

## **How does the use of interactive grammar materials in asynchronous learning develop accuracy and range in student writing?**

Sara Ahsan (University of Manchester)

The Grammar for Writing course is part of an EAP program for B1/2 learners aiming to progress to Pre sessional. Previously, learners accessed the weekly materials as a Word document downloaded from the VLE. Learners use the weekly materials independently and then integrate the grammar into an ongoing essay written in pairs. As the online environment has allowed us to rethink how we learn, we have recreated the materials in an interactive environment.

**Sara Ahsan** is a senior language tutor at the University of Manchester Language Centre with an M Ed. in TESOL and Educational Technology. She has always had a particular interest in how E learning can enhance the student experience in EAP.

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## **Japanese universities' response to the global pandemic**

Soyhan Egitim (Toyo University)

This presentation offers insights into the role of collective intelligence in activating adaptive and collaborative leadership at Japanese universities in response to the global pandemic. It draws on the personal experiences of the author as well as faculty members from various Japanese universities with an emphasis on collective intelligence and adaptive response to adversity, and the resulting organization-wide learning process.

**Soyhan Egitim**, Ed.D is a full-time English lecturer at Toyo University in Japan. As a multilingual expert in language education, research, and training (English, Turkish, Japanese), Dr. Soyhan Egitim has promoted intercultural language education, and leaderful language classroom practices through his lectures, academic publications, presentations, and training workshops.

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## **The benefits of community building in teaching EAP online**

Kamil Stobiecki (University of Manchester)

Michelle Nixon (University of Manchester)

The research aim is to investigate common beliefs about the benefits of community building and how it aids learning, leading to positive student experience. The selected research methods include interviewing the course designer, as well as conducting focus groups and distributing questionnaires to both students and tutors involved in a six-week Pre-sessional course at the University of Manchester.

Before joining the University of Manchester, **Michelle Nixon** worked at other HEIs including Keele University, King's College London and Staffordshire University. At the ULC, she teaches on EAP, Academic Success and LEAP courses. She is also a team leader on the Pre-session course, and she is involved in materials development.

After arriving in the UK to study, **Kamil Stobiecki** worked in various HEIs before settling at UoM in 2011, where he's been teaching, developing materials and assessments, as well as co-ordinating various language courses.

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### **Using Moodle and TEAMS learning analytics to support EAP learners**

Olga Burakov (University of Nottingham)

Due to the Covid-19 pandemic, many EAP modules have transitioned to remote teaching via Moodle and TEAMS. Both platforms offer educators learning analytics tools to monitor learners' online activities and digital engagement. This talk will discuss the different learning analytics functions available to Moodle and TEAMS users and how these can be adopted in learning and teaching by EAP practitioners.

**Olga Burakov** teaches on and coordinates pre-session EAP courses at the Centre for English Language Education (CELE) at the University of Nottingham. She holds an MA and a PhD in English from New York University (USA), a DELTA, and is a Senior Fellow of the Higher Education Academy.

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### **Perceptions of colour-coding in EAP assessment and feedback**

Caitlin Coyle (Glasgow Kelvin College and University of Glasgow)

Providing appropriate assessment feedback is considered a key competency of the EAP practitioner (BALEAP, 2014). Whilst studies exist about the effectiveness of colour-coding as a form of feedback in EFL (Elwood & Bode, 2014; Hamid, Nasri & Ghazali, 2018), little has been found in EAP. This presentation considers to what extent colour-coding could be used in EAP assessment and feedback.

**Caitlin Coyle** is an ESOL Lecturer at Glasgow Kelvin College and a Pre-session EAP Tutor at the University of Glasgow.

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### **Dialogic Reflection Sessions in a Critical Friend Relationship**

Jess Sequera (University of Durham)

Rob Marks (University of Manchester)

The workshop will summarise Jess and Rob's Critical Friend relationship, and their "dialogic reflection sessions". The participants will then simulate their own dialogic reflection session in small groups and consider how suitable this kind of reflection is for their professional contexts.

**Rob Marks** heads the Academic Success Programme, the in-sessional arm of the University Language Centre at the University of Manchester.

**Jess Sequera** is the Programme Leader for the Academic Development for Students (Insessional) Programme at Durham University, and the Critical Friend/External Examiner to the University of Manchester's Academic Success Programme.

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### **The Use of an Assessed Asynchronous Online Discussion Forum to Help Foster Deep Learning**

Fiona Nimmo (University of Strathclyde)

This study investigates the extent to which an assessed Asynchronous Online Discussion Forum (AOD) helps foster deep learning. Data was collected via questionnaires, an evaluative AOD, and an analysis of the students' AOD threads coded using Bernstein and Isaac's (2018) Components of Critical Thinking. Findings from the study, albeit small-scale, are encouraging, suggesting that an assessed AOD helps foster deep learning.

**Fiona Nimmo** is a Programme Co-ordinator at the University of Strathclyde, a fellow of the Higher Education Academy, and a BALEAP BAS assessor. She has worked in Scotland, Greece, Italy, and China, and has designed and implemented ESP, EAP, Academic Practice, and TESOL / Teacher Education programmes, both at home and abroad. Fiona is currently working toward an EdD in Digital Technology.

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### **Exploring students' affective responses to activities in the online EAP classroom**

Rachel Heasley (University of Manchester)

This short talk outlines the main findings from a survey of foundation-year EAP students about their affective reactions towards materials, interaction patterns, activities and methods of

feedback used in the online classroom. After a summary of these findings, conclusions will also be drawn about potential implications for the delivery of EAP online.

**Rachel Heasley** is an Academic English Tutor at the University of Manchester. Prior to teaching EAP in Manchester, she taught a mixture of EAP, EFL and ESOL in Ecuador and, somewhat less exotically, Birmingham. She is DELTA-qualified and was awarded an MA TESOL and Applied Linguistics (Distinction) by Manchester Metropolitan University in 2020.

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### **First-year undergraduates' early experiences with writing academic assignments**

Katarzyna Maciag (Sheffield Hallam University)

This study explores international undergraduates' experiences with writing academic assignments during their first year at a UK university. All participants studied online. Valuable insights into their knowledge of genres (i.e., texts they wrote on their degree courses), and experiences with writing course assignments were gained by means of text-based semi-structured interviews and reflective prompts.

**Katarzyna Maciag** is working as an associate lecturer of EAP and is currently an EdD student at Sheffield Hallam University. Her interests as an EAP practitioner with eight years' experience focus on providing students with effective academic skills, particularly, in the area of writing for academic purposes.

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### **Synthesing Materials: A Practical Approach in Academic Writing**

Wendy Kasap (teacher and consultant)

Students, especially those already working as academic in a non-speaking English environment and postgraduates are frequently given data to analyse, to be written as prose for a report, paper, conference or dissertation. Even with some degree of familiarisation of the data this is a daunting task and may create anxiety in the student, resulting in avoidance, non-participation or copying. This is a practical workshop designed to enable students to become familiar with data, to apply understanding and builds up knowledge in a more meaningful manner to produce a comprehensive piece of work and one which the student feels comfortable discussing.

**Wendy Kasap** is based in Turkey and has worked on many UK university EAP pre-sessional summer schools, since 2002, and fulltime in Turkey, the Middle East, and SE Asia as both a teacher/tutor and a consultant, especially in Turkey for vocational higher education

establishments, and engineering faculties. Students come from all levels of academia, including academic staff preparing for conferences, globally, and writing articles for medical and scientific journals, as well as governors and public administrators wishing to improve communication skills.

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