional and cultural settings is constantly under the spotlight, with ways to ensure student engagement under considerable scrutiny.

Session aims:
- To bring EAP practitioners together to discuss the unique challenges of operating within a TNE setting
- To critically engage with cultural and systemic issues which may exist within TNE contexts
- To explore the use of a critical incident approach which participants could draw upon for future professional development activities within their own contexts.

Session outline: During the workshop, we will first introduce the concept of 'dilemmatic spaces' (Honig 1994) as a way to reflect on the staff and student experience of EAP in TNE contexts. We will consider the dilemmas teachers and students face in terms of the restrictions they operate within and the challenges they face (Fransson and Grannas, 2013). We will look at how dilemmas are not individual events but rather 'eventful eruptions' exploding at certain points but pre-existing within a specific space. The notion of 'dilemmatic space' helps illuminate the complexities of how and where

dilemmas happen, allowing a deeper understanding of the challenges that need to be addressed. It also helps us realise that there is not always a perfect' or 'correct' solution to every issue, but that often cultural understanding, negotiation and compromise are needed to come to a decision that is satisfactory and acceptable to both partners. Next, we will introduce a critical incident approach to addressing systemic issues and challenges in the complex context(s) of TNE. These layers of complexity, which include distinct educational cultures and policies within the partner organisations, can lead to potential discord or 'flashpoints'. Such tensions need to be mutually addressed in order to develop better working and more equitable relationships within collaborations. Participants will be guided through an interactive session in which they explore two or three critical incidents in small groups. The activities will centre on authentic scenarios and participants will be invited to draw on their individual and shared experiences in the discussions. Feedback will be gathered throughout the workshop via polling software in addition to the chat function. A final all-group activity will allow participants to reflect on what they have discovered, as they are invited to contribute to the development of shared guidelines on ways of working in TNE using an online notice board. By the end of the session, participants will have been introduced to a framework that they can adapt in their own context to meet future challenges, and will have shared expertise on good practice in EAP-TNE situations. This process will also be of value for future professional development work with their own colleagues.

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Title: BALEAP TAFSIG Conference Activities
Authors: Fiona Orel - University of Reading, United Kingdom; Rob Playfair - University of Liverpool, United Kingdom; Emma Bruce, United Kingdom; Jo Kukuczka - University of Bristol, United Kingdom; Wayne Rimmer - University of Manchester, United Kingdom; Sam Barclay - Nottingham Trent University, United Kingdom
Session: TAFSIG event 4.8c - Virtual room 3, 09/04/2021, 15:15 - 16:45

Abstract

BALEAP TAFSIG will be hosting a 'What If' Assessment World Café event to further facilitate networking and sharing of expertise. The TAFSIG committee is in the process of evaluating a questionnaire of members' areas of interest, expertise and experience in order to identify aspects of testing, assessment and feedback which members would like future TAFSIG events and activities to address. The findings from this questionnaire will be used to inform the content of the World Café. This is in addition to an introductory update from the TAFSIG committee on recent activities and survey results.

The two TAFSIG events are:
1. A 30-minute update from the TAFSIG committee on survey results, activities, plans, etc.
2. 'What if?' World Café. This is a 1-hour synchronous event which aims to stimulate discussion and sharing through posing four questions in four breakout rooms.
Key points from the discussions will be recorded on the TAFSIG Padlet during the event, followed by anonymisation, analysis, and finally publication as a synthesis of the event on the TAFSIG website after the conference.

The questions are aligned with the conference themes and the interests of the TAFSIG members (gathered through the 2020 TAFSIG membership questionnaire).

Examples of the likely types of question are (to be confirmed nearer the date):
- What if online assessment is here to stay?
- What if integrated assessment was the 'new normal'?
- What if we wanted to support teachers in assessment literacy?
- What if we wanted to make marking rubrics sustainable (e.g. for online/offline/different versions of a test)?
The event will involve:

a. A 5-minute introduction by the TAFSIG committee to explain the format of the event and seek participants' consent to anonymise, analyse, and publish their comments on an 'opt-out' basis..
b. This will be followed by four 10-minute discussions in smaller groups in breakout rooms. One question will be discussed for 10-minutes and then this will be repeated for the other three questions. All participants will be able to discuss all four questions during the World Café .
c. If possible, the participants will be encouraged to move between the rooms every ten minutes, so that they have a chance to discuss different questions with different colleagues.
d. The participants will be asked to record key points from their discussions on a TAFSIG Padlet.
e. Everybody will meet back in the main room for a 15-minute wrap up led by TAFSIG. Major trends/repeat comments from Padlet will be shared and discussed.
f. All participants' comments from Padlet will then be collected, anonymised, and analysed by TAFSIG, in order to be published as a World Café write up on the TAFSIG website.
References

Title: **BALEAP SIG for Doctoral Education – Inaugural Event and meeting**
Authors: Karin Whiteside - University of Reading, United Kingdom; Michelle Evans - University of Leeds, United Kingdom; Fergal Treanor - European University Institute, Florence, Italy; Tatyana Karpenko-Seccombe - University of Huddersfield, United Kingdom
Session: Doctoral Education SIG event 4.8d - Virtual room 4, 09/04/2021, 15:15 - 16:45

Abstract

This event is targeted at both existing Doctoral Education SIG members and those interested in joining this SIG which has a focus on EAP-related provisions for doctoral students.
As the number of international PGR students in UK HEIs continues to grow, an increasing number of EAP practitioners are working in the area of academic literacy of doctoral candidates. The Doctoral SIG was proposed to provide a forum for sharing practice and collaborating on PGR-focused EAP provision, as well as providing a means of networking to identify and pursue joint scholarship activities to enhance both this specialised area of EAP practice, and individual professional development.
Unfortunately, events of the past year, particularly the COVID-19 pandemic, conspired to result in this newly-formed SIG's activity being paused. We would like to take the opportunity of BALEAP Glasgow 2021 to 'un-pause' and officially launch the BALEAP Doctoral Education SIG.
As preparation for the SIG Event at BALEAP, SIG members were invited to submit pre-recorded video presentations of 5-10 minutes in length, to be viewed by other members prior to the live event, providing an introduction to work done with doctoral students in their institution or workplace. A Padlet page has also been created and will be shared a week prior to the live session to allow members to share thoughts asynchronously ahead of meeting about, for example, what they would like to get from SIG membership, what they potentially have to share, and scholarship and practitioner interests.

The schedule for the live event is as follows:

- 15:15-15:20 – Very brief introductions

- 15:20-16:05 – Zoom 'cocktail party': two or more (depending on numbers) iterations of small-group breakout rooms to allow participants to connect personally.

- 16:05-16:45 – Plenary meeting to discuss:

  - Salient themes and priorities for the SIG

  - Practicalities, including:

    - How often we want to meet annually

    - The kind of events we want to host/attend/offer to a wider audience,

    - (once we have one!) How we can use our blog.

Title: An integrated approach to employability and global professionalism using Tomlinson's (2017) 'Graduate Capital Model.'

Author: Jo Thomas - University of Huddersfield, United Kingdom

Session: Discussion of pre-recorded papers, 5.2a Virtual room 1

Abstract

Employability is a key strategic aim for HE institutions worldwide. In the UK, The Teaching Excellence and Student Outcomes Framework (Department for Education, 2017) includes core metrics on the number of graduates in employment and the skill level of those roles. Developing employability initiatives can be challenging due to the increasingly diverse student body in many HE institutions; in the number of international students and in the social and cultural diversity amongst home students. Previously the focus for UKHE has been on employability for the Home student. However, all graduates must be prepared for an increasingly globalised workplace in which they are subject to similar employability demands (QS, 2018). Each student is equal but different in their needs, so employability training must be flexible and tailored to support transition into employment upon graduation (Kalfa & Taksa, 2015).

The UK's Higher Education Authority has advocated a shift in focus from viewing employability as a list of skills and attributes towards a more subtle focus on 'identity'. The question therefore becomes not solely about skills acquisition, but rather about enabling transition from the identity of student towards that of global professional (HEA, 2017). Therefore, Academic and EAP colleagues collaborated to design and deliver a pilot project for an integrated employability spine progressively spanning the three-year undergraduate Business and Management degrees at Huddersfield Business School. Based on Tomlinson's (2017) 'Graduate Capital Model', a contemporary approach to employability was provided. The interdisciplinary team created six workshops and interactive materials for British, EU and international students to establish their personal starting point, uncover their own motivation for study and longer-term development, adopt a reflexive approach, raise their awareness of effective intercultural practice and enable them to set and pursue personal development plans for professional global employability in their chosen field.

Adopting an interdisciplinary approach demonstrated the need to set employability in a global and intercultural context. The constructivist integrative pedagogical approach of this project has been informed by both EAP and Business teaching practice, along with innovations from intercultural effectiveness training. The project, along with the material developed for the workshops, is also transferable to a range of subject disciplines, where the principles could be used with a range of degree subjects with subject specific amendments on content if required. Based on a questionnaire administered before and repeated after the project, findings include a rise in confidence levels around employability, a move from unconscious to conscious incompetence (Metcalfe, 2014) and greater awareness of the impact of own culture in cross-cultural teamwork, with an optimism about future success in diverse team projects.

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Title: Teaching critical thinking at a master's level: Where do EAP courses fit in

Author: Andrew Drybrough - University of Edinburgh, United Kingdom

Session: Discussion of pre-recorded papers, 5.2a Virtual room 1

Abstract

One of the key features of higher education is the requirement to teach students how to be more critical in their academic reading and writing. Such requirements have been embedded in national qualification frameworks (QCF, 2008; SCQF 2012), as well as the graduate attributes of many higher educational institutions (HEIs). Throughout the UK, international students are more strongly represented at the master's postgraduate taught (PGT) level (HESA, 2020). However, there is little research on PGT students' perceptions of how to effectively teach critical thinking at this level.

This paper presents findings from interviews with 18 PGT international master's students, and from a pre-sessional English for academic purposes (EAP) post-course feedback survey, in a UK HEI. In the interviews, students were asked which of Ennis's (1989) four different approaches to teaching critical thinking they perceived to be most effective. Although it was found that an 'infused' approach that involved the teaching of critical thinking as part of disciplinary content was perceived to be very popular, students also highlighted the positive contributions of pre-sessional and in-sessional EAP courses where critical thinking was taught explicitly. These EAP courses were perceived to be variants of Ennis's 'general' course type, in effect leading to a number of students advocating a 'mixed' approach, where both specialist content tutors and EAP tutors contributed to the teaching of critical thinking. The teaching of critical thinking in EAP courses was endorsed by positive feedback that was received from pre-masters students on completion of a pre-sessional EAP course in the summer of 2020, following the tweaking of that course to include more explicit teaching of critical thinking in academic writing.

This paper therefore highlights the role of EAP courses in developing PGT student's critical thinking skills as part of a wider and effective mixed approach (Ennis, 1989; Abrami, et al. 2008). It will provide examples of research-informed practice in both pre-sessional and in-sessional EAP courses to illustrate how these courses can form a pivotal role in enhancing the PGT international student experience. There will also be opportunities to ask questions, make contributions and discuss effective practices in other HEIs at post-graduate and undergraduate levels.

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Title: A Proposed Tool for Evaluating Corpus-based Word List for Use in EAP Contexts
Authors: Sarah Alzeer - University of Birmingham, Saudi Arabia
Session Discussion of pre-recorded papers 5.2b

Abstract
After the success of The Academic Word List (AWL) by Coxhead (2000), word lists in EAP have been recognised as a valuable pedagogical resource for vocabulary research and instruction. The accessibility of electronic corpora and advances in corpus software tools has led to a proliferation of various types of corpus-based word lists developed for all-purpose EAP contexts such as the AWL and others addressed to specific discipline language learners such as the Agrocorpus List by Martínez et al. (2009) for Agricultural students. However, this wide variety of available lists in EAP has created problems for practitioners, for whom it is not always easy to decide which list is most useful for a given purpose and context. This study proposes an evaluation tool for the use of corpus-based word lists in ELT contexts. The proposed tool is an adaptation of Nation's (2016) critique framework. It is motivated by the paucity of evaluative research that takes into account the key considerations that should be made before implementing word lists in the language classroom. It is also a response to a call for making existing lists more suitable to particular EAP contexts (Dang, 2020).

The target users of the tool are EAP practitioners, among others, such as teachers, curriculum or assessment coordinators, or materials developers involved in directing vocabulary acquisition. The tool aims to cater to practitioners with different levels of expertise and knowledge, and especially those who are unfamiliar with the intricacies of developing corpus-based word lists. It summarises the debates in the field to help an evaluator consider the most important elements associated with word list usage.

The tool was revised (two phases) by 14 experts in corpus-based word list development and implementation and was tested in real-life EAP scenarios by 11 practitioners who have been using word lists in their contexts for different pedagogical purposes. In this talk, I will present the tool and argue for its usefulness in making informed decisions when selecting word lists leading to more effective use of word lists in the classroom. Even though the tool may not provide conclusive answers, it should allow the practitioner to critically assess their lists in a structured manner and adapt it to the

target context for maximum usefulness and raise awareness about word lists and how they should be utilised.

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Title: EAP writing across disciplines: A cross-sectional Hong Kong learner corpus study
Authors: Meilin Chen - Hong Kong Baptist University, Hong Kong
Session Discussion of pre-recorded papers 5.2b

Abstract

As one of the two main branches of EAP (English for Academic Purposes), English for Specific Academic Purposes (ESAP) teaching has gained increasing popularity in the last few decades (Paltridge & Staefield, 2013). Given the distinctive generic features of academic writing in different disciplines, tailor-made writing support for university students, seems particularly necessary. Learner corpora, consisting of written or spoken samples produced by English language learners, are considered to have great potential in the ESAP field (Gilquin et al., 2007; Granger, 2019). While many EAP studies have used learner corpora (e.g. Charles, 2006), they either employed a handful of participants or focused on students' writing at a time rather than tracked their writing development over a period time (Siyanova-Chanturia & Spina, 2020). Studies based on corpora of both longitudinal and cross-sectional data, as Bestgen and Granger (2014) noted, may shed more light on students' development in academic writing.
This study, therefore, reports on an on-going university-wide ESAP project that aims to build a longitudinal and cross-sectional learner corpus. Students from six disciplines (i.e. Arts, Social science, Science, Business, Visual arts and Chinese medicine) are invited to participate in this project. First drafts of written course assignments that these students submit to their subject courses in the four years of their undergraduate studies (five for some disciplines) are collected.
The preliminary results from learners' writing across four disciplines (i.e. Arts, Science, Business and Chinese medicine) indicate clear disciplinary variations in terms of author stance (e.g. pronouns), the use of cohesion strategies (e.g. connectives), and text styles (e.g. verb/verbal phrase types). Drawn

from the results, this study aims to help university language teachers provide more discipline-specific language support for students and provide further insights into the complexity of academic literacy. Implications for ESAP course planning, material design, and assessment will be given.

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Title: Exploratory Practice of Innovating Undergraduate EGAP Course in an EFL Chinese Context: Setting a Higher Learning Goal and Getting it Realized
Authors: Xiongying Tang - Jiangxi Normal University, China
Session Discussion of pre-recorded papers 5.2b

Abstract

Teaching EAP (English for Academic Purpose) is "teaching English with the aim of assisting learners' study or research in that language" (Hyland 2006:1). It is a course taught worldwide as course support seems necessary to most beginning learner including those of native English speakers. Nonetheless, contextual factors may decide students' learning needs, which could vary across schools and countries (Basturkmen 2010). In EFL contexts, a plethora of studies in Academic English may have looked into more advanced EAP learner and users such as master or doctoral candidates in accomplishing writing and publishing in English, less has been revealed about how to support undergraduates, a younger generation of emerging researchers in achieving high EAP goals, even less about how to support them, especially those whose previous English learning experience were limited to learning it for test purposes.

The present study attempted to explore the chance to improve an EGAP (English for General Academic Purpose, subsumed to EAP) course set in a Chinese university and support students in writing about their disciplinary inquiries in English. This EAP course, with trial practice for 3 rounds, was then on the verge of being replaced by other courses on language skills or culture because students' expectation and teachers' confidence were both low.

Exploratory practice (EP) was adopted in this attempt. EP integrates research and pedagogy (Allright 2003, 2005), a viable method that enable teachers to voice their "local puzzles" or issues and create more understanding of their practice and of their own identities (Miller, Cunha & Allwright 2020). It also has the potential to induce innovations in pedagogy when research-as-practice shifts towards exploratory practice-as-research (Hanks 2019).

The two general questions the teacher researcher had in initialing the present EP were:

- Why could not higher goals of such EGAP course be set?
- What could be done to support students to achieve the goals?

The students were 89 sophomores from 30 disciplines, assigned to 4 natural EGAP classes and taught 2 hours per week (16 weeks in total) by the same teacher researcher who were enthusiastic but far from experienced in teaching EGAP course.

While practising teaching informed by EAP pedagogy and coursebook (e.g. Swales & Feak 1994, Hyland 2006, Basturkmen 2010, Williams, Brown & Hood 2012/2018), learning-oriented assessment (e.g. Jones & Saville 2016) and process syllabus (e.g. Breen 1984), the teacher aimed to explore whether an assessment supportive, process-based EAP syllabus could assist the learners in achieving the expected goals.

Data included but not limited to regular oral reflective journals by the teacher, students' drafts of end-of-term research paper, and students' response to course evaluation questionnaire.

The in-progress study has just finished the first round of innovation. Evidence from existing data shows the course had met a higher goal of EAP than that in the past. Almost all the students had chosen a meaningful research topic by communicating with their subject teachers and peers, and by reading relevant literature. Their final papers had well exceed the minimum limit in length and constitute a coherent research work. Their anonymous evaluation of the course on a five-point scale show they perceived the course fairly helpful (M=4.07, SD=0.54), and maintaining a medium level of confidence in using EAP skills generally accepted (M=3.62, SD=0.50), they seemed rather satisfied with the course (M=4.27, SD=0.65). It seemed that with a learning-oriented assessment embedded in the curriculum, a process syllabus, an internet-based assignment submission and feedback system, as well as other aids including social media as QQ, students' major learning needs of EAP could have been noticed and addressed timely in teaching. Additional nuance supports could also have been given to the learners by teachers and peers in the process of learning.

Of course, the EP practice also generated new puzzles as "Why can some learned EAP skills be transferred to their final paper writing task?", and as debates like the one on legitimacy of using translation machine proved to engaging and enlightening, what other activities can there be to encourage more of student thinking and participation in classroom?

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Title: Translanguaging and identity construction as a resource for learning in the EAP classrooms in China
Authors: Yan Zhao - Xi'an Jiaotong-Liverpool University, China
Session Discussion of pre-recorded papers 5.2c

Title: Challenging colonial legacies in EAP: lessons and limitations from a pre-undergraduate programme
Authors: Sanchia Rodrigues - University of Warwick, United Kingdom
Session Discussion of pre-recorded papers 5.2c

Abstract

In this paper, I present and evaluate a set of practical techniques that I have trialled this academic
year in an attempt to challenge the colonial legacies of EAP in my classroom. While much has already
been written about the need for more diversity in the reading lists that underpin content-based
syllabi (Heleta, 2016; Schucan Bird & Pitman, 2020), it is not immediately obvious how such

'decolonial' measures might be applied to more skills-based EAP courses. In order to address this, my talk focuses on approach rather than content; in other words, I discuss critical treatments of common task types in the field with a view to developing a pedagogy that can be operationalised by all practitioners, including those delivering fixed syllabi. Rather than aiming to define a set of universal best practices, I invite attendees to consider how they could adapt the ideas I discuss in ways that address and remain faithful to the needs and particularities of their own local contexts. My talk is structured around three sequences of teacher-led questioning and student-led project work designed to accomplish the twin objectives of raising student awareness of coloniality in academic language and encouraging critical, equitable and inclusive mindsets in students. The first and second sequences build on a set text from an Academic Reading Circle (Seburn, 2016); respectively, they are aimed at exposing Anglocentrism in academic writing and questioning assumptions about the linguistic presentation of bias and subjectivity in academic research. The third sequence follows on from a peer-assessed writing task and highlights inequities resulting from the prevalence of "native speaker" ideals in language classrooms and in Anglophone higher education settings. Drawing on principles of action research (Somekh, 2006), I report student reactions to these activity sequences, evaluate their successes and shortcomings from a pedagogical perspective, and explore how they might be replicated in other teaching contexts.

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Title: Teaching Paraphrasing: How can we do a better job?
Authors: Elizabeth Hyde - Teesside University, United Kingdom
Session Discussion of pre-recorded papers 5.2c

Abstract

Teaching paraphrasing has always left me with a slightly unsatisfied feeling as an EAP teacher and I have subsequently wondered if I could have done a better job in the classroom. Further reflection and reading ultimately led to a secondary research project on paraphrasing pedagogy as part of an MA last summer. Sharing the findings of my research at BALEAP 2021 is a suitable next stop on that journey, given the theme of exploring pedagogical approaches in EAP. The use of source texts is one of the most challenging faced by students in the development of their academic writing skills. With a focus on paraphrasing, think for a moment about how to explain to a student the process of selecting suitable vocabulary and constructing an equivalent meaning to illustrate understanding. This has been described as the "black box" of paraphrasing (Walsh Marr, 2019). Many EAP books suggest paraphrasing strategies such as using synonyms, changing sentence syntax and changing word class; without careful attention to intended meaning though, these strategies can be inadequate and may lead to patchwriting (Howard, 1992) and plagiarism accusations. It is important for EAP teachers to recognise patchwriting and accept it as a valid developmental step (Howard, 1992; Pecorari, 2015). The challenges faced by students when paraphrasing will be discussed before being presented with an overview of the findings from the current literature about the key thinking on paraphrasing pedagogy. Walsh Marr's (2019) Grammatical Metaphor and Mori's (2019) Typology of Change both attempt to provide step-by-step holistic approaches for EAP teachers to use with students. Good practice principles for course design will be discussed such as contextualising paraphrasing within the reading-to-write process as well as institutional level considerations such as policy level decisions on supporting academic writing development (Liu et al, 2016).

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Title: **Exploring student/staff experiences of independent study: EAP scaffolding or 'you are on your own now'?**

Authors: Mary Davis - Oxford Brookes University, United Kingdom
Session: Live papers 5.3a - Virtual room 1, 10/04/2021, 10:00 - 11:00

Abstract

This session focuses on a research project designed to explore the experiences of students on an independent study module at a UK-based university. The module is a Pre-Master's level EAP 'bridging' module' in which EAP practitioners provide support with structure, language and source use with a writing task, while subject specialists from students' future Master's degrees supervise content. In EAP, there is very widespread use of 'scaffolding' in teaching academic writing through formative stages of instruction, including modelling the writing process (Cotterall and Cohen, 2003). Originating from Vygotsky (1978), the ZPD (Zone of Proximal Development) as a means of step by step learning from an expert has been incorporated in EAP through contextualizing-modelling-negotiating-constructing from an interventionist starting point to gradual independence (Hyland, 2003). However, the practice of continuous scaffolding in EAP writing classes may conflict with the current UK HE emphasis to ensure 'every student is enabled to develop as an independent learner' (QAA 2012, p. 8). It is important to debate what level of support is appropriate, while also acknowledging that independent learning methods may be unpopular with students (Hall and Sung, 2009) and students' ability to complete courses satisfactorily seems to be adversely affected by limited tutor contact (Zepke and Leach, 2005), an issue which has intensified recently due to Covid19-related remote studying. The research question focused on assessing the effectiveness and appropriateness of support for independent learning in EAP scaffolding. Feedback was gathered from students over 2 iterations (before and after trialling interventions designed to promote independence while offering support) through 25 questionnaire responses and 10 follow-up interviews. Staff who lead independent study modules around the university were also surveyed (26 responses). The data indicates that in the first iteration, the students appreciated some aspects of the experience but were dissatisfied with support. In the second iteration, the students evaluated some interventions positively (writing weeks and time management workshops), but still noted challenges in writing independently. The staff survey highlighted both benefits and problems in

teaching independent study, and a very different perspective. These results indicate that while specific writing spaces and time management seem valued, ongoing improvements in support and delivery are needed to both student and staff experiences of independent study. The research contributes to EAP practice by identifying the benefits of interventions that balance support and promote independent learning simultaneously. The session encourages audience discussion of effective methods to deal with this pedagogical challenge.

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Title: Academic language and literacy, literacies or genres? Bridging the gap in an online undergraduate transitions course for all.
Authors: Jill Northcott - University of Edinburgh, United Kingdom
Session: Live papers 5.3a - Virtual room 1, 10/04/2021, 10:00 - 11:00

Abstract

Changes in demographics and composition of student populations have meant that the conceptual distinction between first and second language education has become more difficult to sustain (Leung & Lewkowicz 2017). As a consequence, developing academic skills for L1 as well as L2 university students has increasingly involved EAP units in addition to the more traditional skills development units. This should mean there is a greater wealth of available resources for developing academic skills, taking into account both the complexities of academic discourse and the diverse backgrounds of students (Wingate and Tribble 2012). When creating courses there is then a need to draw on different traditions to develop students' academic skills (Wingate 2012).

A collaborative course, Successful Academic Communication was developed this year by English Language Education at the Centre for Open Learning working with the Institute for Academic Development at the University of Edinburgh as one of a suite of online transition courses for UG students beginning their studies. Schools and departments were divided about the value of courses not provided within the specific discipline, given the widely held belief that academics with relevant disciplinary expertise might be best placed to facilitate the transition to undergraduate study and support students' academic skills development (e.g. Murray & Hicks 2017, Nesi & Gardner 2006, North 2005).

In this presentation we will demonstrate how the course and materials were designed to respond to these valid concerns as well as engage with some of the as yet unanswered questions concerning the best model for academic skills development in universities.
The contradictions inherent in a generic approach will be explored, drawing on the relevant literature and debates within the different traditions which have contributed to approaches to developing academic skills leading to current organisational structures conferring responsibility for students' academic skills development. We will conclude with suggestions for possible ways forward.

Title: The impact of Academic Reading Circles (ARC) on students' academic development
Authors: Jo Kukuczka - University of Bristol, United Kingdom
Session: Live papers 5.3b - Virtual room 2, 10/04/2021, 10:00 - 11:00

Abstract

This paper reports on preliminary findings from exploratory research conducted on an International Foundation Programme in a UK institution, and addresses the conference theme of Researching Pedagogies in EAP. The central research question asks about the impact of Academic Reading Circles (ARC) on students' academic development, and specifically, their development of language skills, critical thinking knowledge and skills, knowledge building, and knowledge transfer. ARC as an approach involves critical reading followed by a discussion. This model enables students to collaboratively develop deeper comprehension of a text by engaging with it "through different lenses that draw attention to specific types of information" (Seburn, 2016, p. 6). Literature on the subject of ARC (Cowley-Haselden, 2020, Seburn, 2016) suggests its significant usefulness for EAP students' development, this study investigates whether this is indeed the case in the context of one language unit on an international foundation programme.

This paper is part of a larger study and reports on one of two interventions where the intervention means the ARC process (including preparation, participation, and reflection). Institutional ethical approval was granted prior to the intervention. The sample consisted of 54 students and employed the mixed methods including two surveys (pre and post intervention) and the Legitimation Code

Theory (LCT) (Maton, Hood & Shay, 2016) analysis of the intervention. LCT is a framework for exploring practices in terms of their organizing principles or legitimation codes. By making the codes visible, LCT enables the rules of the game to be taught and learned or changed. The framework operates as a collection of conceptual dimensions exploring a different set of organising principles underlying practices. This research has employed the dimensions of Semantics and Autonomy.

The surveys' results show that 49% of respondents felt their language skills confidence increased after the intervention. 54% reported an increase in confidence with regards to analysing skills and 52% felt they would transfer knowledge built during ARC to other units and outside the programme. The intervention's recordings' analysis revealed that ARCs were the arenas of knowledge building, effectively analysing sources, and using knowledge from outside the unit to support the discussion. The results suggest that impact of ARC on students' academic development can be significant. What is more, ARC may be a very effective multi-purpose tool for empowering EAP students, and therefore, should be used and researched more widely on EAP foundation programmes.

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Title: **Students' Affective Engagement with and Well-being during an Online EAP Course**
Authors: Ide Haghi - University of Glasgow, United Kingdom
Session: Live papers 5.3b - Virtual room 2, 10/04/2021, 10:00 - 11:00

Abstract

This study investigated students' engagement with a Pre-sessional EAP online course from a Psychological perspective according to which engagement consists of four dimensions namely behaviour, cognition, emotion and conation (Kahu, 2013). This small-scale case study focused on the emotional dimension of engagement in the aforementioned course in order to fill the existing gap in the end-of-course evaluation surveys mentioned in the background to the study above. The affective dimension was measured here in relation to immediate emotions such as enjoyment and interest (Furlong et al. 2003) as well as relationships and sense of belonging (Kahu, 2013). The study investigated how students perceived their affective engagement with an online EAP Pre-sessional course and their well-being circumstance while completing the course remotely as well as factors promoting their emotional engagement and well-being. In doing so, a group of students who took

the course completed an online survey and attended follow-up focus groups (voluntarily and in accordance with the research ethics guidelines in place at the HEI where the study was conducted) to share their reflections on their affective engagement with the pre-sessional EAP course offered in summer 2020 at a university in the UK. The findings suggest that despite considering this online course experience as relatively stressful, the participants perceived emotional engagement with this course as high. However, among different aspects of affective engagement investigated in this study, the sense of belonging to the course was rated comparatively low. The data from the survey and follow-up focus groups suggest that with those continuing EAP courses that are offered in short blocks (e.g. blocks of 4 to 6 weeks), changing students groups in each block, especially in an online course where there is less opportunity for students to maintain relationship with peers outside class as they would do in a face-to-face situation, does not provide students with adequate time to establish a relationship with their peers which in turn can reduce their sense of belonging. The results also revealed that more opportunities for synchronous interaction with peers and tutors, among other factors, would have a key role in improving emotional engagement. This session will provide an opportunity to share the findings of the study with the audience and exchange experience in relation to students' affective engagement with similar EAP courses to inform future online course designs and ultimately enhance the student experience.

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Title: EAP meets PBL: Drawing on the disciplines to inform EAP task design
Authors: Irina Hawker - Hawker, United Kingdom; Simon Gooch - Nottingham University, CELE, United Kingdom
Session: Workshop 5.3c - Virtual room 3, 10/04/2021, 10:00 - 11:00

- **Abstract**

- The materials and teaching approaches employed on EAP presessional courses tend to be influenced by areas such as social sciences, education, and applied linguistics. Typical tasks on such courses in our context, mainly for PG students, ask them to undertake an individual piece of secondary research of a topic in their own discipline and to write up a research paper. As students go through key stages of developing their paper, they are gradually

introduced to specific skills such as notemaking, paraphrasing and synthesizing, all of which tend to be approached largely through a contrast between expert and student writing. Our EAP students learn by noticing and analysing genre moves, writer intent, and specific functions of academic writing, but this approach does not necessary reflect the wide variety of learning environments and cognitive demands that our students are moving into.

- We have therefore started to look at the potential of problem-based learning (PBL) to create a more varied learning environment: i.e. to help to accommodate different readings of criticality and activate cognitive sets valued across a spectrum of disciplines. We focus on PBL because:
- this can involve a range of cognitive processes such as decision making, deductive and inductive ways of working with knowledge, application of principles and theoretical constructs, analysis and interpretation of visuals/symbols etc.

- This seemed to be a common way that some departments were framing their content learning (based on peer observations and professional dialogues undertaken with colleagues from e.g. pharmacy, veterinary science, arts and culture, business).
- this was prompted by findings from student focus groups which clearly indicated the need for our presessional courses to have a sharper focus on modes of thought and ways of learning specific to disciplines.
-
- Our idea of introducing a PBL approach into EAP comes from our experience of designing tasks, student feedback and observations of learning environments in departments, but we also draw on an established body of literature which documents PBL as student-directed (Walker and Leary, 2009), a catalyst for cognitive conflict and collaborative learning (Nunes et al. 2017), a prompter for deep learning (Dolmas et al 2016) , authentic (Barrows, 2002), and interdisciplinary in the range of skills activated (Warr et al 2017) . For the purposes of our task design, we take PBL to mean 'a form of student-directed learning in which students develop theoretical knowledge and practical skills through their efforts to solve ill-structured, life-like problems' (Barrows and Tamblyn, 1980 cited in Hallinger, 2020:1423). We also draw on Domas and Schmidt' s conceptualisation of PBL (1994 cited in Maudsley 1999: 179) who focus on the urgency of the 'problem' as a situation that is 'almost unacceptable' and needs addressing, but also on Walton and Matthews who place greater emphasis on the learning aspect as they conceptualise PBL as 'problem generated learning' (1989 cited in Maudsley 1999: 179). In addition to literature on PBL, we are also drawing on literature which looks at the range of higher order thinking skills valued across the disciplines and their underpinning epistemic foundations (Moore, 2011; Utami et al. 2019; Thonney and Montgomery, 2019).

- Our session will include exemplars of problem-based tasks for teaching EAP, which we hope creatively transfer elements from learning environments across disciplines into EAP, thus

contributing in a small way to EAP pedagogy. We are planning to run a 60-minute workshop as follows:

- brief explanation of the context and rationale (why/how it could bring added value in EAP)
- mapping of the literature (PBL as concept and key features, and disciplinary thinking)
- introducing of a range of PBL tasks (e.g. PBL approach to EAP core concepts)
- small group discussion (brainstorming alternative tasks)
- plenary (the cognitive value of the PBL tasks for EAP; live doc to be shared amongst all participants to contribute / share ideas of PBL tasks)

Title: Navigating No-Man's Land: Facilitating the Transition of International Scholars towards a PhD Study (also, lockdown!)
Authors: Steve Brown - University of the West of Scotland, United Kingdom; Tomasz John - University of the West of Scotland, United Kingdom
Session: Live papers 5.4a - Virtual room 1, 10/04/2021, 11:25 - 12:25

Abstract

For many scholars whose first language is not English and who come to the UK to study for a PhD, the transition to a new academic and social environment can be a difficult one. Successful PhD applicants to UK universities have often achieved considerable academic success in their own country and are considered to have great potential to excel in their field. Yet, differences between the academic cultures of the home and host countries mean that many of the skills they have previously acquired are not valued in their new context. These scholars also face challenges posed by sociocultural differences, as they seek to establish identities within an academic environment that values and expects certain behaviours which may be unfamiliar to them. Early weeks and months of PhD study, therefore, tend to require scholars to negotiate their way through a kind of academic 'no-man's land', as they transition towards what is regarded as academic excellence in their host institution. The paper presentation will explore findings arising from a critical-emancipatory perspective in regard to the ethics of transnational education, and the role of the English language in international education at doctoral level. We will present findings from a case study documenting one university's attempts to apply research-based inclusive practices including the use of technology to enhance student engagement as well as discuss the impact of integrating English for Specific Academic Purposes into the Doctoral Induction Programme during the first wave of the Covid-19 pandemic hit the UK in the spring of 2020.

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Title: The Use of an Assessed Asynchronous Online Discussion Forum to Help Foster Deep Learning
Authors: Fiona Nimmo - University of Strathclyde, United Kingdom
Session: Live papers 5.4a - Virtual room 1, 10/04/2021, 11:25 - 12:25

Abstract

Deep learning is often regarded as a troublesome threshold concept for many HE learners as they may not have had prior opportunity to engage critically with genre-specific terminology and text. When learners encounter such threshold concepts, it can often provoke 'a liminal phase of transition ... in which new understandings need to be integrated and prior concepts relinquished' (Chalmers & Hunt, 2016:43). The relinquishing of familiar ways of viewing things, however, can often result in discomfort and a sense of loss (Land et al., 2016).

This study explores some of these challenges in the context of a bespoke 20-credit In-sessional EAP programme, a joint venture with the English language unit and the Business Faculty at a Scottish University. The cohort involved in the study consisted of eight 2+2 articulation students from a Chinese Partnership university. Evidence collated by the Business Faculty suggested that learners from this particular partnership university experienced difficulty, throughout their degree programmes, with the ability to critically analyse text, and articulate ideas and theories presented to them in written and spoken form.

The rationale for this study, therefore, was to investigate the extent to which an assessed asynchronous online discussion forum (AOD) helps foster deep learning, as research has shown that AODs not only promote higher-order cognitive skills (Mazur, 2014), but also self-efficacy (Hatlevik et al., 2018), reflection (Seethamraju, 2014), and enhanced communication (Sun et al., 2017), all of which are key transferable graduate attributes and employability skills (Advance Higher Education, 2020).

Data was collected via three main sources; questionnaires, an evaluative AOD, and an analysis of the students' AOD threads which were coded using Bernstein and Isaac's (2018) 'Components of Critical Thinking' as this reflected current thinking on the attributes associated with deep learning.

Through engagement with the AOD, students perceived a marked improvement in 'critical thinking', 'problem-solving', and the ability to 'organize and analyse information', and aside from citing

improved speaking and writing ability, they also cited 'cooperation', 'negotiation', and 'teamwork' as key transferable skills.

Following the positive findings from this study, the business Faculty have promoted the AOD in their published marketing materials as an effective and supportive learning tool, and USP, across all of its international partnership universities.

Given the COVID-19 pandemic, these findings may now be even more pertinent, as the world's HE sector has been thrust into a massive online learning experiment of unprecedented scale and scope, and while it is too early to predict how substantial and long-lasting this will prove to be, it is reasonable to assume that the post-pandemic face of the world-wide HE sector is likely to be more digitally orientated, with the AOD as a firmly embedded feature.

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Title: Why and what do we need to know about critical inter-disciplinary thinking and its pedagogy?

Authors: Janie Brooks - University of St Andrews, United Kingdom
Session: Live papers 5.4b - Virtual room 2, 10/04/2021, 11:25 - 12:25

Abstract

In the current global context, we face "wicked problems" (Rittell & Webber, 1973), such as the current pandemic and rise in terrorism, which cannot be addressed without taking an interdisciplinary, and possibly transdisciplinary, approach. Higher education institutions are

concurrently tending to move towards greater interdisciplinarity in their curricula, and not just in applied disciplines (Brint et al., 2009). For our students, this raises questions about the place of critical inter-/trans-disciplinary thinking in their studies. For ourselves, it raises the issues of whether we are well placed to respond to this trend and, if so, what we practitioners need to know about interdisciplinarity and its pedagogy. I aim to raise a debate about the place of preparation to teach interdisciplinary thinking in EAP teacher training. To do so, I will explore the following questions: Why do we EAP practitioners in the widest sense (EAP lecturers, content lecturers, particularly those in EMI contexts, and those in charge of TESOL teacher education or CPD for EAP practitioners) need to be aware of the impact this trend is having on our students? Why are EAP practitioners well-positioned to contribute to the teaching of inter-disciplinary thinking? What do we need to know about the challenges of inter-/trans-disciplinary critical thinking and how best to teach it? Drawing on research in rhetoric, philosophy, psychology, applied linguistics and education, I aim to discuss the interface of interdisciplinary and critical thinking, outline the challenges we and our students face, and seek to initiate a debate about what we EAP practitioners can contribute to, and need to know about, interdisciplinary thinking. I will conclude by tentatively proposing that we acknowledge the importance of interdisciplinary thinking in influential documents which shape EAP practitioner education and practice e.g. BALEAP's (2008) Competency Framework for Teachers of English for Academic Purposes.

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Title: What do considerations of pedagogy tell us about the profession and the practitioner?
Authors: Alex Ding - University of Leeds, United Kingdom; Bee Bond - University of Leeds, United Kingdom
Session: Live papers 5.4b - Virtual room 2, 10/04/2021, 11:25 - 12:25

Abstract

Drawing together evidence and data from a range of projects, literature and practical experience in the scholarship of pedagogy, including observing teaching, interviewing, leading CPD, developing practitioners, commenting on and assessing fellowship applications and participation in (in)formal discussions with practitioners, this paper argues that a focus on pedagogy reveals as much about praxis, and the values and commitments of practitioners and the profession as it does about classroom practices. We justify and exemplify this claim on three levels: micro, meso, and macro. At the micro level, we consider local and specific issues that emerge through a focus on pedagogy, including the role of materials, practitioner agency in and beyond the classroom, the impact of timetabling and workloads, beliefs about students, beliefs about expertise in teaching in HE, practitioner habitus, enactments of knowledge, and embodiments of EAP. At the meso level, we refer to the culture, politics, and power of the centre within the institution and how these factors influence practitioners' pedagogies, identities, and opportunities to develop a knowledge-base and to enact appropriate pedagogies. Macro highlights the impact of the lack of visibility, attention and value of pedagogy (and to a lesser extend the practitioner) in publications. Here, the de-skilling of practitioners, entropy of curriculum innovations through lack of time and resources to develop, and the politics of profit are seen as endangering practitioner development in pedagogies. By reflecting on broader issues concerning EAP and practitioners, we conclude that concerted efforts are needed to orientate the structure(s) and culture(s) of EAP centres towards enabling effective practitioner pedagogic development. The pedagogic task of understanding, operationalizing and teaching research-informed theories to meet students' multifarious academic needs is at the heart of EAP and this deserves much more public scholarship-informed attention.

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Title: The views of lecturers, EAP tutors, and students on the ethics of proofreading: preliminary results

Authors: Nigel Harwood - University of Sheffield, United Kingdom
Session: Live papers 5.4c - Virtual room 3, 10/04/2021, 11:25 - 12:25

Abstract

Before submitting writing for assessment, university students may seek help from a 'proofreader'. However, articles about proofreading in publications such as Times Higher Education often question its ethics, linking it with plagiarism and cheating, and the boundaries of acceptable proofreading are contested (Harwood, 2019; Harwood et al., 2010; Lines, 2016; McNally & Kooyman, 2017). Harwood has researched proofreaders' practices, but there has been little work on other parties' views towards proofreading, and there is a need to solicit these views to inform universities' proofreading policies. Salter-Dvorak's (2019) case studies of two master's students suggest that some departments adopt less permissive attitudes to proofreading than others, while Turner (2018) cites evidence that many EAP tutors are resistant to proofreading and that some content lecturers would like EAP tutors to proofread students' work. Continuing these lines of enquiry, this research project sheds light on the views of UK university lecturers, language tutors, and students on proofreading and its ethics on a larger scale, accomplished using questionnaires and follow-up interviews with most of the participants who completed the questionnaire. The questionnaire consisted of 20 authentic proofreader interventions on an L2 graduate writer's text, typifying the various types of changes proofreaders could make from the taxonomies by Harwood (2018) and Kruger & Bevan-Dye (2010). The interventions run the range from minor edits (e.g., correcting an apostrophe) to major rewriting (e.g., extensive reformulation of faulty, unclear text; suggestions by the proofreader to enhance the writer's arguments). Participants were asked to what extent they agreed each of the

proofreader's interventions were ethically acceptable in the questionnaire. At interview, they were shown their questionnaire responses and asked to elaborate on their answers. The project was approved by my School's ethics reviewers. In total, 125 questionnaires were collected, and 25 interviews with lecturers, 31 interviews with English language tutors, and 39 interviews with students were conducted. Although there were a few lecturers and EAP tutors who were in favour of proscribing all proofreading, the broad consensus was that proofreading within certain limits should be permitted by UK universities. However, within each party, there was disagreement as to how far it was ethically acceptable for proofreading to go. Furthermore, there was little awareness among participants of their universities' proofreading policies and it is evident that UK universities need to disseminate policies much more effectively, as argued by Conrad (2020). I end the presentation by discussing the implications of the findings, and how university policy makers could best respond.

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Title: EAP Practitioner Attitudes to Collaborative Assignments: Tensions and Opportunities
Authors: Peter Levrai - University of Turku, Finland; Averil Bolster - University of Turku, Finland
Session: Live papers 5.4c - Virtual room 3, 10/04/2021, 11:25 - 12:25

Abstract

Group presentations, group essays and reports. These are familiar assignments to EAP practitioners and are just some of the numerous types of 'group' assignments and activities that feature in EAP courses. The focus of this paper is EAP practitioners' experience of collaborative assignments and what informs their attitude and approach toward them. Our biases and assumptions can impact how we teach group assignments (Hammar Chiriac & Forslund Frykedal, 2011), which could impact whether students have a good or poor experience with group work, echoing into future collaborations they are part of. How we facilitate group assignments matters.

This paper will present early stage results of an ongoing grounded theory study into EAP practitioner attitudes toward student collaboration. We also investigate practitioner attitudes toward collaborative assignments, particularly written assignments such as group essays or reports, as the assessment of a group assignment is an area of particular tension and complexity (Strijbos, 2016). Purposive sampling was used to target experienced EAP practitioners in different tertiary level institutions with exposure to collaborative assignments, resulting in 32 responses from 14 different countries and interviews with 15 participants (to date). By trying to unpack the attitude of a broad range of EAP professionals, we hope to ultimately find a widely applicable framework that will help us all implement group assignments more effectively.

Early indications from the results are that facilitating group assignments is not a significant feature of EAP teacher training education, or continuing professional development. Rather, practitioners facilitate group assignments based on their own intuition and their own personal experience of working with others, whether positive or negative, rather than through an informed pedagogy. Unsurprisingly there is a broad range of attitudes to group assignments, from the positive to the wary. Where some practitioners see an opportunity for students to engage with each other and learn from each other, others see the possibility of freeloading and unfair assessment.

Our research is uncovering what teachers really think about group assignments, what they have experienced and what they need to better support students in group work, both in terms of setting up collaborative tasks and assessing them in a fair and principled way.

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Title: The Impact of COVID-19 on the UK EAP sector - BALEAP commissioned report
Authors: Emma Bruce - BALEAP, United Kingdom; Heléna Stakounis - BALEAP, United Kingdom
Session: Live paper 5.5a - Virtual room 1, 10/04/2021, 12:30 - 13:00

Abstract

The Covid-19 situation affected EAP provision in higher education over a substantial proportion of the 19/20 academic year. The pandemic prompted an emergency response from EAP providers with many having to move their provision online within a short space of time. While there has been much discussion on the BALEAP mailing list regarding aspects of teaching, technology and testing, there is currently no research examining the overall impact of Covid-19 on the UK EAP sector.

This presentation reports the findings of a BALEAP data-based project which addresses this gap by collecting data from EAP professionals about the immediate response to Covid-19 (March – August 2020) across the EAP sector, including Pre-Sessional, Pathway and EAP/ESP provision in a range of UK Higher Education institutions.

The research provides an overview of the changes made to academic delivery and operations through quantitative data, as well as detailed insights of individual experiences through qualitative data in order to address the following research questions:

1.What changes were made to the delivery of EAP provision to enable the programmes to proceed?
2.How did key operations such as administration, admissions and progression change or adjust during this period?
3.Were the changes considered successful? What key challenges and opportunities emerged?
The findings provide a picture of the ways in which organisations delivering EAP responded during the initial period of the pandemic and present insights into the challenges they encountered, the strategies they implemented and the opportunities which arose. This will be useful for informing future decision-making, planning and strategy.

Title: Introducing research methods language and content using a CLIL approach on a pre-sessional listening course: constraints and opportunities

Authors: John Wrigglesworth - Sheffield Hallam University, United Kingdom
Session: Live paper 5.5b - Virtual room 2, 10/04/2021, 12:30 - 13:00

Abstract

Delivering a more discipline-specific pre-sessional course is desirable for learners, but challenges for EAP practitioners. It is desirable because it offers the finer tuned language and modes of thinking that the learners need (Hyland, 2016). It is challenging due to the need to write materials and assessments aligned to particular learners and the specifications of the four-skills, general academic language tests (e.g. IELTS) required to progress to target courses. Disciplinary variation within an EGAP frame can be provided when students read and write about topics in their own disciplines. There is considerable challenge, however, in writing listening tests (see Rost, 2011): sourcing discipline-specific material for a whole-cohort listening tests becomes manageable when the test specification is widened beyond specific disciplines to graduate outcomes (see Coetzee, 2014, for a definition and Wrigglesworth, 2021, for an application), for example an understanding of research methods. An opportunity is offered by Content and Language Integrated Learning, CLIL (Coyle, 2007), in the duel focussed aim of teaching the language and some of the content of (for example) a research methods course. CLIL is focussed around four Cs (Coyle, 2008). Three are familiar to EAP practitioners: both develop learners' understanding of Cultures, their Cognitive and thinking skills, and their interactive Communicationskills. CLIL adds Content or subject knowledge and stresses the need for these to be considered together in the syllabus design (Met, 1998). This research paper asks to what extent is it possible to teach knowledge of research methods to pre-sessional students at the same time as academic listening skills without compromising success on standard listening tests? A set of learning objectives for a research methods syllabus (based on Robson, 2007) was developed and sequenced in conjunction with the learning objectives of a EAP listening course. From there, ten scripted content-based listening activities were developed. Examples included a 10-minute lecture explaining how the function and grammatical form of research questions is linked to a research design, and a lecture of similar length explaining qualitative, quantitative and mixed methods with use of lecture signpost language, mindful of authentic patterns of usage (Deroey, 2018). The activities were supported by multiple-choice content questions and skills-based listening assessment tasks. In a small-scale test-of-concept (n=12) assessment task results showed students scored well on content questions and were not disadvantaged in the listening ones. Post-task evaluation (Ellis, 2011) was used to improve the scripts and assessment items. A larger evaluation is clearly called for along with tracking data once participants graduate from their target courses.

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Title: Can genre pedagogy benefit mixed-discipline graduate students' research writing?
Authors: Hua Guo - Fudan University, China; Yanhua Liu - National Institute of Education, Nanyang Technological University
Session: Live paper 5.5c - Virtual room 3, 10/04/2021, 12:30 - 13:00

Abstract

Genre pedagogy is recognized as useful in addressing the discipline-specific needs of novice graduate writers (Cheng, 2018). The last few decades have witnessed the mushroom growth of genre analysis studies that contributed to a better understanding of research articles and their cross-disciplinary differences in text organization (e.g., Lin & Evans, 2012; Samraj, 2002), lexico-grammatical features (e.g., Biber & Gray, 2016), and other features such as metadiscourse (e.g., Hyland, 2005) and citation (e.g., Hyland, 1999). However, there is a lack of quantitative studies investigating the impact of genre pedagogy on the writing performance of students, especially those graduate student writers,

except a few qualitative ones (e.g., Cheng, 2008; Kuteeva & Negretti,2016). Given that genre pedagogy is often applied in large and multidisciplinary classes, it is also unclear whether graduate students of various disciplines could equally benefit from genre-based research writing instruction. Our study set out to investigate the impact of genre pedagogy on the writing performance of 78 graduate students from the humanities, social sciences and sciences enrolled in a 16-week research writing course taught by one of us. We examine whether and how students of different disciplines improve on their writing of research article introductions, drawing on three data sources: scores of students' first draft (pre-instruction) and revised versions (post-instruction), students' written reflections on their revisions and textual analyses of the introductions. The scores were awarded by two independent and well-trained raters. Results from latent growth curve modeling show that students' scores along all the five dimensions (task fulfillment, discourse organization, academic style and voice, citation and grammar control) increase significantly, with the most significant improvement along the citation dimension. Our analysis also shows that disciplinary influences are mainly seen in three dimensions: discourse organization, academic style and voice, and academic citation. Specifically, social sciences and sciences students' writings score significantly higher than those of humanities students. Students' reflections and textual analyses are used to triangulate the quantitative analysis. Our findings demonstrate the overall effectiveness of genre pedagogy in improving research writing in a mixed-discipline teaching context, especially for social sciences and sciences students. The less than ideal instructional outcome for arts and humanities students may be related to some linguistic and disciplinary enculturation factors such as the students' academic English literacy, research writing experience, and preferred language of publication. We argue there is a need to adapt genre pedagogy to address the disciplinary gap in learning outcomes.

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Title: Investigating student engagement with online corpus-based feedback
Authors: Benet Vincent - Coventry University, United Kingdom; Hilary Nesi - Coventry University, United Kingdom; Daniel Quinn - Coventry University, United Kingdom
Session: Discussion of pre-recorded papers 5.6a - Virtual room 1, 10/04/2021, 14:00 - 14:30

Abstract

The idea of using concordances to help students with their writing has existed since the dawn of data-driven learning (DDL) and Tim Johns' kibbitzers. A number of studies have explored students' use of concordances in feedback (e.g. Gaskell & Cobb 2004; Quinn 2015), typically reporting enthusiasm for the approach and increased linguistic awareness. Results have tended to focus on students' ability to correct mistakes, however, and on how well they are able to use corpus interfaces (e.g. Crosthwaite 2017). We still lack in-depth information about how students actually engage with corpus feedback (Pérez-Paredes, 2020), and use it to improve their writing, thereby 'closing the feedback loop' (Carless and Boud 2018: 1318).

This paper will report responses from two students who are hoping to benefit from academic writing centre guidance. One of these is a mature Brazilian Portuguese-speaking student studying on an 'Access to HE' course in social sciences. The other is a more traditional undergraduate who entered university directly after school and is now in the third year of a Management and Leadership degree. This student's first language is Bulgarian. Neither student has had previous exposure to corpora or corpus-based learning approaches.
The intervention involves us examining the first drafts of the students' written assignments and identifying lexico-grammatical issues of the sort that are amenable to corpus feedback. We then insert into the drafts a small number of hyperlinks, chosen to address these issues by providing examples of more idiomatic and appropriate usage, within carefully filtered sets of concordance lines drawn from the BAWE corpus on the open SketchEngine site. The students have received a small amount of training in the reading and understanding of concordance lines, and are free to choose the extent to which they follow the links and interact with the corpus. They have consented to be recorded (using online recording software) while they edit their work; during these editing sessions they are encouraged to comment on their use of the hyperlinked feedback, and we observe whether (and how) they correct their mistakes. A week or so later we use the recordings as prompts in online interviews to explore the students' experience of the intervention.
This in-depth analysis of the use of online corpus-based feedback is a step towards better understanding of the strengths and weaknesses of the approach, including possible obstacles to take-up, and the types of issue most amenable to treatment. The approach we take seems particularly relevant considering current trends in HE towards supporting students online and also demonstrates how data can be collected in an online context.

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Title: An innovative approach to EAP learning: Student-staff development of a reflective writing web-based app
Authors: Simon Williams - University of Sussex, United Kingdom; Ruth Bowles - University of Sussex, United Kingdom; Sumedh Nimkar - University of Sussex, United Kingdom; Moisés Camargo-Cano - University of Sussex
Session: Discussion of pre-recorded papers 5.6a - Virtual room 1, 10/04/2021, 14:00 - 14:30

Abstract

Reflective writing has been described as a genre in relation to the 'common core' of 'a general EAP programme' (Gardner, Nesi & Biber, 2019, p. 672), and its increasing use in HE assessment is well documented, e.g. it is a component of most assessments on the Sussex Foundation programme. This form of writing has been defined as an internal examination of the writer's experience with the purpose of promoting personal change (Boyd and Fales, 1983), a process that can facilitate academic development. Repeated opportunities for practice, alongside formative feedback, are likely to improve student confidence and performance. However, students on EAP courses are often unfamiliar with the genre's demands, and teachers find the provision of individual feedback time-consuming.

Against this background and the increasing availability of digital technology, we decided to develop an online app that students could use independently. We sought student collaboration for the design and build process and adapted the principle of a similar web application that used 'informal rubrics' to assess and give feedback on students' reflective writing (Shum, et al., 2017, p.67). The app works by matching user uploads of reflections on a learning event against selected phrases from assessment criteria and returning feedback and advice. Learners can use the app at any time anywhere, including on their phone.

To evaluate whether users' needs were met by this technology, we surveyed ten students and five EAP lecturers. Overall, we found that students' understanding of, and facility in, the genre increased, and teachers viewed the app as a useful tool to support reflective writing assignments. Additionally, our collaborative partnership has encouraged a more inclusive research approach, involving mutual learning and teaching. EAP colleagues could build on our experience by reviewing assessment criteria with their students and setting up similar opportunities for synchronous or asynchronous conversations via new technologies. Attendees will have the opportunity to see how the app functions and there will be time for questions and answers.

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Title: Supporting Teachers Needs through In-Service Professional Development
Authors: Gareth Morris - XJTLU, China; Li Li - University of Exeter, United Kingdom
Session: Discussion of pre-recorded papers 5.6b - Virtual room 2, 10/04/2021, 14:00 - 14:30

Abstract

In-service professional development is an essential element of any teachers' ongoing career long education, and at certain points in time it can take on extended importance for a wide variety of reasons, some personal and others contextual. Since early 2020 when the impact of the COVID-19 pandemic really began to be felt globally it has become increasingly pertinent that staff development is adequately catered to as higher education faces a period of unprecedented challenges and changes (see Orazbayeva et al., 2020), with educators tasked with responding to these often in trying circumstances (Morris et al., In Print). For many EAP practitioners COVID-19 has also presented difficulties never before encountered or anticipated, and the speed with which responses have been required has been equally demanding both professionally and personally. For example, how are practitioners expected to work remotely from one location while their employer is based in another, or for that matter what is the optimal way to teach and still ensure quality when it is difficult to predict if provision is to be provided onsite, online or through a blended approach and the access staff have to technology differs. In light of this, this research considers the case of a Sino-British university in China where EAP is a mandatory feature of both first and second year provision. It draws on insights from eighty-eight language teachers who responded to a questionnaire

administered online which evaluated their perceived in-service professional development needs and the ways in which these needs were being met. Findings suggest that the four most prominent areas where needs existed were in the areas of technology, assessment, research and management. This presentation will briefly consider each in turn. It should be of interest to EAP teachers, managers and institutional policy makers.

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Title: Surviving and thriving in challenging times: Investigating pre-sessional teacher emotions on an online summer pre-sessional course
Authors: Andrew Northern - Imperial College London, United Kingdom; Rebecca White - Imperial College London, United Kingdom
Session: Discussion of pre-recorded papers 5.6b - Virtual room 2, 10/04/2021, 14:00 - 14:30

Abstract

It has long been recognised that teacher emotions play a critical role in the classroom (Meyer & Turner, 2006), and the intrinsic link between teacher and student emotions has been well-established (e.g. Linnenbrink & Pintrich, 2002; Becker et al., 2014; Frenzel et al., 2018). The recent large-scale shift to online provision has created a pressure for all teachers to adapt quickly to new online platforms and ways of teaching, which is likely to have influenced their emotions. On summer pre-sessional courses, the pressure of adapting to online teaching is likely to be felt as an additional burden on top of the customary challenge of adapting to teaching in a new institution. We therefore decided to analyse how the teachers on our 6-week summer pre-sessional course responded to the experience of teaching on the online course to determine whether the support we provided was sufficient and to identify what additional support might need to be developed for future online summer courses. In this paper, we draw on qualitative data from the anonymous end-of-course teacher feedback from all teachers on the course, as well as two independent evaluative reports: one from a pre-sessional teacher and another from the external examiner. We coded this qualitative data and then grouped the coded data according to emergent themes. Several key themes were identified. The most prominent theme was the appreciation of the built-in online availability of the coordinating team when teachers needed extra support. We also found that the detailed guiding

notes we developed in the online platform served as a useful scaffold to support the transition to online teaching. However, we observed that our approach to encouraging an online environment of openness and sharing of emotion (Fried, Mansfield & Dobozy, 2015) had limited effectiveness. While teachers frequently noted that they appreciated the level of openness between themselves and the coordinators, there was little evidence to show that we succeeded in fostering the same sense of online sharing among teachers or that an informal online support network developed. We conclude by inviting colleagues from the wider EAP community to share their own reflections on building a supportive online environment during this high-pressure time and going forward.

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Title: EAP Pedagogies for Doctoral Students from Professional Fields Writing a Thesis by Publication

Authors: Kristin Solli - OsloMet - Oslo Metropolitan University, Norway; Tom Muir - OsloMet - Oslo Metropolitan University, Norway
Session: Discussion of pre-recorded papers 5.6b - Virtual room 2, 10/04/2021, 14:00 - 14:30

Abstract

In recent decades, the thesis by publication (TBP) has emerged as an alternative PhD-thesis format to the traditional monograph in many fields and geographical contexts (Frick, 2019; Mason & Merga, 2018; Authors 2021; Park, 2005). The emergence of this format, along with other developments that encourage, and increasingly, require, doctoral students to publish during candidature, has prompted greater attention to doctoral writing pedagogies that focus on writing for publication (Aitchison, Kamler & Lee, 2010; Badenhorst & Guerin, 2016; Kamler, 2008; Lee & Kamler, 2008). This paper seeks to extend this important work by exploring EAP pedagogies for doctoral students in professional fields writing a TBP, using the Scandinavian context as a case study. For these

candidates, who come from fields such as nursing, social work, and teacher education, pursuing a doctoral degree involves not only having to master high-stakes writing in an additional language, but also the institutional shift from their field of practice to academia. How can EAP practitioners support these students as they move from practitioners to researchers? What kind of EAP is required to support these students as they transverse institutions and languages?In order to begin to address these questions, we undertook in-depth interviews with five students, in which they looked back on their experience of writing the first journal article for their PhD. We used thematic analysis to identify prominent themes, and this analysis highlighted that the candidates had quite different orientations towards academia. Some of them saw themselves as well on the way to becoming academics, but others were more ambivalent, and saw the doctorate as serving a purpose for their practitioner communities. Moreover, these different orientations shaped how they saw the purpose of writing for publication and how they saw themselves as writers.We discuss how these findings have prompted us to re-examine our current genre-based pedagogical approaches in our work with this group of students. The ambivalence that emerged in some of the interviews – the tension between the role of practitioner and role of researcher – suggested three areas where we could more precisely calibrate our pedagogy: audience awareness, rhetorical positioning, and imitation. The presentation will consider some of the possible specific interventions arising from these areas and open an exploration of what TBP pedagogies could become. Our hope is that such an exploration will be of interest to EAP practitioners who work with similar students and/or with TBPs in other contexts.

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Title: Hobbies as an innovative approach to EAP teaching? An exploratory study for enhancing students' engagement in the EAP context

Authors: Shaimaa El Naggar - Lancaster University alumnus, Egypt; Jake Groves - University of Birmingham, Birmingham International Academy, United Kingdom
Session: Discussion of pre-recorded papers 5.6c - Virtual room 3, 10/04/2021, 14:00 - 14:30

Abstract

Student engagement is currently a key topic in Higher Education (cf. Kahu 2013; El Hakim & Lowe 2020). This paper extends the discussion on student engagement to the EAP context where learners face many challenges that can impede motivation such as the difficulty of attaining a set of high-order academic and communication skills (cf. Al-Seghayer 2014; Doff 2018; Groves and Watton 2018 and Nguyen 2010). This paper argues that the use of students' hobbies and interests could enhance students' engagement, building on their positive feelings and motivation (cf. Fredrickson 2001). Although research suggests that hobbies are key to motivation and learning (cf. Hoffman et al. 2000 and Azevedo 2013), the use of students' hobbies in EAP teaching is rarely examined. As such, we ask if student engagement in the EAP context could be enhanced, using students' interests and hobbies as an approach? This key question informed the research design of the study. We held discussions with 27 students to explore if students were engaged when talking about their hobbies. Students discussed their hobbies with the class teacher in groups of three. Teaching took place online, during an EAP pre-sessional programme for international students in the UK (July-August, 2020). Students' discussions -which were video-recorded- were analysed through the lens of Conversation Analysis and multi-modal analysis (cf. Kress and van Leeuwen 1996) to explore if students were able to generate positive feelings relevant to student engagement (cf. Kahu 2013: 761 and Fredrickson 2001). Furthermore, a survey questionnaire was administered to students (n=12) to explore if they enjoyed sharing their hobbies. The multimodal analysis of students' discussions indicated that they created positive and shared meanings about their hobbies, manifest among other aspects in their invocation of common discourse topics (e.g. K-pop), overlapping talk, and gestures. This was in line with the results of the survey questionnaire in which students enjoyed a) sharing their hobbies and b) learning about their classmates' hobbies, 75% and 100% respectively. Based on these findings, we developed activities that employed students' hobbies as an approach to EAP teaching; for example, asking students to give an academic presentation on their favourite singer, and using students' written introductions on their hobbies to teach the sub-skills of paraphrasing, quotation and citation. While presenting examples of the practice-based activities that we developed, we hope that the paper -in its eclectic approaches- will appeal to EAP practitioners, linguists and anyone interested in the topic of student engagement, broadly speaking.

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Title: The Fogg Behaviour Model: A New Framework for Student Behaviour
Authors: Alistair Wilkinson - University of Bristol Centre for Academic Language and Development, United Kingdom
Session: Discussion of pre-recorded papers 5.6c - Virtual room 3, 10/04/2021, 14:00 - 14:30

Abstract

What do condom use in Pakistan (Agha et al., 2019), milk quality control in Brazil (Freitas et al., 2018), and consumer's post-purchase product care in Austria (Ackermann et al., 2018) have in common? All three behaviours have all been investigated using the Fogg Behaviour Model (FBM) developed by BJ Fogg at Stanford University (Fogg, 2009). The FBM suggests that our behaviour is linked to our motivation and ability to perform the behaviour and a trigger to act as a reminder. We will only carry out a wanted behaviour when all three conditions are met.

My research into reading behaviours among pre-sessional students reveals that although they are taught useful strategies (e.g., predicting, skimming, reading for gist), they rely on less efficient strategies borrowed from their L1. It is theorised that this may be the case for other strategies students are taught. The FBM is a possible solution to this problem; it gives teachers and materials writers a framework to discover why students are not performing behaviours. The model is offered as a tool to help teachers answer the question: Why are my students not doing what I want them to do?

This Lightning Talk will briefly introduce the FBM and its key concepts (motivation, ability and trigger). The focus will be on how it can be used to achieve desired student behaviours (e.g., skimming a text before reading it in detail), with real-world examples of the model in use. The talk will show that although any teacher can use the model, it is of particular relevance to those working on materials since it provides a simple, but effective, structure for materials creation.

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Title: Using an integrative e-portfolio as an assessment-for-learning tool for speaking online
Authors: Julie Hartill - Imperial College London, United Kingdom
Session: Discussion of pre-recorded papers 5.6c - Virtual room 3, 10/04/2021, 14:00 - 14:30

Abstract

Our face-to-face (F2F) assessed pre-sessional is an ESAP course for STEM that uses a task-based approach, emphasising purposeful, real-world language use (Willis 1996) and enhances opportunities for learning by blending online learning with F2F teaching (Dzubian et al 2018). Assessments comprise a bespoke reading-into-writing test and a viva based on students' subject-specific personal research throughout the course. Like all EAP centres across the sector, in spring 2020 we had to move our pre-sessional wholly online. While we were confident that we could transform our course delivery and conduct our assessments fairly and securely, we were concerned about how instrumentally motivated students without the benefit of L2 immersion and daily teacher contact would perform in the summative end-of-course test of spoken English when studying remotely.

Drawing on principles of assessment for learning (Lee, 2007), which promotes sharing goals for learning; transparent assessment criteria; actionable feedback; and a cycle of rehearsal and improvement, we devised an e-portfolio assessment, the Personal Research Portfolio (PRP). Although portfolios in EAP are most commonly associated with the assessment of writing (e.g. Hirvela 1997; Romova and Andrew 2011), we embedded the PRP in the speaking-focused, subject-specific component of the course to scaffold the summative test of speaking and develop students' reflection on learning. This talk discusses the design and implementation of the PRP. It explains the concept of the PRP as an integrative assessment, a summative assessment tool composed of a series of iterative, formative tasks carefully aligned with the learning objectives and outcomes of the course. While most accounts of e-portfolio assessments use dedicated VLE or portfolio software, we opted to use Microsoft OneNot-e Class Notebooks. I show the benefits of this platform for portfolio assessment, particularly for the formative assessment of speaking. I report on the effectiveness of the initiative in terms of students' achievement on the course and report teachers' conce--rns and reflections about implementing the portfolio. Although the PRP format and delivering feedback were not onerous, time was taken up convincing students that there were no shortcuts to success; the key was engagement. The PRP initiative has implications for the design of pre-sessional EAP assessments and demonstrates the opportunities that we have to create online formative assessments for speaking. However, we still need to consider how we communicate our expectations of learning explicitly to students so that they engage fully and become more effective and autonomous learners.

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Title: EAP in the time of Covid-19: Opportunities and Challenges in Supporting Access, Engagement and Transitions

Authors: Clare Carr - Durham University, United Kingdom; Michelle Joubert - University of the Free State, South Africa; Jessica Sequera - Durham University, United Kingdom; Michael Hughes - University of Kent, United Kingdom
Session: Symposium 3 - Virtual conference hall, 10/04/2021, 14:35 - 15:35

Abstract

Writing in Times Higher Education on 26th March 2020, Simon Marginson wrote 'Global HE as we know it has forever changed'. At the time, he predicted that the impact of Covid-19 SARS would be felt in terms of mobility and student flows, online education, more competition in a 'buyer's market' and concerns about health security (Marginson, 2020). With their remit to provide support students, EAP practitioners, alongside colleagues in professional services and academic departments, were required to find new ways of working and teaching with the resources available to them and the students they teach.

Whilst recognising the human, social and economic cost of this terrible virus worldwide, necessity is the mother of invention. At this point in time it is so important to reflect on the tools, knowledge

and pedagogical practices we have available to us in setting out our 'socioliterate classroom' (Johns, 1997, p.114) and possibly even to help our students 'find new ways of thinking and being' (DiPardo, 1993, p.7) in the 'new normal'. Addressing predominately the conference themes of informing and responding to trends in Higher Education, Teaching Approaches in Varied Contexts and Teacher Development, this symposium aims to take a proactive, positive view to explore challenges as well as key findings, opportunities and CPD needs of EAP practitioners as the result of responses to Covid, moving forward into an unknown but hopefully brighter future.

Building on discussions started in the BALEAP Professional Issues Meeting at University of Kent (2020 Visions: Looking Back and Looking Ahead), the symposium will feature speakers representing 3 varied contexts, including a UK HE in-sessional context which provides teaching to 'home' and 'international' students, a South African HE in-sessional context which provides faculty-specific academic literacy courses for approximately 10 000 English second language (majority home) students and an academic department within a UK HE institution with a large number of students progressing from (this year) online Pre-Sessional programmes.

Each speaker will focus on their response within their specific context, consider its effectiveness and assess as well as the implications of this for continued EAP practitioner development. Each talk will last about 10 minutes. Data collected using methods such as critical reflection, and also methods 'beyond reflection' (Bruce and Ding, 2017, p.152) such as qualitative interviews, questionnaires and/or focus groups with teachers and/or students will be used to inform the discussions.

Talks will include:
- Tracking the transition of students as they begin study in their academic departments and reflect on what they've learned
- Increasing student engagement with asynchronous centralised and within- department in-sessional materials for 'Home' and 'International' Postgraduate and/or Undergraduate students
- Enhancing Equity of Access to Academic English programmes in a South African Higher Education context

To allow for consideration of common patterns and differences in pedagogical practices across contexts, speakers and participants are asked to consider the following areas in the context of their institution:
- What challenges did you face in creating and teaching as a result of the Covid epidemic/move to online teaching?
- What changes did you make to adapt to the new Covid context?
- Feedback from students/colleagues (where available) and/or critical reflection
- How effective were your changes?
- What did you learn/would you continue post-Covid?
- How has this changed the way in which you view academic literacy provision?

One implication of this exercise/the findings for EAP practitioner CPD, with reference to the BALEAP TEAP competency framework (2016)

After presentation of the short talks, the time available for discussion will be divided amongst the three key strands: equity of access; asynchronous materials; tracking and transitions and participants will be encouraged to share questions throughout the symposium via the chat or other technological means e.g. using Slido or similar. Participants will also be encouraged to add their thoughts and questions to a Padlet or similar in relation to the three key areas which will continue to be available after the session.

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