

BALEAP

SATEFL

The Scottish Association for the
Teaching of English as a Foreign Language



Joint conference

15th - 17th April, 2005

New Approaches to Materials Development for Language Learning

Heriot-Watt University, Edinburgh

Programme

Joint conference**15th - 17th April, 2005****New Approaches to Materials Development for Language Learning****Heriot-Watt University, Edinburgh**Programme sponsored by **Stevenson College**

On behalf of BALEAP I would like to welcome you all to this conference. It has been a long time since BALEAP had a conference concentrating on materials and I am looking forward to it very much. As I look through the programme, I see very few sessions that I do not want to attend. It is also the first time for a while that BALEAP has had a joint conference so this conference will give us the opportunity to share experiences with SATEFL colleagues. I look forward to meeting as many of you as I can and hope you find the conference useful and enjoyable.

Andy Gillett
Chair, BALEAP
University of Hertfordshire

SATEFL provides a forum for teachers in Scotland to meet and exchange ideas on ELT, and holds a conference each year with other associations who have similar interests. We are particularly pleased to be joining BALEAP for a conference with this very practical theme. Materials Development is important for all of us, no matter the types of English courses we teach. We are delighted to welcome presenters and delegates from different countries and teaching contexts and we are sure this will generate fresh ideas and insights for our teaching.

Anne Stokes
Chair, SATEFL
University of Strathclyde

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Saturday Morning Tea and Coffee



Friday 15th April

13.00–14.40	Registration and check in to accommodation: James Watt Centre Reception, Heriot-Watt University						
14.40–15.00	Welcome: Andy Gillett (Chair BALEAP), Anne Stokes (Chair SATEFL), Olwyn Alexander (Organiser) – main auditorium						
15.00–16.00	Plenary speaker: Eija Ventola , New Challenges for English Language Teaching Materials and the Classroom – main auditorium						
16.00–16.30	Tea/coffee, exhibition and poster display						
16.30–17.10	Defining Academic Genres: an approach for writing course design Ian Bruce	Academic Tourism or Integrated Learning? Developing Pragmatic Awareness through university based Projects Hania Salter-Dvorak	'IT skills' in EAP: making it more relevant Paul Wickens	Materials for EAP: a corpus-based study of the use of reporting verbs Hui-Ling Lang	Session Withdrawn	Grammar for Writing: equipping international students to make the appropriate syntactical choices Anne Pallant	
Room Session chair	Bruce Moira Calderwood	Carnegie A Janifer Martin	Main auditorium James Sweeney	Carnegie B Hilary Nesi		Wardlaw Anne Stokes	
17.20–18.00	A genre-based approach to curriculum design in EAP; assumptions, applications, reactions John Wrigglesworth	BALEAP Research Forum Paul Thompson	Synthesis: a blended learning approach to academic writing in a VLE Nina Mcdermott Mike McGarvey Neil McLean	Session Withdrawn	He can play the piano therefore he can speak Chinese Sandra Cardew	Testing and teaching academic writing: exploring staff and learners' experiences Siân Etherington	
Room Session chair	Wardlaw Jill Murray	Carnegie A Moira Calderwood	Main auditorium Emma Guion Akdag		Bruce Hugh Trappes-Lomax	Carnegie B Elizabeth Tomchak	
19.00–19.30	Pre-dinner drink, sponsored by BALEAP/SATEFL – mid-level dining hall						
19.30–21.00	Conference dinner with music by the Hermitage Ensemble – mid-level dining hall Wine sponsored by BALEAP/SATEFL						
21.00	After dinner speaker: Bob Jordan , <i>Writers' Other Work</i> – mid-level dining hall						

Saturday 16th April

08.30–09.30	Registration for Saturday-only attendance – James Watt Centre Reception, Heriot-Watt University						
09.00–09.40	Adjusting the Paradigm: A Theme-based Approach to EAP Richard Bailey Peter Sercombe	International Undergraduate Students' Academic Acculturation in Canada: the Challenges Ahead Robert Berman Janna Fox Cheng Liying	From a risk to a comfort zone. Developing digital materials to enhance student experience Monika Foster	Reading comprehension in ESP context: Examining the role of syntactic complexity of texts and syntactic awareness Mohammad Alavi Shiva Kaivanpanah	Citation and Plagiarism: something fishy or just a fish out of water Lynn Errey	Scaffolding Approaches to Introduce Students to Academic Essay Writing at British Universities Daniel Waller	
Room Session chair	Carnegie A Diana Ridley	Wardlaw B Esther Daborn	Main auditorium Jenny Smith	Wardlaw A Elizabeth Tomchak	Carnegie B Emma Guion Akdag	Bruce Anne Marie Bradley	
09.45–10.45	Plenary speaker: Brian Tomlinson , Localising the Global: Matching Materials to the Local Context of Learning – main auditorium						
10.45–11.15	Tea/coffee sponsored by the University of Strathclyde , exhibition and poster display						
11.15–11.55	EAP Unplugged: Critical practices and materials in a globalizing world Graham Hall	Globalising or localising: culture in three young learners' textbooks Shu-Chuan Liang	English for International Education – "Achieve IELTS" Louis Harrison	Calvin, Hobbes and Co: Alternative routes to developing academic text skills Gordon Dobie	Session Withdrawn	Developing online materials for academic writing: Issues and Opportunities Lynne Hale Gillian Lazar	GrammarTalk: developing computer-based materials for the Chinese EAP student Chuang Fei-Yu Hilary Nesi
Room Session chair	Bruce Tony Lynch	Wardlaw A	Carnegie B Alec Edwards	Carnegie A Liz Turner		Main auditorium Anne Stokes	MGG22 Catherine Rice
12.05–12.45	The Problem of Undergraduate EFL Paul Fanning	Expectations, Affect and Acculturation: approaches and materials for pre-session academic preparation courses Fiona Cotton	From live lecture to online materials: developing listening skills and lexical and grammatical accuracy Karen Nicols Stella Harvey	'Meanings into Words' George Woolard	'Doing' critical analysis in the EAP class Lesley Campbell	Using 'Communities Of Practice' In Academic Writing Instruction In Japan Alison Stewart	
Room Session chair	Wardlaw B Olwyn Alexander	Carnegie B James Sweeney	Main auditorium Josie Pilcher	Carnegie A Liz Turner	Bruce Catherine Rice	Wardlaw A Sandra Cardew	
12.45–14.00	Lunch and exhibition						

14.00–15.00	Plenary speaker: Ian McGrath , 'Textbooks, technology and teachers' – main auditorium						
15.05–15.45	Developing materials for a genre-based approach to teaching academic writing Douglas Bell	Voices in the head: Rethinking and redesigning EAP listening materials Tony Lynch	Sources for courses – past and present practice, future possibilities Martin Millar	Basing EAP Vocabulary materials on corpus data David Oakey	Developing critical awareness through case-based teaching. Ann Smith	I know, therefore I teach: evaluating knowledge for teaching Lee Knapp	Creating web-based materials: three individual experiences Andy Gillett Sandra Haywood John Morely
Room Session chair	Wardlaw A John Wrigglesworth	Bruce Jill Murray	Main auditorium	Carnegie B Josie Pilcher	Carnegie A Cathy Benson	Wardlaw B Anne Marie Bradley	MGG22 Nick Pilcher
15.45–16.15	Tea/coffee, exhibition and poster display						
16.15–16.55	A framework for the selection and creation of EAP materials for pre-sessional students/courses Richard Hitchcock	Getting the most out of lectures – an integrated approach for low level learners Munling Shields	Listening Theory into practice Terry Phillips	Reporting strategies in academic writing: from corpus to materials Cathy Benson Jacqueline Gollin Hugh Trappes-Lomax	Critical thinking in a Climate of Change Iphigenia Mahili	An Integrated Approach to teaching Extended Writing in an Academic Context Joan McCormack	Presenting ELMO: A flexible, learner-driven online English Language Learning Site Robert Gilmour Samantha Hague
Room Session chair	Main auditorium Jenny Smith	Wardlaw A Nick Pilcher	Carnegie A Liz Turner	Bruce Lesley Gourlay	Wardlaw B Emma Guion Akdag	Carnegie B Anne Lawrie	MGG22 Paul Fanning
17.00–17.45	Issues in the computerisation of the IELTS test Sharon Jordan Andrew Blackhurst	Training our students in listening Sheila Thorn	Interactive whiteboards Laurie Harrison Sponsored by Cambridge University Press	Reading out of class and the integration of other key skills Fred Tarttelin	Developing Information Literate EAP Students: Materials And Methods For Teaching Academic Research Jane Mandalios	TEFL Detectives & EAP student integration: investigatory techniques for TEFL trainees Lesley Gourlay	The EASE Seminar Skills CD-ROMs: an interactive workshop Tim Kelly
Room Session chair	Main auditorium Paul Thompson	Carnegie A Tony Lynch	Carnegie B Alec Edwards	Wardlaw A Jacqueline Gollin	Bruce Hugh Trappes-Lomax	Wardlaw B Anne Marie Bradley	MGG22 Josie Pilcher
17.50–19.30	BALEAP Business meeting						
18.00–20.00	Evening meal served by voucher in mid-level dining hall (NB last serving 20.00)						
20.00 – midnight	Ceilidh in mid level dining hall with the Belle Star Band sponsored by Heriot Watt University ; and the Dunedin Dancers demonstration team sponsored by the University of Glasgow						

Sunday 17th April

09.00–09.40	TOEFL's New Integrated-Skills Approach Gena Netten	Content-Based Materials for an Academic Environment: Beyond the Boundaries Aygul Mustafa Jacqueline Einar	Interactive whiteboards Laurie Harrison Sponsored by Cambridge University Press	Pronunciation and listening micro skills materials for EAP students Jonathan Smith	A critical mass? Using academic sources in EAP materials development Steve Issitt		
Room Session chair	Carnegie A	Wardlaw A Esther Daborn	Carnegie B Anne Stokes	Main auditorium Fred Tarttelin	Bruce Nick Pilcher		
09.45–10.45	Plenary speaker: Peter Grundy , 'Optimality, Context and Materials in EAP' sponsored by Cambridge University Press – main auditorium						
10.45–11.15	Tea/coffee, exhibition and poster display						
11.15–11.55	Teaching or coaching? Reflecting on roles and objectives in one-to-one EAP David Catterick	University Challenge: an academic orientation and listening course for international students Roger Smith Jo Parsons	Integrating the use of Blackboard with classroom teaching: implications for staff and students Clare McCullagh Anne Pallant	"What words should we teach?": A corpus-based perspective on the vocabulary of academic lectures Paul Thompson Hilary Nesi	An editing skills course: re-presenting 'old tricks' to appeal to students' professionalism Harriet Edwards	The development of on-line thesis writing guidelines: research student & supervisor perceptions Diana Ridley Richard Simpson	
Room Session chair	Wardlaw A Anne Lawrie	Carnegie B Ros Richards	Main auditorium Andy Gillet	Bruce Jacqueline Gollin	Carnegie A Jenifer Martin	Wardlaw B Nick Pilcher	
12.05–12.45	The Role of TEEP as a Course-Driven Assessment Measure on a Pre-Sessional Programme John Slaght Bruce Howell		Re-usable online learning materials: pipe-dream or reality? Julie Watson Vicky Wright	From Corpus to Classroom: Developing advanced-level materials for raising awareness of stance Maggie Charles	Materials for How to Write from Sources Diane Schmitt	Academic writing in Fine Arts Practice Erik Borg	
Room Session chair	Bruce Mary Anne Ansell		Carnegie B Esther Daborn	Carnegie A Josie Pilcher	Main auditorium Cathy Benson	Wardlaw B Elizabeth Tomchak	
13.00–13.15	Closing remarks: Andy Gillett (Chair BALEAP) – main auditorium						
13.15–14.00	Lunch available by voucher in mid-level dining hall						

Plenary Presentations

Eija Ventola

Brian Tomlinson

Ian McGrath

Peter Grundy

New Challenges for English Language Teaching Materials and the Classroom

Eija Ventola, *University of Helsinki, Finland*

Non scholae sed vitae discimus ... 'We are learning for life, not for school'. This applies also to learning foreign languages. But sometimes, when we look at foreign language learning and teaching materials, it is hard to believe that this indeed should be our aim. This is of course not to say that foreign language teaching, its materials and methods have not improved over the years. But too often we find that the main driving force behind the teaching philosophy in the materials is still behaviouristic and organisation principle follows formal, grammatical motivation, however discourse-oriented and multimodal the materials on the surface appear to be. Grammar is not to be neglected in foreign language teaching, but understanding grammar (and other linguistic systems and structures) as a means for integrated contextual meaning-making construal in on-going discourse or in cohesive texts is what students need to practise in a new millennium in new ways.

This paper looks at the past, the present and the future of teaching English (and other languages) in a global society. Examples of teaching English as a foreign language will be drawn from various EFL learning contexts. The theories of linguistics and language teaching are closely intertwined with the developments of linguistics and the technological developments in the changing world – but have English teaching curricula and practice kept up with the pace? What will be demanded of the foreign language speakers in the future in the global, multimodal society? How are we to meet the challenges of the media & Internet world, the globalization – how should we respond as linguists and as language teachers?

Localising the Global: Matching Materials to the Local Context of Learning

Brian Tomlinson, *Leeds Metropolitan University*

This presentation will consider the problems faced by learners and teachers using global materials on General English and on EAP courses, and it will consider ways of overcoming these problems. It will demonstrate and discuss activities for adding affect, for adding impact and for achieving local relevance through supplementary or replacement activities offering the learners options and opportunities for effective learning. It will also offer suggestions to materials developers of ways of designing global materials so as to facilitate localisation by both learners and teachers.

The presentation will apply theories of learning to classroom practice in ways which are achievable by any teacher and will focus in particular on:

- Localising global themes.
- Localising global characteristics.
- Localising global issues.
- Localising global facilitators of language acquisition.
- Localising global methodology.
- Localising global coursebooks.

Teachers, Textbooks and Technology

Ian McGrath, *University of Nottingham*

The integration of technology with textbooks is not a new phenomenon. What has changed in recent years is the types of technology that have become available, as integrated and stand-alone resources, and the expectations of students. Following a brief introduction describing these changes, the paper will first look at the implications in resource-rich environments for the role of textbooks and teachers, and then consider the challenges facing the profession at an institutional level (teacher-certificating bodies, teacher education providers and teaching institutions). In the final part of the paper, the demands on teachers will be discussed, with particular reference to technical competence, resource evaluation and exploitation. One of the conclusions to be offered is that a diminished role for the textbook *per se* entails a capacity on the part of the teacher to assume greater autonomy.

Optimality, context and materials in EAP

Peter Grundy, *Northumbria University*

The application of optimality theory to pragmatics (e.g., Blutner & Zeevat, 2004) reminds us that speakers and writers seek an optimal form for a meaning, and listeners and readers an optimal meaning for a form. In EAP, we tend to focus on the approximations to optimal forms that our students produce rather than on the approximations to optimal meanings they recover, for the obvious reason that forms are visible and meanings are not. But since our students begin their study careers in English principally as listeners and readers, there is a need for EAP materials that provoke the recovery of meaning. However, as we know, form radically under-determines meaning, so that listeners and readers are required to supply the contexts that enable them to recover (pragmatic) meaning from (semantic) form. Materials and contexts are thus in complementary distribution. In a sense, student listeners and readers are the contexts by means of which the spoken and written forms they encounter are interpreted. (By the same token, as proxies for the academic discourse community, EAP teachers are the contexts by means of which students' spoken and written forms are interpreted.)

Until recently, teachers of EGP, and especially EAP, have expected students to recover optimal meanings prompted by the distal contexts with which native speakers/members (NS/Ms) are familiar. Increasingly, however, we have come to realise that the default contexts with which NS/Ms are familiar don't serve the purposes of learners of English as a lingua franca. EAP has been to some degree protected from this recognition by the belief that, whatever may happen to spoken varieties, there will always be a standard written (academic) form interpretable in the light of widely shared contexts.

In this paper, I will ask whether materials and models can or should resist the flood of context that is now upon us and just what kind of 'materials' are appropriate in the postmodern reality.

Presentation Abstracts

in presentation order

Friday, Session 1: 16.30-17.10

Defining Academic Genres: an approach for writing course design

Ian Bruce, *University of Waikato*

In relation to syllabus design and materials development for teaching the writing skill, such as in EGAP and EAP courses, it is now accepted by many that there is value in using a genre-based, discourse-focused approach (see Paltridge, 2001; Wennerstrom, 2003). However, a problem with this approach is that there still remains a considerable diversity of views about how genres should be defined (see Hyon, 1996; Johns, 2003) and, in relation to the needs of EGAP and EAP learners, which genres should be selected for use in these types of course. For some, genre is largely a social phenomenon, something that is reflected in the overall, conventionally-recognised purpose and structure of whole texts (see Hasan, 1985/1989). For others, genre is a rhetorically motivated, cognitive phenomenon (see Werlich, 1976; Adam, 1992). This paper identifies these two classificatory tendencies as *social genres* and *cognitive genres* respectively, and reports research on the latter category of cognitive genres. Specifically the paper proposes a model for the particular cognitive genres that occur in academic English prose (termed Rhetorical Types), and then reports the findings of a study which investigated the Rhetorical Type model. On the basis of the model building and the results of the study, the paper then discusses the relative relationship between social and cognitive genre (Rhetorical Type) knowledge employed in the construction of written discourse and their possible incorporation into to EGAP and EAP curriculum design and materials development.

Academic Tourism or Integrated Learning? Developing Pragmatic Awareness through university based Projects

Hania Salter-Dvorak, *University of Westminster*

While British universities boast of internationalisation in their literature, many learners, especially South East Asians, risk being alienated from the learning culture due to lack of Pragmatic Awareness (P.A.) as well as the educational, cultural and social challenges they face in their new environment. Research shows that such alienation results in attitudes and stereotypes of NS, which may hinder rather than develop linguistic proficiency.

From my preliminary research, I suggest that many such learners are 'passengers in an academic tourism industry' rather than participants in their learning environment. Arguably, though, students have a right to be integrated into the learning culture, while universities have a duty, and a commercial motive, to promote this integration

This workshop presents an encounter project, with supporting materials, designed for international students on pre-sessional or insessional English courses. Grounded in the learning institution, it involves the participation of university staff and students in responding to student interviews. Its aims are twofold: First, to equip learners conceptually for the university by familiarising them with its learning culture, while at the same time sensitising staff and home students to their needs. Second, to prepare learners linguistically to participate in academic life by building P.A. Through the development of a schematic framework representing how language encapsulates culture, our students may be able to interact more successfully with colleagues and lecturers, thereby becoming integrated learners rather than 'academic tourists'.

The workshop will provide a forum for discussion of the above .as well as also exploring other ways of developing this 'neglected dimension' of language learning.

'IT skills' in EAP: making it more relevant

Paul Wickens, *Oxford Brookes University*

The introduction of a range of targets for the integration of 'e-learning' into Teaching and Learning in UK HE assumes an increasing degree of what counts as 'basic' computer literacy amongst students. To engage successfully with present pedagogic practice students can be expected for example to search online databases, use Virtual or Managed Learning Environments such as WebCT, participate in online discussions, as well as present work in programmes such as Word, Excel, and Powerpoint in an accomplished manner. There is clearly a need to ensure that our students on EAP courses have such skills and can apply them appropriately in their studies.

Much of this work is seen as technical skills training and is often provided by central computer services. Whilst these departments have much expertise, the service courses they run are perhaps not the best way to meet students needs. Firstly, such courses make the computer program itself the focus of pedagogic attention with a resulting emphasis on the mechanical 'how to' skills rather than a contextualising approach which would foreground the 'why' and 'what for'. Pedagogy is also usually limited to the use of self-study step by step manuals or lectures which can leave students missing the relevance of what they learn to their broader literacy needs and sometimes demotivated. Such an approach would not seem to reflect 'good practice' in EAP. This talk will suggest that computer literacy needs to be brought fully into to the EAP teaching remit and that good material design for a course to address such needs must see computer literacy as a situated practice that is as part of broader institutional literacy practices. It must provide students with an opportunity to see how computer literacy enables them to participate with greater competence and ease in their courses.

The paper will illustrate some of these points with examples from a course under development on the International Foundation Diploma at Oxford Brookes University. This course attempts to integrate traditional IT self-study training materials into a more task based framework which emphasises outcomes that are useful and relevant to students in their specific context.

Materials for EAP: a corpus-based study of the use of reporting verbs

Hui-Ling Lang, *Ming Chuan University, Taiwan*

Reference to previous studies is a defining feature of the academic research articles and writers manifest this act through 'reporting'. There is a variety of ways in which writers perform the act of 'reporting', including the use of references and reporting verbs, which L2 student writers find particularly difficult to handle. An appropriate starting point for investigating students' problems is the analysis of students' work, while, surprisingly, a review of the existing literature on both references and reporting verbs reveals that studies have been largely focused on research articles as a text type. This corpus-based study was performed on two corpora of completed literature reviews written by 12 Taiwanese postgraduate Business students studying in the UK, with a focus on their use of reporting verbs. Data was collected from six dissertations with grade 'A' and six with a passing mark in order to see whether there were differences between the use of reporting verbs in both corpora. This analysis was performed using an adaptation of Thompson and Ye (1991) and SPSS software. Results of the text analysis show that there are certain differences in terms of the distribution, frequency, and particularity of reporting verbs used by the two groups and there are no statistically significant differences. There are also hints of disciplinary differences in register. The comparison between the two corpora provides an understanding of possible target behaviours of Taiwanese students and offer certain suggestions and implications for materials of EAP students.

Grammar for Writing: equipping international students to make the appropriate syntactical choices

Anne Pallant, *University of Reading*

With an overwhelming array of language knowledge to be acquired to be effective writers in an academic culture, many international students can underperform, and many EAP teachers can feel they are not fulfilling their students' needs. In order to offer more positive outcomes, a grammar syllabus should provide relevancy and flexibility, and should be achievable.

All writers need to understand the communicative impact of the language they use and they thus need to make an appropriate choice for their purpose. International students need to have an understanding of a wide range of structures to do this effectively, but EAP courses can only provide limited input. This talk details an approach to designing 'Grammar materials' specifically for Academic Writing, which views language structures as having a particular communicative purpose, not just a form and a use. The approach also views contextualisation as a major integral element, as it offers a motivational factor. The implications of the approach, and the process of materials design through to the finished product will be discussed.

Friday, Session 2: 17.20-18.00

A genre-based approach to curriculum design in EAP; assumptions, applications, reactions

John Wrigglesworth, *University of Portsmouth*

This paper discusses the ways in which current work in genre analysis (Martin 1997) has informed curriculum innovation in a UK-based undergraduate EAP programme. Although considerable research within the systemic functional tradition (Halliday 1994) has been conducted in the area of genre analysis, classroom applications have been slow to appear, perhaps due to the theoretical packaging of some of the findings. The opening section of the paper sketches the theoretical assumptions that underpin genre analysis (Halliday 1994, Martin 1997, Ellis 2004) before going on to look at their application to EAP both for longer self-standing texts, macro-genres (*e.g.* Research Reports), and their shorter constituent parts, micro-genres (*e.g.* a Recount of events or a Discussion of two sides of an argument). The middle section of the paper offers a suggestion for how genres can be selected and sequenced as applied to a two-semester undergraduate course. In addition, the section makes reference to how a genre approach can influence the teaching of other aspects of the EAP syllabus. It takes paragraph structure, summary writing, and citations as examples of areas that can be productively rethought in conjunction with an understanding of genre. The paper concludes with reactions to a new set of genre-based materials by summarizing the experiences of students and teachers drawing on data collected using questionnaires and interviews: positive reactions included the appropriacy of the materials for classes of mixed ability; negative ones, the difficulty of coping with unfamiliar, and arguably unnecessary, terminology. The paper demystifies some of the ideas behind genre-based pedagogy and shows how it can be used successfully in the classroom.

BALEAP Research Forum

Paul Thompson, *University of Reading*

This forum will explore the functions and possibilities for research in the activities of BALEAP member institution members. The forum will begin with a set of short talks by the panelists, and then move on to an open plenary discussion addressing questions such as:

- How do we view the relationship between research and practice?
- What opportunities exist for the publication of research and the dissemination of findings?
- What impediments lie in the way of research activity, and of subsequent publication?
- What do member institutions do to promote research activity amongst their staff?
- Is there still a need for a BALEAP Research Register? What other uses of the BALEAP website could be made to help publicise the research work being conducted in member institutions?
- What steps can BALEAP take to foster and disseminate research activities? Do member institutions need BALEAP to take a lead on such issues, or should they be dealt with locally?

Synthesis: a blended learning approach to academic writing in a VLE – going beyond the text book

Nina Mcdermott, Mike McGarvey, Neil McLean, *LSE*

The Synthesis pilot at LSE is run by the Language Centre in conjunction with the Media and Information Systems departments. The aim of the project is threefold: to analyse perceived needs from the point of view of both departmental tutors and students; to provide guided academic writing tasks that address these defined needs by taking assessed departmental set essays and breaking these down into areas to be analysed; and then to apply the issues raised to other tasks that students have to do. These tasks are approached not only from a linguistic perspective but also from thematic and argumentative perspectives. The completed needs analysis from both departmental tutors and students form the core of this project. The project therefore addresses issues such as relevance, clarity of argument, task completion and information content and these areas provide the context for the traditional areas of text analysis language centre tutors provide.

Both departmental tutors and language centre tutors provide visual (via the form of talking heads) and textual feedback on the tasks and the departmental feedback is broken down and linked into key areas of competency so that students become more aware of what departmental tutors are looking for. In this way, the overarching aim of the project is to raise awareness, via a series of authentic tasks, with regards to what is meant by argumentation. However, the emphasis is not on this being only a product of good paragraphing and the use of lexical devices, but rather following the assumption that discipline specific content is inseparable from producing logical flows of ideas and therefore successful course work.

Interaction is built in to the site through choices and preferences the students make as they navigate the pages. Students can work at their own pace and select examples they feel meet the criteria being worked on, or their expectations, and receive immediate feedback and explanation. They are also able to post their own writing for peer and tutor feedback on set tasks via a discussion board and email facility.

As this is an ongoing project, the proposed presentation would include a look at what has so far been achieved in terms of development, samples of materials and how these materials could be exploited in a virtual learning environment.

He can play the piano therefore he can speak Chinese

Sandra Cardew, *University of Essex*

There are various taxonomies of critical thinking, most of which include (variously expressed):

- disposition to enquiry
- self awareness & reflection
- analytical approach
- depth of study
- effective communication of results (Gent et al 1999)

There is also a view that critical thinking is a social practice embedded in a particular cultural/academic context – e.g. Atkinson (97). This presentation describes material designed to address this issue explicitly, beginning by examining the notion of cultural identity through the topic of citizenship tests, which have been proposed in the UK and are already used in the USA, Australia and Canada. This encourages students to move from subjective description of their personal experience of culture shock and cultural differences to a more analytical view of cultural identity, their own and others'. It involves the critical analysis of materials from a variety of sources on the content and implications of a citizenship test. The aim is to introduce critical thinking competencies, including some of those listed in the Ennis-Weir Critical Thinking Essay Test. These are then applied to other texts, including more subject-specific material. This approach can be seen as an example of what Benesch calls dialogic critical thinking '... allowing students to articulate their unstated assumptions and consider a variety of views' (Benesch 1999).

Testing and teaching academic writing: exploring staff and learners' experiences.

Siân Etherington, *University of Salford*

Work within the EAP (English for Academic Purposes) and Writing Assessment communities has suggested that there is a need for a better fit between assessment procedures currently employed in many HEI's and the academic writing process (Hamp-Lyons 1991; Cushing Wiegler 2002). This paper will report on a small scale piece of research concerning subject lecturers' and EAP learners' understandings and experiences of writing in a UK university setting and considers how this can usefully inform the testing (and teaching) of academic writing on pre-sessional EAP programmes.

The first cycle of the research centred on interviews with academic staff exploring the notion of academic writing in different subject areas. These interviews were then used as the basis for the development of a test of reading and writing within the 2004 pre-sessional EAP programme.

The second phase of the research tracked a group of students from the pre-sessional course into their degree programmes using interviews at the beginning and end of their first semester to evaluate how well the pre-sessional programme had prepared them for the writing tasks they faced. In addition, the interviews investigated how student understandings of writing had changed over this time. The paper will illustrate how findings from this second stage of research might aid further development and refinement of testing and teaching procedures within the pre-sessional programme.

Saturday, Session 3: 09.00-09.40

Adjusting the Paradigm: A Theme-based Approach to EAP

Richard Bailey, Peter Sercombe, *Northumbria University*

Higher education in Britain faces new challenges as the composition of students becomes more diverse in terms of cultural, linguistic and educational backgrounds. There has been a rapid increase in the number of Chinese students entering foundation and pre-session programmes. In connection, a range of professional issues has arisen, including the following: the need to understand better the attitudes, motivations and learning styles of these students and consider their implications for pedagogical practice; and, secondly, the design and delivery of appropriate curricula.

This paper will outline an integrated, semester-long pre-session programme at the university of Northumbria that emphasises theme-based EAP, designed for overseas students targeting undergraduate study. The paper will summarize a range of relevant contextual factors; and provide a rationale and description of the course, along with key aspects of its implementation. A principal feature of this theme-based approach is a non-EAP core with underlying EAP principles. The course is content-focused and holistic. The paper emphasises course design and learning materials within a theme-based paradigm. It appears to have had good results, in terms of student feedback and improved language proficiency across the skills areas, notwithstanding the acquisition of formal knowledge of an academic subject with which most of these students were previously unfamiliar.

International Undergraduate Students' Academic Acculturation in Canada: the Challenges Ahead

Robert Berman, *University of Alberta, Canada*

Janna Fox, *Carleton University, Canada*

Liying Cheng, *Queen's University, Canada*

The number of students who use English as a second language (L2) in Canadian university undergraduate programs has dramatically increased over the last decade. Although studies have investigated the adjustment, acculturation, socialization or transition of graduate L2 students in meeting university demands, there has been relatively little research conducted on undergraduate L2 students' adjustment to the demands of academic studies in Canadian universities. This study examines the factors impacting the academic acculturation processes of L2 undergraduate students, compared with non-L2 students, through two stages: multiple interviews with L2 undergraduates, their professors, ESL/EAP instructors and students at three Canadian universities; and a large questionnaire survey of all English medium universities in Canada. Reported here are the procedures through which the questionnaire has been designed and piloted, and the initial results from the questionnaire survey. The design of the questionnaire is based on the analysis of the interview data using grounded theory and derived from the theoretical input from previous research studies, which led to a hypothesised model. The results of the questionnaire then tested the model by identifying the factors contributing to (or impeding) L2 undergraduates' academic performance and their transition to and engagement with undergraduate studies.

Implications for materials development will be addressed, and participants will be encouraged to discuss parallels drawn from their own environments.

From a risk to a comfort zone. Developing digital materials to enhance student experience.

Monika Foster, *Napier University, Edinburgh*

Information and computer technology have become a part of the educational setting. The aim is to help students learn more effectively and to prepare them for the demands of the workplace. Napier University has recently made a major investment in the digital language labs. This has enabled digitising audio and visual materials for the use in the language lab and individually by students out with the lab. Students and staff can also use ActivPanel, an interactive board, installed in all teaching rooms, and WebCT (Web Course Tools), a collection of electronic documents, communication and assessment tools, available to students and tutors. Digitised materials, paired with e-learning technology, are a powerful tool to ensure blended teaching and learning opportunities. However, these learning innovations also place new demands on those involved in materials development and use in the labs. The potential of the digital technology can only be fulfilled if the materials' development and use move from the 'risk zone' to a 'comfort zone', whereby staff and students feel comfortable with the new environment.

This interactive workshop will offer real examples of applications of digital technology for EAP purposes. It will also explore the new challenges and anxieties involved in the development and use of materials suitable for this technology. It will also be an opportunity to discuss good practice and ideas for the use digital technology for interactive lab and language class work. Finally, some suggestions for the use of the digital technology in the labs and classrooms will be offered.

Reading comprehension in ESP context: Examining the role of syntactic complexity of texts and syntactic awareness

Mohammad Alavi, Shiva Kaivanpanah, *University of Tehran*

This paper attempts to delve into the influence of research on the development of ESP materials in an ESP context where the learners are normally regarded as limited English proficient. Since the limited language proficiency of learners may be an obstacle for comprehending the content of the text, this paper argues that ESP materials developers can facilitate accurate text comprehension in the light of research that targeted linguistics awareness. To examine the effect of syntactic complexity of ESP texts on text comprehension, the following three questions are formulated for the purpose of this study

- 1) Does the syntactic modification of ESP texts result in differences in the reading comprehension of ESP students?
- 2) Is there any significant relationship between the level of the language ability of students and their performance on ESP texts representing different syntactic levels?
- 3) Is there any relationship between syntactic awareness and performance on different versions of reading comprehension tests?

A valid and reliable test of English language proficiency and six reading comprehension passages representing various levels of linguistics complexity were administered to 165 undergraduate university students studying humanities and engineering courses. The results showed that syntactic awareness of the learners contributes significantly to their accurate comprehension of the texts. This study revealed that ESP learners employed their linguistics awareness in their processes of comprehending the specialized materials. This study also suggests the incorporation of the findings of studies in syntactic complexity be into ESP materials development.

Citation and Plagiarism: Something Fishy or Just a Fish Out of Water?

Lynn Errey, *Oxford Brookes University*

EAP teachers who teach academic literacy to native speaker as well as non native speaker students may agree with me that the most chronic need common to both is how to select and incorporate the *words of others* in writing academic texts. Knowledge and confidence of this are needed at all stages of the writing process – from the mechanics of creating an acceptable bibliography, to the complex task of rationalising citations as tools for affirmation or refutation of one’s position in an essay. The consequences of insufficient knowledge (or confidence) can be severe, at best lower grades, at worst penalties for over derivative citation or failure for inadvertent plagiarism. Transferring the necessary knowledge and raising student confidence is a complex business, for which common HE solutions, such as library based guidance sheets or warnings in student handbooks, are inadequate (Lea and Street 1999). Although EAP tutoring might go further, it does not help that students outside the EAP class, may encounter considerable inconsistencies in textual borrowing practices (Pennycook 1996:212). Study skill techniques may address surface knowledge on citation, but in EAP we need to explore methods and materials which will allow students to experience this knowledge as psychologically real, to reflect upon and question their approaches to others’ words, and to explore how and why these might be integrated into their own writing purposes. This paper will review and evaluate the development of EAP materials to help students towards a deeper understanding of citation in text and ways of avoiding plagiarism, through structured reflective diary writing as part of the text-production process.

Scaffolding Approaches to Introduce Students to Academic Essay Writing at British Universities

Daniel Waller, *University of Central Lancashire*

This presentation investigates the use of scaffolding approaches for academic writing on a university EAP course. The presenter will argue that by using a scaffolding approach (based on the ideas of Vygotsky), international students can be made aware of the demands and requirements of academic writing in the British university system.

The scaffolding strategies employed as part of this study include genre analysis, explicit discussion of the process of writing and the use of immediate feedback to students. A range of materials have been used along with activities aimed at encouraging students to explore examples of the target academic text and to discuss their own approaches to writing and explore ways of improving their own writing.

The talk will begin by putting forward the methodological argument for this approach before giving some practical examples of tasks and activities used to implement the strategies. The speaker will conclude the presentation by evaluating the effects of the approach on the writing of the students in the study.

The study is based on work done on the Foundation Certificate in University Study (Foundation Certificate), a two semester programme at the University of Central Lancashire. The Foundation Certificate aims to provide International Students with the linguistic ability and the study skills to be able to take their places on undergraduate or, in some cases, postgraduate courses at the university.

Saturday, Session 4: 11.15-11.55

EAP Unplugged: Critical practices and materials in a globalizing world

Graham Hall, *Northumbria University*

The globalization of British Higher Education raises questions concerning EAP teachers' overall approach to language teaching and to our day-to-day practice at the local level. We can adopt several positions, ranging from a non-critical view (the spread of English is benign; EAP professionals accept and promote target language within a 'discourse of neutrality (i.e. Cheryholmes' (1988) 'vulgar pragmatism')), to critical pragmatism (recognising the goals of EAP but perhaps aiming to challenge them (Pennycook, 1997)).

'Materials-light' teaching/learning, based within the spirit of the ongoing dogme discussion, may offer possibilities when considering whether we can introduce the political and ethical dimensions of critical pedagogy into our EAP classrooms (whilst still recognising the constraints of working/studying in academic institutions).

dogme approaches highlight concepts such as dialogue, engagement, empowerment and relevance, which have clear links to critical approaches to EAP. A dogme lesson is one that is grounded in experience, beliefs and desires of the people in the room.

Reflecting this, I have attempted to work with students on In-sessional EAP programmes through negotiated syllabuses. Teaching/learning has focused around the course materials students bring to the classes, with classes providing space for learners to critically consider the needs and demands of their courses. Students discuss and develop the possibilities of language use and choice open to them in their academic studies, and reflect upon issues of student identity within writing.

Therefore students, by focusing on their own course content and materials, find their own way through academic discourses and norms, meeting their own needs and asserting their own identities within their degree courses.

Globalising or localising: culture in three young learners' textbooks

Shu-Chuan Liang, *University of Essex*

It has been suggested that learning about the target culture is an important component in acquiring a new language. In response to this point, this paper presents data from evaluations of 3 coursebooks targeting primary school children learning English in Taiwan.

This paper begins with a brief introduction of current EFL in Taiwan. In what follows, it presents a review of the literature which talks about local and global textbooks, and the place of local and target culture in them. This is followed by an evaluation which concentrates on the cultural elements in the materials. It will first examine the physical features, like drawings and scene settings, followed by an analysis of the vocabulary in each book, to see if any reflections of local or target culture can be detected.

Of the three books, two were produced by local publishers, the third was produced by an international publisher. Overall, the results of the analysis show that the former tends to mirror the local culture, whereas the latter shows a reflection of western culture. This suggests that materials writers are likely to be culturally bound to material which they are familiar with. The local publishers also demonstrate a preference for American English over British English when it comes to vocabulary selection. Such preferences can be seen as a result of the influence of the political context. This paper finishes by discussing whether the extent of cultural elements presented in the textbooks is appropriate to young EFL learners in Taiwan.

English for International Education – “Achieve IELTS”

Louis Harrison, *Marshall Cavendish ELT*

Most exam preparation materials see the exam as the end-result of a course. We argue that exam preparation materials should not be just exam-centred but should be student-centred. By focusing on the student’s aspirations and future language needs we propose that teaching beyond IELTS can help students in the test.

Calvin, Hobbes and Co: Alternative routes to developing academic text skills

Gordon Dobie, *Sabancı University, Turkey*

The workshop will look at the use of “non-academic” texts to help develop learners’ awareness of some of the conventions of academic English, and the fact that they have equivalents in less-formal, “general” English. The materials and activities have been developed to supplement learning activities in our university’s pre-sessional EAP courses. They are designed to be used in several ways: as lead-in activities, as sources for comparison with texts more representative of the academic discourse community or as review/revision activities.

The activities used in the workshop give students the opportunity to notice and think about such issues as consideration of audience knowledge, discourse markers and the organisation of texts, appropriate register, etc. The materials used in the workshop include strip cartoons, cartoon films and comic writing. The activities highlight

- the form and function of thesis statements and other cohesive devices
- the effects of incongruous content or organisation on audience
- the effects of inappropriate register on audience

These types of activity seem to both raise students’ awareness of the different “social rules” of academic discourse, and at the same time demystify those conventions by comparing them to types of discourse familiar from everyday life. They have the further benefit of introducing a little levity into sequences of work that often seem dry, distant and – due to the English for General Academic Purposes nature of our course – of often merely tangential relevance to students’ future needs. The activities seem to improve both learning of target language and student motivation.

Developing online materials for academic writing: Issues and Opportunities

Lynne Hale, Gillian Lazar, *Middlesex University*

This session describes a materials development project at Middlesex University to support students in writing and other academic skills. The project was devised and designed by ELLS (English Language and Learning Support), a team of EAP specialists which delivers EAP, study skills and academic writing skills to Middlesex students. The team has established a collaborative authoring model to develop materials on WebCT, the university's virtual learning environment. The project aims to provide relevant and useful materials for a diverse student body which includes both native and non-native speakers of English, graduate and post-graduate students and students studying in a variety of subject areas. A secondary aim is to provide a resource and forum for staff discussion about issues relating to academic writing. Our session will focus on three main elements in the development of the materials – authorship, audience and medium. These have interacted in complex and problematic ways, and have had an impact on both the process of writing and the final product. We will explore some of the tensions and conflicts arising from this interaction and will use examples to illustrate how we have tried to resolve them. The examples will consist of both materials from the project (the product) and video clips of team members discussing their experience (the process).

GrammarTalk: developing computer-based materials for the Chinese EAP student

Chuang Fei-Yu, Hilary Nesi, *University of Warwick*

This workshop will demonstrate computer-based self-access grammar materials that have been developed after close analysis of the writing errors produced by Chinese foundation year EAP students. Error analysis revealed that article errors were the commonest errors produced by these students, probably resulting from the problems the students have with countability and number, the patterns of generic noun phrases, and the concept of uniqueness in a broader and more abstract sense.

The exercises we have developed are designed to guide students through the process of second language acquisition identified by Gass (1997) involving the following progressive stages: input, apperceived input, comprehended input, intake, integration and output. The materials focus on the first three stages of the process, providing grammar consciousness-raising activities and interpretation activities which we hope will pave the way for successful output in the classroom and in naturally occurring discourse. The materials are characterized by four features: 1) pedagogically sound input to enhance noticing, 2) structured data to encourage inductive learning and correct form-function mapping, 3) discovery activities to actively engage learners in clue-searching and rule-formulating, and 4) authentic learner errors to enable learners to notice the gaps between their own interlanguage and the target L2. Some production activities have also been devised with a view to embarking learners on the process of hypothesis-testing and rule-refining. The texts used in the exercises were drawn from a small corpus of Chinese foundation year student writing, and also from assignments produced by proficient student writers (from the corpus of British Academic Written English, now under development).

Saturday, Session 5: 12.05-12.45

The Problem of Undergraduate EFL

Paul Fanning, *Middlesex University*

Although modern foreign languages are an established part of the undergraduate portfolio of most British universities, English for speakers of other languages is not normally included. There are good reasons why this should have been so in the past, but these do not still apply. New arguments, however, are being put forward against degrees in this sort of English. Are they valid? This paper will argue that undergraduate EFL is a viable proposition, and will present ideas and materials that seek to meet (and indeed go beyond) the QAA requirements for “Languages & Related Studies”.

Expectations, Affect and Acculturation: approaches and materials for pre-sessional academic preparation courses

Fiona Cotton, *University of New South Wales at ADFA*

In order to assist overseas university students to adjust to the western academic context, this paper will argue that a greater emphasis in pre-sessional academic preparation courses is required on raising individual student awareness of subtle cultural differences in expectations about academic teaching and learning. It will argue that explicit materials and tasks designed to develop this awareness are essential to assist students to adjust to the new academic context and reduce the potentially negative effects of the acculturation process.

Research undertaken with over one hundred postgraduate international students from South-east Asia and 70 academic staff at the University of New South Wales at ADFA indicates that there is a tendency for staff and international students to have differing, generally culturally derived expectations or assumptions about teaching and learning in tertiary academic contexts, particularly with respect to their roles and relationships. These differences may lead to misunderstandings which in turn may have a negative impact on international student performance, especially in relation to academic writing and in seminar participation.

This paper will present some of the findings from this research, will discuss possible tasks and materials used to raise awareness of potentially conflicting expectations of teaching and learning. It will then outline the original approach developed from the research findings and new materials used with international students in the pre-sessional academic preparation courses at the University of New South Wales at ADFA.

From live lecture to online materials: developing listening skills and lexical and grammatical accuracy

Karen Nicholls, Stella Harvey, *Goldsmiths College*

This paper will outline and critique the rationale, development and use of online listening and language practice materials emanating from lecture-based EAP courses. The lectures provide the basic thematic area and raw language data for the online materials.

The listening materials are based on a university lecture on gender representations in 20th century British cinema given during a pre-session course. The resulting online resource combines streamed video clips with tiered (scaffolded) listening exercises. Each video clip is supplemented by four tasks which allow learners to practise: close listening, listening for gist, note-taking, and recognising argument and lecturer opinion.

The language practice materials are based on a lecture course entitled 'The Enlightenment and its Legacy' which is at the core of Goldsmiths' Diploma in Language and Contemporary Culture. While the Diploma's emphasis on content proves highly motivating, there remains a need (as evidenced by expectations of Departments within the College) to improve the degree of linguistic accuracy in students' written work. The online resources, which include a variety of interactive exercises, aim to address this need within a relevant context. They are designed to be used as an embedded part of the Diploma programme and/or as a self-directed study resource.

We will demonstrate these materials and evaluate them in terms of the achievement of their rationale, and the comparative benefits of online and paper-based language practice materials.

'Meanings into Words'

George Woolard, *Stevenson College*

This session will explore how traditional ELT treats the term 'meaning', and will suggest that the profession operates with too narrow a definition, and perhaps one that may not reflect the actual process of putting 'meanings into words'.

Rather than looking at language as an objective system in the tradition of Chomsky, the focus will be on the learner as a highly sophisticated processor of language, and on accounting for the real-time process of getting 'meanings into words', which is essentially what we try to facilitate in the classroom!

One implication of this view is that current ELT materials and approaches may not adequately reflect this process, or help to facilitate it as efficiently as they could. From this position, I intend to make some suggestions for materials which are more process-orientated.

Needless to say, the title of the talk will borrow what was and still is for me the most apt title an ELT book has ever had - "Meanings into Words"

‘Doing’ critical analysis in the EAP class

Lesley Campbell, *Coventry Business School*

We often hear the criticism that students do not apply sufficient ‘critical analysis’ in their assignments for master’s degrees. Do students understand what this means? Can subject lecturers explain what they mean by it? Does it mean the same thing across all subjects? Even if students think they understand it, do they have the linguistic resources to put it into practice?

This presentation shows a simple idea for embedding both the concept and the language into our teaching. It is an approach which aims to raise awareness of the concept and at the same time give students an opportunity to put it into practice by applying it to the tasks they do in the EAP classroom. It can be used with existing materials or with materials especially created for the purpose.

The idea emerged from analysis of a range of assignments for master’s degrees in the areas of manufacturing management and business administration. In these subject areas students are frequently required to apply established analytical models to particular cases and then express the outcome of the analysis in both numerical and verbal forms. ‘Critical analysis’ may involve the concept of ‘best fit’ and comparison of models according to given criteria.

One way of promoting awareness of what is required is to analyse examples of good practice. An alternative and complementary approach is for the EAP teacher to create situations where students actually ‘do’ critical analysis, applying it to the normal exercises and tasks that are carried out in the classroom.

Using ‘Communities Of Practice’ in Academic Writing Instruction in Japan

Alison Stewart, *Tokyo University of Foreign Studies, Japan*

Communities of practice exist in all spheres of activity in which expertise is shared and developed among a group of people. One of the founders of the term, Etienne Wenger, describes a community of practice as a group of people bound together in a joint enterprise as understood and continually negotiated by its members. The community of practice is characterised by a shared repertoire of communal resources, such as routines, sensibilities, artefacts, styles and vocabulary that members develop over time. Wenger himself has achieved considerable success in promoting this concept to the business world. In this paper, I describe an example of its application in teaching EAP thesis writing to undergraduates at a university in Japan.

I present a group research and writing project conducted by third-year students, which is designed with the aim of developing a community of practice. Students work in groups of four or five to co-author an academic research paper on a subject of their own choice. The finished papers and the students’ comments about the experience are used as resources for the whole class as they go on to write individual papers, and for future classes about to embark on the same project. Using written feedback and interviews with some of the participating students, I discuss the benefits and feasibility of using communities of practice as a basis for writing instruction in a traditional higher educational environment.

Saturday, Session 6: 15.05-15.45

Developing materials for a genre-based approach to teaching academic writing

Douglas Bell, *University of Plymouth*

In the wake of research carried out by Swales (1990), Bhatia (1993) and more recently, Flowerdew (2000), this session aims to explore some of the *practical* ways in which genre-analysis may be applied when teaching undergraduate and postgraduate university students academic writing.

After examining some of the theoretical principles that underpin genre-based approaches to writing instruction, the presenter will share classroom-ready materials that he has used in academic writing courses at two different British universities (the University of Plymouth and the University of Central Lancashire) and invite participants to consider ways in which these may be most effectively adapted to suit their own individual teaching contexts.

Voices in the head: Rethinking and redesigning EAP listening materials

Tony Lynch, *University of Edinburgh*

I recently completed three years' work on a new edition of *Study Listening* (Cambridge University Press, 2004). Redesigning the course has given me the opportunity to reflect on some of the major advances in what is known about L2 listening - and L2 learning more generally - since 1979, when I wrote the proposal for the original book. In this presentation I will highlight the 'voices' that have influenced my current approach to teaching academic listening to international students. The voices include those of researchers working in a range of fields, such as speech recognition, lexicogrammar, noticing and learner/learner interaction. In particular, I will discuss the shifting beliefs over the past 25 years as to the relative importance of top- and bottom-level knowledge in L2 comprehension processes, and I will illustrate how *Study Listening* has been redesigned to reflect a balance between research findings and classroom experience.

Sources for courses – past and present practice, future possibilities

Martin Millar, *Oxford Brookes University*

This session is aimed at practising EAP teachers interested in using web search engines to source suitable materials for their courses.

The session will be divided into three 20 minute segments.

Part 1 will comprise a workshop in which two sorts of text, sourced from print and off-air broadcast before the advent of the web, will be presented for consideration by participants working in groups. The groups will be invited to evaluate the sources and the accompanying tasks and activities as examples of pre-web course design. In the report and round-up stage, the presenter will try to find evidence of the principle of serendipity applied by teachers in searching for materials and in spotting a PET (pedagogically exploitable text).

Part 2 will feature a presentation by the speaker on new ways of sourcing material using a familiar search engine, viz. Google. He will report on the exploitation of one particular website in the context of an EAP/Study Skills module currently featuring in a foundation course at Oxford Brookes. Reference will be made to other websites offering similar opportunities for exploitation.

Part 3 of the session will take the form of a discussion, with a free exchange of questions, submissions, and suggestions from the floor. It is hoped that participants will recognise the value of intuition and good luck, as important elements in the selection phase of the process of materials development.

Basing EAP Vocabulary Materials on Corpus Data

David Oakey, *University of Birmingham*

This presentation is an example of how corpus research findings can be translated into practical teaching materials, and shows the procedures involved in developing EAP materials from language data taken from a corpus. Its principle pedagogical aim is the comparison of lexis across eight different academic disciplines. It looks at the behaviour of certain lexical items on the Academic Word List (AWL) (Coxhead 1998), 570 word “families” chosen on the basis of the “coverage” of academic texts which these words provide. As the complexity of some academic subjects means that single words will not always carry a precise meaning on their own, the paper also examines the phraseological behaviour of these words in the corpus. The paper also discusses issues in producing EAP materials from the results of such analyses with reference to recent concerns raised by Swales (2002), and concludes with some examples.

Developing critical awareness through case-based teaching

Ann Smith, *University of Nottingham*

One way to prepare students planning to take degrees in business or education is to engage them in case-based learning. This is an interactive, collaborative approach, which stimulates students' critical thinking through simulating real life, problem-posing situations. This presentation will explore why and how cases can be developed and used in EAP courses to improve communicative competence and critical awareness.

This session will address the following questions: 1) Why should EAP teachers consider using the case method? 2) What characterises a good case? 3) How might cases be used effectively in EAP class? 4) How can cases help Chinese students make the transition to learning in a British higher education?

Guidelines for developing cases and some characteristics of case examples that have been developed for the University of Nottingham's Centre for English Language Education programmes will be shared. Suggestions will also be made for ways to adjust this methodology to suit different cultural contexts. The handouts for the session will include a bibliography on case-based teaching.

Time will be allocated for participants to share ideas and experiences about developing cases and how case-based teaching can help students develop the English language skills and confidence needed to develop communication and critical awareness.

I know, therefore I teach: evaluating knowledge for teaching

Lee Knapp, *Cambridge ESOL*

As a major provider of high quality internationally recognised course-based awards for English language teachers, Cambridge ESOL is also providing an alternative framework of qualifications that can cater more closely to the needs of non-L1 teachers of English. Its newly developed "Teaching Knowledge Test" (TKT) is aimed at teachers who have a minimum language competence of CEF B1 level (i.e. Cambridge ESOL's Preliminary English Test). TKT offers candidates a step in their professional development as a teacher and may enable them to access higher-level teaching qualifications and professional support materials. At the beginning of the presentation, we will provide an overview of Cambridge ESOL's model-based approach towards test development and validation. We will then report on the development phase of TKT and how Cambridge ESOL defines the TKT construct. We will move on to describing a series of research activities that have been carried out as part of TKT development. These include findings from the trialling phase in Asia, Europe, and Latin America, from stakeholders' feedback questionnaires, and from standard setting activities. The presentation ends with an overview of on-going validation activities and projected future research validation studies.

Creating web-based materials: three individual experiences

Andy Gillett, *University of Hertfordshire*
Sandra Haywood, *University of Nottingham*
John Morley, *The University of Manchester*

Computers are an important tool for teachers and students alike. In recent years more and more language learning materials have been made available on-line, for example by publishers and by language centres. As individuals, we have each created a website as a means of making materials which we have developed accessible to language learners and teachers outside our own institutions. This workshop will briefly present the three websites and discuss a number of issues related to the development of web-based language learning materials by individual teachers, (as opposed to institutions). We will talk about the rationale and impetus behind the development; the technical, practical and pedagogical challenges of creating such materials; the follow-up work required to encourage appropriate use of the sites; and the benefits, both personal and pedagogical.

Participants will have the opportunity to explore the websites of the presenters, examine the materials and ask questions.

Saturday, Session 7: 16.15-16.55

A framework for the selection and creation of EAP materials for pre-sessional students/courses.

Richard Hitchcock, *University of Portsmouth*

This paper offers a practical framework for the selection and creation of materials for international students preparing to enter UK HE on pre-sessional courses. In recent years, the student profile on pre-sessional courses has changed significantly, in terms of their increasing numbers, countries of origin, and target academic disciplines. Consequently, currently available published EAP materials may no longer be suitable: students' unfamiliar, culturally-determined approaches to academic study, as well as the largely generic nature of the materials may leave the changed and increasingly specific needs of course participants unfulfilled. In response, a growing number of HE institutions are looking to create materials tailored to their students' particular needs.

The paper reports on a survey of how a number of universities are setting about the task of creating banks of materials and the key criteria which underpin the processes of materials selection and creation. These criteria include strategies to facilitate students' transition from General to Academic English, a transition that not only introduces them to new and specific language skills and conventions, but, even more importantly, to a way of thinking that might be at variance with that of their home culture. Furthermore, students' often instrumental motivation has suggested that new skills are more rapidly and usefully acquired if embedded within a discipline-specific context to which the students can relate.

The framework that is derived from the survey is intended to make a contribution to the debate about quality and appropriateness of EAP materials and to equip course providers with guidelines to inform their ongoing curriculum planning.

Getting the most out of lectures – an integrated approach for low level learners

Munling Shields, *University of Central Lancashire*

The Foundation Certificate of the DLIS at UCLAN prepares students with IELTS <5 with some qualifications in their subject area but requiring English and academic skills to pursue a degree in that area. One major component of this specially designed programme is the lecture series of the module “British Culture and Society”. In this talk I will describe the programme, which is EAP/EFL focused, the rationale for the module and the series; what the lectures entail; and describe how students are prepared to make the most out of attending lectures through a series of integrated activities with different objectives.

The objectives of the module include:

- training students from traditional education backgrounds to become independent learners
- guiding them towards a deeper approach to learning
- increasing their understanding of culture differences
- helping them cope in a new culture
- encouraging reflective learning
- encouraging writing and self expression through portfolio activities
- building confidence and competence
- developing process skills.

The activities are included in the portfolio which is mandatory to the programme and is a record of the independent work done.

I will also present findings from the reflection feedback form which students have to fill in to reflect on their learning through the activities after 6 lectures (due 12 Nov 2004) and from a final piece of research on the students’ perception of the lecture series and the activities which I hope to collate by March 2005.

Listening Theory into Practice

Terry Phillips, *Garnet Publishing*

There is now a reasonable consensus that the skill of listening to formal spoken language, as in a lecture situation, involves an interaction of top down and bottom up processing. The Top-Down element consists of *activating schemata* and *making use of real world knowledge* of both form and content in order to *make hypotheses*. The Bottom-Up element consists of *following signpost language* from the speaker, *breaking down the stream of speech* into meaningful units and *recognising key content* elements such as names and numbers.

But how can we translate this well-known theory into practical course materials and classroom activities? The key to this lies in ensuring that each activity teaches a transferable skill, one that can actually be employed by students in the future to attack a similar kind of spoken text. In this session I look at each element of the theoretical model in turn and suggest suitable activities to teach the underlying skill.

I will look specifically at:

- Elements
- Underlying Skills
- Activating schemata
- Using real world knowledge
- Making hypotheses
- Establishing the need
- Following signposts
- Meaningful units
- Recognising

Reporting strategies in academic writing: from corpus to materials

Cathy Benson, Jacqueline Gollin, Hugh Trappes-Lomax,
University of Edinburgh

Issues of politeness, approximation, identity and stance in academic writing are complex, and can present considerable difficulties even for expert writers. Particular problems can arise in relation to strategies of reporting (academic attribution) in terms of both recognition skills and production skills.

In our presentation we shall offer practical suggestions for the development of teaching materials and activities in this area. Ideas about reporting strategies to be found in the literature are supplemented by insights gained from an investigation of reporting language in a relatively small corpus of papers published in *Edinburgh Working Papers in Applied Linguistics* (EWPAL). Samples of text used in the materials are also derived from the EWPAL corpus.

There have already been a number of studies of reporting verbs in academic writing but here we widen the focus to include not only verbs but also other means of reporting, such as nouns, and also commonly occurring collocations.

Critical Thinking in a Climate of Change

Iphigenia Mahili, *University of Macedonia, Greece*

In the academic world there is compelling evidence of lack of critical thought. Student writers do not address their audience, and are often unable to diagnose their own mistakes. Readers seem to absorb individual words but often fail to understand a complete text. Although seething with knowledge from courses, learners cannot use it to analyze new problems and foreign language speakers may have spent years studying a language but be unable to speak it. This workshop through practical critical thinking activities aims to help teachers incorporate critical thinking in their material and instill it into their students by turning them into more active, self-disciplined and independent participants in the learning process.

The first category of activities in the workshop will focus on self awareness and assessment to move to alternative peer assessment ideas. Participants will also be exposed to practicing specific critical thinking skills such as presenting their ideas in an organized way, recognizing different perspectives of an issue and becoming effective problem solvers. The focus will shift to distinguishing the difference between knowing and believing and evaluating the accountability of sources. Finally, activities will deal with analyzing language by helping students recognize the difference among inferences, judgments and reports and by helping them recognize and avoid vagueness in their own writing.

The purpose of the workshop is to address the need for critical thinking in the academic environment by helping instructors incorporate it in the classroom through practical activities.

An integrated approach to teaching extended writing in an academic context

Joan McCormack, *University of Reading*

There has been a growing awareness in recent years of the need to more fully integrate our approach to the teaching of extended writing in the academic context, in order to more accurately reflect the conditions of writing in that context. This paper describes how one university preessional course has adopted such an approach.

The course in question is designed to prepare students for participation on post-graduate academic courses, developing the skills needed to carry out research, take part in seminars, give oral presentations, and contribute effectively in online discussion tasks. The course initially provides considerable scaffolding, and allows students to work with increasingly greater autonomy as they work through the materials. Online materials were used both in the classroom and by students working independently. The materials have been trialled over a period of three years, during which time feedback from both teachers and students has informed their modification and development. This process highlighted a number of apparently 'key' issues, for example plagiarism and the degree of scaffolding required during the course.

The evaluation criteria for each aspect of the course will be presented, while there will be an opportunity for audience discussion and feedback of the materials, particularly in relation to their own experience. In addition, the degree to which different learning styles are facilitated by this particular approach and other issues involved in the development of the materials will also be discussed.

Presenting ELMO: A flexible, learner-driven online English Language Learning Site

Robert Gilmour, Samantha Hague, *University of Newcastle Upon Tyne*

The aim of this interactive workshop would be to demonstrate this work in progress at Newcastle University Language Centre and provoke relevant discussions about the provision of online English Language support within Universities.

The project in question is an online self-study English Language materials site principally for EAP. The ELMO project (English Language Materials Online) has been funded initially by the Language Centre and the Faculty of Science, Agriculture and Engineering. ELMO is highly flexible and learner-driven in total contrast to a commercial package previously trialled by the University which was heavily instructional in its approach.

ELMO is a database driven materials site which allows users to select study units by academic school, skill, title or a 'view all' function. Each unit consists of a number of activities based around a particular skill. Activities are created using Hot Potatoes (Half-Baked Software Inc) and include streamed video and audio media as well as text-based study.

Users access ELMO with their University login name and password. Scores are tracked and recorded and are available to Language Centre staff and academic tutors. Most source materials are based on the academic work of University staff. Thus, ELMO can be integrated into academic study at the University in a number of ways. For example, completion of specific units can be built in as a requirement for successful completion of particular academic modules. This will permit academic staff to provide support for overseas students which relates directly to the modules or degree programmes they will be studying. Or, Language Centre teaching staff can specify relevant units to be studied as homework or for further study.

Saturday, Session 8: 17.05-17.45

Issues in the computerization of the IELTS test

Sharon Jordan, Andrew Blackhurst, *Cambridge ESOL*

Any differences in the ways in which test-takers write compositions when using pen and paper and when using a keyboard are of critical importance when a paper-based test of writing is adapted for computer delivery. So too are any differences between examiners in how they score handwritten and typed scripts.

This paper will briefly describe the recent development of the computer-based IELTS test, offered as an optional alternative to the current paper-based (PB) test, with the Reading, Listening and, optionally, Writing components of the test being delivered via computer.

The distinctive features of the computer-based (CB) version of the test will be described together with some of the challenges encountered in its development, including issues of on-screen presentation.

An outline of research studies conducted to date into the comparability of the test in CB and PB modes will be presented with a focus on a recent study involving 890 candidates at centres worldwide including both quantitative data from test performance and qualitative data from candidate and examiner questionnaires. The paper will concentrate on aspects of this study concerning the writing test. Is there evidence that computerization affects either how test-takers write or how examiners score their compositions?

Implications will be presented for the future development of computer-based examinations and suggestions will be made for further research.

Training our students in listening

Sheila Thorn

As a professional writer of exercises to accompany authentic listening passages, the aim of my presentation is to share my expertise with colleagues to enable them to select and exploit authentic listening passages as effectively as possible at a wide range of levels.

We shall begin by exploring the factors which make the types of listening passages found in coursebooks inadequate in preparing our students for the real world English they will encounter outside the classroom.

We will then consider the different types of listening passages which are suitable for listening practice and look at the factors which make authentic listening passages more, or less, accessible to students.

Next I will invite participants to identify particular programmes available off-air or on the Internet which they and I have found to be useful sources of authentic listening passages.

We shall then examine the differences between listening comprehension and listening practice. Using an authentic interview, I shall elicit standard comprehension questions before going on to show how these questions ignore the enormous amount of useful language found in the text.

In the next part of the presentation I will explore with participants the different listening exercises found in coursebooks and examinations and discuss which types of exercises suit different types of listening passages.

The second half of the presentation will be devoted to eliciting from participants suggestions for exercise items to accompany extracts from a variety of listening passages at different levels. Together we shall discuss the effectiveness of individual items.

Interactive Whiteboards

Laurie Harrison, *Sponsored by Cambridge University Press*

'Interactive whiteboards are becoming common in UK state schools. In EFL the British Council is installing them worldwide, and others are certain to follow. They have the potential to make teachers' lives easier, and enrich the learning experience. This talk provides a demonstration of a whiteboard in action and the chance to try it out for yourself.'

Reading out of class and the integration of other key skills

Fred Tarttelin, *Oxford Brookes University*

Even students who say they enjoy reading (in L2 and/or L1) very often do not feel motivated enough to work on this essential skill in their own time, especially as far as reading longer, more extensive texts is concerned. It might seem obvious to say that the more you read, the better the reader you become and what student would dispute this? Research into L2 reading also indicates that good readers tend to be intrinsically good language learners. Yet it would seem that reading is very often allowed to take care of itself or at best, perhaps because of time restraints, it is only given the minimum amount of attention in class. Reading skills and strategies may indeed be practised but how often is there enough time allowed for them to be put to the test as regards extensive reading? Students need to be put in a situation that resembles what they will have to face as part of their future university experience.

This presentation describes how a group of pre-sessional EAP students at intermediate level were encouraged to choose a literary text to read in their own time and how the experience led to in-class discussion, presentations in the form of a review of the chosen book, listening and note-taking practice, summary writing and constructive peer feedback. Details of how the project was set up will be given, along with some of the main tasks that were carried out by the students.

Developing Information Literate Eap Students: Materials And Methods For Teaching Academic Research

Jane Mandalios, *Zayed University, Dubai*

In the early stages of higher education, international students face great challenges in using the library and navigating the world of online information. (DiMartino & Zoe, 2000). Much emphasis in EAP programmes is placed upon equipping international students with the linguistic competence for academic study, but relatively little is done to help them develop their basic research skills.

Information literacy, defined as the ability to “recognize when information is needed and the ability to locate, evaluate and use effectively the needed information” (American Library Association, 1989), is now recognized as crucial to survival in the age of information, and EAP teachers have a critical role to play in helping their students become information literate.

This paper describes how a series of materials teaching basic information literacy skills, which are intrinsic to research, can be included in an EAP programme. The materials provide a systematic and supported learning experience which takes students through the research process, from the very basic first steps of understanding how information is organized and accessed in print and electronic forms (internet and information databases) through the vital critical- thinking skills of reading, evaluating and exploiting sources, to organizing ideas, to the final steps of note-taking, synthesizing and producing a paper with appropriate citations.

The presenter will discuss how these materials can benefit both students and teachers, providing training for the latter in a new aspect of their teaching. She will also present some research on positive student reaction to the materials.

TEFL Detectives & EAP student integration: investigatory techniques for TEFL trainees

Lesley Gourlay, *Napier University*

This presentation will outline an awareness-raising and assessment approach piloted last year in a new undergraduate Introduction to TEFL module, at Napier University. This approach places strong emphasis on observation, classroom experimentation, investigation and reflection, as module participants are expected to act as “TEFL detectives”, also bringing benefits to potentially isolated EAP students.

Participants act as classroom assistants in live EFL classes throughout the module, carrying out a structured series of observational and classroom management/teaching tasks, the reflections on which are fed back into their assistant diaries and subsequent tutorials. In addition to providing participants with exposure to real-life ELT from the start, this approach has the advantage of providing EAP students with a further native speaker interlocutor/cultural informant in the classroom. The emphasis throughout the module assessments is also on investigation and analysis grounded in the target professional context, with assessment formats consisting of research-based procedures. Participants conduct semi-structured interviews with EAP students, write individual case study reports and engage in ethnographic-style observation and note-taking. The rationale and design of each of these assessment tools will be described, examples of output given, and participant feedback comments presented.

This will be followed by an opportunity for group discussion of the pros and cons of using similar awareness-raising assessment approaches in pre-service ELT teacher education, touching on issues such as assessment criteria, feedback to students, transferability of skills and student motivation. It will conclude that encouraging novice teachers to become “TEFL detectives” may be a useful first step in fostering reflective practice, in addition to fostering contacts between EAP and home students.

The Ease Seminar Skills CD-ROMs: an interactive workshop

Tim Kelly, *University of Warwick*

As a result of the success of the *ease Listening to Lectures CD-ROM* the ease team at Warwick University have developed the ease Seminar Skills CD-ROMs. These are based on digital video recordings of authentic academic speech events. Real seminars, on real courses attended by real students, from over twenty departments across the range of faculties, were recorded and transcribed. The digital video corpus was then used as the basis for analysis from which the interactive exercises on the CD-ROMs were developed. Whilst conducting our research we found significant differences between actual practice within academic departments, and actual language use within seminars by students, and the kinds of language and skills taught by teachers on preessional courses, hence posing questions as to the validity of the latter.

Seminar Skills 1: Presentations looks at presentations as practised across academic departments on a variety of courses. It includes interviews with students and academics. It includes units on presentation basics, on using visual aids – with particular emphasis on multimedia presentations, on organisational signals and on speaking appropriately in an academic context.

Seminar Skills 2: Discussions, looks at the distinguishing features of academic discussions and emphasises not only language but content and the development of argument within a discussion. It also takes a look at what might be regarded as non-conventional seminars – problem solving seminars within the sciences, literary readings and writing seminars, and outdoor activity seminars.

Both discs contain hundreds of interactive exercises with feedback. Each also contains a video dictionary.

Sunday, Session 9: 09.00-09.40

TOEFL's New Integrated-Skills Approach

Gena Netten, *ETS*

ETS will be phasing in a new Internet-based TOEFL test starting September 2005, called TOEFL iBT.

This session introduces the integrated-skills approach used in TOEFL iBT. Utilizing integrated tasks is the most authentic and comprehensive method of measuring communicative competence. ETS has transformed their test specifications into learning objectives so teachers can use them to create classroom activities. In the session, the presenter provides a glimpse of these objectives and describes the TOEFL iBT teacher professional development workshops that are being conducted around the world. The purpose of the workshops is to help teachers think about how to incorporate these learning objectives in their curricula and help students to prepare for TOEFL iBT and communicate with confidence. Since the test is changing, the score scale is changing as well. The presenter highlights these scoring changes and provides a standard-setting CD that can be used by an institution to set their new requirements. In addition, the presenter discusses the TOEFL iBT language competency descriptors that describe performance at each score level and can be used for making placement decisions.

Content-Based Materials for an Academic Environment: Beyond the Boundaries

Aygul Mustafa, Jacqueline Einer, *Sabanci University, Turkey*

We propose to run an interactive workshop introducing the participants to a new academic, content-based course books series **Beyond the Boundaries**. This series was designed and produced by instructors at the School of Languages, Sabanci University, Istanbul. This integrated skills series uses authentic academic content materials to expand students' horizons, linguistically, academically and personally.

The workshop will encompass an introductory segment looking at the aims of the SL, the needs of Sabanci students and how this led to the creation of a set of new academic English focused materials underpinned by a content-based approach to instruction. After some background on CBI and why we chose to use it, participants will have the opportunity to try out/evaluate some of the tasks and activities from the series. The final section of the workshop will present additional components of the series, such as the Beyond the Boundaries section of the book and the online support program which supplements the series at the SL.

Our experiences at the SL are not unique but reflect the needs of many educational institutions moving towards a principled approach to content-based instruction. Our workshop will provide participants with the opportunity to become acquainted with new materials that may be particularly appropriate to their situation. The workshop may also provide them with inspiration and insights on how to create materials for content-based instruction in their own context.

Interactive Whiteboards

Laurie Harrison, *Sponsored by Cambridge University Press*

'Interactive whiteboards are becoming common in UK state schools. In EFL the British Council is installing them worldwide, and others are certain to follow. They have the potential to make teachers' lives easier, and enrich the learning experience. This talk provides a demonstration of a whiteboard in action and the chance to try it out for yourself.'

Pronunciation and listening micro-skills materials for EAP students

Jonathan Smith, *The University of Reading*

Most published materials for developing accurate pronunciation have low face validity for EAP students, as the language selected as the basis for practice is perceived as “too general and non-academic”. This presentation describes a project to design, trial and evaluate pronunciation and listening micro-skills materials for students on a pre-sessional EAP course at the University of Reading. Word lists based on corpus analysis were used to select high frequency vocabulary used in academic contexts, and search features on commonly available computer software provided a means of grouping items with similar phonemic features. Extracts from lectures and seminars were also used to provide authentic practice of supra-segmental aspects of pronunciation and listening skills.

A critical mass? Using academic sources in EAP materials development

Steve Issitt, *University of Birmingham*

This presentation describes the production of a set of course materials designed to encourage critical thinking in international students. It suggests that both language and critical thinking skills can be developed in a complementary fashion and that both areas can be successfully enhanced by the use of a variety of academic sources including applied linguistics and TEFL literature. Encouraging students to think critically is a key area in EAP course design and my starting point is in the rationale for the daily classes. In the same way that teachers are encouraged to theorise their teaching, students are invited to analyse, contextualise and ultimately evaluate the classes they receive. By examining the explicit rationale for the course programme and by placing their learning within an academic perspective, students can be prompted to learn language and critical skills together.

I begin by describing the course aims, setting out the priorities for teaching and looking at a sample of the academic sources. I then focus on production of the materials and invite discussion and evaluation. In the final section I address some of the related theoretical issues and suggest ideas for future development.

Sunday, Session 10: 11.15-11.55

Teaching or coaching? Reflecting on roles and objectives in one-to-one EAP

David Catterick, *University of Dundee*

In-sessional EAP learners are typically international students who see targeted language- and study skills support as a means of reaching a strategic goal such as delivering an academic presentation or writing an assignment leading to the ultimate goal of degree success. While most EAP provision traditionally occurs in group settings, at the University of Dundee there has recently been a growth in demand for one-to-one provision for non-native English speaking academic members of staff. Having found myself teaching a number of these one-to-one sessions, there has been a growing clarity in my own mind about the range of choices with regard to instructional approaches faced by the teacher and the resulting need to situate the provision on what I will term the *one-to-one continuum*. As we shall see in this presentation, the *one-to-one continuum* spans the spectrum of what I hope to show are two very different instructional approaches: *instruction* and *academic coaching*. In this paper, I will argue that the overall effectiveness of one-to-one EAP provision can be enhanced by the teacher consciously situating their approach on the continuum. This affects six areas of delivery: participant roles, objectives, materials, session dynamics, course length, and terminology used. Evidence will be provided from recordings made with two clients in which they comment on their actual and ideal views of the sessions.

University Challenge: an orientation and listening course for international students

Roger Smith, Jo Parsons, *University of Bristol*

This presentation reports on the approach taken, progress made and issues raised in producing materials for *University Challenge: an orientation and listening course for international students*. The project is supported by a grant from the Materials Development Fund for Languages, Linguistics and Area Studies Subject Centre, and the materials developed will be freely available to all UK higher education institutions. The aim of the project is to produce a challenging set of multi-media EAP materials designed to raise awareness of common study tasks, processes and skills and to develop competence in listening and note-taking skills. The materials are being created using courseGenie authorware. The overriding concern in the design of the materials is to ensure maximum flexibility so that they can be used in a variety of teaching-learning situations (from self-access to classroom settings) either as a self-contained course or as part of another course. As such, it is hoped that these materials will not only be of value to international students preparing for or engaged in academic study, but also provide a flexible and accessible resource for a wide range of practitioners involved in the design and delivery of EAP provision in university contexts.

Integrating the use of Blackboard with classroom teaching: implications for staff and students

Clare McCullagh, Anne Pallant, *The University of Reading*

For two years at The Centre for Applied Language Studies we have been developing the use of a Virtual Learning Environment (Blackboard) on our EAP courses for both administration purposes and academic skills' development. Our aim is to fully integrate Blackboard into the curriculum so that it extends beyond providing a self-access bank of material for students, and is more than an archive of material used. Although these serve a useful purpose, we also wish to provide a pedagogically sound interactive virtual classroom.

This talk will show how we have developed material on Blackboard which complements classroom teaching and supports both staff and students. For example, the use of student errors as the basis of quiz material for revision purposes, and the use of Blackboard as a publication site for student essays. The talk will also include some of the lessons we have learned through this process of integrating the use of a VLE on f2f courses. In particular, there are implications for levels of staff and student motivation, examples of which will be provided.

“What words should we teach?”: A corpus-based perspective on the vocabulary of academic lectures

Paul Thompson, *University of Reading*

Hilary Nesi, *University of Warwick*

Corpus-derived resources such as Coxhead's Academic Word List identify the key words and word families that occur in academic textbooks and journal articles across a wide range of disciplines, and are very influential in current EAP course and materials design. Such resources can be usefully supplemented, however, with information about the use of academic words in spoken contexts, where frequencies and distributions are somewhat different, reflecting the different communicative aims of academic speech genres. This paper investigates the words used in 160 lectures recorded at the Universities of Reading and Warwick as part of the British Academic Spoken English (BASE) corpus. The academic wordlist derived from this corpus focuses on the language that students require for lecture comprehension, rather than for spoken production, and will take into account not only frequency data but also other factors such as coverage, range, topicality and functionality. In this paper we will also explore the patterns of collocation and colligation surrounding lexical items in lecture discourse. On the basis of the investigations reported, it is argued that learners need to develop knowledge of adjustable complex expressions (Anna Mauranen's term for lexical phrases that are capable of adjustment), of fixed discourse organising expressions and also of the predictive potential of certain lexical items, in terms of how they 'prime' certain developments of the discourse or how likely they are to be followed by other lexical items.

An editing skills course: re-presenting 'old tricks' to appeal to students' professionalism

Ms Harriet Edwards, *Royal College of Art, London*

A colleague (Pat Francis) in the 'Writing Purposefully in Art and Design project' (FDTL Phase 4 - <http://www.writing-pad.ac.uk/>) suggested in a case study that most students with whom she came into contact handed in an essay or dissertation that was effectively a first draft. I can identify with this dilemma and believe that the difficulty lies partly with time management, students' busy work-study schedules and the 'last minute' panic that accompanies this (as indeed it may do with some colleagues, and certainly myself). It is also perhaps a matter of student awareness.

In an attempt to make an editing overview timely, I had been attempting to timetable it just before students' deadlines, but found students too preoccupied at this point. Spring 2005 sees the first attempt at a discrete editing course of 8 sessions (well before deadlines) that subsumes a number of skills at both macro levels of writing (for both 'underwriters' and 'overwriters'). cultural rhetoric, principles of relevance, structuring, etc) and micro skills (structure at syntax and paragraph level, etc). It makes reference to Claire Lofting's case study on ellipses in dyslexic students' writings (Writing PAD) and to 'Writing on Both Sides of the Brain' (Klauser). There is an emphasis on the diversity of approach, style and voice, and on clear communication rather than 100% perfection (ie in terms of accuracy). The course is based on a survey of tutorial records from the previous year; from student samples of writing, and from evolving feedback by students. The sessions themselves begin with tutor-input but are based mainly around small group work: students work together on simulated texts provided by the tutor and report back. Attention is paid to the visual presentation of the material (directed by the art/design student feedback) and to the possibility of the course transferring to the college intranet.

The development of on-line thesis writing guidelines: research student and supervisor perceptions

Diana Ridley, Richard Simpson, *University of Sheffield*

This paper contributes to the debate surrounding effective provision of on-line EAP materials. More specifically, it is concerned with the provision of on-line thesis writing guidelines for MPhil/PhD research students at a UK university. I will report on work in progress on the development of a package of such materials. In the first instance, a survey was conducted amongst supervisors and research students to ascertain the anticipated needs for this provision and identify the form and preferred mode of on-line delivery of the materials. Two on-line questionnaires were circulated, one for research students and the other for supervisors. This paper presents the findings from the survey juxtaposing the views and perceptions of research students and supervisors. Implications for the materials development are discussed and some of the dilemmas for those developing the materials are raised.

Sunday, Session 11: 12.05-12.45

The Role of TEEP as a Course-Driven Assessment Measure on a Pre-Sessional Programme

John Slaght, Bruce Howell, *The University of Reading*

The Test of English for Education Purposes (TEEP) forms part of the assessment process implemented at the Centre for Applied Language Studies (CALS) at the University of Reading. TEEP has been reviewed and revised several times over the past sixteen years. Revisions to the test carried out specifically since 2001 have been based on the principle that assessment measures are designed to complement the course rather than drive it, whereas the latter may be the case if large-scale public 'EAP' tests are used as the main focus for assessment.

A brief overview is given of the pre-sessional course design at Reading in which, for example, the texts and tasks used in the reading class provide linguistic support and conceptual content for both macro and micro tasks carried out in the writing class. The course, in fact, attempts to replicate the activities which students will encounter in their future academic studies. In turn, assessment measures attempt to again replicate these activities, as far as is practicable. An outline of assessment measures including a brief overview of the content of the TEEP test and its development will be included. Examples of how the test design has evolved to fit in with the pre-sessional course design principles will then be addressed. Because of the basic premise that course content should drive test design, TEEP forms only part of the overall assessment process. The complementary roles of formal continuous assessment measures and impressionistic classroom assessment will also be briefly addressed and analysed.

Developing Business English Textbooks Based on Processing Business Documents and Raw Economic Data

Stefania Panaitescu, *University of Oradea*

Teaching Business English is in particular a very difficult task. The paper looks at several drills designed to render clearer the meanings and usage of the vocabulary of this almost different language, exercises that will be used in designing new materials.

Raw data coming from annual reports of banks and companies or short-term financial analysis can be employed to develop students' language skills in all the four components: listening comprehension, writing, speaking and reading skills.

Asking students to bring into the seminars new data on financial analyses, corporate and bank reports, on the new developments concerning the domestic as well as the world economic environment is motivating them to read and translate more. Also, short dictations from such texts constitute good spelling drills, which students are asked to correct themselves. For the listening skills video and tape recordings of economic programmes are also very useful.

A large and varied range of exercises can be thus designed, bringing into the classroom not only the specialized and up-to-date vocabulary of the economic domain but also a great deal of information that students will need with some of their other subjects in the curricula. This will stir their interest and motivation while making the study of language creative, enjoyable and a highly rewarding activity.

Re-usable online learning materials: pipe-dream or reality?

Julie Watson, Vicky Wright, *University of Southampton*

Creating online learning materials requires a considerable investment of time and resources. The ideal is to be able to produce reusable learning materials (Wiley 2000, Koper et al. 2004), tagged with metadata so that they can be retrieved from a database, and then used again and again in new configurations. This was part of the scope of the eLanguages Consortium Project led by the University of Southampton. We began by creating 'learning objects' for stand-alone online modules in EAP, which were tutored at distance and designed for a specific virtual learning environment (VLE), and last summer repurposed some of them for a pre-session learning support programme delivered on another VLE in a blended learning environment (face-to-face classes supported by online learning materials). During the pre-session course we undertook some fairly extensive research with students and tutors and, supported by data obtained from VLE tracking of student activity, we set out to determine whether our RLOs (reusable learning objects) have a useful role in a blended learning environment involving face-to-face classes supported by online learning materials. A second aim was to discover, through observation, how students actually used them and what any design implications might be. This paper introduces the online learning materials, the context of their repurposing, the process we used to achieve their reusability and the findings of our research.

From Corpus to Classroom: Developing advanced-level materials for raising awareness of stance

Maggie Charles, *Oxford University*

The use of corpus data in materials development is often associated with the provision of concordance lines or short example sentences. However, although material based on such input is undoubtedly very useful, it does not supply sufficient context for the examination of certain highly pervasive features of academic discourse. In this paper I suggest that corpus data can also be used to supply extended extracts for student awareness-raising tasks and that this approach is particularly well suited to examining the way in which writers construct their stance. Based on the work of Biber et al. (1999) and Thompson and Hunston (2000), I define stance as the expression of the writer's attitudes, opinions, judgements or feelings about the subject matter that he/she is writing about. I suggest that in taking a stance towards their subject matter, writers also position themselves in relation to their readers and more generally, within the work of the discipline as a whole. I draw on two corpora of theses written by native-speakers in contrasting disciplines: approximately 190,000 words in a social science, politics/international relations, and roughly 300,000 words in a natural science, materials science. I show how extracts from these corpora serve as the basis for student tasks which use focusing questions, comparison and discussion in order to enhance the understanding of stance construction. I also argue that such materials may be developed from general as well as academic corpora and that such tasks can be used at an advanced level to develop both reading and writing skills.

Materials for How to Write from Sources

Diane Schmitt, *Nottingham Trent University*

Plagiarism is currently in the spotlight in the higher education sector with the development of the JISC plagiarism detection service which uses software to detect evidence of copying. The pedagogic responses to this focus of attention tend to emphasize teaching students strategies for avoiding plagiarism. Such approaches are problematic, however, especially for L2 students, because they tend to focus solely on the written product and do not take sufficient account of how texts are created. Students need materials which focus on *how to write* from sources rather than those which focus solely on *how to avoid* plagiarism.

Learning to write is a skill which requires many opportunities to practice the craft of writing. However, textbooks often cover the topic of writing from sources or plagiarism in only one chapter. Students are given very little practice in reading, understanding and choosing appropriate sources for their writing. Learning to read and write is a recursive developmental process which requires multiple opportunities to read and write from texts and regular supportive feedback. Students also need to engage in discussion about where and how source materials should be used in written texts.

The presenter will report on a review of current EAP and writing materials which aim to teach writing from sources. She will show that the emphasis on avoiding plagiarism has led to undue weight being given to the mechanical aspects of citing sources. This will be followed by a demonstration of materials that aim to illustrate a pedagogy for writing from sources.

Academic writing in Fine Arts Practice

Erik Borg, *Northumbria University*

Genres are sometimes conceptualised as stable or slowly evolving forms to which EAP students need to be introduced (and to which they *can* be introduced). However, Kress (2003, pp. 102, 121) argues that rapid changes in the current socio-political environment make this conceptualisation problematic. Instead, he argues that literacy and genres are shifting rapidly under the pressure of new forms of text and text organisation.

This paper will look at genre hybridity as a source of innovation in writing in Fine Arts Practice. Innovation is a crucial though often overlooked element of writing in every discipline. In Fine Arts Practice, one of a number of academic disciplines in which writing is ancillary to a core outcome in another semiotic field, innovation is highly valued and foregrounded in disciplinary teaching. This paper will report on a longitudinal study of writing in Fine Arts Practice by looking at the writing of a Ph.D. candidate in this discourse community. Because writing is not foregrounded in this discourse community, student writers draw on many genres and an unusually wide range of sources in their academic writing. The resulting genre hybridity may have implications for the teaching of writing in other discourse communities.

Poster Presentations

Materials For Critical Thinking: An Oxymoron

Rudy Bernard, *New York*

University papers typically require critical, reflective thinking. There are no materials to teach this. And my experience compels me to conclude there cannot be. *Critical reflection can only be learned by addressing a substantive matter that is grounded in a truly personally significant question identified by the student.* An appropriate pedagogy sets conditions for that experience – discovering a question, reading a related commentary, and developing a thoughtful response to it.

There are, I'd suggest, three prerequisites for academic or professional study: Language proficiency, academic skills, and the ability to be thoughtful. I hold that "being thoughtful" merits specific attention in a program designed to prepare overseas students, undergraduate and graduate, for professional or academic study in English. My own teaching of advanced overseas students preparing for (or already engaged in) university study aims to provide experience with two reflective procedures, preliminary to writing a thoughtful commentary on an arguable issue. My summary name for these procedures is BookMarks.

BookMarks is a guide to what I consider **the** liberal art – reading commentary so as to be able to write or speak thoughtfully about it. It's a guide to a reflective practice, involving two procedures: (1) analysing a commentary in order to summarize the argument and (2) exploring reactions to key judgments in the argument in order to discover significant questions. It's an intellectual practice essential to successful academic or professional study. It is English for any academic or professional undertaking (EAAPU).

Integrating Foundation English into degree programmes – the adjunct model at Nottingham Trent

Don Hassett, *Nottingham Trent University*

The "adjunct model" of content-based language teaching was described by Brinton, Snow and Wesche in 1989. Although now common in the USA it has been little applied in the UK. Yet this model seems to offer the most satisfactory form of English for Specific Academic Purposes.

The poster will describe a new Nottingham Trent University degree mode in Business Studies or Accounting and Finance for international students with a starting English level of IELTS 5.5. Instead of studying an English-only course before beginning their degree course, students enter directly, and spend two years studying their Level One subject modules, together with adjunct and theme-based language modules.

Developing materials for Discussion Skills: the 'contribution' criterion

Alan Lockett, *University of Bristol*

The needs of tutors on EAP programmes are generally quite well served by a range of published materials dealing with specific study-related skills, particularly in academic writing and reading. However, some skills areas seem less well provided in this regard. A case in point is Discussion Skills, included as a course component on numerous Pre-sessional EAP programmes.

The overall aim of the Discussion Skills component is: 'to develop the language and skills required for effective participation in discussions within an academic context'. Some of the specifics of this are made explicit in component objectives, e.g. asking for clarification on specific points; responding to others' utterances by agreeing, disagreeing or making relevant 'developing' comments; expressing opinions on the topic under discussion and developing these by giving supporting reasons, examples, facts etc.

Consideration of what it is to participate effectively in discussions in an academic context has also led to the formulation of key criteria on which students are assessed. Developmental work has seen the revision of the Discussion Skills assessment scheme resulting in a band descriptor system with four criteria applied to discussion participation. Among these, a combination of related 'moves' and communicative behaviours are subsumed under the criterion 'contribution'.

Contribution is a cumulative construct based on tutor and co-ordinator discussions and feedback over a number of years, and is seen as crucial to full and productive participation in academic discussion. This presentation therefore sets out to display the characteristics of materials aimed at foregrounding and fostering 'contribution'.

Concepts of Childhood

Seamus O'Riordan, *Westminster University*

This offering comes under the heading of 'practical classroom ideas' and may be of use to teachers of advanced level students studying Arts and Social Sciences. Academics such as Philippe Aries and Lawrence Stone argued that the current western concept of childhood is a modern invention. They illustrated this view by reference to works of art in different historical periods. This poster outlines a lesson using pictures plus a text explaining their ideas as the basis for developing students' awareness of aspects of academic English.

Designing EFL materials: A matter of learning or acquiring languages?

Carlos Rico Troncoso, *Pontificia Universidad Javeriana*

In the Colombian context most of the teaching materials designed are oriented to the learning purposes. Few textbooks have the purpose of promoting the idea of acquiring languages. Those materials which are focused on the idea of developing the acquisition process promote the idea of acquiring the target culture. In this sense, they never get students to think about the importance of reflecting on and acquiring our own culture. My presentation (if I have a chance to share my findings by means of a presentation or a poster session) will consist of presenting the material I have designed under the conception of the acquisition of our own culture and the target culture as well.

Person in Greek-speaking and English-speaking Academic Communities: Practical Implications for English for Academic Purposes

Dimitra Vladimirov, *Lancaster University*

The view that academic writing is not a faceless objective depiction of facts and logic, but instead that it embodies interaction among writers, readers and the academic community as a whole has now been established (Hyland 2000, Myers 1992). Although pronouns are believed to be syntactically simple, problems have been recognised in the writing of NNS regarding the use of pronouns (Hinkel 2004).

This poster attempts to explore variation between the English and the Greek academic communities through an examination of the following interpersonal features: 1st person singular and 1st person plural and it focuses on how raw language data can be converted into usable materials.

The corpus consists of 10 Linguistics Journal Articles, 5 by native English-speaking and 5 by native Greek-speaking writers, which have been matched in topic areas. 1st PS and 1st PP have been examined in context and the referents of 1st PP have been recognised and categorised as referring to: writer and audience, the writer himself/herself, the academic community, writer and others and indefinite. The frequencies, forms and functions of the above features reflect the ways in which writers conceptualise themselves and their perspective audience.

Issues that will be discussed are: The use of the inclusive or exclusive 'we' and how this may constitute a source of hedging, or function as indicator of solidarity or detachment. Also, shifts between the above choices demonstrate how writers negotiate their relationship with the potential audience, in order to achieve their purpose, which is the integration of their research into the discipline and the persuasion of the audience for the validity of their claims. The differences and similarities in the writing of the two academic cultures will be examined in relation to core-academic and core-specific practices.

Keywords: Academic writing, England-Greece, person, inclusive, exclusive pronouns.