

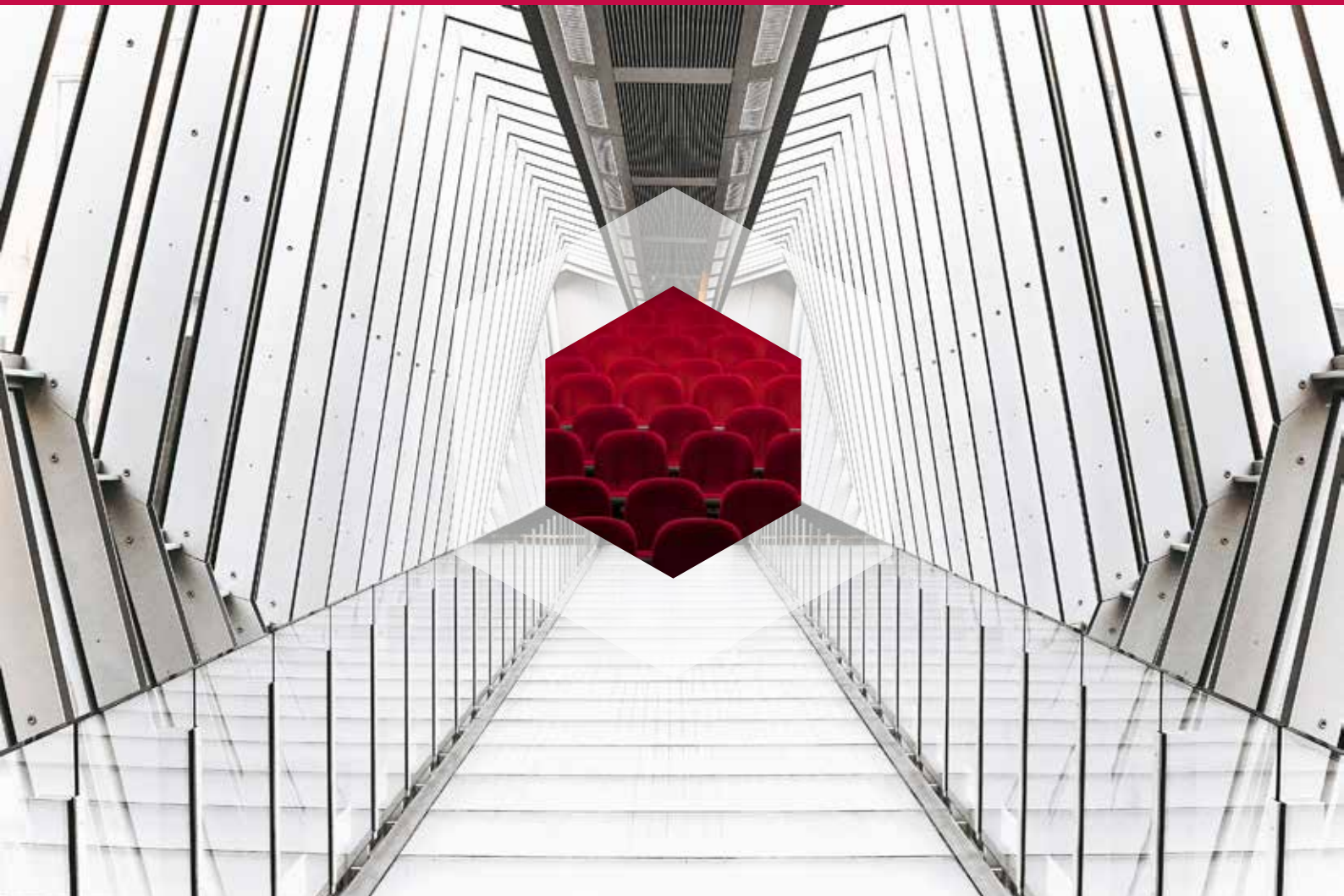


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**EAP conference 2020**  
Saturday 29 February

# Anybody out there:

addressing audiences in academic discourse



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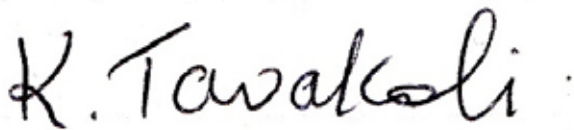
# Welcome

Welcome to the 9th annual EAP Conference, from the staff of the International Education Institute. We are delighted to welcome back many colleagues from around the UK and Japan, many of whom have made this an annual pilgrimage, and many more colleagues from the UK and further afield.

This year our international attendees have come from the USA, Japan, Denmark, Poland and Ireland. It is gratifying that the importance of EAP has grown to the extent that conferences such as ours are well attended. This year's topic, *Anybody out there: addressing audiences in academic discourse*, can be interpreted from a number of perspectives. The students need to develop genre awareness and discipline-specific linguistic forms; EAP practitioners also need to be prepared for different audiences – undergraduate and postgraduate, pre-sessional and in-sessional, as well as conference attendance and publication.

I therefore hope that today's wide-ranging presentations will provide many interesting insights to this area, many of them resulting from empirical research, as increasingly EAP practitioners have opportunities to carry out research while remaining active in the classroom.

I would like to thank my colleagues, Mary Carr and Mark Carver, who have made a great contribution to the organising of this conference, and also Dinorah Imrie whose graphic design skills have produced this programme and the conference poster. Finally, thank you to my colleagues for supporting this conference and providing home baking to make you all feel welcome.



Kerry Tavakoli  
Conference Facilitator  
International Education Institute  
University of St Andrews

The conference will take place in the:  
**Medical and Biological Sciences Building**  
School of Medicine  
University of St Andrews  
North Haugh  
St Andrews  
KY16 9TF



# Timetable

9.15 - 9.30	Registration, publishers' displays, coffee and tea.				Foyer
9.30 - 9.45	Welcome and introduction (Proctor, Professor Clare Peddie)				Lecture Theatre
<b>9.45- 10.40</b>	<b>Dr Ursula Wingate, King's College London</b> <i>Developing audience awareness in novice writers.</i>				Lecture Theatre <b>W</b>
	<b>Lecture Theatre</b>	<b>Seminar 1</b>	<b>Seminar 2</b>	<b>Tutorial 1</b>	
10.45- 11.15	Dr Hilary Nesi & Yan Yan Yeung Coventry University <i>Chinese e-dictionaries – what audiences are they intended for?</i>	Angelos Bakogiannis Teesside University <i>Academic Literacies in HE: perceptions and attitudes of domestic students.</i>	Karen Harris University of the Arts London <i>Fluid, elegant, even beautiful: academic writing as an artistic skill.</i>	Marcus J. Szilágyi University of Glasgow <i>A survey of syntactic structures and cohesive devices used by L2 EAP writers with pedagogical implications for improvement to reach a standard acceptable to academic audiences.</i>	
11.15 - 11.45	Coffee break				
	<b>Lecture Theatre</b>	<b>Seminar 1</b>	<b>Seminar 2</b>	<b>Tutorial 1</b>	
11.45 - 12.15	Dr Maxine Gillway University of Bristol <i>Serving more than one master: the challenge of multiple audiences.</i>	Kashmir Kaur University of Leeds <i>Wrestling with criticality in teaching and student learning.</i>	Dr Gayle Pringle Barnes University of Glasgow <i>Discussing the dissertation: who, what, when, why... and if?</i>	Jessica Garska Trinity College Dublin <i>A Focus on Audience in Irish HE: Informing a Pre-sessional EAP Programme.</i>	
12.20 - 12.50	Thomas Basbøll Copenhagen Business School <i>The academic situation: students as peer-readers.</i>	Amber Renée Martin The Pennsylvania State University <i>Multi-dimensional writing: building awareness of self and audience while moving beyond formulaic purposes and techniques.</i>	Thom Jones and Sean McDonald TELC <i>Getting it Right: Doing EAP Differently. Academic Discourse for Stakeholders and Other Beginners.</i>	Dr Takeshi Kamijo Ritsumeikan University, Japan <i>L2 learners' rhetorical task representations for academic argumentation.</i>	
12.50 - 13.50	Lunch				Entrance Hall
<b>13.50 - 14.40</b>	<b>Dr Zak Lancaster, Wake Forest University, North Carolina</b> <i>Readers as "Reached", "Imagined", and "Constructed": A Longitudinal Study of Undergraduate Writers' Developing Conceptions of Audience.</i>				Lecture Theatre <b>W</b>
14.45 - 15.20	Posters				Lecture Theatre
	<b>Lecture Theatre</b>	<b>Seminar 1</b>	<b>Seminar 2</b>	<b>Tutorial 1</b>	
15.25 - 15.55	Steve Jorgensen-Corfield Cardiff University <i>Keeping your audience on track.</i>	Tom Le Seelleur South Eastern Regional College, Northern Ireland <i>How to develop discussion skills for EAP students.</i>	Milada Walkova University of Leeds <i>Teaching transition markers: Can we trust EAP textbooks?</i>	Peter Gee Lazarski University, Poland <i>CEFR mediation criteria: new ways of communicating.</i>	
16.00 - 16.30	Dr Jill Haldane University of Edinburgh <i>Academic Vocabulary in Literacy course in IFP – how teaching vocabulary to high-achieving students enables academic discourse socialisation.</i>	Eoin Jordan University of St Andrews <i>How do students feel about their audience(s) in peer assessed writing tasks?</i>	Dr Mark Carver University of St Andrews <i>Responding to audience or market? Differing programme design in Initial Teacher Education and TESOL programmes.</i>		
16.30 - 17.00	Wrap-up/raffle				Lecture Theatre

**W** Also available via webcast

# Publishers' displays



**CAMBRIDGE ENGLISH**  
**Language Assessment**  
Part of the University of Cambridge



**Journal of English  
for Academic Purposes**

The official journal of BALEAP  
Edited by Hilary Nesi and Guangwei Hu







Plenary Speaker

# Dr Ursula Wingate

King's College London

9:45 to 10:40  
Lecture Theatre



*Developing  
audience awareness in  
novice writers*

# Summary

Addressing audiences in both spoken and written academic discourse is expected from students as soon as they enter university, be it in seminar discussions, presentations or written assignments. In this paper, I focus on the various difficulties that addressing an audience involves in academic writing. These include understanding the level of knowledge that can be expected from the audience, the genre conventions that are required by the discourse community, the positioning of the writer in relation to the subject content and the reader, stance, voice and the use of appropriate metadiscursive devices for engaging the reader with the writer's argument. I will refer to key studies that compared expert and student writing to provide examples of typical shortcomings in students' audience engagement. I will then propose a genre-based teaching approach aimed at raising students' awareness of the audiences for, and their expectations towards, specific genres, as well as providing students with the linguistic repertoire for expressing stance and voice.

## Biodata

Ursula Wingate is Reader in Language in Education and works in the School of Education, Communication and Society at King's College London. Ursula's research interests are in academic literacy, English language policies and practices, and language teaching methodology. Her recent publications are concerned with the teaching and learning of argumentation, genre-based approaches to academic literacy instruction and teaching strategies in academic writing tutorials.

# Abstracts

**Dr Hilary Nesi and  
Yan Yan Yeung  
Angelos Bakogiannis  
Karen Harris  
Marcus J. Szilágyi**

**10:45  
to  
11:15**



## ***Chinese e-dictionaries – what audiences are they intended for?***

### **Summary**

Ideally, EAP practitioners should know “exactly what their students are doing with their dictionaries, what they expect from them, and how easily they are satisfied during the process of consultation” (Atkins & Varantola 1998: 115), yet very little is known about the dictionary using habits and selection choices of Chinese learners. At one time it was relatively easy to monitor dictionary use in class; print dictionary consultation is highly visible, and in the days of e-dictionaries on hard drives and CD-Roms teachers could look over learners’ shoulders and share their screenviews. All this has changed with the advent of smartphone technology, and now when students use their phones privately in class it is difficult for teachers to know what reference tools they are using, and whether these tools are fit for purpose. It would appear, however, that many Chinese EAP learners prefer to consult hi-tech general-purpose bilingual resources developed in China, as opposed to the lower-tech learners’ e-dictionaries discussed in the EAP literature. The intended audience for these Chinese dictionaries seems to be left intentionally vague, and the fact that the content is often very misleading for learners of English (Nesi 2012) is rarely mentioned in either the Western or the Chinese literature, perhaps because researchers and practitioners lack the language skills to critique Chinese-medium dictionary entries, or because they are wary of criticizing products that might be regarded as representative of Chinese scholarship and culture.

This paper will examine Youdao and Jinshanciba, probably the most popular Chinese e-dictionaries, with reference to the needs of an EAP learner audience. It is hoped that this will place practitioners in a better position to advise students about the suitability of these resources, or will at least open up discussion about them in the EAP classroom.

### **Biodata**

Hilary Nesi is a Professor of English Language at Coventry University. She is one of the Editors of *Journal of English for Academic Purposes*, and she runs the FutureLearn “Understanding English Dictionaries” MOOC.

Yan Yan Yeung is a PhD student at Coventry University. She graduated from the Chinese University of Hong Kong and holds Masters degrees from Birmingham University (Creative Writing) and Coventry University (Applied Linguistics and ELT).

## *Academic Literacies in HE: perceptions and attitudes of domestic students.*

### **Summary**

Academic readiness for Higher Education has been extensively researched and literacy demands have often been cited a major cause for poor academic performance. Supporting students to develop tertiary level academic literacy skills is therefore essential, with an increasing demand for embedding academic literacies within the curricula of different disciplines. Evidence on embedded academic literacies suggests that over a quarter of students have no idea about academic literacy requirements prior to commencing their program of study, whereas those with poor prior performance experience high levels of anxiety and express lack of confidence in their writing abilities.

While various practices have been adopted to support international students including in-sessional programs, writing assistance workshops and one-to-one support, domestic students who need academic literacy support due to their diverse cultural, linguistic or education backgrounds are not always identified and may, thus, not receive the assistance and support required.

Diagnostic assessment reaffirms that domestic students have little knowledge of tertiary level academic literacy skills. Low awareness and occasional confusion, as to what academic literacies entail, persevere, whereas biases against modules on academic literacies are also observed, with some students associating them to language support, which they perceive as unnecessary or avoidable. Ongoing module feedback and tutorial input, however, reveal a shift in attitudes and perceptions towards academic literacies, with all students reporting on how important the skills introduced are, rating the module as either 'very useful' or 'extremely useful'.

How academic literacies in higher education can be developed to address and support the needs of domestic students, however, and the extent to which modules/courses could be tailored to support mixed audiences is still under question. Developing a framework of recommendations for planning, designing, delivering and evaluating academic literacy modules/courses, aimed at domestic students and potentially mixed audiences, is therefore necessary to guide good teaching practice.

### **Biodata**

Being a linguist by background, I have been involved in English Language Teaching for more than 15 years. Since 2010, I have been teaching English for Academic Purposes and Study Skills in UK Higher Education. I am currently based at the English Language Centre, Teesside University leading Academic Study Skills for the Foundation Year in Health (School of Health and Life Sciences) and contributing to the Pre-sessional English Language Programme and the In-sessional English Language Support. I am particularly interested in Academic Literacies for UK Students and Multi-modal Approaches to Teaching and Learning in Higher Education.

## *Fluid, elegant, even beautiful: Academic writing as an artistic skill.*

### **Summary**

What elevates a piece of writing from being merely adequate into something fluid and elegant, even beautiful? Something which both the writer and reader could take delight in?

For students, there is often a disconnection between the enthusiasm they may hold for their chosen subject, and their perception of academic writing as a tedious chore: a restrictive and uninspiring act performed under duress. This disconnection is frequently apparent in my own art-and-design-based context (whereby students would far rather be engaging in their studio practice), but is likely to be an issue within other disciplines as well.

My question is: what if this perception could be altered? What if academic writing could be seen as an exhilarating and joyous creative act: an essential part of one's artistic self-expression, rather than something to be endured through gritted teeth?

In this session, I will discuss how principles from art and design can be applied to an EAP tutor's writing 'toolkit'. This will include the following:

- Aspects of visual analysis (e.g. unity, balance, contrast, rhythm, harmony).
- Untrammelled creative freedom versus deliberate restraint.
- The "shape" of an essay. What visual metaphors might be relevant? Is there an ideal one-size-fits-all pattern? Should the shape always be regular, or can it be uneven/wobbly? And where does a cocktail glass come in to all of this?
- How do artists guide their audience in various ways, and how can a writer do likewise? Where do the similarities and differences lie? Is "oneself" an audience?
- Using these ideas in the EAP classroom or as self-study material.

Finally: although this approach was devised with art/design students in mind, it could also be used with students from other subject areas. Indeed, its transdisciplinary nature may offer a fresh and intriguing new perspective to all: that every essay-writer is, potentially, a unique artist.

### **Biodata**

I am an Intercultural Communications Trainer and Language Development Tutor at University of the Arts London. My interests can be summarised as the three 'i's: interdisciplinarity; intersections that connect the apparently unconnected - and imagination.

In 2019, I set up the Language-Art Project. This brought together a diverse, multinational group of students from across UAL to create artwork on the theme of language: the subsequent exhibition featured both collaborative and solo pieces.

My workshops at previous conferences include 'Exploring the Subtleties of Language' (using techniques from literature studies in the language classroom) and 'Keep it Surreal: Tapping into Students' Creativity'.

***A survey of syntactic structures and cohesive devices used by L2 EAP writers with pedagogical implications for improvement to reach a standard acceptable to academic audiences.***

**Summary**

As an EAP teacher I have observed that many second language (L2) students at UK universities have varying degrees of difficulty with writing academic texts in English. I felt they often possess an inadequate knowledge of syntactic and cohesive devices related to sentence and paragraph construction. In support of this, research has indicated that L2 students may have difficulty with certain syntactic constructions, such as relative clauses (Nakmori, 2002; Kiss-Gyulás, 2004), use simpler syntactic constructions compared to their first language (L1) counterparts (Hinkel, 2003), and their writing is more akin to spoken than written English register (Shaw & Liu, 1998). It was also found that many L2 students also have difficulties with aspects of textual cohesion; in particular the devices that link sentences together into a coherent and logical text (Zamel, 1983; Kuo, 1995).

My presentation will focus on the extent that L2 novice writers are able to create syntactic structures and use cohesive devices to address academic audiences. In order to do this I will discuss my current research in which I am analysing such features within the texts of Year Round Pre-Sessional (YRPS) students who are at the early stages of their course at the University of Glasgow. These results will be compared to those of a group of L2 scientific PhD students whose work I analysed and compared to published texts and L1 writers for my Master's thesis in 2009. The reason for this comparison is because my overall conclusion was that the PhD students would have required further syntactic and cohesive instruction to reach academic audiences.

Finally, I intend to discuss a tentative pedagogical remedial 'package' which I created in order to help L2 students write to a level acceptable to academic audiences.

Hinkel, E. (2003). Simplicity Without Elegance: Features of Sentences in L1 and L2 Academic Texts. TESOL QUARTERLY, Vol. 37, No.2, pp. 275 – 301.

Kiss-Gulyás, J. (2004). The Acquisition of English Restrictive Relative Causes by Hungarian Learners of English. Budapest: Akadémiai Kiadó.

Kuo, C-H. (1995). Cohesion and Coherence in Academic Writing: From Lexical Choice to Organization. RELC Journal. Vol. 26, No. 1, pp. 47 – 62

Nakamori, T. (2002). Teaching relative clauses: how to handle a bitter lemon for Japanese learners and English teachers. ELT Journal. Vol. 56, No. 1, pp. 29 – 40.

Shaw, P. & Liu, E. T-K., (1998). What Develops in the Development of Second-language Writing? Applied Linguistics, Vol. 19, No. 2, pp. 225 – 254.

Zamel, V. (1983). Teaching those missing links in writing. ELT Journal, Vol. 37, No.1, pp. 22 – 29.

**Biodata**

I have been teaching EAP since 2005 at a total of five universities; Heriot-Watt, Imperial College London, Durham, Glasgow and Glasgow Caledonian Universities. I have worked with the University of Glasgow since 2015 and have been a permanent member of the English for Academic (EAS) staff there since 2016. In 2009 I obtained an MSc in Applied Linguistics from the University of Edinburgh, the title of my Master's thesis being 'A survey of syntactic and cohesive devices used by Second Language (L2) students in English Academic Texts'. This is a topic which I have since continued to research and develop.

# Abstracts

**Dr Maxine Gillway  
Kashmir Kaur  
Dr Gayle Pringle Barnes  
Jessica Garska**

**11:45  
to  
12:15**



## *Serving more than one master: the challenge of multiple audiences.*

### **Summary**

This presentation outlines the Academic Language and Literacy provision that was planned and is delivered in collaboration between the Centre for Academic Language and Development and the Bristol Centre for Functional Nanoscience. The notion of audience and purpose is central to the provision, with the core message being that a writer should make choices of content, organisation and language based on understanding of these two aspects. But what happens when there is more than one audience? This is a challenge for both teacher and student on this course.

The teacher has a heterogeneous audience of scientists from different geographical and disciplinary backgrounds, some working at Masters and others at PhD level. The students have a carefully crafted fake audience designed to elicit a range of written genres but always have their real audience in mind - the person grading their work. How do we find common ground? These challenges are explored through consideration of course design, materials, pedagogy and expectations. The voices of content specialist, academic language specialist and students are heard.

### **Biodata**

I am currently Director of the Centre for Academic Language and Development at the University of Bristol, outgoing Chair of BALEAP, and EdD student at the University of Bath. I am writing up my research enquiry on feedback givers' beliefs. I have been working in ELT for 35 years, 25 of these in EAP in Turkey, the UAE and the UK. I am a senior fellow of both the HEA and BALEAP.

## *Wrestling with Criticality in Teaching and Student Learning.*

### **Summary**

'Criticality' is problematic as it is an opaque concept which is not easy to define precisely. Nevertheless, it is a primary requirement for success in academic disciplines and as such a key aim of the target audience of higher education (HEA, 2014) and the audience beyond as it is a quality that is expected in graduates by employers (World Economic Forum, 2018; Brown, 2015). It is deemed that individuals who are able to demonstrate criticality are better able to problem solve and make decisions i.e. attain success. However, criticality is understood and interpreted in many different ways by audiences in various discipline and subject areas. Moreover, it is one of the main challenges students from diverse educational, cultural and linguistic backgrounds and traditions experience during their studies. Research has shown that this audience's approach to and understanding of criticality can adversely impact their academic performance (Egege and Kutieleh, 2004; HEA, 2014).

This paper will outline a blended intervention to a specific audience (English for Academic Purposes pre-sessional postgraduates) to develop a deeper understanding of criticality and encourage student voice. It will investigate the impact of the intervention on this audience's understanding, application and demonstration of criticality in their "linguistic and academic discourse socialisation" (Wette and Furneaux, 2018, p.187). The paper will also present how this intervention has influenced a secondary audience – tutors. The preliminary evaluation has shown that both students and tutors found the intervention useful in terms of understanding and teaching 'criticality' respectively.

Brown, A. 2015. How students make sense of criticality skills in higher education. *Practitioner Research in Higher Education Journal*, 9:1, pp. 4-17.

Egege, S. & Kutieleh, S. 2004. Critical Thinking: Teaching Foreign Notions to Foreign Students. *International Education Journal*, 4:4, pp. 75-85.

HEA, 2014. *Critical Thinking*. York: The Higher Education Academy.

Wette, R. & Furneaux, C. 2018. Academic discourse, socialisation challenges and coping strategies of international graduate students entering English-medium universities. *System*, 78, pp. 186-200.

World Economic Forum, 2018. *Insight Report: The Future of Jobs Report 2018*, Centre for the New Economy and Society. Geneva: World Economic Forum.

### **Biodata**

Kashmir Kaur is a Lecturer in English for Academic Purposes at the University of Leeds where she teaches on pre-sessional engineering, education and PhD programmes and a Language in Context Sustainability module. Her scholarship interests intersect student identity, engagement and internationalisation including aspects such as Critical EAP, 'criticality' in higher education, audio formative feedback and self-directed learning and latterly 'decolonising' the curriculum and language.

## *Discussing the dissertation: who, what, when, why...and if?*

### **Summary**

Masters students in social sciences subjects are often asked to formulate dissertation topics. This can involve completing challenging new tasks and research has demonstrated that opportunities for students to discuss their dissertation are useful. This might involve discussions with teaching staff (Vehviläinen and Löfström 2016), with fellow students (Franken, 2012) or potentially with others as part of wider 'socioacademic relationships' (Leki, 2006: 139). However, the nature of these discussions and the extent to which they take place in practice is uncertain. Do students find an audience for discussions around their ideas for dissertation topics, or for the process of developing these ideas?

This presentation focuses on discussions that Masters students have around the formulation of their dissertation topics. Emerging data from students attending an in-session course on dissertation writing will be considered. We will explore with whom students discuss their emerging dissertation topics, motivations for the discussions and their impacts. The paper will also discuss any barriers to discussing dissertation topic formulation.

The session will consider what this evidence tells us about the perceived audience for the early stages of the dissertation and will reflect on implications for teachers. What do these conversations – or their absence – imply for the design and delivery of activities to support learners with dissertation writing?

Franken, M. (2012) 'Re-situation Challenges for International Students "Becoming" Researchers', *Higher Education* 64: 845–859.

Leki, I. (2006) 'Negotiating socioacademic relations: English learners' reception by and reaction to college faculty', *Journal of English for Academic Purposes* 5: 136-152.

Vehviläinen, S. and Löfström, E. (2016) "'I wish I had a crystal ball": discourses and potentials for developing academic supervising', *Studies in Higher Education* 41 (3): 508-524.

### **Biodata**

I work with international taught postgraduate students in social sciences subjects at the University of Glasgow on academic literacies and EAP development. My interests include postgraduate writing (particularly the Masters dissertation); postgraduate transitions and academic literacies.

## *A Focus on Audience in Irish HE: Informing a Pre-sessional EAP Programme.*

### **Summary**

Pre-sessional English for Academic Purposes (EAP) programmes have become popular university entry and preparation tools. To date, however, these programmes are under-researched, and their development not always linked with research and theory. Further, in Ireland, there is startling under-engagement with the development of strategies to support English as additional language (EAL) students' academic growth. This research aims to redress this imbalance through the creation of an Irish-specific pre-sessional EAP programme from needs analysis to blueprint. This research takes an academic literacies theoretical framework while including interviews and questionnaires to explore student and faculty perceptions of the needs, expectations and challenges that EAL students face in Irish higher education (HE). Informed by these findings, coupled with a scoping review, a pre-sessional EAP curriculum and assessment will be constructed.

This presentation will focus on the faculty interviews to explore their views of academic literacies in HE. Specifically, themes of audience will be highlighted to show the varying expectations of HE faculty in their assessment practices. A wide spread of assessment types with more explicit mention of intended audiences beyond the traditional audience of professors and/or academics was a trend within the research. This mirrors academia's trend of expanding access and accessibility of research for the general public. Additionally, faculty expectations for student language and communication to reach such audiences, generally articulated through descriptions such as 'engaging', 'clear', 'creative' and 'critical', will be explored. Finally, links to implications such as the need to expand pre-sessional preparation to include explicit attention to varying types of audiences and support in the navigation of language to address such audiences will be discussed

### **Biodata**

I am a 3rd-year college studentship-funded Ph.D. student at Trinity College Dublin. Originally from the United States, I have had an international career as an English language teacher before successfully completing with a Distinction Grade the Masters in English Language Teaching at Trinity College Dublin. I have also co-founded an Irish professional organization, EAP in Ireland. My current research project investigates curricula, assessment measures and long term academic outcomes for international students in Irish tertiary education.

# Abstracts

**Thomas Basbøll  
Amber Renée Martin  
Thom Jones and  
Sean McDonald  
Dr Takeshi Kamijo**

**12:20  
to  
12:50**

## *The Academic Situation: Students as Peer-readers.*

### **Summary**

It is sometimes argued that school assignments lack an authentic rhetorical situation -- a real purpose, audience, and meaning. In this paper, I will defend the classroom as a perfectly legitimate situation in which writing goes on: the audience is a classmate, the purpose is to expose your ideas criticism, and the meaning is the content of the course. Indeed, the actual classroom is a more authentic rhetorical situation than is offered by the imagined opinion pieces, restaurant reviews, and letters to friends that students are sometimes asked write.

Once this is recognized, much-derided exercises, like the composition of five-paragraph essays, recover their rationale, and the artifice of the classroom can be leveraged for the development of much needed skills -- writing sentences and building arguments -- which can be explicitly tested and improved.

The presentation will draw from recent experiences over two years, in which I collaborated with content teachers in a course on innovation management. My role included writing instruction and facilitating peer-to-peer feedback. The latter, in particular, was instructive. By constructing each other as disciplinary peers, and addressing each other explicitly in writing, students were able to help each other develop an academic posture. The feedback included reading out loud and identifying ideas and intentions and became an experience in itself, not a mere rendering of judgment.

### **Biodata**

I am the resident writing consultant at the Copenhagen Business School Library. For over a decade I have worked with students and faculty to improve their writing, both as a process and as a product. My interaction with authors ranges from one-on-one coaching and sparring, over seminars and workshops, to full writing-intensive courses. I'm also involved in curriculum design and work closely with librarians to integrate writing skills and library skills in both research and teaching contexts.



## ***Multi-Dimensional Writing: Building Awareness of Self and Audience while Moving Beyond Formulaic Purposes and Techniques.***

### **Summary**

I would like to focus my presentation on the use of in-class workshops that help ESL students recognize, practice, and control concrete elements of writing (e.g. citations) and abstract elements (e.g. adapting citations to a specific audience). For my presentation, I plan to exemplify my practice by featuring a workshop wherein I ask students to consider themselves, their audience, and assignment expectations when using outside research material. My reasoning is summarized below.

As a practitioner, my focus is effective Sociocultural Theory praxis. Over the years my pedagogical practices have shifted from traditional models to incorporate opportunities for students to engage in a variety of learning through various and frequent communicative acts (student-student, student-tutor, student-instructor). In my composition classrooms, this exhibits itself through a series of guided, themed workshops wherein students rotate among stations. Themes include “style, diction, and tone,” “audience,” “deeper analysis,” and “effective citations.” These workshops allow students to develop awareness and skills together with the guidance/support from their teacher. I can better identify individual strengths and weaknesses and scaffold each student based on their personal needs.

One of the common problems that ESL writing instructors face is a classroom populated by students who possess a greater variety of needs and past learning models than one filled with their native English-speaking counterparts. Despite this diversity, many university ESL programs expect their professors to successfully attain the typical, composition classroom goals (e.g. write a captivating essay in a conventional English style). Many ESL students, however, have been heavily influenced to believe the formulaic writing, such as that expected on entrance examinations, encompasses all the requirements of “good” English writing. The workshops are engaging and non-threatening activities that help them see that they have more freedom than they thought but that there are also conventions they are expected to follow.

### **Biodata**

As an Associate Teaching Professor at Penn State University, my professional foci are on teaching and program development. My classes heavily feature skill development in writing, tutoring, and/or pedagogy. In conjunction with one of these, I host MA students whose future goals include teaching ESL courses. My contribution to program development is as both curriculum designer and instructor across multiple programs – ESL, English for Professional Purposes Intercultural Center (EPPIC), and Penn State Learning. I possess a BA in Literature and an MA in Applied Linguistics. My teaching has ranged from primary school through adult education and, since 2013, at University.

## *Getting it Right: Doing EAP Differently. Academic Discourse for Stakeholders and Other Beginners.*

### **Summary**

This will be a workshop with concrete practices to spice a tired plate. We'll look at three key techniques that can be used at any level with EAP students studying any discipline. Pep, vim and vigour and taking a creative perspective to materials and activities to highlight relevance and building up reflexive learning.

While this is a practical session, we will also be looking at how we approach EAP and student and teacher motivation.

In EAP specifically, and language learning in general several strands come together: learning, assessing, applying, compiling and presenting. We, as teaching professionals, thus have several hats to wear. As teachers, how can we offer language classes which fit a learner's needs? How do we develop relevant course material while avoiding formulaic models? Language learning, especially academic language must be driven by necessity – we must meet the needs of the present without compromising future needs.

We'll talk about gamification, disruption and integrating devices into coursework and tasks. Taking a familiar formula, and seeing how best to harvest the best bits and present them in an engaging way.

And as assessors, how do judge a test taker's ability in a way that is not only relevant but also reflects the test taker's needs? Moreover, is our assessment reliable and valid?

As scholars, how do we collect data and prove that our teaching and our assessment techniques are pertinent and reflect the learner's ability and potential? How are learning in the classroom and the results of a standardized test relevant for the workplace, academic or otherwise? Academic discourse allows us to present our data, make our arguments, persuade our stakeholders, be they students, parents, teachers, employers, universities or governments. But academic discourse is more than grammar; it has functions like exposition, clarification, and conclusion, requiring us to do things with language like explain, define and compare.

How do we put it all together? The CEFR and Companion Volume give us a wide variety of scales and allows us to utilize them in course development and assessment. But ultimately this CEFR give us a clearly and understandable framework which allows us to translate our academic discourse into something that our audience can relate to.

In this talk, I will demonstrate how the CEFR is not only relevant for assessment and teaching but also an invaluable tool for discourse, by giving us a clear framework which we can all work with – across several languages.

A lot to go over in a short time, we'll be asking a clever room a lot of questions. Bring your own clever.

### **Biodata**

Sean McDonald is the head of English Assessment at telc – language tests, with over 20 years' experience in assessment. He has worked for telc – language Tests since 2012 and has been a teacher of German and English since 1992. Originally fa

Thom Jones has lived in more than a dozen countries and delivered training in over 70. He has worked at Embassy, Trinity College London, EC, SBC and TELC. Ten years ago he cycled from the UK to Turkey, travelling through 11 countries.

## *L2 learners' rhetorical task representations for academic argumentation.*

### **Summary**

The genre of argumentative writing is frequently used for university essay assignments in humanities and social sciences. Concerning argumentative essays, Wingate (2012) suggests a framework of selecting and using information from sources, establishing an argument for academic debate, and coherently presenting the argument in an essay. According to this model, learners should understand the need to critically review selected literature and present an argument in an academic debate, which could contribute to knowledge building. The awareness of addressing an academic audience in writing was defined as learners' rhetorical task representations by Bereiter and Scardamalia (1987) and Carey et al. (1989). Regarding this, McCarthy and Leinhardt (1995) analysed L1 learners and termed successful learners' rhetorical task representations as 'knowledge transforming'. However, current research into L1 and L2 learners' task representations focuses on source use in argumentative essays, such as citing sources and avoiding plagiarism, not on rhetorical task representations.

The present study attempts to redress this gap, selecting and examining three L2 learners' rhetorical task representations for MA argumentative essays at a UK university. The author applied Wingate's (2012) essay writing model and the thematic analysis by Braun and Clarke (2006). Results suggest that two successful L2 learners raised their awareness about critical reading for writing through the mediation of tutors and made rhetorical-based plans. The two L2 learners then selected research review articles and critically evaluated researchers' debates to position arguments. One learner developed an argument with valid research evidence, whereas the other created an argument using inductive analysis. In contrast to these learners, one less successful L2 learner was not very engaged with critical literature review, as she organized an argument through her existing knowledge, listing information from sources. This presentation provides implications for EAP practitioners and tutors to facilitate L2 learners' rhetorical task representations.

### **Biodata**

I am an associate professor in the College of Business Administration, Ritsumeikan University, Japan. My research interests include English for Academic Purposes, reading and writing strategies, sociocultural theory and learner development, classroom research, and language testing and assessment.

# Lunch

## Entrance Hall





12:50 to 13:50

Plenary Speaker

# Dr Zak Lancaster

Wake Forest University

13:50 to 14:40  
Lecture Theatre



*Readers as “Reached”,  
“Imagined”, and “Constructed”:  
A Longitudinal Study of  
Undergraduate Writers’  
Developing Conceptions  
of Audience.*



# Summary

The goal of fostering students' genre-awareness has gained prominence in EAP over the past several decades. Meanwhile, the earlier concept of audience-awareness has plateaued, perhaps striking some in the field as obvious, vague, or subsumed within discussions of genre and discourse community. And yet, as I demonstrate in this talk, audience-awareness is often a revelatory and transformative concept for undergraduate writers. It is also a shifting concept, one that develops over time from a matter simply of clarity (or "reader friendly" prose) to a matter of genre selection, stance and positioning, and other aspects of rhetorical performances. In particular, students' conceptions of audience seem to shift over time from a matter of real readers—ones who need to be "understood", "reached", and "appealed to"—to a matter of imagined readers—ones who are "constructed" and "shaped" within students' texts. To make this argument, I report on a longitudinal, mixed methods study of over 130 undergraduate writers. The data include interviews with students at two stages of their undergraduate years (2nd and 4th years), as well as text analysis of interviewees' coursework writing. In addition to showing evolving conceptions of audience, I also report the kinds of assignments and activities that students explained were instrumental in transforming their understanding of audience, including repurposing and remediation assignments and peer review.

## Biodata

Zak Lancaster is Associate Professor of English and Susan & Gene Goodson Faculty Fellow at Wake Forest University in North Carolina, where he directs the Writing Across the Curriculum Program. His research focuses on the language of stance and evaluation in academic discourse, writing in the disciplines, and second-language writing. He serves as Associate Editor of the *Journal of English for Academic Purposes*, and his work has appeared in *Written Communication*, *College Composition and Communication*, *Journal of Writing Research*, and *Across the Disciplines*.

# Poster presentations

**Lecture Theatre  
14:45 to 15:20**

# Abstracts

Steve Jorgensen-Corfield  
Tom Le Seelleur  
Miłada Walkova  
Peter Gee

**15:25  
to  
15:55**

## *Keeping your audience on track.*

### **Summary**

Brief workshop on practical ideas to maintain EAP students' awareness of audience expectations for both written and spoken academic work.

The workshop aims to present a range of practical solutions to make students more critically aware of both their choice of language, and structure of their work, so that they are more attuned to providing their audience with greater clarity and coherence.

### **Biodata**

Manager and Co-ordinator of Cardiff University's Pre-sessional Programme for the last nine years, with twenty years' teaching experience within EAP, I am also responsible for overseeing the staff development programme.

***How to develop discussion skills for EAP students.*****Summary**

In order for students to succeed at university, they must be willing to take part in discussions whether these involve university/college level seminars, tutorials, projects, group activities, pair work / teamwork or other similar academic contexts. Many students may lack both the language and the confidence to participate in such situations. There might also be cultural reasons why some students are reluctant to take part. Other barriers may also exist.

This workshop aims to provide a few practical, hands-on activities and approaches that have been successfully used at Sheffield University pre-sessional courses, at Khalifa University in the UAE, at SERC Lisburn in Northern Ireland as well as at INTO Belfast.

Participants will be asked to take part in discussions themselves to demonstrate how some simple activities can prepare future students for academic discourse, improve their self-confidence, show how individual contributions can make discussions more effective, show that leadership in discussions needs to be a shared organic experience that leads to students becoming better listeners, speakers, readers and writers in addition to encouraging them to be better informed through research and subject knowledge/expertise.

**Biodata**

My name is Tom Le Seelleur and I've been teaching EAP on and off since 2000 in KSA, UAE and the UK. Prior to this I also taught ESP/ELT in Madrid, Dhahran, Libya and England. My first teaching role was in 1985 in Beirut. At present, I teach ESOL in Lisburn, EAP at SU in the summer and I'm also an IELTS examiner (writing & speaking). My heart is in extensive reading, teachers workshops and independent learning.

## *Teaching transition markers: Can we trust EAP textbooks?*

### **Summary**

A gap between theory and practice in EAP has been repeatedly noted (e.g. Hyland, 2006; Cowley-Haselden and Monbec, 2019; Swales, 2019). For instance, Hyland (2006, p.5) commented on the lack of application of research in EAP courses and textbooks. More recently, Cowley-Haselden and Monbec (2019) have confirmed low engagement with theory in EAP courses. This presentation evaluates the application of theory in current published EAP textbooks by focusing on transition markers. Transition markers, e.g. moreover, therefore, are important metadiscourse devices of interacting with the audience which facilitate the reader's understanding of the text (Hyland, 2005, p.50). Previous research has pointed out issues in learners' use of transition markers, namely overuse and semantic and stylistic misuse, and provided teaching recommendations (e.g. Chen, 2006; Lei, 2012; Gardner & Han, 2018, among many others). Ten principles for teaching transition markers have been identified from research literature and used to evaluate published EAP textbooks. 53 textbooks were initially consulted. Of these, 14 were removed from further analysis as they do not provide a focus on transition markers. The remaining 39 were evaluated by each of the ten principles. The results suggest a low application of the principles in EAP textbooks, ranging from 0% to 59% of textbooks for individual principles, averaging 21%. The presentation will discuss each of the principles and draw implications for EAP practitioners and materials writers. Most importantly, EAP teachers should supplement textbooks with authentic academic texts and possibly with concordance lines from corpora, explicitly discourage overuse of transition markers, teach syntactic distinctions between conjunctions and adverbials and raise stylistic awareness related to the use of transition markers in formal academic texts.

Chen, C. W. Y. (2006). The use of conjunctive adverbials in the academic papers of advanced Taiwanese EFL learners. *International Journal of Corpus Linguistics*, 11(1), 113–130.

Cowley-Haselden, S. and Monbec, L. (2019). Emancipating ourselves from mental slavery: Affording knowledge in our practice. In M. Gillway, M. (Ed.), *Proceedings of the 2017 BALEAP conference. Addressing the state of the union: Working together = learning together* (pp.39–46). Reading: Garnet.

Gardner, S., & Han, C. (2018). Transitions of Contrast in Chinese and English University Student Writing. *Educational Sciences: Theory and Practice*, 18(4), 861–882.

Hyland, K. (2005). *Metadiscourse: Exploring writing in interaction*. London: Continuum.

Hyland, K. (2006). *English for academic purposes: An advanced resource book*. London: Routledge.

Lei, L. (2012). Linking adverbials in academic writing on applied linguistics by Chinese doctoral students. *Journal of English for Academic Purposes*, 11, 267–275. <https://doi.org/10.1016/j.jeap.2012.05.003>.

Swales, J. M. (2019). The futures of EAP genre studies: A personal viewpoint. *Journal of English for Academic Purposes*, 38, 75–82.

### **Biodata**

Miřada Walkova is a Lecturer in EAP at the Language Centre at the University of Leeds. Her main research interests are academic writing, metadiscourse and event semantics. She has published in numerous international journals, including *English for Specific Purposes* and *Linguistics*.

## *CEFR mediation criteria: new ways of communicating.*

### **Summary**

The newly expanded mediation criteria of the CEFR provide ESAP practitioners a new way of examining and structuring communication and knowledge building in the ESAP classroom. My presentation looks in particular at a course that prepares student lawyers to compete in a international mediation competition. To be successful the students are simultaneously interacting with their academic discipline, and learning how to express this knowledge with their clients, who are non-specialists.

Encouraging clients to seek mediation rather than engage in possibly expensive and lengthily court proceeding has been a significant development in the legal practices in Poland. To better prepare student lawyers for this task the first client mediation competition was held at Lublin University in 2018. The organisers devised a number of scenario based around a particular point of law. For each scenario a pair of students interact with an actor, who plays the role of a potential client requiring legal assistance. The student's performance was graded by using the criteria from the International Business mediation competition in Vienna.

In order to prepare student lawyers for future competitions, it was proposed that a training course be organised jointly between legal and EAP practitioners.

I will present an analysis of the discrete language skills required by mediation criteria and how this is can be mapped on the CEFR criteria for mediation and interaction. This mapping exercise provided the basis for the course syllabus, and the content and assessment materials of the English language element of the course.

The presentation will also discuss the wider application of the CEFR mediation criteria to ESAP course development and interdisciplinary cooperation.

### **Biodata**

I have been teaching on in-sessional and pre-sessional courses at UK and Polish universities since February 2008. I have an MA with Merit in TEAP from Nottingham University and I am a BALEAP Associate Fellow. I am a member of BALEAP and IATEFL Poland and have presented at events organised by both organisations.



# Abstracts

**Dr Jill Haldane  
Eoin Jordan  
Dr Mark Carver**

**16:00  
to  
16:30**

***Academic Vocabulary in Literacy course in IFP – how teaching vocabulary to high-achieving students enables academic discourse socialization.***

**Summary**

The International Foundation Programme (IFP) at the University of Edinburgh provides opportunities for pre-degree, international students to progress to undergraduate degree programmes in the College of Arts, Humanities and Social Sciences. Central to university preparation into any college is academic discourse socialisation (Hyland, 2009), which can realise the expectations of the institution. This can improve successful outcomes for prospective students because, more than acquiring certain language and grammar for speaking and writing, awareness of academic discourse enables students on IFP to begin to form social identities, values, practices, and knowledge constitutive of conventions of particular academic communities.

IFP is a Level 7, direct entry pathway intended for highly-motivated students for whom English is not their first language, and academic English language and literacy classes in Foundation English for Academic Purposes (FEAP) have been a core course component of the programme curriculum. Changes to the FEAP course have developed a new vocabulary course for high-achieving students that delivers on the concept of discourse as a repertoire of culture-based qualities in literacy for specific purposes (Bizzell, 1992). In the first term of the FEAP course, Academic Vocabulary in Literacy (AVIL) develops and then, in the second term, extends the context-dependent and flexible use of knowledge of academic vocabulary using subject-specific texts, using Nation's (2008) model of teaching and learning of vocabulary using meaning-focussed input, language-focussed learning, meaning-focussed output and fluency development.

This paper aims to explain the teaching and learning experiences on AVIL in the FEAP Plus course of the IFP at Edinburgh. I will also focus on how AVIL integrates the teaching of vocabulary to multi-disciplinary closed cohorts while remaining open to the notion of academic discourse socialisation as a form of literacy that may evoke independent and critical consciousness of communities of practices.

**Biodata**

I am Teaching Fellow EAP at Edinburgh University and current PhD student in English Language Education, focusing on language and identity.

## *How do students feel about their audience(s) in peer assessed writing tasks?*

### **Summary**

Peer assessment (PA) is widely used in higher education, including within academic writing provision. However, students who participate in PA activities are faced with a very different audience to when they produce work that will only be assessed by a teacher. Understanding the nature of this difference, as well as student perceptions of their peers as an audience, appears crucial to ensuring that these activities are meaningful educational experiences for participants. This presentation will therefore consider the nature of audience in PA tasks, and then examine student perceptions of their peers as an audience for their academic writing. It will draw on questionnaire and interview data collected at an English-medium university in China, to provide suggestions for how audience-related considerations might inform the design of PA tasks.

### **Biodata**

Eoin is the Director of the International Education Institute at University of St Andrews. He has previously published and presented on a range of topics relevant to EAP, including: World Englishes and English as a Lingua Franca; Vocabulary acquisition and assessment; learning technologies; automated writing evaluation; online peer assessment.

## ***Responding to audience or market? Differing programme design in Initial Teacher Education and TESOL programmes.***

### **Summary**

In a rather tenuous link to the theme of the conference, I wanted to look at how TESOL programmes have developed to suit a changing audience over recent decades. This paper builds on an evaluation of Initial Teacher Education within Scotland as part of the Measuring Quality in Initial Teacher Education (MQulTE) project, through which I conducted archive analysis to build a history of English Language Teaching within Scottish higher education. Noting that TESOL/ELT and general teacher education started to diverge from the 1970s, I want to look at the needs of students on these programmes to consider whether there is scope for the programmes to learn from each other. I also want to briefly outline how ELT is occasionally 'borrowed' into ITE programmes, offer some insights from Gaelic-Medium Instruction to see how changing concepts of bilingualism may change how we think about English language teaching in English-speaking countries, and consider how Scotland's demand for English Language Teachers might change in the future and what this might mean for programme design in both TESOL and ITE programmes.

### **Biodata**

Mark Carver is a Teaching Fellow at the University of St Andrews, where he teaches on the TESOL programme, leading on the Teaching and Researching and Assessment and Evaluation modules. His research focuses on assessment and feedback, most recently programme evaluation as part of the MQulTE project funded through the Scottish Government. The paper at this year's conference combines these two areas of interest, building on his recent chapter 'English Language Teacher Education in Scotland', published this summer through Emerald in the edited volume 'Teacher Preparation in Scotland', proofs of which will be available on the day.

**Q&A**

**Wrap-up session**

**Raffle**

**Lecture Theatre**

**16:30 to 17:00**



Organised by the International Education Institute  
at the



University of  
St Andrews