EAP IN IRELAND
2019 ANNUAL CONFERENCE

ENGLISH IN ACADEMIC CONTEXTS: DRIVERS OF COLLABORATION, INNOVATION AND CREATIVITY

SATURDAY, OCTOBER 5TH
University College Cork
Cork, Ireland
WHO WE ARE

Founded 2017

EAP in Ireland is a professional network for those specialising in English for Academic Purposes in Ireland, and for the EAP community worldwide. It offers a platform which reflects and aims to develop the vibrant EAP community, and for the sharing of best practice and research from institutions at all levels of education.

A key aim of this national learning and teaching initiative is to build the visibility and recognition of EAP, and to highlight the key contributions and requirements of EAP in a range of educational environments and contexts.

The development of a variety of approaches to EAP for all disciplines through collaborative partnerships with educational organisations is a core value of EAP in Ireland, as is training, accreditation and community-building through events such as conferences and workshops.

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In Alphabetical Order

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ENGLISH IN ACADEMIC CONTEXTS: DRIVERS OF COLLABORATION, INNOVATION AND CREATIVITY

This year’s conference aims to investigate and discuss EAP within its broad range of academic and institutional contexts. The focus of the event is the changing nature of the interaction/relationship and drivers of collaboration between EAP and disciplinary colleagues; innovations in the teaching, learning, assessment and ethos of EAP; and the creative approaches and solutions EAP practitioners and researchers are championing and adopting in the face of a range of academic and institutional challenges.

As EAP extends beyond its traditional home in the academy, we invite proposals which investigate developments in EAP outside the university. The pathway sector, for example, can be a site of innovation as well as a focus for criticism of the impact of the neoliberal agenda on education in general, and on EAP in particular. These tensions and contradictions remain under-researched, and their critical assessment is of clear interest, particularly in view of the many under-reported innovations that take place in this sector.
SARA-JANE CROMWELL, AUTHOR, OCCASIONAL UCC LECTURER

Collaboration: Reflections on Identity and Representation

In her talk, Sara-Jane Cromwell will look at the complex issues surrounding gender identity (transgenderism) and gender dysphoria. She will address the challenges facing educators in the area of gender diversity both from an educator/student perspective and that of the wider work environment. There will be a challenge to the educator’s own paradigms around gender diversity and how this challenge can be met in areas such as classroom interactions, the language used and the content provided in materials for presentation purposes, how gender diversity is included in the form of text, images, video etc. Sara-Jane will be asking the question: where does the teaching role of the lecturer end and support begin for struggling students, and who, if anyone is responsible for this? The basis for the question is the numbers of students who struggle and fail in their academic careers due to the stresses involved in coming out or transitioning while on campus. This is a particular challenge in light of the exponential increase in the numbers of students self-declaring as being of a different gender identity and academic institutions struggling to keep pace with this phenomenon.

On the subject of collaboration, Sara-Jane has identified three general areas in which this might occur, i.e. educator/students, educator/support services, and the wider workplace. She will explore some of the practical ways in which effective collaboration might take place and how these might enhance the teaching and learning experience of educators and students alike.

Sara-Jane Cromwell was diagnosed with Gender Dysphoria in 2003 and completed her transitioning in 2015. During this period she has founded and co-founded two organisations and been responsible for several ground-breaking initiatives including the first medical symposium on Gender Dysphoria, and assisting in drafting the Heads of Bill for the Gender Recognition Act, 2015.
In this keynote address, Karl will explore policy and pedagogical connections between Anglophone linguistic ideology and the institutionalisation of white supremacy nationally and internationally. He argues that English-first education policy is a form of colonial and modern nation-building and racist gate-keeping. Here, the imagining of good and bad colonial subjects, and good and bad migrants, is entirely linked to the hierarchical, racist imagining of people as civilised/uncivilised and superior/inferior language users relative to the 'normal' white English-speaking population. He argues that the teaching of English is neither inherently good or bad in abstract. Rather educators need to interrogate how their students are constructed through English-first policy and pedagogy in racially hierarchical, white supremacist terms. Finally, Karl will examine ways in which teaching English for academic purposes can teach for whiteness and against whiteness, where whiteness is best understood as an organising principle of modern societies.

Karl Kitching is a Senior Lecturer in the School of Education UCC and the university’s Director of Equality, Diversity and Inclusion. Prior to UCC, Karl worked as a full-time researcher in St. Patrick’s College, Drumcondra, and as a primary school teacher in Dublin 15. Karl’s research interests lie in the area of challenging educational inequalities, with a specific focus on racism, and its intersections with age, religious, class, gender and sexual forms of social domination. Selected publications include the forthcoming book Childhood, Religion and School Injustice and the 2014 book The Politics of Compulsive Education: Racism and Learner-Citizenship (Routledge 2014).
DR. ALEX DING, UNIVERSITY OF LEEDS, UK

Foreclosing on our future? Responding to Neoliberal EAP

It is axiomatic that EAP, in the UK and elsewhere, has flourished due to governments and avaricious universities aggressively competing to capture increasingly large numbers of international students for (mainly) financial reasons. And, it would seem, EAP is dependent on an insidious and debilitating ideology of neoliberalism to exist. These are troubling thoughts, ones that present existential and material risks for practitioners and praxis.

In this keynote I begin by briefly outlining the key nefarious features of neoliberalism and its structural impact on EAP practitioners. I will argue that there is a persistent threat of the foreclosure of possible agentive, professional and academic practitioner identities. The heart of this keynote is taken up with exploring interrelated facets of practitioners (reflexivity; identity; agency; knowledge; association; developing a sociological imagination, and scholarship) that invite considerations of how (and why) we, practitioners, can shape our future and how we may collectively begin to undertake transformations in/of our activities to challenge the threat of neoliberalism in higher education.

Alex Ding is Director of Scholarship and Director of the Centre for Excellence in Language Teaching in the School of Languages, Cultures and Society at the University of Leeds. He is also Associate Professor of EAP at Leeds. He co-wrote The English for Academic Purposes Practitioner: Operating on the Edge of Academia (with Ian Bruce) Palgrave Macmillan (2017) and he has published papers on EAP practitioner identity, development and education. He is also co-editor of a new book series, New Perspectives for English for Academic Purposes (Bloomsbury).
AOIFE NÍ MHURCHÚ, UNIVERSITY COLLEGE CORK & UNIVERSITY OF LIMERICK, IRELAND

“Would you not go back to real teaching?” Collaboration and innovation in a corpus-based discourse analysis of language teacher identity in higher education in Ireland.

This paper gives an overview of a study currently underway at the University of Limerick which examines professional identity amongst university language teachers in the Republic of Ireland through an analysis of informal teacher talk. Naturally-occurring spoken language is a rich source of data in linguistic studies generally and identity studies more specifically but the use of ‘backstage’ teacher discourse (i.e. occurring outside the classroom) further distinguishes this study as innovative in the field. As such, it responds to recent calls for research to show not merely the composition of professional identity, but also how that identity is constructed in situ (Vásquez, 2011). Theoretical frameworks within discourse analysis will be highlighted to show, for example, how identity is marked by shared characteristics and a linguistic repertoire within a community of practice (Lave and Wenger, 1991; Wenger, 1998). Reflective practice and collegial friendships (Farrell, 2018) will also be highlighted as an example of how collaboration can enhance and support language teacher identity. A deeper understanding of this dialogic construction of identity (Bakhtin, 1981) will help to inform teacher education programmes as well as CPD programmes for experienced language teachers in higher education. It is also hoped that the findings of this study will help third level institutions to deal with four key areas that are impacted by language teacher identity: education policy, teacher retention, quality of teaching and the prevention of burnout.

Aoife Ní Mhurchú is a teacher and teacher trainer at the Language Centre, University College Cork. She is currently studying for a PhD in TESOL and Applied Linguistics at the University of Limerick. Her main research interests lie in the areas of professional identity, corpus-based discourse analysis and professional development. Aoife is also interested in Irish English and has been published in the international journal Corpus Pragmatics.
PAUL BREEN, UNIVERSITY OF WESTMINSTER UK

Diamonds In the Rust - renewing the focus on Academic Literacies

The paper and presentation will discuss the re-shaping of a Pre Sessional English Programme around an Academic Literacies approach and what that has meant in terms of actual practice. The paper will look at definitions of Academic Literacy within the educational literature and explain how this is not necessarily a straightforward match for the Activity System (Engeström, 1999/2001) of English for Academic Purposes’ contexts. The issues that can arise from this mismatch will be discussed and solutions proposed through reporting a set of experiences and actions on a Pre Sessional course in the UK. This will be reported in the form of a narrative Case Study using The University of Westminster’s Pre Sessional course as the case under exploration. This approach has been chosen because of the rich history of using case studies within ELT research and more recently in explorations of courses drawing on an Academic Literacies theoretical framework e.g. (Murray & Nallaya, 2016).

The evolution of this course will be described and explanations given as to how it has been shaped by an Academic Literacies approach. This has been done through integrating discipline-specific content and emphasising the teaching of "strategy" alongside text (Lillis & Scott, 2007). In doing this the Pre Sessional course has evolved not just as a template for how such courses can be run successfully but also as an example of how the theory of Academic Literacies can provide a solid foundation for EAP and HE pedagogy.

Dr Paul Breen is a Senior Lecturer in the University of Westminster in London although he is from County Fermanagh originally. He is the author of several academic works including Developing Educators for the Digital Age published by University of Westminster Press in 2018.
Evaluating the Effectiveness of a Pre-sessional Programme: The Student’s Perspective

The paper will present the findings from a Scholarship of Teaching and Learning project which investigated the extent to which the pre-sessional programme at Manchester Met is aligned with the university’s education strategy. It will explore the university’s learning environment from the perspective of an international student progressing from the pre-sessional. Pre-sessional programmes are an established part of the UK HE landscape but are still a relatively under-researched area. Manchester Met has recently made changes to pre-sessional course assessments to focus on academic literacies as well as language proficiency. This paper will explain these changes and then present the initial findings of our research on how effectively students have developed the language, competencies and knowledge covered in the revised course. The research project was conducted using a social constructivist methodology, employing semi-structured interviews to build a picture of the students’ post course - experience. Students studying in two different faculties were interviewed during their degree courses to explore their reflections on Pre-sessional programme content. Judging the notion of ‘effectiveness’ from a positivist standpoint is problematic as the term is difficult to define, subjective and relative in character. Comparing individuals or groups of students adds complications due to the diversity in their linguistic and cultural backgrounds and prior learning experience. Therefore, the project aims to construct a concept of ‘effectiveness’ defined by the students themselves and explore this in depth as they progress through their degree programme. This inquiry builds on a growing trend of insider or ‘endogenous’ research within HE institutions. EAP research is by its nature ‘insider’ research and requires the adoption of reflexive research practices (Blaj-Ward, 2014). The principle advantages of adopting this methodology for this project can be summarised as access to communities and fields, knowledge of context, and practicality in terms of cost and time (Greene, 2014; Trowler, 2011). The main findings of the project were the importance students attached to oral communication and integration with home students alongside challenges faced when they encountered non-traditional genres of academic writing. It is hoped that these findings contribute to the ongoing discussion in EAP of how to make pre-sessional courses more relevant to their participants.

Richard Silburn is the Director of the Language Centre at Metropolitan University and has worked as an EAP teacher, course coordinator and manager for over 15 years. Fiona Long is the Pre-sessional Coordinator at Manchester Metropolitan University.
ANDREW DRUMMOND, KING’S COLLEGE LONDON, UK

Comparing lexical development at two distinct IELTS bands within an international foundation programme

This study investigates lexical development in the writing of two groups of non-native speaking students on an international foundation programme of a UK University, with reference to a benchmark of first-year undergraduate lexical proficiency in writing. The higher level group entered the year-long programme with an IELTS writing score of 7.0 and the lower level group a score of 5.5. Laufer and Nation’s (1995) Lexical Frequency Profile has been used, along with the software Antwordprofiler (Anthony, 2014), to calculate what proportion of words used in a 1000 word essay less frequent than the most frequent 2000 words in English (B2000). This B2000 proportion was calculated for the first-year native speaking group from a corpus of 30 essays to create a benchmark. The same calculation was made for 1000 word essays from each non-native speaking group at the beginning and end of the programme. The purpose was to determine how much more relatively infrequent lexical items the non-native speakers are using in their writing by the end of the year. The results show that the higher level group moved firmly into the range of the native-speaker benchmark, but the lower level group only made limited progress, according to this measurement. Other measurements give a somewhat different picture of lexical development, indicating that lexical knowledge should be treated as a multi-dimensional construct. Implications for EAP courses are discussed.

Andrew is an English for Academic Purposes teacher at King’s College London. He has previously taught in South Africa, Hungary and Macedonia (FYROM). His research interests include academic vocabulary, the link between vocabulary knowledge and assessment and the link between vocabulary knowledge and reading skills. Andrew can be contacted at andrew.drummond@kcl.ac.uk and @drummondandrew on Twitter.
ALISON LESLIE, UNIVERSITY OF LEEDS, UK

We’re all in this together!: collaborating on an inclusive approach to academic literacy in the discipline.

EAP delivered through academic literacies embedded in a discipline is a driver for collaboration between EAP and subject-specific specialists. This approach is developing as best practice as it allows both parties to share their understanding of how students construct meaning in the discipline (Wingate and Tribble, 2012; Hathaway, 2015; Wingate, 2016). This session will share an initiative within in-sessional provision by the Language Centre at the University of Leeds developed in partnership with other Schools across the university, underpinned by a belief that all students need support in understanding the requirements of the academic community they are transitioning to (Wingate, 2015). In-sessional support is often made available to international students only which reinforces the deficit model of academic language and literacy needs. However our ‘buy-in’ from Schools is resulting in closer collaboration and better outcomes in terms of the student experience. One such collaborative project is with the School of Sociology and this presentation will reflect on lessons learnt from the first iteration of designing and team teaching seminars for a core module. As the cohort includes home and international students this is an innovative approach to delivering an inclusive syllabus and the Sociology lecturer has observed increased student engagement. However student feedback highlights the challenges of balancing diverse content, language and skills needs and fostering a sense of shared agency in advancing in the discipline rather than reinforcing ‘them’ and ‘us’ identities around remedial support. These challenges are driving the second iteration of the programme and planned responses to these will be shared. It is hoped that there will also be space for participants to share and discuss their own experiences of this kind of collaboration since we, as EAP practitioners, have an important role in steering the current drive for internationalisation and inclusive teaching in HE.

Alison is a Lecturer in EAP and has taught EAP for twenty years in several universities, including the University of Leeds where she currently works. She designs, delivers and leads in-sessional and pre-sessional programmes for postgraduate students and is currently seconded to the School of Sociology to manage their provision.
DEIRDRE MCKENNA, UNIVERSITY OF SUSSEX, UK

Supporting tutors through EAP materials designed for a Pre-Sessional Course: A Convenor’s Experience

Around 18% of all tertiary level students enrolled in the UK are international (OECD, 2019), with many gaining entry through pre-sessional courses. This has led to an increased need for teachers of EAP. At the University of Sussex, 35 additional tutors have been hired for the 2019 course, currently being delivered to over 400 students. While many of these tutors have extensive teaching experience, some are transitioning from general English to EAP which can be challenging, particularly in terms of the focus on content, and knowledge of academic conventions (Campion, 2016). This raises the question of how course convenors can best support tutors, particularly those who are new to EAP teaching.

This talk presents the experience of a pre-sessional convenor in developing the syllabus and materials with the aim of supporting tutors new to EAP teaching. This involved clearly structuring the scheme of work in terms of the aims and topics, balancing language and academic skills development (Flowerdew & Peacock, 2001), and creating a set of core materials for tutors, identified as extremely valuable in supporting early career EAP practitioners (Campion, 2016, p. 66). These in-house materials were designed to be flexible and encouraged tutors to modify them based on their students’ needs and their own teaching preferences (Alexander, Argent, & Spencer, 2008). As part of this materials creation process, a new Canvas site was also developed and introduced to the pre-sessional in 2019. Consequently, tutors also needed support with navigating Canvas as an integral part of accessing the pre-sessional materials.

The initial feedback indicates that tutors of all EAP experience levels value the availability of pre-prepared materials, highlighting reduced planning time, consistency and links between lessons as particular advantages. It is notable that those new to EAP tend to deliver the materials ‘as is’, while experienced EAP practitioners modify materials as they see fit, pointing towards the transition period required in becoming an EAP practitioner in terms of confidence with the content (Campion, 2016). Ongoing tutor feedback will be valuable in informing future improvements on the course, and develop further understanding of how convenors can support tutors effectively.

Deirdre McKenna, from Co. Tyrone, is a convenor and Teaching Fellow in ELT at the University of Sussex. She has worked in a range of EAP contexts including the University of Nottingham Ningbo, China and the Arts University, Bournemouth. She has also taught in South Korea and Germany.
HELEN HICKEY AND DAVID KING, UNIVERSITY OF THE ARTS, LONDON

Content Language Acquisition: A Corpus Informed Approach to Materials Design

The use of corpora within EAP (EGAP and ESAP) continues to grow (Hyland 2000, 2002; McEnery & Xiao 2010) and has been used to provide insights into written and spoken academic English. They have often informed materials development (e.g., Cambridge Academic English Corpus, COBUILD). Much of the work conducted in corpora-informed materials design has, however, tended to be of a general nature (e.g., JDEST, Yang 1986); or of a specific nature that does not address the content language needs of Art & Design students and teachers (e.g., Medical Science, Marco 1999; Pharmaceutical Science, Oledhill 2000).

The nature of English language provision at UAL, which endeavours to provide English language development that is as discipline-specific as possible, has further highlighted the need for specialist corpora to inform materials design and thus aid the acquisition of content language. We are creating corpora that attempt to bridge the gap between a general English language approach to EAP materials and a more content specific approach. A corpus comprised of written Graphic Design texts drawn from recommended reading lists as determined by course leaders was compiled. This corpus provided the basis for the creation of 16 hours of stand-alone teaching materials designed for Language Development courses. The presentation will discuss the context and the creation of the teaching materials, how the materials address content language and the outcomes from trialling the materials. We believe the project confirms the need for and usefulness of specialist corpora within EAP material design to facilitate the acquisition of content language.

Co-presented by Helen Hickey and David King. Helen is Head of Preessional Programmes and David is a Preessional Lecturer at UAL. We both hold MAs in Applied Linguistics and English Language Teaching at King’s College London.
Increased student mobility has led to an increase the numbers of English as an additional language (EAL) students studying at English-medium universities. The primary predictor of EAL students’ academic success is standardized test scores, however, the validity of these tests and associated preparation courses are currently debated. Pre-sessional English for Academic Purposes (EAP) programmes are increasingly popular as alternative entry and preparation tools. To date, however, these programmes are under-researched, and their development not always linked with research and theory. My PhD project aims to redress this imbalance through the creation of an Irish-specific pre-sessional EAP programme from needs analysis to blueprint. This presentation focuses on the results of a scoping review, which is one part of the larger PhD thesis. The scoping review investigates empirical literature on pre-sessional curricula and assessment between 2013 and 2018. Of 1,897 potentially relevant articles found, only 12 fit the exclusion and inclusion criteria. Of these 12 articles, 5 were focused on assessment and 7 were focused on curriculum, however, aspects of both appear in almost every article. This presentation will detail the scoping review process and present preliminary findings. Importantly, the findings highlight the lack of research on pre-sessional programme development despite the high-stakes nature of the programmes. It also highlights the lack of alternative assessment and curricula being researched and/or documented. Aspects including the content of the curricula and assessment, feedback practices, entry and exit requirements, and suggestions presented by the studies will be the focus of this presentation. Further trends involving theoretical and pedagogical influences, programme types and location of the studies will also be discussed. Finally, the presentation will pose open questions presented both by the studies and the presenter pointing to a need for an increase in research on and alternative practices in pre-sessional programmes.

Jessica is a studentship-funded Ph.D. student at Trinity College Dublin. Originally from the United States, she has had an international career as an English language teacher before successfully completing a Masters in ELT at TCD. Her current research investigates curricula and assessment measures for international students in Irish tertiary education.
CATHRYN BENNETT, TRINITY COLLEGE DUBLIN, IRELAND

Learner preferences of research to writing strategies

Essays are often included as a part of final assessments in taught degrees and thus have become standard forms of summative assessment in EAP programmes. Without clear training in academic literacies, namely how to read for essay writing, learners may continue to struggle in this endeavor. Alexander, Argent & Spencer (2008) underline the need for learners to embrace more “sophisticated note-taking and recording strategies” to aid this phenomenon (p. 123). While others (Carrell and Carson 1997; Grabe 2009) support boosting learners’ awareness of metacognitive reading strategies to combat this struggle. Questions remain as to how, and whether (Carrell 1998), this can be conducted. Over the course of an academic term, CEFR assessed B2 learners were exposed to four reading for research strategies to aid in the academic writing process for their final assignments. These strategies included research journals, annotated bibliographies, and graphic organizers (Evans 2008). In addition to these strategies, learners were also trained in the SQ3R approach to highlight dominant reading habits. Learners were encouraged to employ a different technique for different stages of the writing process in their end of term academic essays in which research was a critical element. Their preferences and reactions were recorded as to which they found most beneficial. This talk presents these strategies, their findings and promotes further engagement with research in reading for writing purposes for second language learners.

Cathryn Bennett is a passionate EAP tutor and new PhD candidate at Trinity College Dublin where she is investigating teacher training of corpus applications for the ELT/EAP classroom. Her research interests also include lexical bundles and ESP syllabus design.
Teaching EAP for humanities and social sciences majors implies some challenges related to designing methodological provision. The SWOT analysis used to evaluate the existing EAP coursebooks enabled to reveal the following challenges which English language instructors face while selecting learning materials for the masters programmes: the coursebooks published in non-English speaking countries, in particular Ukraine, contain too long texts and often are not based on a three-phase approach: pre-reading, while-reading, and post-reading; have a limited choice of text types and genres but large amounts of grammar; lack communicative exercises, etc. while those from international publishers, although using more modern and varied approaches, focus on a concept of narrow EAP and are composed mostly for “white-coated” researchers who work in laboratory settings. Therefore in order to combat a lack of resources for certain specialisms, English language instructors use self-made materials according to their learners’ needs. In the course of our teaching practice we designed a set of printable worksheets to complement the major EAP textbooks, cover the training areas of humanities and social sciences majors, and promote implementation of the following pedagogical conditions: maintaining students’ motivation for doing research in the humanities and social sciences; enriching students’ knowledge about the essence of research work (its aims, methods and results in contrast to the exact and natural sciences); developing respective students’ research skills. The worksheets series is divided into Critical Reading, Topic Development, Board Game, Interesting Personality and Situations for Discussion sections and follow the requirements for learning resources design: they are well-structured, have interesting and relevant content, consistency in activities and exercises, appropriate vocabulary and language use, material for skills development. The tasks are formulated according to the Bloom’s Taxonomy and help to decide on learning outcomes. The above-mentioned worksheet series is aimed at addressing challenges in selecting and designing EAP learning materials.

I work as an Associate Professor of Foreign Languages Department, Mariupol State University (Ukraine) and have 19 years’ experience in teaching EFL, BE, ESP, EAP, Methods of ELT, Psychological Aspects of Foreign Language Acquisition, Methodology and Organization of Scientific Research. My academic interests include ESAP pedagogies and educational leadership.
Emerging from the silos – can the experiences of information professionals’ collaboration with subject disciplines inform the approach of EAP practitioners?

The low-status perception of EAP in UK organisations has been well documented; this perception of a disconnect from academia has often been exacerbated by its collocation with non-academic functions within universities. Furthermore, there is a commonly-held misconception of academic English teaching as a mechanistic, technicist and transmissive function as opposed to the constructivist and transformative functions associated with the teaching of academic subject content within faculties. These misconceptions are often reinforced by the language used in connection with the teaching of EAP, which tends to focus on such terminology as ‘training’ and ‘skills,’ together with ‘servicing’ and ‘supporting’ faculties and disciplines.

This paper explores parallels between EAP’s image as a ‘poor relation,’ with its comparative lack of agency in many institutions and the experiences of such other groupings within academia as information professionals in libraries and learning development staff. The question is addressed of whether any of the information professional’s experience of successful collaboration with subject content lecturers in faculties could serve as pointers to the way forward for the EAP teacher’s collaboration with subject disciplines. Are there parallels in the rationale for collaboration between EAP and disciplines in a similar respect as information literacy has been a common denominator for collaboration between faculties and information professionals? What are the vital ingredients of the information professional’s strategy that could be successfully deployed by the EAP practitioner? What is the prognosis for EAP’s success in emerging from the silo as a demonstrable key to academic success.

Jonathan has collaborated with disciplines in designing, delivering and jointly assessing information literacy, embedding it within mainstream modules. He took a new career direction, completing an MA TEAP by distance learning with the University of Nottingham in 2017. He is now building EAP experience teaching while simultaneously researching, writing and presenting. Key interests include collaboration, practitioner identity and classroom dynamics.
Preparation for Academic Writing (PAW) is a STEM writing course at Imperial College London. It is designed to help early stage, international PhD students who are found, on testing to have serious L2 language and communication issues. The course, which straddles two pedagogic approaches to teaching academic literacy, combines aspects of genre analysis with building up an awareness of form-meaning patterns in academic writing. Through this approach students not only increase their knowledge of the formal grammatical features of the language, but also their rhetorical function. A central feature of the course is that it encourages students to use their reading as a tool for improving their writing; placing more emphasis on noticing the language from their discipline than on the production of new pieces of writing.

The course is not a return to a focus on form in the traditional sense of decontextualized lessons on grammar. A core pedagogic principle is that the language taught (grammar and vocabulary) is never separated from its rhetorical function. Throughout the course students are required to analyse the use of a limited range of grammatical-discourse items in their discipline texts. Reflecting on how these are used in these texts, students comment on the writer’s rationale for employing them.

An overarching aim of the PAW course is to develop the students’ academic literacy and their ability to communicate knowledge in their field. Through this process, the students will not only gain a greater awareness of the conventions and mechanics of academic writing, but also a familiarity with how scientific knowledge is communicated in their discipline. On completion of the PAW course, the students are streamed into two more advanced academic writing courses. It is hoped that having completed the PAW course, they will be better placed to avail of the input on these courses.

Brian designs and delivers a number of EAP courses and workshops for MSc and PhD students and academic staff at the Centre for Academic English (CfAE) at Imperial. As well as teaching EAP and supporting the research output of the university, he coordinates staff development at the CfAE. Before joining Imperial in 2015 he taught EAP at London Metropolitan University and University of the Arts. He is interested in the use of genre analysis as a pedagogic tool to help students gain academic literacy within their disciplines. Brian also taught photographic theory and practice at Goldsmiths University. Prior to teaching EAP in the UK, he lived and taught general English in Italy and Argentina for many years. He is a Fellow of the Higher Education Academy.
International Student Voices and the VLE: How can Photovoice and student focus groups contribute to the design of VLE spaces

Online learning and communication platforms are an effective way to embrace ‘dialogic and collaborative methodologies.’ (Lillis and Tuck, in Hyland and Shaw, 2016) However, engagement with these platforms is often disappointingly low. Exploring students’ perceptions of their VLE is the most effective way to increase their engagement with online learning and teaching. This presentation outlines the results of an ongoing research project into students’ experiences of virtual learning platforms. The project is driven by low engagement with online courses and a perceived lack of enthusiasm for Moodle. The research project, taking a bottom-up approach using data collected from student focus groups to develop a platform that is a closer reflection of what students of EAP need and expect. We hope to develop working practices to be used across departments that put students at the centre of designing the VLE spaces they are required to use. Underlying this project is the conviction that ‘if we want to enhance online learning, we need to enhance online learner participation.’ (Hrastinski, 2008). Within the context of an online EAP course, the project gathered reactions from students at the University of the Arts, London, the University of Bologna, the Accademia delle Belle Arti di Bologna and the University of Oslo to online interaction at HE. I report the results of the second stage of the project. This stage of data gathering included ‘Photovoice’ (Wang and Burris, 1997). Students were asked to create visual representations of their digital learning journey. The resulting film is a visible representation of digital practices that would, otherwise, have remained invisible to the researcher. The project included the running of three focus groups with international students. Ho, (2016) argues ‘that the focus group interview, as a method of data collection, may be particularly relevant in gathering the viewpoints and opinions of participants who have traditionally not been well represented’ in EAP studies. McKenna (2016) emphasises ‘the importance of the inclusion of the student voice in the evaluation and development of institutional practices.’ Two interviews with experts in digital learning were conducted. The presentation sets out the findings and offers an analysis of the data.

Claire Hiscock has taught EAP for over 30 years both in Italy and the UK. In her present role, she explores how EAP students engage with the discourse of Art and Design. The research projects include an investigation of online learning in EAP, particularly within institutional digital learning environments.
PETER LEVRAI AND AVERIL BOLSTER, UNIVERSITY OF TURKU, FINLAND

A definition for student collaboration in EAP: Implications for practice

Student collaborative assignments are becoming more common across Higher Education and also feature in a large number of EAP programmes. However, there is a significant gap between researcher and practitioner conceptions of the term (Bolster & Levrai, in press). At the BALEAP 2019 conference in Leeds, we attempted to close the gap and proposed a definition for a collaborative assignment in EAP, drawing on both research and practitioner perspectives;

“A collaborative assignment is one where learners work together and make equitable contributions to develop an indivisible artefact for which they share responsibility and ownership. During the development of the artefact, learners may work synchronously or asynchronously, face-to-face or online, but there is interdependence between group members, drawing on all their strengths.” (Bolster & Levrai, 2019)

Having a clear definition of a term allows investigation into best practice and this talk goes on to discuss the implications for practice in terms of assignment design, delivery, and assessment. We will discuss the practicalities of designing and implementing a collaborative assignment. We will also look at how a practitioner can navigate what can be a problematic process and move from being a "guide on the side" (Rummel and Deiglmayr, 2018) to make the most of an innovative approach.

Averil Bolster and Peter Levrai are the co-authors of the award-winning "Develop EAP: A Sustainable Academic English Skills Course". They are currently undertaking PhDs in Language Acquisition in Multilingual Settings in University of the Basque Country while working as a University Teachers of English in University of Turku, Finland.
BEE BOND, UNIVERSITY OF LEEDS, UK

Assessing language and content: intersections, priorities and who has the academic authority to decide.

This paper reports on a small data set extracted from a much larger ethnographic project that worked to consider the intersections of language and disciplinary knowledge within the taught post-graduate curriculum. Within the larger project, iterative analysis of emerging themes highlighted that some of the questions being asked by EAP practitioners were around the purpose and necessity for an EAP-centred assessment process within a content-led pre-sessional programme. There were also concerns around whether these practitioners had enough authority or the right knowledge base to effectively assess students who were writing within a specific discipline.

In order to address these concerns, I asked four participants to engage in a ‘live marking’ session with a follow-up interview. This was done in pairs formed of one EAP and one content specialist. The first pair read and assessed an essay produced at the end of the content-based pre-sessional; the second pair read and assessed an essay written by the same student at the end of her first academic module. After doing this individually, each pair was immediately interviewed about their thought processes and overall assessment of the text in relation to the relevant assessment criteria. Analysis of script annotations and the follow up interviews provide insights into where language and content, at least within the discipline under investigation, were seen to intersect and disconnect. The difficulties faced by EAP practitioners and content teachers when trying to support students in both are highlighted, as are the key concerns of each when assessing student written communication.

From this data, I make suggestions that try to answer the question of the purpose, necessity and place for the EAP practitioner in the assessment of student disciplinary writing, arguing for much greater collaboration between EAP and content teachers. I also consider where the knowledge base that would enable EAP practitioners to engage with this form of assessment with confidence and authority lies.

I am an Associate Professor in EAP at the Language Centre at the University of Leeds. I am currently responsible for embedding TPG insessional support within Schools and Faculties across the University. My scholarship interests lie in the intersection between language and disciplinary content knowledge.
MARSHALL STAUFFER AND JEANNE O’CONNELL, THE UNIVERSITY OF NOTTINGHAM, NINGBO, CHINA

Using Virtual Advising to Support Failing Students in EAP

A challenge for all Higher Education Institutions is to establish why students fail, and what can be done to support them (Peelo & Wareham, 2003). Students who fail EAP Pathway programmes, such as Pre-Master, Pre-Sessional, and Preliminary Year courses, can generally resit failed exams and/or resubmit failed coursework (Fenton-Smith et al., 2017). In the 2017-18 EAP Preliminary Year at the University of Nottingham, China, of the 1,992 students registered, 137 failed to achieve a passing grade in EAP coursework; 44 of these students (32%) failed their resubmissions and were unable to progress to Year 2. This non-progression has implications for the institution, the students and their families. Our pilot research examines the existing support offered to these resubmitting students and addresses the need for additional input. For this, students who did not achieve a passing grade on Semester 1 coursework were offered tailored workshops and face-to-face advising sessions during Semester 2. However, as students are not on campus during the summer, we have established virtual advising to support summer resubmissions of Semester 2 work. Hosted on a Virtual Learning Environment (VLE), this virtual advising includes student forums, bespoke review lessons, and video tutorials with short quizzes to monitor interaction and understanding. This content is based on a linguistic analysis of marker feedback on failed coursework and considers student feedback on Semester 1 support. The virtual nature of the sessions is practical due to its permanent availability and consistent quality (Zhang et al., 2017). By examining feedback from surveys and monitoring student views and hits on materials, we have assessed the uptake of the support provision, and examined whether those who used the support had a higher success rate on their resubmissions. The results of this research will feed into our resit support in the upcoming academic year and our in-sessional support across the University, with the aim of reducing the number of students retaking modules. As few studies have explored the effectiveness of support for failing EAP students, this collaborative research is of interest to a broad range of educators, especially those working in VLEs, assessment, and in-sessional support.

Marshall Stauffer is the Senior Tutor for In-sessional Support at the University of Nottingham Ningbo China. Over the past decade, he has worked in education in the US, Japan, and China. Jeanne O’Connell is the Head of Assessment in the Centre of English Language Education (CELE) in the University of Nottingham Ningbo, China. Over the past decade, she has worked in education in Ireland and China. Holly Nelson is the Deputy Head of the Centre for English Language Education, and the Director of Teaching and Learning. She has worked in EAP since 2008, and has worked in Europe, Asia and Central America.
EAP IN IRELAND

MARK HENNESSY, MAYNOOTH UNIVERSITY, IRELAND

EAP and Adult Education Philosophies: (Re)discovering the underpinning knowledge, values and beliefs in teaching and learning that inform our practice, both now and in the future

As EAP practitioners, if we were to ask ourselves what personal philosophies of teaching and learning inform our practice, there might well be a lengthy pause followed by a rather generalised answer. Some might be grounded in theory though others may hark back to our own formalised education or assumptions that we may still hold despite having rarely questioned or voiced them. Some of us may struggle to see the relevance of such education theory and its place in our practice or maybe perceive it as outdated or even elitist. This paper will examine five of the most influential adult education philosophies (Liberalism, Behaviourism, Progressivism, Humanism and Radicalism) and how they may be applied to inform effective, innovative EAP practice that is best suited to each individual practitioner’s knowledge, values and beliefs.

The paper will suggest that, far from being outdated or irrelevant, an understanding and appreciation of adult educational philosophies should be at the core of each EAP practitioner’s decisions in the selection and teaching of content as well as in activities, assessment and evaluation. What makes us us as practitioners? What defines our practice? What do we believe in and why? In the modern world of tech-heavy resources, the internet and published materials, the freedom to choose and engage in an individual philosophical approach within education seems less and less appealing. Technology and textbooks make everything so much more simple and also save time and effort. It is perhaps true to say that many practitioners are allowing ourselves to be drawn, dreamlike, into a world of teaching and learning practices where many of the most important decisions are being made for us, often by textbooks, online materials and the latest technology apps. In such a scenario, we run the risk of becoming largely unthinking, uncritical deliverers of content and providers of practice devoid of any greater purpose. The paper will examine ways to break this cycle and help raise awareness of who we are as EAP practitioners, of what we teach, how and why. It will also explore where this theory- informed practice can take us, and our students, in the future.

Mark Hennessy works at Maynooth University, as EAP coordinator for pre-sessional English language programmes, and holds both a Trinity College London Certificate and Licentiate Diploma in TESOL, in addition to a degree in Humanities and English (Hons), and an MA in Education and Applied Linguistics, both from The Open University in the UK.
MALGORZATA DREWNIOK, UNIVERSITY OF LINCOLN, UK

*English for PhD Writing: developing EAP support for research students at University of Lincoln, UK*

In the UK universities with large international student cohort, there is generally more and more EAP and study skills support provided each year. However, most of it is done for pre-sessional and undergraduate students. It is often assumed that postgraduate taught, and especially research students should be strong enough in their English language and study skills not to need much support. This might come from the fact that most PGT and PGR courses require higher IELTS scores.

In my current context at University of Lincoln it has become apparent to me that PGR students in particular would benefit from more specialist support. As a new and growing university, Lincoln is building its research cohort, and some departments have only just had their first PhD students. When I joined in January 2019, I very quickly met several PhD students coming for help to our one-to-one appointments. Through working with them and having general conversations about their study experience, I identified a gap in our in-sessional provision, and decided to act upon it. Drawing on my teaching expertise and my personal experience as an international PhD student in the UK, I designed a series of standalone workshops which were piloted in May–July 2019 and will be fully incorporated in our in-sessional provision in 2019–20. The workshops were developed in collaboration with the Doctoral School at Lincoln. In this presentation, I would like to outline how I designed and ran these workshops, what lessons I learnt, and where it can take us in supporting PhD students within EAP teaching. I also want to discuss how the Research Development Framework (Vitae) can help EAP practitioners align themselves with other provision for doctoral students at their institutions.

Malgorzata (Gosia) Drewniok has a PhD in Linguistics from Lancaster University, UK. In the past, she worked at University of Southampton, UK (2013–17 MA Research Skills module) and University of Warwick, UK (2017–18 Warwick International Foundation Programme). In January 2019 she joined University of Lincoln, UK and is now the Head of the English Language Centre. She is a qualified EFL teacher, and is research active, with interests in the language of popular culture.
This paper describes an innovative online EAP pilot project at the Open University UK, organised by a working group drawn from cross-faculty representatives.

The project involved the provision of subject-specific, individual online EAP sessions to students across the Open University curriculum. Faculty representatives worked in collaboration to deliver the pilot, which included the development of electronic systems to manage referrals, and facilitate communication between subject tutors, students and EAP tutors. Sixteen tutors with EAP subject specialist knowledge were recruited from the School of Languages and Applied Linguistics, where such expertise is primarily located. A community of practice was fostered amongst the EAP tutors through the provision of a bespoke webspace, an online forum, a conferencing room and a repository for shared resources.

This presentation will describe the organisational and operational aspects of the pilot, its benefits and challenges as a model of EAP provision, and how the latter were resolved. It will then present the findings of research conducted into the impact of the project on student motivation and success, drawing on mixed data sources.

Finally, the presenters discuss the Open University’s plans to expand EAP provision as part of a comprehensive programme of online EAP support within a virtual language centre structure. They conclude by suggesting how other HEIs might adapt the model of online EAP support described in this paper to their own contexts.

Dr Jo Fayram and Dr Lina Adinolfi are online EAP specialists in the School of Languages and Applied Linguistics at the Open University, UK. They co-chair a general EAP online module and have contributed extensively to the development of an award-winning Business English module, produced in collaboration with the Business School.
TED COLCLOUGH, JENI DRISCOLL AND ANNA FOX, UNIVERSITY OF LIVERPOOL, UK

A discipline-specific approach to the uses of literature

The aim of this paper is to outline collaborations between EAP teachers and academic departments undertaken in order to improve understanding of disciplinary differences and to inform materials design. This specific collaboration explores disciplinary differences in the uses of literature in academic writing and how the sharing of disciplinary knowledge can be used to inform the development of more discipline-specific EAP materials.

The current study builds on work presented at the LSE BALEP PIM in March 2016 and 2017 BALEP Conference. The initial phase outlined the development of a series of questions designed for use by EAP practitioners as a way of investigating disciplinary differences and, more specifically, variations in the uses of literature in academic writing. While the initial phase has identified some emerging themes from interviews using the questions conducted with academics in Architecture, Engineering and Finance, the current presentation reports on a more detailed analysis of the interview transcripts. Key insights from the interviews have been used as a basis for the examination of how literature is used within the three disciplines. This in turn has informed our understanding of the expectations placed on students of those disciplines, in particular when their academic programme culminates in writing a dissertation. Finally, consideration will be given as to how the findings from these collaborations with academic colleagues can be used to inform the development of more nuanced discipline-specific EAP materials which better respond to the needs of students in the disciplines studied. The paper will also compare the different ways in which the research findings manifested themselves in discipline-specific materials. It will also explore some of the challenges and benefits of this collaboration.

For In-sessional teaching at Liverpool, the project has been novel in that, rather than being based on generic guidance on using sources, it is informed by scholarship and takes insights from subject specialists as its starting point. The hope is that the research-led and discipline-informed nature of the work has enabled a more authentic approach through which to engage and support students, whilst developing disciplinary pedagogy and partnership between subject lecturers and EAP practitioner.

Until 2017 Ted Colclough was the In-sessional English (ISE) Director at the English Language Centre, University of Liverpool. Anna Fox is the In-sessional English Coordinator and Jeni Driscoll is an In-sessional tutor. All three have been centrally involved in the introduction and development of discipline-specific ISE at Liverpool since 2002.
Since 1998’s landmark ACES study, the application of Trauma-Informed Principles to classroom teaching has grown into mainstream practice in K-12 education, and is increasingly becoming an important consideration in adult and higher education contexts. While the concept of trauma-Informed teaching has begun to reach English language teaching and learning, currently there remain few resources for ELT professionals and limited training options available.

However, English language teachers are frequently the primary point of contact for students who are coping with traumatic experiences. Instructors frequently manage classrooms with students who are asylum seekers, who may have fled traumatic experiences in their home country, and/or who may be survivors of torture, victims of abuse and or have faced oppression based on gender, sexuality, ethnicity or religion. Additionally as the issue of immigration becomes increasingly polarizing in countries like the US and the UK, migrants to English speaking countries face rising hurdles (and decreasing resources) in achieving the aim of fully integrating into their new linguistic community.

We argue that effective training in Trauma Informed Teaching Practices is vital for ELT professionals, not only in order to most effectively meet the needs of the learners who turn up in our classrooms, but also to best support the instructors and staff who work with these students. This presentation will present the ways in which the impact of trauma may manifest in learners and provide an overview of trauma informed principles. We will advocate for incorporating trauma informed principles into the English language classroom and consider how they may be effectively included in teacher training and professional development programs.

This session considers how trauma impacts learning, provides an overview of Trauma Informed Principles and their application to English language teaching. It argues that knowledge of trauma informed principles is essential for ELT professionals, and offers practical suggestions on incorporating these principles in teacher training and professional development programs.
ADINA PIRTEA AND KARL NIGHTINGALE, UNIVERSITY OF BIRMINGHAM, UK

Developing inclusive curricula. Is audio feedback a useful approach for international students?

The ability to give audio feedback on assignments (e.g. via online recording of assessor comments) has been available in HE for several years, and is often highly valued by students. However, whether the approach is useful for everyone in our diverse cohorts is less clear. We describe an ongoing project in several undergraduate and pre-degree programmes (including EAP in Foundation / Pre-sessional programmes) to evaluate whether this approach increases student satisfaction with assessment feedback, and can contribute to a more inclusive curriculum.

This workshop will: (i) review what is already known about audio feedback from previous studies, (ii) present questionnaire and focus group data on how students respond to the approach, with a focus on international students, and (3), discuss what is involved in giving audio feedback from a staff perspective. We will focus on exploring participants’ perceptions and experience of best practice, both from an EAP and undergraduate disciplinary perspectives.

Who is this workshop aimed at?
This is aimed at anyone interested in introducing educational technologies into their teaching practice, and how we can evaluate whether they offer benefits for students. We hope participants will also share their best practice on their use of audio feedback.

Adina Pirtea is an EAP tutor in the Birmingham International Academy, and is involved in both teaching and coordinating pre-sessional courses. She is interested in developing reliable assessment criteria for writing and speaking skills and in learning-oriented assessment.

Karl Nightingale is a senior lecturer, and teaches on a range of clinical programmes (e.g. medicine, dentistry etc.), as well as biological science topics for international students in the Birmingham Foundation Academy. He is interested in using action research to evaluate technology-based approaches to more inclusive curricula.
CARLOS RAFAEL OLIVERAS, TRINITY COLLEGE
DUBLIN, IRELAND

Translanguaging - Engaging the multilingual learner in the Irish EAP classroom

In Teaching to Transgress (1994), bell hooks writes that “no education is politically neutral”; this includes the seemingly innocuous and neutral academic literacy education encapsulated in EAP courses. The sentiment echoes Voloshinov’s (1973) belief that the essence of language is necessarily ideological. EAP teachers are then involved in political and ideological socialization, but is there room to critically consider what that entails, specifically in terms of the language?

A strength that Ireland has is its official bilingualism. While the success of bilingual policy and its enactment in the education system at large can be debated, the simple fact of the policy gives EAP practitioners in Ireland unique license to objectively view the place of English in the academy. What should emerge is a healthy distance from English that moves focus away from the content of the class (EAP) to the learners in the classroom: multilingual students with a wide variety of competences (cf. Cook, 1992). The EAP teacher, then, should not only be comfortable with the concept of letting students use their languages in the classroom, but utilizing that language use in the development of academic English.

The paper will argue that Ireland’s relationship with its languages renders it uniquely capable of developing an EAP which understands the myriad ways individuals connect with and use their languages. It will argue for translanguaging in the broadest sense (cf. García & Wei, 2013), including the allowance of home language use in the EAP classroom as a pragmatic tool. It will provide some practical information on the strengths of bi- and multilingual learners, such as preexisting (and possibly contradictory) conceptual knowledge (cf. Paradis, 2004), and how those strengths may be applied and taken advantage of in an EAP setting (for example, in synthesizing opposing viewpoints). Since languages cannot be unlearned or ignored (e.g. Kroll, Dussias, Bogulski, & Kroff, 2012; Paradis, 2004), the EAP teacher should be equipped to use all available tools to help students achieve a basic understanding of academic English and prepare their students to keep developing it.

Carlos Rafael Oliveras is a 3rd year PhD Candidate in Applied Linguistics at TCD. Originally from New York, he has taught ESL, EFL, and EAP in Suwon (South Korea), New York, and now Dublin. While his research is primarily on multilingual language development, he also explores the implications of the phenomenon for pedagogy and teacher development.
MICKY ROSS, UNIVERSITY OF GLASGOW, UK

Constructing theory for teaching and learning in HE from the basis of EAP practice

The experiences of professional practice in EAP can be an exciting basis for investigation into learning and teaching in Higher Education. In the education literature, there is reference made to investigation that is carried out by practitioners, generally known as practitioner enquiry (for example see Gilchrist, 2018; Groundwater-Smith and Mockler, 2007). Practitioner enquiry is normally utilised by practitioners to enhance their everyday practice in the workplace. This is, for example, by conducting small-scale investigation (Stringer, 2013). This kind of small-scale investigation is on a feedback loop. This is in the sense that it begins and ends with a single practitioner. In consequence, this type of approach to investigation regularly comes under harsh scrutiny in terms of knowledge, methods, and science (Cochran-Smith and Donnell, 2006), which can be off-putting to many who are interested in perusing research and scholarship within their profession. However, practitioner enquiry does not have to exist on a feedback loop. It does not have to be the end of an investigation. In fact, it can be the basis for a much more expansive research project.

In this paper, I illustrate how EAP practice can be a starting point for research. I do this by outlining an approach to a project that took elements of practice-based research and incorporated autoethnography (Ellis and Bochner, 2013) and constructivist grounded theory (Charmaz, 2014). The product of this project was a set of engaging findings that led to new theories of transformative higher education. These theories included an articulation of an academic self, an identification of three actors within a learning situation, an explanation of the ways in which educators enable (and disable) learning, and a delineation of how learners cope with the uncertainties of their studies. This paper offers attendees the opportunity to engage with this research process and take away meaningful strategies in how the EAP practitioner can simultaneously become an effective researcher.

Micky is an Effective Learning Adviser at the Learning Enhancement and Academic Development Service (LEADS) at the University of Glasgow. He wrote his Ph.D. thesis in Education with a focus on transformative learning in HE and practice-based research. He is a Senior Fellow of the HEA.
Although academic writing assessment is high stakes in most EAP programmes, several studies have emphasized the need to move beyond the reporting function of assessment (assessment of learning) and focus on its learning potential (assessment for learning; e.g. Seviour, 2015). This paper argues, however, that assessment as learning is equally important if the goal of writing instruction is to develop autonomous and ‘strategic writers who will be equipped to manage their own learning and writing processes beyond their language/writing class’ (Ferris, 2018: 89).

Departing from this conviction, the paper describes the approach taken to promote assessment for/as learning on an academic writing course for Pre-Master’s students in an Irish University. This involves the use of an ePortfolio approach which engages students in (a) assessment partnerships, in the form of peer assessment and self-assessment activities scaffolded by and combined with teacher assessment, and (b) sustainable feedback practices which ‘support and inform the student on the current task, whilst also developing the ability to self-regulate performance on future tasks’ (Carless et al., 2011: 397). Student and teacher perspectives on this ePortfolio assessment are offered based on an analysis of quantitative and qualitative data (i.e. 69 student questionnaires (including closed and open-ended questions), 69 student reflective essays and data from semi-structured interviews of 2 writing instructors. It is hoped that the positive findings of this study will encourage EAP Practitioners to adopt a similar approach to EAP writing assessment and feedback.

Stergiani Kostopoulou is a Senior Teaching Fellow in the Applied Language Centre of University College Dublin, where she directs EAP Programmes (Pre-Master’s and Pre-Sessionals), manages and mentors EAP Tutors and lectures on an MA in TESOL. Stergiani holds a BA Hons in English Linguistics (Aristotle University of Thessaloniki) and an M.Phil. and Ph.D. in Applied Linguistics (Trinity College Dublin). In her 17-year professional career, she has worked in Irish and Greek Universities and Colleges and has designed a wide range of general and discipline-specific EAP courses for undergraduate and postgraduate students. Stergiani’s research interests include EAP, Applied Corpus Linguistics, and Language Assessment. She has published papers on these areas and presented at international conferences. Stergiani also contributes as a committee member for reviews to Journals and international conferences.
The composition of UK university staff and students is becoming increasingly diverse, and the need for a learning and teaching environment in which difference is valued has never been greater. However, HEIs in the UK are observing a significant rise in the number of staff and students seeking support for stress and mental health issues (Morrish, 23/05/19; Thorley, 2017). EAP practitioners need to be able to mentor students effectively, combat discrimination and facilitate development of a negotiated class culture based on mutual respect. However, institutional barriers to participation, discrimination and staff and student bullying and /or incivility are still pervasive aspects of HE culture (Metzger et al., 2015). Moreover, neoliberal commodification of HE is affecting staff in a variety of ways, including heavier workloads (Tabener, 2018).

At Heriot-Watt University this year, we trialled a cultural awareness induction session for Pre-sessional teaching staff. Two key rationales prompted development of this induction session. Firstly, teaching staff need to be culturally aware in order to facilitate development of cultural awareness among their students. Secondly, in the field of EAP ‘diversity’ has historically been viewed in terms of nationalities or first languages, but the Equality Act (2010) has obliged universities to consider how to reduce barriers to participation for students with very diverse needs. These include students with differing socio-economic backgrounds, ages, gender and sexual orientation; neurodivergence, e.g. Dyslexia or Autism; mental or physical impairments or health issues; parents and non-parents; and beliefs and value systems. Hence, a second rationale for the session was to broaden our working definition of diversity in the classroom. Our aim in this presentation is to present an evaluation of the teacher induction session, including analysis of 30 teacher participants’ written reflections on the session.

Jane Bell is an Assistant Professor in the School of Social Sciences at Heriot-Watt University. She co-ordinates a Pre-sessional programme and six other courses, and teaches EAP, Social Sciences and teacher development. Her research interests include intercultural communication and diversity. Jane Richardson is also an Assistant Professor at Heriot-Watt. She co-ordinates a Pre-sessional programme, teaches home and international students and has created UG courses such as Global Communication in English. Her research interests include diversity in HE, Global Englishes and assessment in EAP.
CONOR O’REILLY, UCD INTERNATIONAL STUDY CENTRE, DUBLIN, IRELAND

EAP and a Learner Focused Internationalisation Strategy for Ireland

As the cycle of Ireland’s second internationalisation of education strategy comes towards its conclusion, practitioners of English for Academic Purposes have the opportunity to influence the future of internationalisation in Ireland. A student centred and a more inclusive higher education sector in Ireland must be encouraged. Practitioners of English for Academic Purposes hold a unique position to lead in facilitating change in this area due to their familiarity and experience working with international students.

Students are essential components in global and international education settings, however Phillipson (2008) sees the product, project, and process of globalised education as the key considerations for education decision makers. Previous government strategies have been viewed as largely but not wholly successful, but they have seen the implementation of many changes in Ireland’s internationally focused higher education. These steps can be viewed as ways of protecting and supporting Ireland’s international education market, but they have not concentrated on supporting the needs and ambitions of international students.

By bringing people to the forefront of future internationalization strategies and giving priority to a new student centred approach a more inclusive higher education sector in Ireland can be fostered. By actively engaging with students on these issues, EAP practitioners can assist in measuring the quality and success of Irish internationalisation, not by rise and fall of international student numbers, but by the quality of the of the graduates the system produces.

Conor O’Reilly is an EAP teacher who has worked in Ireland and South Korea for almost ten years. He is currently a tutor of EAP in UCD International Study Centre, and is completing a Doctor of Education with University of Glasgow with a focus on the lived experiences of international students in Ireland.
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