OSLOMET

NFEAP Conference June 6th and 7th, 2019
Abstracts and biographies

PLENARY SPEAKERS

Anna Mauranen, The University of Helsinki, Finland

English as a Lingua Franca and Complexity

It is generally assumed in sociolinguistic research that extensive language contact leads to simplification. For instance, Trudgill (2011) suggests that two principal factors causing simplification are (a) language contact and (b) adult SLA. Both clearly apply to contemporary English, whose second language speakers outnumber its first language speakers by a wide margin. English in its use as a lingua franca (ELF) on a global scale is in contact with an enormous number of other languages, and we might therefore expect it to be undergoing massive simplification. While there is indeed evidence of processes that might be identified as simplification, there are also indications of processes that lead to greater complexity. These processes take place simultaneously and, as I shall argue in this talk, are compatible with the notion of language as a complex dynamic system (as argued among others by Beckner et al 2009). ELF in itself has been seen as a complex dynamic system (see, e.g. Larsen-Freeman 2018; Mauranen 2017; Schneider 2019; Vetchinnikova 2017). In this talk I shall seek to articulate connections between simplicity, complexity and complex systems in relation to ELF.

Biography

Anna Mauranen is Professor and Research Director at the University of Helsinki. Her research includes English as a Lingua Franca, academic discourses, corpus linguistics, translation studies, and modelling spoken language. She is co-editor of *Applied Linguistics*. She has led several research projects, currently "*Chunking in language: units of meaning and processing*". Others have investigated corpora, changing English, and spoken and written ELF. Recent books: *Linguistic Diversity in the EMI campus* (co-ed with Jenkins 2019) *Language Change: The impact of ELF* (co-ed with Vetchinnikova 2019).

Cheryl Ball, Wayne State University, USA

Academic Writing in Multimodal Forms

In the last 25 years — with the rise of the Web as a publishing platform for both personal and peer-reviewed academic writing — the scope of what 'writing' is, and what 'academic writing' in particular can be has begun to radically change. Writing is no longer defined as merely linguistic forms of written text, and some disciplines have begun to embrace this conceptual shift by publishing academic writing that uses a broader range of communicative tools, such as audio, video, hyperlinks, and web-based

features, to convey a researcher's scholarly argument. Within the discipline of rhetoric and composition studies, this history can be traced back to the mid-90s through cases of independent online journals, and more recently this work has made inroads to media studies, architecture and design, and interdisciplinary journals. Even more recently, the type of academic writing known as 'scholarly multimedia' has been appearing in monograph-length projects at university presses, in many cases—following the tradition of the early independent journals—as free, open-access texts available to any reader with an internet connection. This presentation will trace the history and current examples of this work in literacy- and media-related disciplines to show how academic genres are transformed by valuing multimedia *as* scholarly output, and how the longest-running publishing venues for this work espouse academic writing principles at their core.

Biography

Cheryl E. Ball is Director of the Digital Publishing Collaborative at Wayne State University Lbrary. Since 2006, Ball has been editor of the online peer-reviewed open-access journal Kairos: Rhetoric, Technology, and Pedagogy, which exclusively publishes digital media scholarship. She was a professor of new media and digital publishing for 15 years before moving into the library publishing unit at WSU. Her recent research in editorial workflows and digital publishing infrastructures can be found in multiple journals and edited collections, as well as on her personal repository, http://ceball.com. She is the Project Director for Vega, an open-access multimedia academic publishing platform, and serves as the executive director of the Council of Editors of Learned Journals. That work began in 2013–14, when she served as a Fulbright Scholar to the Oslo School of Architecture and Design, where she continues to teach PhD seminars on digital publishing and thesis proposal writing.

Steve Kirk, Durham University, UK

South of the Border, West of the Sun: Explorations & Articulations in EAP

Learning words in another language that have no equivalent 'at home' can bring new or refined ways of seeing the world. Linguistic labels across languages carve up experience in different ways, often stretching and perhaps even redefining existing conceptual categories. Just as crossing language boundaries can enable new thinking and new articulations, so too can crossing disciplinary and academic-theoretic boundaries. In this talk I will explore some illustrative effects of one such border crossing for the practice of EAP and related academic communication work in higher education. Re-viewing familiar landscapes through a social realist lens (Bernstein, 1990; 2000; Maton, 2014), I explore a number of re-imaginings and re-articulations that change how we understand what we do as academic language practitioners and researchers. These explorations offer refined perspectives and therefore also, I suggest, refined ways of seeing, discussing and (perhaps, sometimes) re-shaping curricular and pedagogic practices. Diversifying the disciplines that inform our practice enables revisiting articulations of habit – and finding new ones. Such travels into new territories will be important, perhaps even essential, moving the theorising and practice of EAP forwards in agile and productive ways.

Biography

Steve Kirk is Associate Professor (Teaching) and Head of Academic Development for Students at Durham University in the UK. His teaching, scholarly and research interests revolve primarily around the theorising and practising of EAP. Steve's current work draws particularly on Legitimation Code Theory (Maton, 2014), to explore local conceptions of EAP, the enactment of curriculum and teachers' classroom pedagogies.

SPEAKERS

Vasiliki Celia Antoniou, University of Portsmouth, UK

An action research intervention to enhance the online development of academic reading skills for trainee ESP teacher

Following Vygotsky's argument about the leading role of instruction within the zone of proximal development (ZPD), Gal'perin developed Systemic Theoretical Instruction (STI), which encourages the active construction of materialized concepts and their monitored transformation into mental processes to foster development. This presentation will explore how knowledge at a conceptual level can be fostered and supported online, and the affordances of an online (Moodle-based) Pedagogic Unit to potentially foster ESP training. It will also investigate how Moodle, as an online environment, can support ESP teacher training and how teacher trainers could develop appropriate scaffolding features online to support this process.

For the purposes of this project, an action research intervention was employed with a view to inform the design of an online pedagogic unit for ESP training. The intervention involved two phases (of a 4 week duration each) of which the first one focused on observing and reflecting on classroom activity and then planning an STI teaching cycle that was implemented with the same students. To this end, various types of data were collected (retrospection tasks, interviews, concept mapping and screen-captures) to support conceptual development among the 13 UK based trainee teachers.

The participants were speakers of English as a foreign language studying at a postgraduate level at an English speaking University. The evaluation cycle comprised of a mixed methods approach to data collection and analysis in order to gather introspective and empirically based information about the students' evaluation of: a) the Moodle scaffolding features of the online tasks and b) the features' support in developing ESP training. The data relating to the scaffolding features of the tasks were collected by means of online screen and audio recordings, and face-to-face interviews. The results are indicative of the actions, tasks and support that tutors can offer to trainees online to facilitate their training. They also revealed that the Moodle unit was successful in fostering the trainees' conceptual development and that specific scaffolding features and types of online assessment tasks have contributed towards this. Furthermore, this study contributes to the growing body of research into the potential role of scaffolding to enhance ZPDs in online environments in order to facilitate ESP training.

Biography

Celia has worked as a Lecturer in Applied Linguistics and TESOL at the University of Portsmouth, UK. She holds an M.Phil. in Applied Linguistics from Trinity College Dublin, Ireland and a PhD in the Department of Language and Linguistics, University of Essex, UK. Her main research interests lie in the areas of concept-based instruction, assessment, e-learning, socio-cultural theory and English for specific / academic purposes. She is currently a Senior Teaching Fellow and Dissertation supervisor at UCL.

Eevi Beck & Nini Ebeltoft, University of Oslo, Norway

<u>**The Need for Reconceptualising Higher Education. Teaching as Entangled Materialities, Sensitivities and Accountabilities.**</u>

Teaching in Higher Education is not a uniform practice but constitutes a myriad of approaches, concerns, accountabilities, technologies, power relations, etc. The paper discusses ways in which a focus on multiple entanglements of human and non-human entities as aspects of teaching and teaching practices may yield different understandings of teaching and how they are conceptualised. The perspective permits us to examine how different features of teaching, for example organisation and accountability, are entangled in processes of materiality. The paper specifically discusses concepts and methodologies from the field of Science and Technology Studies (STS), material-feminism and posthuman research in educational science, and how they can contribute to renewed conceptualisations.

Biography

Eevi E. Beck is Professor of ICT and Learning at the Department of Education, University of Oslo. Her teaching work is in Academic Development (she teaches colleagues across the university). Her research interests include exploring aspects of academic life which are (or were) rarely articulated, such as emotions and embodiment.

Nini C. Ebeltoft (PhD) is Researcher an Senior Academic Librarian at the Oslo University Library, University of Oslo. Her research and teaching are affiliated with the field of Information Science (teaching students and university teachers across the university), Teaching and Learning in Higher Education, and epistemological and methodological inquiries within the field of Science and Technology Studies (STS).

Deborah Bennett, BETA - Bennett English Training for Academics

<u>**Articulating disciplinary-specific expectations of written research in the context of a cross-disciplinary research group**</u>

Doctoral training entities worldwide are placing increasing emphasis on cross-disciplinary research. However, publishing such research can be challenging due to potential differences in the epistemological and disciplinary perspectives of reviewers and target readers. Drawing on initial research conducted for my workshops training doctoral students to present their research coherently and convincingly, I describe a corpus-based approach to help students from cross-disciplinary research groups write for both monodisciplinary and multidisciplinary journals. Focusing on the all-important introduction section, this approach results in a detailed, research-group specific move-step model. The model is used to determine the relative importance of each step to the different disciplines involved and to investigate potential differences in monodisciplinary and multidisciplinary writing. This approach can be adopted to raise students' awareness of disparate disciplinary writing conventions and to highlight steps of potential value in cross-disciplinary writing, aiding them in communicating their research effectively to a wide range of audiences.

Biography

Dr. Deborah Bennett specializes in teaching English for Research Purposes. The founder of the English language academic training company BETA, she holds both a PhD in Mathematical Biology and an M.A.

in Teaching English for Academic Purposes, providing her with a unique perspective on STEM and technical English writing instruction.

David A. Burke, University of Oslo, Norway

Times New Roman, 12 pt.: Encoding and Decoding the "Academic" in Academic Writing

"This paper should be written in Times New Roman, 12 pt.," or something similar, is still a widely disseminated formal direction for student writing.

At the Writing Centre, students often arrive with the question: "Is my paper academic enough?"

This paper proposes a close relationship between these two articulations by identifying a potential gap in expectations between students and instructors in the context of academic writing. In short, we argue that 1) formal directions often encode deeper and broader implicit expectations, 2) that the ubiquitous nature of certain formal directions often precludes an explanation of their purpose, 3) that students often must decode the "academic" in academic writing without meaningful introductions to the relevant discourses, and 4) that in light of this assertion and increasingly heterogenous student bodies at the University, articulations of the "academic" in academic writing demand further consideration.

This paper draws on the liminal experience of the Writing Centre consultant, momentarily situated with the student somewhere in between assignment and submission. Drawing on Academic Literacies theory and a discourse dissemination model proposed by Stuart Hall, our aim is to explore the problematic gap between student and instructor expectations for academic writing. This paper presents some of the key philosophical questions guiding an ongoing medium-sized research project at the Academic Writing Centre at the University of Oslo.

Biographies

David A. Burke (M.Phil.) is the Senior Consultant at the Academic Writing Centre at the University of Oslo

Nicole Busby, Norwegian University of Science and Technology

English vocabulary knowledge among Norwegian university students – do they know what they need to know to say what they want to say?

The position of English as a lingua franca for academia means that mastery of second language skills is a necessary prerequisite for most non-native English speakers in order to participate in higher education. Norwegians are known for high L2 English proficiency, and are expected to read and often write English texts at university, but research suggests that many students struggle with reading and comprehending academic English (e.g. Hellekjær, 2009, 2012). This raises the question of whether they may also struggle with producing English. This study investigated receptive L2 English vocabulary knowledge among Norwegian university students in relation to the frequency of their interactions with English, both inside and outside the classroom. A survey comprising the Vocabulary Levels Test (VLT; Schmitt, Schmitt, & Clapham, 2001) and reports of language and educational background as well as self-ratings of reading proficiency and extramural English exposure was completed by 201 Norwegian university students. The most striking finding is the enormous variation in VLT scores between individual students, which appears to be strongly associated with the degree to

which they engage with English outside the classroom. Results suggest that vocabulary scores among this sample are more strongly associated with extramural English exposure than with formal English training and that, despite having met the requirements of university admission, many students in this sample would have difficulties comprehending English language texts at university. Since receptive vocabulary is known to be larger than productive vocabulary (e.g. Webb, 2008), these results indicate the students with lower vocabulary scores would also be unable to fully articulate complex ideas in English. This has serious implications for those students hoping to participate in the international community and suggests that more support could be offered to students who have not been exposed to enough English to fully develop their academic English vocabulary.

Biography

Nicole Busby is a PhD candidate in Linguistics in the Department of Language and Literature at the Norwegian University of Science and Technology (NTNU). Her research interests include second language acquisition, academic language and second language reading

Deidre Daly, Goldsmiths College, UK

Lessons from Using Creative Writing Pedagogy for EAP and Academic Literacies

Undergraduate and postgraduate Creative Writing degrees are well established, as are the teaching practices used to deliver these academic qualifications. In this paper, I answer the question of what outcome would be produced if creative writing pedagogy were transferred to the EAP classroom. My research is based on two years of teaching blended workshops on 'Creative and Academic Writing', parallel to teaching on an International Graduate Diploma and in an Academic Skills Centre. [Incidentally, it was inspired by watching an historian miming a hypodermic syringe drawing 'knowledge' from her arm, and transforming itself into a pen. Such a mighty pen, she said, did not exist.] In this paper, I share my blended teaching activities, analyse student feedback on them, and assess their efficacy, their pleasures and pains. I show how this pedagogy is effective for moving beyond the 'identify and instruct' approach (as described by Lillis & Scott, 2007) since it positions students as primarily as producers of their own texts. This is particularly important for the articulation of critical thinking and academic opinion outside of STEM writing contexts. I conclude by positioning this approach in relationship to Fiona English's work on re-genre-ing (2011).

Biography

Dr. Deirdre Daly is a Lecturer in EAP and in Philosophy. She works at the English Language Centre and at the Academic Skills Centre in Goldsmiths College. She is also a trained writing retreat facilitator. She is research active in two areas: academic writing and modern European philosophy.

Tiffany Griffith and Paul Bone, University of Evansville, USA

Bringing articulation to life

Writing teachers work to empower students to communicate effectively in multiple contexts and always seek to enhance our teaching. In our years teaching, Professor Bone and I have mentored students in presenting their ideas clearly both in speaking and in writing, most frequently in writing academic papers. Recently, we have implemented in our first-year seminar and our composition

courses an exciting pedagogical approach that gives students an opportunity to practice articulating ideas in a way that is both familiar yet utterly transformed.

The Reacting to the Past (RTTP) pedagogy, pioneered at Barnard College in the 1990s by history professor Mark C. Carnes, assigns students historically-based roles in games set during critical moments in history, such as in Athens as they struggle to re-establish the Athenian democracy after Peloponnesian War. In this role-playing structure, students engage with texts and ideas more deeply and more actively than with traditional pedagogies, learning "skills—speaking, writing, critical thinking, problem solving, leadership, and teamwork—in order to prevail in difficult and complicated situations" ("Reacting to the Past"). They learn through active engagement and participation how to articulate themselves.

The RTTP pedagogy gives students a concrete experience with the rhetorical situation, specifically a genuine, tangible context and audience for their arguments rather than the artificial ones they associate with more conventional paper assignments. Playing RTTP games lets our students experience the impact of their ideas and the results of their arguments in real-time and allows their rhetorical strategies to come to life in very real ways. RTTP has given us new ways to provide our students with experiences that transform the way they see writing and speaking and what they can do. In short, this approach helps students practice and refine skills central to effective articulation.

Biographies

Paul Bone is a professor of Creative Writing and Director of First Year Seminars at the University of Evansville. He is the author of two poetry collections, serves regularly on editors panels at the Sewanee Writers' Conference, and is also the founding Co-Editor of Measure: A Review of Formal Poetry.

Tiffany Griffith is Director of Composition at the University of Evansville. Her scholarship focuses on composition pedagogy and knowledge transfer, and her translation work centers on Norse Sagas. She has taught classes in literature, writing, and gender and women's studies and currently teaches composition and writing intensive first year seminars.

Clayton Gouin, Norwegian University of Life Sciences

Articulating Feedback with a Revision Road Map

Form follows function. The phrase originates in architectural thinking, but also applies to academic writing. An architect's process holds similarities to a writer's process. For the architect, a final form may articulate joints to communicate different building aspects to an observer, while a writer's final form uses clarity, cohesion and concision to communicate ideas to a reader. In both cases, the final form follows a key function: revisions. Much in the same way architects use articulation to draw attention to details, articulate feedback draw a writer's attention to details worth revising. For EAP practitioners, students are apprentice architects whose final written form benefits from articulate feedback functions.

Drawing attention to detail during revision can be challenging, and often inarticulate. Articulating feedback requires a clear form to function. From practical experience, university students often receive inarticulate feedback. Meeting this problem, the NMBU Writing Centre designed a Revision Road Map. The Road Map offers a visual tool that enhances feedback's function while articulating

feedback's form. The Revision Road Map relieves students from tackling all aspects of revision simultaneously, allowing students to focus on achievable goals through several revision rounds. The Revision Road Map compartmentalizes revision into five parts, articulating feedback based on where they are in their writing process. These focus areas include Ideas, Logical Structure and Flow, Clarity, Concision/Precision, and Proofreading/Formatting. Each focus area moves sequentially with precise goals and techniques to achieve these goals. By articulating the revision process, students receive functional feedback through the entire writing process.

Biography

Clayton Gouin has been an Academic Writing Advisor at NMBU's Writing Centre in Ås, Norway for the last five years. He studied Education and English as a Second Language in Canada before moving to Norway. Currently, he is undertaking a Ph.D in Landscape Architecture for Development at NMBU.

Pejman Habibie, University of Western Ontario, Canada

An ethnographically-oriented look at junior scholars' experiences in articulating scholarship for academic publication

While global competitiveness for quality research articulated through scholarly publication has contributed to an interest in the writing for publication processes of novice scholars, the bulk of research has addressed the practices of non-Anglophone junior scholars in writing for scholarly publication. Considering that both Anglophone and non-Anglophone scholars have to deal with the unquestioning publish or perish ideology of current academic, this study examined the experiences of Anglophone doctoral students in writing for scholarly publication in Canadian academic context. It sought answers to two overarching questions: (a) what are the challenges faced by Canadian Anglophone doctoral students in framing and articulating their research for scholarly publication and, (b) how do they develop the necessary literacies? The study was theoretically framed within the social constructionist notions of Discourse Community (Swales, 1990) and Legitimate Peripheral Participation (Lave & Wenger, 1991). The ethnographically-oriented methodological framework of the study drew on the data from semi-structured interviews with five Anglophone junior scholars to provide a nuanced picture of the context of the doctoral program and foreground socio-contextual issues that shaped and influenced scholarly practices and academic literacy development of the participating novice scholars. The findings highlight the pivotal role of the doctoral program in structuring and scaffolding the development of academic literacies and socialization of novice scholars into the discourses and practices of their target academic discourse communities. They also underline that academic and research communication literacies are not part of Anglophone scholars' innate repertoire, but need to be acquired and nurtured.

Biography

Pejman Habibie is Assistant Professor of Applied Linguistics at Western University, Canada. He also has university teaching experience in under/graduate programs in Mexico and Iran. His research interests and scholarly publications focus on EAP, writing for scholarly publication, and academic discourse. Recently, he has co-edited "Novice writers and scholarly publication: Authors, mentors, gatekeepers" with Ken Hyland.

Janice Hinckfuss, University of Leicester, UK

Out of the Ashes: Disarticulating English for Academic Purposes from 'The Market'

In The University in Ruins, Bill Readings (1996) cautioned against the uncritical embrace of changes in university governance that were altering the very 'purposes' of the university. From the vantage point of 2019 and after decades of neo-liberalism pervading most spheres of life, there is little to inspire optimism that Readings' call has been heeded.

In the Anglosphere (Britain, Australasia and North America), there has been a shift in the 'purposes' of the university from a civic role to a corporate role in the knowledge economy. The field of English for Academic Purposes (EAP) is in part, a response to that shift and has been shaped by the market logic of neo-liberalism. In the UK, Turner (1999) has identified the 'fast throughput' framework of generic EAP courses and in Australia, EAP is characterised as part of a 'major export industry.'

Yet, as Ding and Bruce (2017) remark, in the EAP literature there has been little attention given to the influences of neo-liberalism on the broader political, socio-economic and cultural contexts of EAP. As an emerging field, EAP researchers have tended to focus on theories of teaching, learning and curriculum design. However, as Readings (1996 p. 153) also argued back in 1996, to understand pedagogy, it is important to decenter teaching. This decentering begins with "an attention to the pragmatic scene of teaching . . . pedagogy cannot be understood apart from a reflection on the institutional context of education" (Readings 1996 p. 153).

Reflecting on the institutional context of EAP, I articulate how 'the deterministic conceptions of self and society,' promoted in neo-liberal discourses and normalised through neo-liberal processes of governance and subjectivation in higher education can shape EAP classroom practices. An understanding of these constraints can begin to address the sense of 'powerlessness' which makes the possibility of change appear illusory.

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Biography

Dance and Performance Studies inform my scholarly research and classroom practice. My research focuses on embodiment and performed identity while my pedagogical approach draws on embodied metaphors and explores the 'liveness' of written texts. I currently work as an EAP Tutor in the ELTU Department at University of Leicester UK.

Johan A. S. Jørgensen, University of Oslo, Norway

The intrinsic power of "I don't know"

In my presentation *The intrinsic power of «I don't know»,* I focus on how students can use structure as a means when facing content they do not understand. In my view, the inherent structure in the information source could help the student articulate their lack in understanding. I make use of the many levels of a text to exemplify how the information intrinsically contains clues as of how to break information down to intelligible units. I make use of written texts to convey my points about organization and structure, however I argue that information could come from a variety of sources in multiple contexts.

The presentation looks into three levels of the text: the word, the sentence and the paragraph. By discussing these levels of information, I present strategies to how one could guide students to be more aware of the power of structure in their reading (of texts) and listening (to lectures).
I have chosen to focus on learning situations (sources of information) such as reading, podcast (recordings of lectures) and live lectures.

A key point in my presentation is to discuss how the overwhelming experience of not understanding can turn into a motivating factor when one is aware of how to apply structuring skills to the problem. The problem-articulation process is thus an important element of learning.
I will make use of Bonnie Meyers work on organization of prose and its effects on memory (1975), and draw on some of the methods used by Meyer.

The focus of my presentation is not yet a research project, so the presentation is based on reflections from my professional life as a music teacher and an academic librarian.

Biography

Johan A. S. Jørgensen is a librarian at the Oslo university law library where he is actively working with improved student learning in the setting of the academic library.

Cliff Kast, University College London, UK

Exploring critical thinking development through dialogic discussions of literature in EAP

Critical thinking is a key component of English in Academic Purposes (EAP) pedagogy. Although considered by many EAP practitioners a skill which students acquire collaterally as they progress through university, the extant literature reveals, perhaps counterintuitively, how rarely critical thinking naturally develops in this educational context: it needs explicit, consistent, purposeful instruction, and time. Important elements of criticality in EAP—which can be subsumed under the rubric of argumentation—include analysis, inferencing, evaluation, and synthesis.
My doctoral research, following extensive empirical findings reporting that collaborative learning promotes critical thinking, focuses on the intersection of critical thinking and literature in the context of a foundation EAP class. Taking the form of a classroom intervention, my project explores the potential for the aforementioned elements of criticality to be discerned—and participants' concomitant skills developed—in discoursal articulations, generated through what I characterize as the *transactional dialectic* inherent in literature-based dialogic discussion. I will also examine how these elements could profitably be incorporated into the skillset usually promoted in EAP textual analysis.

Challenging the long-held bifurcation between *direct* versus *inquiry* approaches to instruction, my intervention employs a hybridized teaching approach, in which direct instruction of critical thinking precedes the inquiry-oriented collaborative discourse of a reading circle. Discussions observe the dialogic principles of Quality Talk, an approach to classroom discourse designed to enhance participants' high-level comprehension, critical-analytic thinking and argumentation skills. Such a 'balanced' instructional approach has been demonstrated by much recent research to optimize the potential for beneficial critical thinking outcomes—including learning transfer, a fundamental aim in EAP. Overall, this study seeks to explore the potential literature holds as an authentic resource for the discoursal expression of criticality, and thus as a viable pedagogical tool in the EAP classroom.

Biography

Cliff Kast is a lecturer in EAP at the University of Roehampton, and has taught English language and literature at several universities in South Africa and Britain since 1993, as well as delivering teacher-training courses in China. His research interests include critical thinking, dialogic discourse in EAP and critical pedagogy.

Natalia Kolyadina, National Research University Higher School of Economics, International College of Economics and Finance, Russia

How E-Portfolios can be used for formative and summative assessments

Digital learning is taking centre stage and is growing in sophistication. E-Portfolios are an alternative and, in many ways, more sophisticated assessment tool, which may help to keep the students switched on and which matches well the teaching and learning that is facilitated by blended or flipped approaches to teaching and learning. The presentation will show how E-Portfolios can be embedded in the learning process and used both as a tool not only of summative, but also formative assessment and timely feedback. Research indicates that for feedback to be effective it should be delivered through several channels and should allow for response and interaction. An E-Portfolio is an online collection of artefacts, which is usually accompanied by reflections on the process of learning and possible future changes. All these show development over a period of time, and are evidence of learning. E-Portfolios can be updated, amended and shared with other students for collaboration and peer feedback. While E-Portfolios seem to have many advantages over traditional assessments, e.g. by having more freedom and choice, there are challenges that educators may face while implementing E-Portfolios. Several examples will illustrate how learners can be given the opportunity to practice, receive effective feedback to act on and reflect on their learning.

Biography

I am an EAP teacher at the Research University Higher School of Economics and a Teaching and Learning projects coordinator. I teach Academic reading and Academic writing to 1st year students. My interests are in the field of academic skills development and the use of technology to facilitate student learning.

Irina Kulyanova, Sofia University St Kliment Ohridsk, Bulgaria

Between empowering and policing: supporting students' discipline-specific writing

Concerns raised in this paper stem from a particular experience of teaching academic writing to students of English, who fairly easily grasped the linguistic content and rhetorical strategies of general EAP training, but rather unexpectedly struggled with applying them in the context of their own discipline. Rather than focusing on the value of making a distinction or choice between general EAP and ESP, I would like to reflect on how such classes may support students not only in acquiring language and study skills, but in deciphering the tacit conventions of discipline-specific studies and the broader parameters of what counts as acceptably academic articulations: an elusive skill that is taken for granted and only rarely addressed directly in higher education.

In discussing the challenges students experienced with formulating acceptable topics, essay structures and analytical approaches, the proposed paper offers a practitioner's perspective on how the process of guidance may function as both empowering and policing learners' entrance into the academic community. I examine the need for such guidance within the context of contemporary tensions between encouraging learner independence and providing ever more tailored support; between treating the comprehension of academic conventions as a natural aptitude test and explicating these conventions to increase accessibility to higher education. Finally, I would like to look at what is lost when certain contributions are vetoed in the process of disciplining students' work, particularly concerning topics which are of personal or political interest, and whether such opportunities could instead be productively channeled into overcoming alienation and developing more inclusive academic identities.

Biography

I am currently a lecturer at the English Department of Sofia University, Bulgaria, where I teach courses on British Society and Culture and Translation. I have also been teaching EAP for about 5 years in both Bulgaria and the UK.

David Munn, University of Sussex, UK

Articulating arguments in International Relations: the application of a cognitive genre model to ESAP in-sessional module design

This talk describes the development and implementation of an in-sessional ESAP module that supports undergraduate International Relations (IR) students' discipline specific writing skills. This 'cooperatively' (Dudley-Evans and St John, 1998) developed module uses a 'cognitive genre' (Bruce, 2015) approach to course design to support students' recognition and production of explanatory and critiquing features of textual discourse - both important elements of discourse relevant to the articulation of argument in this discipline.

It has been argued that the use of the 'social genre' (Bruce, 2015) model in framing course/module design in 'narrow angle' (Widdowson, 1983) teaching contexts is effective, and that the cognitive genre model is more suited to wide-angle courses/modules where students from different disciplines study academic skills together (Bruce, 2015). However, I will argue that applying a cognitive genre model to ESAP module design is more pedagogically appropriate in my context. It allows for concentrated and repeated recognition of segmental features of discourse relevant to articulation of argument in IR texts

while developing students' own articulation of such discourse features through language analysis and practice.

The application of a social genre model to ESAP module design in this context is argued to be overly ambitious in terms of outcome, and the overuse of whole genre assessment modes ('the essay') that are often assessed concurrently across other IR modules, leads to inadequate transfer of taught academic writing skills. Framing this module's outcomes and assessments around cognitive genres allows students to develop a more comprehensive awareness of the importance these features have to social genre writing tasks in their other IR modules.

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        disciplinary Approach. Cambridge: CUP
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Biography

David convenes and teaches on a Foundation Year academic skills module and an undergraduate ESAP module. His applied practice is influenced by theories of discourse analysis, academic literacies and social constructivist approaches to teaching and learning. David is a BALEAP Teaching Fellow and is working towards Senior Fellowship.

Ingunn Ofte & Hildegunn Otnes, Norwegian University of Science and Technology

Scaffolding the development of students' academic literacy: Effective use of verbs in academic assignment design

Students in higher education are expected to develop academic literacy, which involves the ability to express oneself in accordance with academic conventions. This means, among other things, developing the ability to apply, analyze and evaluate disciplinary knowledge in writing. Crucial in the facilitation of students' academic literacy skills, is designing assignments which provide opportunities for practicing academic articulation. Particularly important are the verbs instructors employ in the assignments to imply the writing acts the students are expected to carry out.

This presentation seeks to bring attention to the importance of effective assignment design in scaffolding students' academic literacy skills. Assignment design in higher education has received considerable attention in the 1980's and 1990's (Brossel, 1983; Kroll & Reiss, 1994). However, research on verbs and writing acts have focused on primary and secondary level education (Berge et al., 2016; Otnes, 2015).

The presentation builds on a study which analyzed the verbs used in 25 academic writing assignments from 9 different disciplines in an MA teacher training program. The aim was to investigate the degree to which the verbs employed in the assignments scaffold the development of students' academic literacy skills. The initial analysis reveals that most of the assignments contain several verbs which scaffold increasingly demanding academic writing acts as well as academic literacy. However, the explicitness of the verbs used to imply intended academic writing acts vary within and between assignments.

The study is grounded in the view of writing as social practice rooted in the social and cultural contexts in which it occurs (Ivanič 2004; Lea & Street 1998). In the analysis we coded and categorized the verbs in an effort to identify patterns regarding the writing acts they implied. In developing the categories, we were inspired by Anderson and Krathwohl's (2001) two-strand version of Bloom's Taxonomy (1956).

Biographies

Ingunn Ofte is Assistant Professor of English in the Department of Teacher Education at the Norwegian University of Science and Technology in Trondheim, Norway. Her research interests include academic writing in higher education, writing across the curriculum, and genre pedagogy to promote writing skills.

Hildegunn Otnes is Professor in didactics in the Norwegian section at the Department of Teacher Education, NTNU. Her main research interests are literacy in primary and secondary education as well as the fields of functional grammar and text linguistics.

Karen Ottewell, University of Cambridge, UK

Writing across cultures: supporting PG students whose first language is not English to develop their discipline-specific academic literacy

Kaplan noted in 1966 that just because you can write an essay in your L1 does not necessarily mean you can write one in an L2 and with it he founded the theory of contrastive rhetoric, which 50 years on, despite significant research in this area, still lacks a pedagogical framework. My experience of working with international postgraduate students at Cambridge has shown Kaplan's conclusion to still hold true since the main difficulties they seem to face are not simply 'language issues', but far more the thornier issue of rhetorical transfer, since different cultures, both national and disciplinary, construct argument and express this in different ways. In my teaching I get students to reflect on what's going on behind the writing so that they can consider the assumptions they are making about the construction and structure of argumentation in English – and this approach has proven to be instructive.
In this session I will present an overview of the theoretical principles which underpin this approach, followed by a discussion of practical strategies to support students to develop their written academic literacy.

Biography

Karen is the Director of Academic Development & Training for International Students section at the University of Cambridge, which provides training to assist international students in further developing and honing the skills required to succeed in an English-speaking academic context

Elizabeth Poynter, Leeds Beckett University, UK

Targeted instruction in formulaic language: does it help?

Use of appropriate formulaic language (FL) seems to be an indicator of proficiency in academic writing (Wood, 2015), and weak skills with FL can be a major problem for learners wishing to articulate their

ideas in a particular genre (e.g.Pacquot & Granger, 2012). As EAP tutors, how can we facilitate learners' command of FL?

Some research has been carried out into the impact of instruction in FL on students' writing (e.g. AlHassan and Wood, 2015), but more remains to be done in this field to determine the effect of targeted instruction and the most effective methods of instruction. With a course of six workshops for students on an International Foundation course, it was hoped to answer the questions:
1. Does instruction in academic FL raise the general standard of academic writing?
2. Does instruction increase students' use of FL in their writing?

A pre-test / post-test design was employed, and students from the course who had not attended the workshops provided a control group. Target formulae were selected from Simpson-Vlach and Ellis (2010), the Academic Collocations list and Liu (2011).

In contrast with other studies, preliminary analysis indicates that, disappointingly, there is no clear benefit to overall writing skills although use of FL may increase as a result of instruction. This raises the question of the tutor's role in enabling learners, particularly in the area of lexis.

Biography

Elizabeth Poynter is a Senior Lecturer in English Language Teaching at Leeds Beckett University, working chiefly on the International Foundation programme and the MA in ELT. She has previously published work on academic writing, and on aspects of using English in an international context (pronunciation, achieving understanding).

Ute Reimers, University of Siegen, Germany

Articulating expectations on self-articulation in PhD dissertations: The supervisors' perspectives across disciplines

As soon as graduate students become doctoral candidates, they are confronted with completely new ways in which they have to articulate themselves. They enter a research community with set conventions when it comes to language, but they are also challenged to "stand out from the crowd" (Hyland 2012: 35) and become self-determined researchers within the field who do not solely copy other people's way of writing.

This context allows for two perspectives on the aspect of 'articulation': The overall topic of my PhD thesis is the disciplinary identity construction by German PhD students from different disciplines who write their PhD thesis in English as a foreign language at a German university, thus, PhD students' self-articulation in their texts under exceptional circumstances. This includes, for example, the use of first person pronouns (cf. Hyland 2002), citation practices (cf. Thompson 2005, Hewings, Lillis & Vladimirou 2010) or the use of hedges and boosters (cf. Hyland 2008, Gillaerts & Van de Velde 2010, Hu & Cao 2011). However, in a preceding step, I focus on whether and in how far the respective disciplines' experts, i.e. supervisors, articulate their expectations concerning this issue.
In this talk, I will present in how far these expectations conform or differ across the fields of 'electronics and information sciences' and 'economics', by focusing on supervisors' articulations in interviews I conducted in January and February 2019. These results will lead to hypotheses for a following corpus analysis of disciplinary identity constructions in PhD theses from the respective disciplines, whose setup will be shortly introduced as well. In addition, I will discuss the need for more

explicit articulations of expectations in the exceptionally challenging context of writing a PhD thesis and becoming a successful member of a research community.

Biography

Ute Reimers is a lecturer of English applied linguistics at Siegen University/Germany since October 2015 and a certified writing coach since July 2016 who is dedicated to raising awareness of the topic of disciplinary identities in academic writing, especially in the context of writing academic English in the German context.

George Shumbusho, Mzumbe University, Tanzania

Articulation through the English Language in Tanzanian Universities: a Glaring Problem

The paper intends to begin with a brief overview of authors who have researched about the problems caused by the English language when used as the Medium of Teaching and Learning (henceforth MoTL) in a context where it is not spoken as the first language. The paper agrees with authors' findings and conclusions that indeed the English problems as the MoTL in Tanzania tertiary institutions and universities have increasingly become glaring and insurmountable under the prevailing curriculum of these institutions whereby grammar is not infused in EAP syllabi of these institutions or universities. To testify the preceding allegation, the paper will present ample examples of bad English from various students' writing from four universities in Tanzania. A caveat is in order here; these deficiencies cannot be blamed on students, instead the Government on the one hand and universities' administration on the other shoulder the blame of this situation. To alleviate the problem, three recommendations are given: First, the infusion of grammar aspect into EAP syllabi; second, the Government should allow universities to employ an adequate number of EAP lectures to cater for the needs of all first-year students; third, university administration should facilitate EAP lectures to prepare literacy resources which will enable students to acquire variety of genres and academic registers. These recommendations are only applicable if English would continue to operate as the MoTL in Tanzania. I believe that the knowledge of various genres, academic registers supported by the grammar of the language, through which one is articulating in, is a necessary condition for a correct and appropriate articulation of one's ideas in a university setting. Otherwise, the most viable option would be to switch to Kiswahili as the MoTL. Problems to be encountered by using Kiswahili as the MoTL can be rectified easily within a reasonable time.

Biography

George N. Shumbusho (B.A, education – Hons. University of Dar es Salaam, Tanzania; M.A, English Language Teaching, University of Warwick, England; PhD, University of the Western Cape, Republic of South Africa) is Associate Professor at the Department of Languages and Communication studies at Mzumbe University, Morogoro, Tanzania

Kimberly Skjelde, University of Bergen, Norway

Use of Cognate Forms for the Translation of Academic Vocabulary in English

Previous research shows that language learners more quickly and accurately recognize cognate than non-cognate words (De Groot, 2011). However, little is known about cognate use among upper secondary students in the Norwegian educational context. Cognates represent words across languages

that have similar semantic, orthographic and phonological characteristics (De Groot, 2011). This study examined to what extent first-year students taking a college preparatory English course chose cognate forms when translating academic vocabulary in English. Academic vocabulary has been defined as "words that are frequent across a wide range of academic disciplines" (Webb & Nation, 2017, p. 16). A group of 151 language learners completed a 60-item English to Norwegian translation task. All target words shared at least one cognate form. Translations were scored on two levels to provide a broader basis for analyses of cognate form use. For strict scoring, only words spelled correctly and translated with the use of the same word class were counted. Sensitive scoring allowed for word class and spelling mistakes. On average, participants used cognate forms correctly when translating the majority of the target words. Sensitive scores showed slightly higher results. Despite similarities between the Norwegian and English task items, participants failed to translate an average of ten targets words. These findings suggest there is room for raised awareness of cognate forms among students in this sample. Previous research shows clear advantages for language learners who recognize cognate forms. Focus on cognates could thus be an efficient means of improving articulation in academic settings for this learner group.

References:
De Groot, A. M. B. (2011). Language and cognition in bilinguals and multilinguals an introduction. New York, USA: Psychology Press.
Webb, S., & Nation, P. (2017). How Vocabulary is Learned. Oxford: Oxford University Press.

Biography

Kimberly Skjelde is a Ph.D. candidate in English didactics in the Department of Foreign Languages at the University of Bergen. Her research interests include vocabulary acquisition, second language acquisition, and second language teaching.

Kirk St. Amant, Louisiana Tech University, USA and University of Limerick, Ireland

Ethos Prototypes of Genre: The Cognitive Dynamics of Articulating Ideas across Disciplines

Articulation is a matter of ethos – or the credibility individuals associate with a message. Ideas considered "well articulated" are those audiences view as credible (i.e., as having ethos). Such ideas of articulation involve perceptions – or the expectations an audience associates with credible, or well-articulated, presentations of ideas.

These expectations are not random. Rather, they are often associated with genres – or standard forms for conveying information. Problems of articulation across different audiences thus often involve differences in genre expectations across groups. These expectations reflect the cognitive concept of prototypes – the models our minds use to assess the credibility – and thus the effective articulation – of ideas. Such genre prototypes are not inherent to individuals. Rather, they are learned as individuals are acculturated into a group – be it a culture, discipline, or profession. If one understands how the mind creates and uses these prototypes to assess presentations, one can better identify and address the dynamics affecting perceptions of articulation across and among groups.

This presentation introduces attendees to ethos prototypes –the cognitive models humans use to assess how articulate presentations are. The objective is to provide attendees with a mechanism for identifying, understanding, and addressing the prototypes expectations audiences associate with articulate presentations. To examine this topic, the presenter will

- Discuss how ideas of "articulate" and "credible" are interconnected and associated with genre expectations of ethos
- Review how cognitive favors – particularly prototypes – are central to such expectations of articulate presentations
- Present an approach for using ethos prototypes to research the expectations audiences associate with articulate presentations
- Explain how individuals can use the results of such research to create messages an audience considers articulate or credible

This structure will provide attendees with the foundational understanding needed to use ethos prototypes to understand the expectations groups associate with "articulate" presentations of information.

Biography

Kirk St.Amant is a professor and the Williamson Chair in Technical Communication at Louisiana Tech University (USA), an Adjunct Professor of Technical Communication with the University of Limerick (Ireland), and a Guest Professor of Usability Studies with Southeast University (China). He researches how cognitive processes affect communication in international contexts.

Kevin Steinman, Inland Norway University of Applied Sciences

'Thesis statement' as an 'empty set': Toward an epistemology of EFL writing instruction

One central question of this study is: is the placement of a thesis statement at the beginning of an essay a cultural marker? While L2 research on this topic is thin, attitudes in Norway seem divided on the importance of stating an argument up front. Meanwhile, research on English L1 academic discourse training demonstrates thesis statements are expected, but not always delivered. Using 600 student essays from five years of post-secondary literary and cultural studies in English, this paper shows that Norwegian bachelor students neglect more than half of the time to include thesis statements in the introductory section of essays. This results in a loss of clarity, scope and structure for academic expression (Gocsik & Hutchison, 2014; Nygaard, 2015, p. 87), as well as scholarly independence through enhanced critical thought (Jadallah, et al, 2011). Furthermore, this struggle to master the generic expectation of thesis statements evades at least two potential interventions: writing instruction/feedback/feedforward at secondary and post-secondary levels.

To address this ambiguity, this paper combines the above mentioned, new quantitative results with qualitative surveys of EFL teachers in years 8-13, as well as of teachers of English at the University level. This data will be analyzed to show how thesis statement creation and placement gets taught. In mapping strategies for teaching thesis statements, I hope to spark disciplinary discussion of where approaches might most need adjustment. The results should bring new knowledge to the field not only of writing instruction, but also of intercultural competence: my hypothesis is that Norwegian teachers view thesis statements with caution if not trepidation or incomplete information, preferring a more circumspect organizational approach to academic writing.

Biography

Kevin Steinman teaches English literature, culture and didactics at Inland Norway University of Applied Sciences, Hamar. He is known to bring his guitar to class whenever Shakespeare, Rossetti or Dylan are being read.

Ingerid Straume, University of Oslo, Norway

Articulation and Shame in a Diverse Academia

When articulations are well-received – with the intention of understanding – we can talk about communication as relationships of mutual recognition (Honneth, 1996). As truth-seeking practices, communicative relationships are nurtured by trust and openness in articulation and listening. Academia at its best is able to foster (moments of) such understanding: in writing research often conceptualised as an unending conversation. However, students are unequally positioned in the social web, where some lack the proper habitus that enables them to participate in the conversation with any kind of 'ease' or 'grace'.

The social philosopher Axel Honneth points out that our identities (personal & professional) develop through experiences of recognition or misrecognition in intersubjective relationships. For example, self-realisation in a work-related setting such as academia rests on experiences from intersubjective relationships in early life, such as the family, where we have experiences of being welcomed (recognized) or rejected (misrecognized) in our emotional, cognitive and social needs.

Positive experiences with emotional recognition from significant others enables a student/learner/writer to engage in new relationships with the confidence that their articulations will be not only accepted, but welcomed. In a second (and third) step, relationships of recognition involve our cultural identities, where different member of society are able to contribute with their unique – and valuable – qualities in an inclusive/solidary community.

History, of course, is full of examples of the opposite; not least from academia, where misrecognition and insecure identities is something of a key theme (see, e.g., Nietzsche). Stories about self-sabotaging individuals, shameful of their origin and more or less unable to struggle for recognition, abound, not least in fictional literature.

The paper discusses these dynamics, focussing especially on emotional responses such as shame connected to psychological and cultural perspectives of misrecognition. The outset is a student report where international students at a Norwegian university express various forms of frustration related especially to – culturally specific, yet naturalised – norms for academic writing.

Biography

Ingerid Straume holds a PhD in the philosophy of education. She is director of the Writing Centre at the University of Oslo and an experienced teacher of academic writing (in English and Norwegian language). Straume is author of ca 30 published articles and book chapters, one monography and four edited books.

Sarah Taylor, London School of Economics and Political Science, UK

Articulations of EAP Professional Identity in a Misunderstood Field

The professional identity of EAP practitioners remains a largely unexplored area in the literature of the field (Ding and Bruce, 2017). In an attempt to address this lacuna, my EdD thesis research explores how practitioners construct their professional identities within their own contexts and with reference to discussions in the literature regarding the positioning of EAP. I interviewed EAP practitioners

working in UK universities and used a Symbolic Interactionist theoretical framework in order to examine how they articulated their own professional identities.

This paper explores one theme that emerged from my interview data, that of a perceived lack of understanding of what EAP entails and how this may be a factor in EAP's liminal positioning in higher education. It examines how EAP practitioners articulate this perceived lack of understanding, and how it may lead to feelings of marginalisation within the academy. It explains how some interviewees used boundary maintenance strategies (Johnston et al, 1994) in order to distance EAP from EFL and carve out a unique EAP identity, while others problematised this attempt to draw a line between EFL and EAP. It also explores how practitioners articulate the importance of impression management techniques (Goffman, 1959) in raising the profile of EAP, and thereby positioning the field more clearly within higher education.

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Biography

Sarah has worked in English for Academic Purposes (EAP) for 21 years, and taught in Poland, Turkey and the USA before the UK. She is currently an EAP teacher at the LSE. She is particularly interested in academic writing, Critical EAP and the professional identity of EAP practitioners.

Albert Wong, The University of Hong Kong, China.

Articulating EAP practitioner identity through engagement with discipline-specific classroom dialogue

Despite the growth of EAP as a discipline in terms of scholarly output in the area of written academic discourse, the way in which EAP practitioners articulate their professional identity is yet to be firmly established (Ding & Bruce, 2017; Campion, 2016). If, as Todd (2003) has rightly pointed out, far more is known about the what than the how of EAP, then its recent growth as a theoretically grounded interdisciplinary field (Hyland, 2018) presents an important case for a contextualised exploration of how the professional identity of the practitioner is also to be envisioned at the level of engagement with the academic disciplines in the classroom context.

As Wells (2001) has argued, it is important to see knowledge as emerging through active participation in learning processes, rather than as a static representational artifact. This view demands us to view the articulation of EAP teaching and learning as a process of collaboration between the novice and the expert. On the one hand, EAP teachers are seen as language experts who assist learners in acquiring "distinctive ways members jointly construct a view through discourses" (Hyland, 2002, p.390). Yet, it is also crucial to view the construction of knowledge as manifested through classroom dialogue that positions the learners as "experts of the target discipline" insofar as its content is concerned where the practitioner then assumes the role of the novice.

This presentation reports on the implications of this paradoxical tension that characterise the teaching of EAP in discipline-specific pedagogical contexts. Specifically, classroom observation and teacher interview data from a study of undergraduate EAP classrooms at a Hong Kong university in disciplines such as Architecture, Engineering and Studies of Modern Languages and Cultures will be presented to analyse teachers' beliefs about their own status as practitioners in relation to their classroom dialogic practices.

Biography

Albert Wong is assistant lecturer in EAP at the Centre for Applied English Studies at Hong Kong University and is undertaking doctoral studies to investigate dialogic classroom talk in discipline-specific EAP contexts. Currently serving as deputy coordinator of the dentistry EAP programme, he also leads the General Language Advising team.

Xiaoyu Xu, City University of Hong Kong, China

How are engagement resources articulated and co-articulated in research articles?

This paper explores the way academics from two different cultural backgrounds engage with their discourse community in published international research articles. The Introduction and Conclusion sections of 30 research articles in the field of applied linguistics were analysed in terms of the Engagement system within Appraisal Theory (Martin & White, 2005), using the UAM Corpus Tool (O'Donnell, 2011). Half of these articles were written by authors who had been educated and were working in the UK, while the other half were by Chinese authors who had been educated and were working in China. Engagement items are commonly examined individually (e.g., may) in the literature (e.g., Hyland, 2005; Hood, 2004; Sheldon, 2012; Hu & Wang, 2014). However, different combinations of resources can generate different rhetorical effects in academic discourse (Lancaster, 2014), and therefore this paper sheds light on how engagement resources co-articulate in the two groups of research articles (e.g. although + may + not). Although the authors shared comparable disciplinary expertise and all the articles were taken as expert performances, the analyses revealed that the Chinese and British academics used somewhat different engagement strategies to differing extents, and the different combinations of engagement items that they used resulted in different interactive effects. For example, the British authors were more likely to create a balance of Contract and Expand markers, using them to disagree with the putative readers' viewpoints and simultaneously open up space for alternative positions. The Chinese authors, on the other hand, used more combinations of Contract markers to further close down the space given to alternative voices. The findings are of potential interest to novice research writers and those who support them, and to journal editors and reviewers considering article submissions from around the world. This study also raises an important question to the conference audience - how much dialogic space should we open up in research articles, considering different cultural preferences?

Biography

Xiaoyu Xu is an assistant professor in the Department of English at City University of Hong Kong. She is generally interested in EAP, contrastive rhetoric, genre analysis, corpus linguistics and Systemic functional linguistics.