BALEAP

INTRODUCTION

The British Association of Lecturers in English for Academic Purposes (BALEAP) was founded in 1972. In the early days the organisation was called SELMOUS - an organisation for university lecturers who produced Special English Language Materials for Overseas University Students. However, over the years the organisation steadily expanded and developed a more comprehensive role, becoming a forum for debate on all aspects of English for Academic Purposes teaching and course provision at member universities.

BALEAP holds business meetings twice a year, at which issues of policy and direction are discussed. These meetings are for BALEAP members, although non-members may be invited to inform the group on particular issues.

BALEAP also sees a key area of its work as the support and encouragement of research into the teaching and learning of English for Academic Purposes. To this end it holds a conference every two years and each term organises a Professional Issues Meeting addressing a particular aspect of the teaching of EAP. These courses are open to non-members.

A major change in the role of BALEAP came about in 1990, when it became obvious that standards of quality needed to be formalised in the world market of EFL and in a climate of quality control within universities. BALEAP took the responsibility of establishing and running a national scheme for pre-sessional EAP/study skills courses for those institutions within the university sector that wish to have their courses accredited. The accreditation scheme was set up with the support of the British Council and is taken into consideration by them when placing students sponsored through the British aid programme.

BALEAP is a national organisation which acts, through its various activities, to promote and support professional practices in EAP teaching throughout Britain.

BALEAP is also seeking to establish connections with other similar organisations throughout Europe and beyond. As part of this a Pan European Forum of EAP was held at Lancaster in March 1995.

Since 1995 BALEAP has had Individual Associate Membership, open to people working in EAP worldwide, as well as full Institutional Membership. Individual Associate Membership gives entitlement to receive BALEAP information and selected publications, and attend BALEAP events at members’ rates.

Thus from its small beginnings with its specific brief, BALEAP has matured into a professional association continually expanding and taking on new roles to support both the professional development and status of its members.
HOW BALEAP SERVES THE EAP PROFESSION

Over the years BALEAP has accumulated a wealth of experience in the teaching of EAP and has established a role as a professional association which furthers professional knowledge and developments in the field of EAP. To this end BALEAP business meetings are a forum for debate on all issues of the running of EAP courses, within the university sector of Britain.

Within our current educational climate there are issues which are of particular concern to the University sector. For example, the pressures on, and therefore needs of, the students in universities are identifiably distinct from those at other levels of the educational system. BALEAP serves as a forum within which ways of responding to such needs can be discussed.

Another major concern to BALEAP is the development of the relationships between the ‘EAP unit’ and the institution of which it is a part. BALEAP members act as units within universities to serve their international students. However, each university, being differently organised, has a different relationship with the ‘EAP unit’. BALEAP acts as a central body to support and encourage the development of these relationships by being a national organisation which supports professional practices in the units concerned.

At the BALEAP business meetings, members raise current issues of concern in the provision of EAP courses in their centres. These are discussed with the aim of finding a national response to the issue. Where the issue proves to be one of greater scope than can be dealt with at the meeting, working parties are set up to investigate the matter and report back to a future meeting. For example, BALEAP has recently carried out a survey of the English language levels required by different members’ universities and has produced a BALEAP document on entrance levels generally held acceptable within the association for different types of courses.

The BALEAP Biennial Conference and Professional Issues Meetings (see below) provide a forum focusing on the academic side of members’ work and the EAP profession at large. At these events, practising EAP teachers present key issues relating to their work and research for discussion with their peers.

SCHOLARSHIPS

With the aim of supporting professional development in EAP, BALEAP offers scholarships to enable candidates to attend the biennial conference. These scholarships cover the whole conference fee. They are particularly aimed at students following higher degrees with a special interest in EAP. Details are available from the Conference organiser (see back page for details).
BALEAP also supports professional development at an international level by making contributions to the cost of attendance at relevant international conferences by its members. Application for these awards are sent to the Chair and are decided on by the executive committee.

Thus through these activities and through the Accreditation Scheme BALEAP seeks to encourage and consolidate progress in all aspects of EAP as a profession.

**HOW BALEAP SERVES THE EAP TEACHER**

BALEAP is an association of EAP for teachers of EAP. Whilst BALEAP membership is for units with British universities, the BALEAP Conference and Professional Issues Meetings (PIMs) are open to, and are always well attended by, anyone interested in the teaching of EAP.

Associate Membership is open to individuals (see p.6). All members have access to the BALEAP e-mail discussion group.

Through the Accreditation Scheme BALEAP also acts as an instrument of negotiation, following nationally accepted standards, to improve working conditions wherever possible for teachers within the institution of its membership. (See The BALEAP Accreditation Scheme p.5)

**THE CONFERENCE**

The BALEAP Conference takes place every two years and is held at different universities throughout Britain. Proceedings from the conference are always published. The last conference in Swansea covered the topic of ‘Assessment in EAP’. Other, recent BALEAP conferences have covered such issues as ‘Academic Standards and Expectations: the Role of EAP’ (edited by H. Bool and P. Luford – published by Nottingham University Press), ‘Evaluation and Course Design in EAP’ (edited by M.J. Hewings and T. Dudley-Evans – published by Prentice Hall Macmillan) and ‘Language Learning and Success: Studying Through English’ (edited by George Blue - published by Macmillan). (For a full list of BALEAP publications see p.11.)

The 1999 conference theme is Issues in EAP Learning Technologies. For further information concerning the BALEAP conference contact the Conference organiser, Peter Howarth (see back page for contact details).
Professional Interest Meetings

Since 1991 BALEAP has held one-day conferences focusing on different aspects of EAP, open to people from within the BALEAP membership and outside. These are held two or three times a year, with the location varied throughout the country, and with each meeting having a specific focus. The organisational structure is simple: the BALEAP PIMs coordinator works with a local organiser to arrange, publicise and administer the event. The meetings are self-financing.

The sixteen sessions held so far have been very successful in attracting considerable interest.

The meetings have been as follows:

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>ORGANISER AND LOCATION</th>
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<tbody>
<tr>
<td>1 English for Law</td>
<td>Wendy Addison, Leicester University</td>
</tr>
<tr>
<td>2 Academic Writing</td>
<td>Chris Tribble, QMW, London</td>
</tr>
<tr>
<td>3 EAP &amp; Applied Linguistics</td>
<td>Peter Grundy, Durham University</td>
</tr>
<tr>
<td>4 Computers and EAP</td>
<td>Hilary Nesi, Warwick University</td>
</tr>
<tr>
<td>5 Developing a Critical Approach to Reading</td>
<td>Romy Clark, Lancaster University</td>
</tr>
<tr>
<td>6 Argument in Written Academic Texts</td>
<td>Andy Curtis, York University</td>
</tr>
<tr>
<td>7 Spoken Language in EAP</td>
<td>Clare Furneaux, Reading University</td>
</tr>
<tr>
<td>8 EAP in Higher Education</td>
<td>Jo McDonough, Essex University</td>
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<td>9 Collocation in EAP</td>
<td>Peter Howarth, Leeds University</td>
</tr>
<tr>
<td>10 Self-access in EAP</td>
<td>Paul Harvey, Exeter University</td>
</tr>
<tr>
<td>11 Integrating English Language units into validated courses</td>
<td>Andy Gillett, Hertfordshire University, organised jointly with BASELT</td>
</tr>
<tr>
<td>12 Training in EAP</td>
<td>Margaret Khidhayir, Sussex University</td>
</tr>
<tr>
<td>13 Current Issues in EAP: Writing</td>
<td>Paul Thompson, Reading University</td>
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<tr>
<td>14 In-sessional English Provision</td>
<td>Richard Haill, Oxford Brookes University</td>
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<tr>
<td>15 Reading in the EAP context</td>
<td>Moira Calderwood, Glasgow University</td>
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<tr>
<td>16 Being Critical about being Critical</td>
<td>Anne Marshall-Lee and Romy Clark, Lancaster University</td>
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Within the current expansion in overseas recruitment by British tertiary institutions there is a concomitant increase in interest in EAP among staff engaged in working with these students, both in a support role and within specific subject areas. The PIMs are an ideal means for all those interested to meet and exchange information and ideas on different aspects of topics central to EAP. BALEAP has published proceedings from these day conferences.

For further information concerning PIMs and PIMs publications contact the PIMs Coordinator (see back cover for contact details).
REGISTER OF TEACHERS OF EAP

BALEAP is also working towards meeting the needs of both teachers and employers by setting up a register of teachers of English for Academic Purposes for teachers who are looking for short term employment teaching EAP in Britain. (See p.6 for further details).

HOW BALEAP SERVES THE STUDENT

BALEAP as an organisation is working towards maintaining and improving the quality of EAP courses by supporting teachers and centres in their work. One of the ways it does this is by running an Accreditation Scheme which is a quality assurance mechanism. This ensures that the courses that have been accredited under this scheme meet nationally accepted standards in the following areas: Management and Administration; Staffing; Resources and Facilities; Course Design; Teaching and Learning; Assessment; Student Welfare; and Course Evaluation.

WHAT IS AN EAP COURSE?

There are two main types of courses in English for Academic Purposes. One is for students who want to improve their English for study purposes before they attend their main courses at a British university. These courses are called Pre-sessional courses. The other type is for students who are already attending courses at a university and who want help with their academic English. These are called In-sessional courses.

PRE-SESSIONAL COURSES

Pre-sessional courses can run for 1 to 12 months depending on the student’s English language level on entry. They are full-time courses with 20-25 hours of classes per week. The aim of a pre-sessional course is to prepare students for life and study at a British University. Students who want to study at a university in Britain should first of all apply to the university for a prospectus. This will give the level of English that is needed for entry to the course of study. The student will then probably have to take a test to assess their level of English. The most widely recognised international tests of English for Academic Purposes are IELTS and TOEFL. When the results and completed application form are sent to the university, the Registrar or Admissions office of the university will advise whether it is necessary to attend a pre-sessional EAP course in the university before the main course begins.

EAP courses give students practice in communicating in academic English, that is in writing assignments, reading academic texts, listening to lectures and taking notes and, of course, making academic presentations. They prepare students for a life of study at a particular university by establishing personal contact with their department before their
main course begins and enabling them to become familiar with, for example, the library, the computing facilities and so on. In addition, as academic expectations vary greatly from country to country, EAP courses are an invaluable time for international students to come to understand the academic responsibilities and expectations they will meet in their new academic environment. The EAP course will normally include trips to places of local interest in order to help students settle into their new community.

**IN-SESSIONAL COURSES**

Most universities offer in-sessional classes which help students with the same areas of academic study i.e. academic writing, reading, listening and participation in academic discussion. These classes are for students who have already been accepted onto courses at the university and are designed to support work which students are already carrying out in their departments. In many universities these courses are run free of charge; in others a payment is required.

BALEAP member institutions see themselves very much as a bridging stage for students between cultures and communities. This involves attention to the welfare of students - both academic and personal. For pre-sessional students who are attending courses at universities to prepare them for their future studies, and for in-sessional students who are attending language support classes whilst attending courses within the university, in addition to language skills development, our work consists of helping students to recognise, understand and come to terms with academic cultural differences. Much of the work carried out in classes by BALEAP members consists of consciousness raising about cultural differences and similarities in the academic discourse communities from which they come and into which they are moving. However, the work of BALEAP members also covers personal welfare, and under the Accreditation Scheme we have specific categories to assess the provision of cultural activities and social programmes and the students’ access to health facilities etc. However we also have requirements that overseas students should be, and should be made to feel that they are, part of the university as a whole, not just of the language unit within the university in which they are registered. For pre-sessional students this takes the practical form of being registered as a student of the university thus including membership of the library and all recreational facilities.

Thus BALEAP helps teachers to continually develop their work for the benefit of the students.
THE BALEAP ACCREDITATION SCHEME

QUALITY ASSURANCE AND COURSE DEVELOPMENT

An important feature of BALEAP’s work is the Accreditation Scheme.

In 1990, BALEAP launched an Accreditation Scheme for University courses in English for Academic Purposes offered by member institutions. This was done with the full support of the British Council, which was itself already administering a schools recognition scheme for the private sector and a courses validation scheme for colleges of Further Education (now known as ‘English in Britain’).

In addition to seeking public recognition of the quality of its courses, the aims of the Scheme reflect BALEAP’s commitment to development within the field of EAP. These are:

- to further the pursuit of excellence in the teaching of English Language
- to encourage the development of specialist courses in English for specific purposes, in particular English for Academic Purposes
- to encourage the development of efficient teaching materials for the study of English
- to help protect the interests of speakers of other languages who come to Britain to study English in preparation for higher education or research in the English speaking world and hence to enable such students to pursue their further studies more efficiently
- to ensure that such students and their sponsors get good value for the fees they pay

The Scheme is self-regulatory, and is able to draw on the considerable body of EAP expertise that has developed in the University sector over the past 25 years. Assessors are selected from a panel of lecturers/tutors in EAP (currently numbering 43) to which they are appointed by the BALEAP Accreditation Scheme Committee.

Assessment involves a visit over a period of one to two days by two assessors, who view the premises (including accommodation), interview staff and students and observe teaching. Prior to the visit, the assessors receive a body of documentation relating to the course and the institution. This together with their findings during the visit forms the basis of a report submitted to the nine member BAS Committee. Whilst the assessors are asked to make a recommendation as to whether accreditation should be granted, the final decision rests with and is communicated by the Committee. The entire procedure takes about three months to complete, and assessments are carried out on a three-year cycle.
The criteria for the assessment of a course are based on the Code of Practice (see The BALEAP Handbook, 1993: Appendix 2), and are as follows:-

a) Management and Administration  
b) Staffing  
c) Resources and Facilities  
d) Course Design  
e) Teaching and Learning  
f) Assessment  
g) Student Welfare  
h) Course Evaluation

Accreditation is granted only if an adequate standard of provision is demonstrated in all eight areas. In cases where a small number of aspects, judged to be promptly remediable, fall below the required standard, the assessment is referred for a period of up to 12 months, following which a partial re-assessment takes place (involving one of the original assessors) to decide whether the necessary action has been taken to bring the Course in line with BALEAP criteria.

Currently 30 Universities run BALEAP-accredited EAP courses. To date, accreditation has been withheld from three universities. The scheme is continuing to grow and is in its third phase. The first institutions to be accredited successfully applied for accreditation for a further 3 years in 1994 and again in 1997.
RECENT DEVELOPMENTS IN BALEAP

EUROPEAN DIRECTORY OF EAP

A recent development in BALEAP activities is the compilation of a Directory of practitioners of EAP throughout Europe. Over recent years, academic connections between European countries have increased as a result of the closer ties being fostered by governments, non-governmental organisations and business. This has led to a growing awareness of the need for study skills and EAP. As a result, an increasing number of centres and teachers throughout Europe are becoming involved in this field, which has in turn resulted in a greater need for information and support. BALEAP has taken the initiative of creating a Pan European Directory of practitioners of EAP which can be used for networking within the field.

If you would like to be entered into the Directory or know anyone who would, or if you would like a copy of the Directory, when it is compiled, please contact the BALEAP Chair (see back cover).

REGISTER OF TEACHERS OF EAP

BALEAP is currently in the process of setting up a Register of Teachers for Short Term EAP Courses. The purpose of the Register is to act as a centralised database for teachers of EAP who are looking for short term contracts. Teachers who meet the BALEAP criteria can be entered into the data base which is accessible to members of BALEAP. Any member of BALEAP who is looking for a teacher for a particular course can refer to the data base to see if a teacher registered in the system is available at the appropriate time. This is not intended to substitute for formal university employment procedures - it is a form of supply register for EAP teachers.

If you are a teacher and would like to register on the database - and comply with the following BALEAP criteria of having relevant teaching experience and one of the following approved qualifications:-

- MA in Applied Linguistics or English Language teaching (or equivalent)
- Postgraduate Certificate in Education with TEFL/TESL
- Postgraduate Diploma in TEFL/TESOL (or equivalent) eg RSA or Trinity College Diploma
- 4 year B Ed with Qualified Teacher Status in language teaching (with EFL experience)

Please contact BALEAP Accreditation Scheme Secretary (see back cover).
REGISTER OF RESEARCH IN EAP

BALEAP has also set up a Register of Research in English for Academic Purposes being carried out in member institutions. For further details please contact BALEAP Chair (see back cover).

E-MAIL DISCUSSION GROUP

Since 1996 BALEAP has had an e-mail discussion group, open to the BALEAP representatives from member institutions and to individual associate members, for exchange of ideas and information on a wide range of topics related to English for Academic Purposes.

HONORARY MEMBERS

In 1997 it was decided to give honorary individual associate membership of BALEAP to distinguished EAP professionals who had worked with BALEAP over a length of time. These were Meriel Bloor, Brian Heaton, Bob Jordan, Janet Price and John Swales.
## BALEAP INSTITUTIONAL MEMBERS’ ADDRESSES

<table>
<thead>
<tr>
<th>Institution</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
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<tbody>
<tr>
<td><strong>ABERDEEN</strong></td>
<td>Language Centre University of Aberdeen Regent Building Regent Walk Aberdeen AB9 2UB Tel 01224 272535 Fax 01224 276730</td>
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<tr>
<td><strong>ABERYSTWYTH</strong></td>
<td>Language &amp; Learning Centre Llandinam Building Penglais Campus University of Wales Aberystwyth Dyfed S23 3DY Tel 01970 622545 Fax 01970 622546</td>
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<tr>
<td><strong>ANGLIA</strong></td>
<td>Centre for English Language Studies Anglia Polytechnic University East Road Cambridge CB1 1PT Tel 01223 363271 x2056 Fax 01223 352935</td>
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<tr>
<td><strong>BANGOR</strong></td>
<td>ELCOS University of Wales Bangor Gwynedd LL57 2DG Tel 01248 382153 Fax 01248 370451</td>
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<tr>
<td><strong>BATH</strong></td>
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<tr>
<td><strong>BIRMINGHAM</strong></td>
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<td><strong>BRISTOL</strong></td>
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<tr>
<td><strong>CARDIFF</strong></td>
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<tr>
<td><strong>CARDIFF INSTITUTE</strong></td>
<td>International Student Support Unit University of Wales Institute Cardiff Colchester Avenue Cardiff CF3 7XR Tel 01222 506468 Fax 01222 506930</td>
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<tr>
<td><strong>CENTRAL ENGLAND</strong></td>
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<td><strong>COVENTRY</strong></td>
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<tr>
<td><strong>CRANFIELD</strong></td>
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<tr>
<td><strong>DURHAM</strong></td>
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<tr>
<td><strong>EAST ANGLIA</strong></td>
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<tr>
<td><strong>EDINBURGH</strong></td>
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<tr>
<td><strong>ESSEX</strong></td>
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<tr>
<td><strong>EXETER</strong></td>
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<tr>
<td><strong>GLAMORGAN</strong></td>
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**Notes:**
- **BALEAP** stands for the British Association for Language Testing and Assessment.
- **INSTITUTIONAL MEMBERS’ ADDRESSES** refers to the locations where language testing and assessment services are provided.
- The addresses include the name of the institution, the type of service offered, the city, the postal code, and contact numbers for telephone and fax.

**Contact Information:**
- **Phone Numbers:** Usually provided in the format (local area code) 123-4567.
- **Fax Numbers:** Usually provided in the format (local area code) 123-4567.

**Additional Notes:**
- Some institutions are located at specific universities, while others are independent centers.
- Contact information is typically available for administrative and operational purposes.
- The addresses are arranged in alphabetical order by city or region.
<table>
<thead>
<tr>
<th>No.</th>
<th>Location</th>
<th>EFL Unit/Department</th>
<th>University/Institution</th>
<th>Address</th>
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<td>GLASGOW</td>
<td>EFL Unit</td>
<td>University of Glasgow</td>
<td>G12 8RS</td>
<td>Tel 0141 330 4220</td>
<td>Fax 0141 339 1119</td>
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<tr>
<td>21</td>
<td>HERTFORDSHIRE</td>
<td>Department of Modern Languages</td>
<td>University of Hertfordshire</td>
<td>Hatfield Campus</td>
<td>Tel 01707 284986</td>
<td>Fax 01707 285241</td>
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<td>HUDDERSFIELD</td>
<td>School of Music and Humanities</td>
<td>University of Huddersfield</td>
<td>Queensgate</td>
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<td>Fax 01484 472655</td>
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<td>KENT</td>
<td>English Language Unit</td>
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<td>CT2 7NF</td>
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<td>University of Leeds</td>
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<td>Tel 0113 233 3251</td>
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<td>LEICESTER</td>
<td>English Language Teaching Unit</td>
<td>University of Leicester</td>
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<td>Tel 01533 522664/522845</td>
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<td>30</td>
<td>LIVERPOOL</td>
<td>AELSU</td>
<td>Dept of English Language &amp; Literature</td>
<td>Modern Languages Building</td>
<td>L69 3BX</td>
<td>Tel 0151 794 2771</td>
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<tr>
<td>31</td>
<td>LONDON - CITY UNIVERSITY</td>
<td>English Language Support Service</td>
<td>City University</td>
<td>Northampton Square</td>
<td>E9U 0HB</td>
<td>Tel 0171 477 8265</td>
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<td>English Language Unit</td>
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<td>New Cross</td>
<td>Tel 0171 919 7402</td>
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<td>Dept of Language Studies</td>
<td>London Guildhall University</td>
<td>Old Castle Street</td>
<td>E1 7NT</td>
<td>Tel 0171 320 1000 x1217</td>
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<td>34</td>
<td>LONDON - INSTITUTE OF EDUCATION</td>
<td>CCS, Institute of Education</td>
<td>University of London</td>
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<td>W8 7AH</td>
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BALEAP CONFERENCES AND PUBLICATIONS

1  Joint SELMOUS/BAAL Seminar 1975. *The Language Problems of Overseas Students in Higher Education in the UK*, at the University of Birmingham, 16-18 April.

Publication: 
*English for Academic Purposes*, edited by A.P. Cowie and J.B. Heaton, BAAL/SELMOUS, University of Reading 1977.

2  SELMOUS Seminar 1977. *Pre-sessional Courses for Overseas Students in Higher Education*, at the University of Manchester, 21-23 April.


Publication: 


Publication: 
Publication:
**Pre-sessional Courses for Overseas Students**, edited by R.R. Jordan,

**Pre-sessional English Language Courses in Britain Today**, edited by

3 SELMOUS Seminar 1979, **Study Modes and Academic Development of Overseas Students**, at the
University of Newcastle-upon-Tyne, 18-20 April.

Publication:
**Study Modes and Academic Development of Overseas Students**, edited by G.M. Greenall and J.E. Price,

4 SELMOUS Conference 1981. **The ESP Teacher; Role, Development and Prospects**, at the University of
Essex, 27/29 April.

Publication:
**The ESP Teacher: Role, Development and Prospects**, edited by Jo McDonough and Tony French,

5 Joint SELMOUS/UWIST Conference 1982. **Communication in English**, at the University of Aston in
Birmingham, 16-19 September.

Publication:
**Common Ground: Shared Interests in ESP and Communication Studies**, edited by R. Williams, J. Swales and

8 SELMOUS Conference 1987. **Autonomy and Individualisation in Language Learning**, at the University of
Durham, 26-28 March.

Publication:
**Autonomy and Individualisation in Language Learning**, edited Arthur Brookes and Peter Grundy,

9 BALEAP Conference 1989. **Socio-Cultural Issues in English for Academic Purposes**, at the University of
Leeds, 20-22 March.

Publication:
**Socio-cultural Issues in English for Academic Purposes**, edited by Penny Adams, Brian Heaton and Peter

10 BALEAP Conference 1991. **Language and Success; Studying Through English**, at the University of
Southampton, 25-27 March.

Publication:
**Language, Learning and Success: Studying Through English**, edited by George Blue. In the “Developments in

11 BALEAP Conference 1993. **Course Design and Evaluation in EAP**, at the University of Birmingham, 22-24
March.

Publication:
**Evaluation and Course Design in EAP**, edited by Martin Hewings and Tony Dudley-Evans. **Review of
BALEAP

CONSTITUTION
(JUNE 1989)

A AIMS AND OBJECTIVES

BALEAP is an organisation whose aims are to improve the English language provision for overseas students in institutions of Higher Education and to increase professional status of the staff at BALEAP member institutions.

The specific functions of BALEAP are:

1. To hold regular meetings of representatives of members institutions to discuss current work in the fields of EAP and ESP.

2. To hold biennial open seminars in order to report on research and development in the fields of EAP and ESP.

3. To collect and disseminate information on current research.

4. To stimulate the production and exchange of materials.
5. To conduct surveys on such relevant issues as recruitment, courses and testing.

6. To explore issues of teaching methodologies and learning strategies.

7. To discuss the various administrative, organisational and pastoral procedures employed by member institutions.

8. To ensure wherever possible not only the excellence of EAP and ESP courses at member institutions, in accordance with the Association’s Code of Practice, but also the adequacy of the conditions of service of the academic staff involved.

9. To consider and help determine policies of recruitment of overseas students, and the funding and preparation of English Language support for them.

10. To provide advice and guidance to any interested parties on any of the above matters in order to achieve the highest possible standards.

B MEMBERSHIP

INSTITUTIONAL MEMBERSHIP

1. Membership of BALEAP shall normally be open to, and held by British university departments (or sections thereof) one of whose principal functions is the teaching of EAP to overseas students, together with the production of materials and the pursuit of research related to the teaching.

    In addition, these departments or sections shall have at least one full-time staff member whose principal function involved the teaching of EAP. (These departments or sections thereof are referred to elsewhere in this Constitution as ‘member institutions’).

    Applications for membership must be made in writing to the chairperson by the head of a prospective member institution, and details must be provided at that time of the EAP courses currently offered by the institution, and the nature of the posts of prospective representative. (See 2 below).

    The decision to admit a new member institution will be made by a simple majority vote at the first business meeting after the application is received.

2. Each member institution shall appoint one or more representatives to attend business meetings and to deal with other matters relating to BALEAP on behalf of the member institution. The institution will notify the chairperson of BALEAP in writing of the name(s) of its representative(s), who shall be holders of academic posts and shall be involved in the teaching of EAP.
A written application from the member institution must be made for each representative stating that he/she satisfies the condition. A representative who ceases to satisfy this condition must immediately inform the chairperson, and cease to act as a representative.

3. Each member institution shall have only one vote at business meetings. Where a member institution has more than one representative, agreement shall be reached amongst all these representatives as to the way that the vote shall be used at business meetings.

**INDIVIDUAL ASSOCIATE MEMBERSHIP**

Individuals with a professional interest in EAP may be accepted as individual associate members of BALEAP. Prospective individual members will apply to the current Chairperson, who will refer to the committee as necessary. Individual associate members will be entitled to the normal benefits available to institutional members with the exception of voting rights, attendance at business meetings and receipt of minutes thereof, and involvement in the Accreditation Scheme. The business meeting will be routinely informed of matters relating to individual associate membership.

**C SUBSCRIPTION**

The subscription year runs from October to September. The annual subscription rates for Institutional and Individual Associate membership are decided at the Spring business meeting.

**D CHAIR**

1. Responsibility for acting as administrative chairperson shall rotate on a biennial basis among BALEAP member institutions, so long as they are willing to accept the office. Exceptionally, the period of office may be for one year.

2. A function of the administrative chairperson is to arrange meetings of representatives twice yearly, or as frequently as agreed upon.
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