



NFEAP Conference June 8th and 9th, 2017 Abstracts and biographies

PLENARY SPEAKERS

Ursula Wingate, Senior Lecturer in Language in Education, Centre for Language, Discourse and Communication, King's College, London, UK

Positioning EAP in the 21st century university: The need for a collaborative model

Over the past few decades, student populations in higher education have become increasingly diverse, and the majority of students are not specifically prepared for the academic literacy requirements of their disciplines. In many Anglophone universities, however, the instructional provision still relies on the traditional distinction between 'home' and 'international' students, and EAP classes are often only available for the latter group. This provision tends to focus on language deficiencies and academic writing, when in fact students need academic literacy to be successful in their study programmes. This encompasses abilities such as reading, evaluating information, and communicating through the written and spoken genres used in the academic discipline. These abilities have to be acquired by *all* students, regardless of their backgrounds, and can only be developed within the disciplines. However, explicit academic literacy instruction is rarely offered within the curriculum, and this is partly because most subject lecturers have little expertise in teaching the literacy aspects of their discipline. This situation could be improved if EAP specialists were positioned in academic departments and would collaborate with subject lecturers, helping them to identify opportunities for academic literacy instruction in the curriculum, advising on formative feedback, and developing discipline-specific materials and workshops.

In this paper, I provide examples of this (re)positioning of EAP. I discuss a series of projects that we carried out at King's College London with the aim to embed reading and writing instruction into subject curricula. The projects involved different levels of collaboration between EAP specialists and subject lecturers, and the instructional approach was based on genre theory. Further projects were concerned with integrating a module on academic literacy instruction into a staff development programme, and with training graduate students to support novice students in their disciplines. I will present some findings from recorded academic literacy classes and from staff and student interviews to demonstrate how

perceptions and instructional practices have changed in some departments. Finally, I will consider the feasibility of these initiatives and their potential to bring about change in other contexts.

Biography

Ursula Wingate is Senior Lecturer in Language in Education and works in the School of Education, Communication and Society at King's College London. Ursula's research interests are in academic literacy, English language policies and practices, and language teaching methodology. Her publications are concerned with the curriculum-embedded academic literacy instruction, the impact of formative feedback on academic writing, and argumentation.

Lesley Gourlay, Reader in Education & Technology, Institute of Education, University College, London, UK

De-positioning EAP: texts, the digital and sociomaterial practice

In this talk I will begin by discussing the socially-situated and fundamentally unstable nature of academic writing, drawing on work in New Literacy Studies. Arguing that this perspective - however valuable - is limited in its capacity to theorise mobilities and contemporary digital textual practices, I will then go on to examine the complex interplays between print literacies, the digital, the 'author' and the emergent student text, drawing on a multimodal longitudinal study of postgraduate study practices. The influence of mobilities and networked devices will be examined, and the effect of theorising time and space as actors in a network of textual practice will also be discussed. A reframing of the notion of a clear 'position' for the author, device and text will be proposed drawing on posthuman theory (Hayles 1999), sociomaterial perspectives (e.g. Fenwick, Edwards & Sawchuck 2011, Gourlay 2015), and work in media theory exploring the relationships between print and the digital (e.g. Emerson 2014). I will offer an alternative conception to the notion of 'positioning', arguing that the radically contingent and unstable nature of contemporary textual practices can only be understood in terms of movement, flux and a series of 'depositionings' in terms of practice, device, artefact, 'context', text and author. I will propose an ethnographically-oriented approach to understanding EAP which attends to the enactment of day-to-day textual practices and will conclude with implications for EAP practice at the level of the institution, pedagogic resources and also the classroom.

References

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Biography

Lesley Gourlay is Director of the UCL Institute of Education Academic Writing Centre, and Head of the Department of Culture, Communication and Media. She has a background in Applied Linguistics and her current research focuses on digital textual practices in higher education, with a focus on posthuman and sociomaterial perspectives.

SPEAKERS

Mohammed Albakry, Middle Tennessee State University, US

The Ideal Language Professional: Stance and Credibility in TEFL Applications

The establishment of credibility is key to all genres of academic writing including academic articles, scholarship and grant applications. While much applied linguistic research has investigated credibility in various academic genre (e.g. Chui, 2016; Ding, 2007; Hyland 2005, 2010), the “occluded” nature of grant applications and their confidential aspect (Swales, 1996) precludes them from extensive study (see Connor, 2000; Feng, 2002; Pascual & Unger, 2010). The fact that a dearth of research affects grant /fellowship applications is significant because applicants rely heavily on the ability to stand out to the reviewers, yet there are few resources and models available in their fields. Based on a corpus of 52 TEFL (Teaching English as a Foreign Language) Fulbright application proposals for overseas fellowships, the study examines the projection of academic and professional persona by applicants in their personal narratives. Positioning Theory (Davies & Harré, 1990; Wortham, 2000) and Hyland’s approach to genre analysis (2011; 2015) are used as interpretive frameworks in order to identify the discursive and linguistic resources applicants often employ to relay their qualifications and expertise to their anonymous reviewers. The analysis focuses on the discursive construction of personal narratives and in particular on the role of hedges, boosters, attitude markers, self-mentions, and appeals to shared knowledge in these narratives. By shedding light on how language educators frame their personal and professional qualifications to establish their own credibility, the study expands our understanding of the genre conventions in grant applications particularly in the fields of TEFL and applied linguistics.

Biography

Mohammed Albakry is Professor of Applied Linguistics in the English Department and Affiliate Faculty in the Literacy Studies PhD Program at Middle Tennessee State University.

His research generally operates within the framework of Critical Applied Linguistics and often takes up the intersection between language and identity and discourse and ideology

Fahad Aljabr, University of Birmingham, UK

The value of citations: multi-level analyses of the use of citations in an interdisciplinary journal, Global Environmental Change

Academic writing is characterized by the use of many textual resources that express and enable writers to build interpersonal links with their audience. A common feature with which writers convey, and reflect on others', meanings is via the insertion of citations. Citations help writers contextualize their research within existing literature, evaluate other research, establish a niche and adopt a tone of authority.

The available literature on linguistic citation analysis can be broadly divided into three isolated groups with regards to research focus; namely, form, stance and function. Most of that literature is focused on integral forms of citation at the expense of non-integral forms. Non-integral citations are underrated as simply reporting others' research, findings or arguments. However, the present study suggests that this view is an over-simplification and that non-integral citations are used in more sophisticated ways.

The current study combines the above models to better understand the role of citations in the citing texts. Stance analysis concerns writer's evaluation of cited authors/materials. Conversely, function analysis is germane to the role/value of citations and operates at a higher level than stance. When combined with stance, it can reveal how the cited sources act, and are acted upon, in the text. This study also introduces the Citation Block as a new unit of analysis in studying citation functions.

The present study aims to propose a model that extends previous models of studying citations. Analysis of hundreds of citations in one well-established interdisciplinary journal (GEC) has improved understanding of the limitations of the various models and shaping the proposed model. These models have been reformulated in order to make them comparable and facilitate simultaneous use. This combination should, and in a pilot study actually did, show that citations function at different levels and exhibit diverse relations to various parts of the text.

Biography

Fahad Aljabr is a lecturer of English at the University of Hail (UoH), Saudi Arabia. Mr. Aljabr holds a Bachelor of Education (UoH, 2004) and an MA in Applied Linguistics (TESOL) from the University of Adelaide, Australia (2011). He is currently a PhD candidate at the University of Birmingham, UK.

Najwa Ben Hedia, Institut Supérieur Des Sciences Humaines de Tunis- University of El Manar, Tunisia

Rhetorical positioning across languages and cultures

In this study a cross cultural approach is taken to analyze positioning in academic writing. The aim is to determine how rhetorical positioning and more specifically authorial presence is realized across languages. The paper is based on the assumption that positioning, just like rhetoric, is culture bound. This implies that positioning is a cultural aspect that the students of foreign languages need to be taught how to realize this feature in their academic.

150 essays written in three languages (English, French, and Arabic) by 50 Tunisian students of English will be linguistically analyzed. In this study, I investigate the use and function of first person pronouns in order to find out how students project identity in their academic writing.

Biography

Najwa Ben Hedia is a lecturer in the department of English at the Institut Supérieur des Sciences Humaines de Tunis (University of El Manar). She has a Ph.D. in Applied linguistics. Her primary research interests are in the field of discourse analysis and writing pedagogy.

Jennifer Duggan and Ingunn Ofte, Norwegian University of Science and Technology, Norway

How Does Student Reflective Writing Enhance Writing Teachers Reflective Thinking?

Very few studies of peer response texts examine the nexus of the language used by the responders and the social context in which they find themselves, with a few exceptions, such as Weiyun He's (1993) examination of peer review texts, in which she applies Halliday and Hasan's functional approach to language to analyze the texts' reflection of institutional and societal contexts, and Mangelsdorf and Schlumberger's (1992) and Lockhart and Ng's (1995) analyses of students' approaches to revisions of each other's papers.

The proposed paper will present the results of our ongoing research into students and positioning in Norway. It will investigate students' approaches to revisions, hedging, stance towards the reviewee, and power distance within 119 peer review texts produced in the EFL stream of a BA-level teacher-training program in Norway.

The peer review texts were first coded on two planes: stance towards the reviewee and approach to revisions. We first coded the reviewers' stances towards the reviewee, using six categories: professional, professional friend, friend, underqualified friend, underqualified, and unclear position. These six categories allow us to explore perceived power distance between the reviewer and reviewee as well as the stance the reviewer took towards the reviewee. The review texts were then further coded into two of the categories developed by Mangelsdorf and Schlumberger (1992) and Lockhart and Ng (1995): interpretive and collaborative. Interpretive reviews aim to rework the focus of the reviewee's paper, with a view "to puzzle out the meaning or to rewrite the text for their own understanding" (p. 240), while

collaborative reviews “anticipate the problems readers will have” and try to “meet the needs of the same audience the author had in mind,” giving “a rationale for their suggestions” (p. 242). All instances are given qualitative nuance through the inclusion of illustrative quotes from the students’ texts.

References

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Mangelsdorf, K., & Schlumberger, A. (1992). ESL student response stances in a peer-review task. *Journal of Second Language Writing* 1(3), 235–254.

Weiyun He, A. (1993). Language use in peer review texts. *Language in Society* 22(3), 403–420. Retrieved from <http://www.jstor.org/stable/4168451>

Biographies

Ingunn is Head of English at NTNU’s Faculty of Teacher and Interpreter Training, Trondheim, Norway. She has previously taught in middle and secondary schools. Her main research interest is English training in higher education, especially L2 academic writing and the role of metacognition in the development of L2 writing skills in higher education.

Jennifer is an assistant professor at NTNU’s Faculty of Teacher and Interpreter Training, Trondheim, Norway. She comes to Norway from Canada. Her research interests include science and technology studies, children’s and YA fiction, fan studies, Victorian fiction, and the history of science, as well as English training in higher education and the role of literature in EFL education.

Terri Edwards, Durham University English Language Centre, UK

(Re)positioning international students and EAP staff in the curriculum design cycle

This presentation will describe a UKCISA-founded pilot project entitled “International students as curriculum advisers for academic writing courses: developing & implementing staff-student partnerships”. The project seeks to challenge the “deficit model” of international students which underlies conventional EAP methods of designing curriculum and materials. The project radically (re)positions the students as expert advisers working alongside EAP staff in order to improve materials and curriculum.

A number of organisations and authors have called for staff-student partnerships as a means of enhancing student engagement in Higher Education in the UK: for example, the NUS (2016), the HEA (2014), Jisc, and Little (2011). There are also reports of successful staff-student partnership and collaboration projects in the USA, such as the SaLT programme at Bryn Mawr (Cook-Sather, Bovill & Felten, 2014; Cook-Sather & Luz; 2015). However, we know of no other

project involving international students of EAP in staff-student partnerships within English Language Centres in the UK or anywhere else.

Although the project is currently small-scale, it is already clear that there are many benefits for EAP staff working in partnership with international students. Firstly, (re)positioning international students as Curriculum Advisers allows EAP staff to gain more detailed and timely (fine-grained) feedback on courses than conventional methods of feedback collection and analysis. Secondly, staff-student partnerships allow curriculum designers to align academic writing materials with course aims and outcomes in order to better reflect the realities of studying in a particular department/institution. Thirdly, working in partnership with staff gives international students greater voice and agency, thus enhancing their engagement in the learning and teaching process. Other benefits, and some potential pitfalls, of this (re)positioning of students and staff will be explored in this presentation.

Biography

Terri Edwards has been a full-time Teaching Fellow at the English Language Centre, Durham since 2010. She currently teaches EAP on a variety of In-sessional and Pre-sessional programmes. In her spare time she is studying for a part-time EdD at the Durham University School of Education.

Maxine Gillway, CELFS University of Bristol, BALEAP chair

How successful is CPD in aligning teacher position with institutional position regarding feedback?

This paper presents the results of a case study of the alignment between two EAP teachers' positions (pedagogical beliefs), their feedback practices and institutional position (policy) as established through CPD. It will interest those who seek to address the well-documented student dissatisfaction with inconsistency in feedback (e.g. Mulliner & Tucker, 2015) and those seeking to address this through professional development sessions.

'One can design systems of accountability and practices for Communities of Practice to live by, but one cannot design the practices that will emerge in response to such institutional systems'. (Wenger, 1999:229)

This paper reports on a study to evaluate the impact on oral and written feedback practices of teacher development sessions aimed at improving the consistency of formative feedback and its alignment to institutional position in one summer pre-university English for Academic Purposes programme in the UK. A case study approach yielded data from think aloud protocols, written feedback, tutorials and semi-structured interviews. The findings extend our understanding of teacher beliefs and feedback in higher education by illustrating how different modes of feedback and different types of beliefs behave differently in their relationship with practice and institutional culture. It is proposed that despite institutional attempts to align feedback practices with a position taken in policy through teacher development sessions, the focus and formulation of feedback may be resilient due to core

beliefs on the nature of the subject and the student-teacher relationship. Implications for course design and teacher development are discussed. Although this research is limited to case studies of two teachers, it is hoped that it will be of value to others who aim to standardise teacher feedback in other contexts. It is also hoped that it makes a contribution to our understanding of teacher beliefs and feedback on academic writing by highlighting the impact of teacher beliefs on the focus and formulation of different modes of feedback.

Biography

Maxine Gillway is Acting Director of the Centre for English Language and Foundation Studies at the University of Bristol, chair of BALEAP 2016-19 and EdD student at the University of Bath engaged in researching the nexus between teachers' beliefs and practice in giving feedback on academic writing

Flor-de-lis González-Mujico, University of the Basque Country, Spain

The glocalisation of Self-Regulatory Possible Selves through ePortfolios in EAP

The popularity of learning English is undoubtedly linked to globalisation, in which knowledge of English, the world's current lingua franca, is believed to assist in the attainment of cultural and social capital and economic benefits (Inbar-Lourie & Donitsa-Schmidt, 2013). Thus, students see English more fundamentally as an indispensable asset or tool toward upward and outward mobility (Doiz, Lasagabaster & Sierra, 2013). Consequently, researchers need to address the question of whether English has become a basic expectation (Henry, 2012), such as the mastery of reading, writing and arithmetic, to such an extent that learning English is no longer looked upon in the same way as learning a foreign language. Thus, we need to consider the implications of learners who want to learn English as an L2, but do not have a genuine motivation to identify with members of that culture. Paulo Freire (1921-1997) believed that integration with one's context, as distinguished from adaptation, is a distinctively human activity. Thus, integration results from the capacity to adapt oneself to reality plus the critical capacity to make choices and to transform that reality. When an individual loses the ability to make choices and is subjected to the choices of others, to the extent that their decisions are no longer their own because they result from external prescriptions, they are no longer integrated, but have rather adapted (Freire, 1974:4). However, the glocalisation of Self-Regulatory Possible Selves (SRPS) through digital portfolios would enable students to embody a process of natural integration, in spite of this global pressure to learn English.

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Inbar-Lourie, O. & Donitsa-Schmidt, S. (2013). Englishization in an Israeli Teacher Education College: Taking the First Steps. In A. Doiz, D. Lasagabaster, & J.M. Sierra (eds). *English-Medium Instruction at Universities Global Challenges*. Bristol, UK: Multilingual Matters pp. 151-173.

Biography

Flor-de-lis holds an MA in Applied Linguistics/TESOL and a BA (Hons) in Modern Languages from Birkbeck College, University of London. She is currently a PhD student at the University of the Basque Country investigating Motivation, Possible Selves, Self-Regulation and ePortfolios. Flor-de-lis is also an EAP Lecturer at Royal Holloway, ISC, University of London, and at the University of Northampton.

Janice Hinckfuss, ELTU University of Leicester, UK

'Some Arguments Are Better Than Others'

'Truthiness' has come a long way since Stephen Colbert first used the term in 2005. No longer simply a term of ridicule, it is used along with post-truth and alternative facts, to describe the current state of public discourse, particularly in English speaking countries.

The election of Donald Trump to the Presidency of the United States has demonstrated all too clearly the sway of 'truthiness,' leading many to fear for the likely victims of a Trump administration namely, women, racial and religious minorities and the environment. However, the academic David Tollerton, looking at the pile of undergraduate essays submitted on the very day of Trump's victory, reflected that "... the victim whose pain I feel for immediately is the practice of logical reasoned argument."

In this paper, I would like to broaden that lament to 'ethical, logical reasoned argument' and to echo Wingate's call for argumentation to be placed at the centre of EAP writing pedagogy. While acknowledging the importance of 'voice' and 'position' as important concepts in writing pedagogy, I want to argue for a performance conception of academic writing centred on students learning to have an 'ethical voice' and how to 'support an ethical position.' To make this case, I want to place 'voice and position' in relation to the rhetorical concepts of persona and ethos. Working from a performance-centred rhetorical approach, I conclude that although logic and reason are important cornerstones of academic writing, the ethos of the writer is equally important and students need to understand how to create an ethical persona and ethos on the page. Part of that understanding involves learning how to use appeals to emotion ethically rather than to misuse emotional appeals to create 'truthiness.'

Biography

I am an EAP Tutor in the ELTU at the University of Leicester. I am interested in deploying performance (broadly construed) as a lens for understanding academic writing, embodied knowledge and authorial identity (persona and ethos) as a basis for an 'enlivened' academic writing pedagogy.

Anne Kiley, Kate Wilson, Linda Devereux and Maya Gunawardena, University of Canberra & University of New South Wales, Australia

Taking a position in Management

This paper explores first year students' attempts to discover their voice in the discipline of Management. Our team of literacy advisers collaborated closely with the Management lecturer to prepare students to write their first assignment – a typical case study analysis essay - in an introductory management course. We delivered two lectures and two sets of tutorials to just over 80 students to help them understand the features of the expected genre, and develop a critical orientation to writing in the field. At the end of the semester, nine essays were randomly selected and analysed in depth in order to gain insights into students' development as academic writers. While the essays were generally of a high standard and conformed to the classic introduction-body-conclusion structure, certain features of their writing indicated that the students had not yet fully understood the expectations of the discipline. Using the lens of Northedge's construct of 'everyday, academic and professional' voices (Northedge, 2003), we could see that students' writing only occasionally slipped into an 'everyday' voice. Most students had understood the importance of using 'professional' management terminology which they used to establish a position. However, in terms of an 'academic' voice, while they had understood the need to support their writing with references to the literature, the students had not grasped the prime importance of foregrounding theory in the discipline of Management. Hence their writing tended to 'ventriloquate' the language of websites and non-academic professional journals they had used as sources. As a result, although students generally made clear where they stood in relation to the essay question, they did not take an appropriately academic position within the discipline of Management. We reflect on why this was the case, and how to better prepare students in future. (290 words – 300 allowed)

Reference

Northedge, A (2003) 'Enabling participation in academic discourse.' *Teaching in Higher Education* 8(2) 169 - 180.

Biographies

Anne Kiley teaches EAP at the University of New South Wales and has a particular interest in the development of academic literacy skills in students who are first in family to university.

Kate Wilson is an adjunct associate professor at the University of Canberra. She is a freelance consultant in academic language and learning. Her doctoral thesis is on critical reading in EAP.

Linda Devereux is a writer and an adjunct senior lecturer at the University of New South Wales. She researches and publishes in life writing and academic literacy development and has a particular interest in supporting first year students in the transition to university.

Maya Gunawardena is a visiting fellow at the University of New South Wales. She has extensive experience in teaching literacy in higher education in Australia and overseas. Maya

researches and publishes in academic literacy, applied linguistics and teacher education.

Victoria Mann, University of Sheffield, UK

One to one writing tutorials as a transformative space

One to one academic tutorials could be situated as a space that acts both within the university and a space outside the student- university relationship. By this, the tutorial space does not form a part of any form of assessment and the tutor does not have a defined role in the student's progress as they are not responsible for assessing the student, creating modules, or ensuring that the student makes sufficient progress to proceed onto the next level of their course. The service exists outside academic departments, and yet, by the same token, the tutorials can be argued to be situated at the heart of the student university discourse. This is described by Carter (2009) as the writing centre paradox. She acknowledges the tension between equality and plurality that exists in writing centres. That is, the centres represent the student, not the teacher, but equally they represent the system not the student, and therefore the centres are at the centre of a power nexus where both the students' individual expression and the literacy discourse demands of the higher education institution are represented.

In addition to working with students in sessions, tutors are able to mediate between lecturers and students, such as at case reviews and progress reviews, and provide support to academic department regarding students. The tutorials, therefore, could provide a space to explore both literacy practices and to negotiate learning.

The presentation will consider this positioning in terms of student writing development in EAP. Specifically, it will discuss the student as expert, writing identity, and the development of authorial authority. It will then discuss the positioning of EAP writing tutorials within institutions and the tension between supporting students and representing the institution.

Biography

Victoria Mann is a specialist Specific learning difficulties tutor at the University of Sheffield. Her research interests are dyslexia and language; dyslexia and EAP; maths anxiety; and multiple literacy practices. She currently is undertaking a PhD in multiple literacy practice in STEM subjects.

Sharon McCulloch, Lancaster University, UK

Positioning writing in the contemporary university workplace

Academics' sense of scholarly identity is closely linked to the writing they do. However, the range of audiences academics are expected to write for and the types of texts they have to produce are changing. For example, management concern for transparency and accountability in higher education means that academics are often asked to write documents such as module descriptors and learning outcomes, which are aimed primarily at external quality assurance

bodies. Likewise, as students are positioned as fee-paying customers, academics may be asked to write reports for management, outlining their response to student satisfaction surveys.

This presentation discusses findings from an ESRC-funded research project investigating the writing practices of academics in three disciplines at three English universities. The data presented come from interviews with 51 academics, working in three disciplinary areas: Mathematics, History, or Marketing. We asked these academics about the range of writing they did and how this fitted into their role and workload.

The results suggest that academics across all three disciplines produce a very wide range of writing, but that they derive their strongest sense of professional identity from disciplinary writing. This presentation will focus on the tensions between the types of writing prioritised by institutions, those that dominated academics' working days, and those that they positioned as 'real' writing.

Biography

Sharon McCulloch works at Lancaster University in the UK. Her research interests are in literacy practices, as they pertain to both students and professional writers in higher education. She is particularly interested in the relationship between academic reading and writing, and in how they relate to knowledge production.

Richard Miles, Nanzan University, Japan

Positioning Rhetorical Devices in Oral Presentations

The utilization of rhetorical devices can potentially increase the persuasive impact of the message in oral presentations. A study on Japanese university students revealed which devices the presenters employed and where they positioned these devices in their oral presentations. This presentation will discuss findings from the study while promoting an open forum for discussion.

The presentation will begin by providing a brief overview of some of the most well-known rhetorical devices (e.g. contrasts, 'the rule of three', and rhetorical questions), before detailing the methodology and rationale behind the qualitative study. This study explored the participants' (n=8) intent and preparations while creating a persuasive oral presentation. It then analyzed the actual presentations the participants delivered, and culminated with post-presentation interviews, further exploring the participants' self-reflections and beliefs about rhetorical devices.

The presentation will then examine the specific findings generated through grounded theorization of the data. This includes which rhetorical devices the participants employed, where such devices were positioned during the presentations, and the impact (or lack of impact) that these devices had on the overall persuasiveness of the oral presentation. In addition, the study also examined the position of arguments throughout the presentations, and whether front-loading or back-loading the message was more effective.

The presentation will conclude with questions from the audience and an open discussion about the implications of these findings and the potential for future research.

Biography

Richard Miles is an Assistant Professor at Nanzan University in Nagoya, Japan. Currently, he is finishing his PhD at Macquarie University in Australia, on persuasive techniques used in oral presentations by Japanese university students. His research interests include, action research, and anything related to teaching, assessing or delivering oral presentations.

Julia Molinari, University of Nottingham, UK

Agency, choice and voice in research writing: what might the theories look like in practice?

*****Ann Torday Gulden Scholarship Recipient 2017*****

My talk considers the extent to which EAP students are positioned as writers of their texts as opposed to producers of them. I argue that for writing to be considered 'academic', it requires an account of how agency interacts with structure, i.e. of how the writer interacts with the socio-historical-semiotic conventions that tend to determine what counts and doesn't count as 'academic'. This runs counter to approaches which are generally more text-focused and rules-driven (Bennett, 2009) rather than concerned with voice (Ivanic, 1998), range of rhetorical functions (Richardson, 1990), creativity (Besley & Peters, 2013; Ravelli, Paltridge, Starfield, & Tuckwell, 2013), multimodality (Archer and Breuer, 2016) and agency (Introna, 2106, Bronwyn Williams, 2017 forthcoming Routledge). I then report on the perceptions of a group of 10 Chinese first year EdD researchers studying at Nottingham University in order to reflect on the extent to which they feel they have agentic choices in their writing. This reflection will also allow me to speculate on the extent to which Home Students studying a range of degrees at Nottingham University (to whom I offer academic writing consultations) also position themselves as writers with choices.

I build on studies in Academic Literacies which have mainly provided thick descriptions of how academic writing works within situated and mobile social practices (Horner and Lillis 2016, Paltridge, Starfield, & Tardy, 2016; Scott & Lillis, 2007) and have explicitly foregrounded the identity(ies) of the writer in making textual decisions (Thesen & Cooper, 2013). However, the sociological lens through which academic literacies frame writing seems to require a more explicit account of what kind of agents writers need to be to shape their own academic writing practices within institutional expectations and how teachers can view their students as reflexive authors with choices and voices rather than unreflexive producers of texts.

I further expand this lens (Lillis 2013) and offer a socio-philosophical perspective (M. S. Archer, 2000; Bhaskar, 1989, Winch, 1990) to craft a theoretical rationale for encouraging second language writers to perceive themselves as agents with choices. I do this with specific reference to an Academic Literacies EdD Module for Second Language researchers which I have designed and taught for the past 2 years.

Biography

I am an interdisciplinary PhD Researcher, EAP teacher and course designer at the University of Nottingham, UK. My main research interests are in academic writings and in the recognition that what counts as 'academic' has varied across space and time, and continues to vary within and across borders and disciplines.

Lynn P. Nygaard, Peace Research Institute Oslo (PRIO), Norway

What does empowerment mean? Dilemmas for teaching academic writing in the context of North-South research collaboration

Research collaboration between Northern and Southern partners increasingly includes a "capacity building" component, where the Northern partner provides providing instruction in academic writing and publishing, as well as other skills related to carrying out and communicating research. In this paper, we use an academic literacies perspective to not only explore how the academic writing and publishing goals of the various partners involved in the research might be different, but also how power plays a role. While academic literacies theory is premised on the notion that power is distributed unequally, the notion of different kinds of power is seldom examined. We argue that there are at least five different kinds of power involved in academic writing (which we call agenda setting, professional prestige, participation in discourse, authorial voice, and societal impact), and that they can at times be at odds with one another. For example, those who do not have English as a first language may feel that writing in English threatens authorial voice, but writing in a different language may threaten both professional prestige and participation in discourse. Likewise, documents that may have high societal impact may not be those with professional prestige. These dilemmas become acute when there are asymmetrical power relations between the Northern and Southern partners, particularly against a backdrop of postcolonialism. We conclude that pedagogical strategies need to take into account the positioning of both partners, where goals and interests are actively examined rather than assumed as a point of departure.

Biography

Lynn P. Nygaard is a special advisor at the Peace Research Institute Oslo (PRIO) and a doctoral candidate at the Institute of Education, UCL. Author of *Writing for Scholars: A Practical Guide to Making Sense and Being Heard*, Nygaard regularly leads courses and workshops on academic writing for publication

Ingunn Ofte, Norwegian University of Science and Technology, Norway & Pamela Flash, University of Minnesota, US

Teaching with Writing: Working towards integrating writing and writing instruction across the disciplines in higher education

In Trondheim in 2015 and 2016, Pamela Flash and Ingunn Ofte conducted two "Teaching with Writing" workshops for NTNU faculty across the disciplines. The workshops were the result of

a collaboration set up in 2011 between Skrivesenteret in Trondheim, the Department of Teacher Education at HiST (now NTNU) and the Writing Center at University of Minnesota. Grounded in the philosophy of the Writing Across the Curriculum (WAC) movement, which recognizes that writing promotes content learning as well as critical thinking (writing to learn), that all disciplines have their own preferred writing style, and that students learn best how to write when they write in their subjects (writing in the disciplines), the workshops aimed at helping faculty develop strategies for integrating effective writing and writing instruction in their disciplines by focusing on how to create and integrate low-stakes and high-stakes writing activities into the course plans and the courses. Through working with hands-on activities, individually and in cross-disciplinary groups, and participating in whole-group discussions, participants discussed strategies for meeting challenges related to writing across the disciplines.

In this presentation, we will briefly present fundamental ideas underlining WAC, as well as some of the methods and approaches used in the workshops to engage the participants, and some of the activities they engaged with. Finally, we will summarize findings and experiences from surveys the participants completed after having attended the workshops. In these surveys, participants expressed general enthusiasm and found the workshop particularly useful and helpful in terms of rethinking the role of writing and writing instruction in their course, as well as how to use writing as a learning tool in their course and in their disciplines. However, some participants also wished that the content and material used in the workshops had been better adjusted to the Norwegian higher education context.

Biographies

Ingunn Ofte is Assistant Professor at the Department of Teacher Education, NTNU, Trondheim. She has previously taught in middle and secondary schools. Her main research interest is English training in higher education (EAP), especially L2 academic writing and the role of metacognition in the development of L2 writing skills.

As Director of Writing Across the Curriculum at the University of Minnesota, Pamela Flash works closely with faculty as they endeavor to integrate effective writing instruction into their courses. Her research focuses on writing pedagogy, composition theory, discourse communities, and using qualitative research methods to enable pedagogic change on individual, departmental, and institutional levels.

Aleks Palanac, The University of Leicester, UK

Positive psychology and mastery of the academic self

“Identity is what makes us similar to and different from each other and for academics it is how they both achieve credibility as insiders and reputations as individuals.” (Hyland, 2015:36) When talking about academic identities in the context of EAP, much of the focus has traditionally been upon knowledge and skills that students need to gain in order to join and actively participate in the activities of their desired discourse community. Indeed, the influential model proposed by Beaufort (2007) suggests that entry into the target discourse

community can only occur once a learner has mastered the domains of knowledge pertaining to it, including those of subject matter, genre, rhetorical techniques and the writing process. However, this talk will argue that mastery of a domain and entry into a discourse community involves more than this; both of these things can occur only once a student has been able to “master” him/herself.

But what is this “self-mastery” and how can we guide students towards achieving it? This talk will draw upon theories from the emerging field of Positive Psychology, showing how notions such as self-efficacy, mindfulness and flow can be interwoven with concepts more commonly associated with EAP (e.g. learner autonomy, motivation and noticing) to propose a framework for mastery of the academic self. The application of these proposed strategies in the classroom is intended to empower students not only to enter their chosen discourse community but also to leave their mark on it.

Biography

Over the past 12 years, Aleks Palanac has been an ELT teacher, examiner and resources developer. She now works as an EAP Tutor at the University of Leicester, currently teaching on a range of courses, including EAP provision for refugees. Her special interests include positive psychology and learner autonomy.

Silvia Pulido, University of Central Florida, US

A Case of Positioning a Biochemist Researcher as a Scientific Grant-Writing Specialist In a Tier 1 University College of Nursing to Develop Faculty Research and Writing Skills

We examine the rhetorical, epistemological, and logistical challenges of positioning a seasoned scientific researcher as a science-writing specialist within a college of nursing to help faculty improve research and grant-writing skills. Practicing nurses are trained to assess and respond to clinical situations. Nurse researchers advance their field by developing new knowledge for “evidence based practice” as a scientific foundation for clinical practice. However, formal training for writing competitive research funding proposals is not traditionally included in graduate nursing education. Although well versed in the discourse of nursing practice, nurse researchers often struggle with the discourse of academic research and proposal development. Paul (2015) describes typical difficulties faced by practicing nurses transitioning into the nurse educator role.

To address this problem, the college of nursing at the second largest public university in the US hired, as a consultant, an experienced research scientist (biochemist) with a successful funding record to act as their assistant director of research. This case examines the results of this project. Qualitative data were collected from conversations with the nursing faculty and samples of their writing. The following areas of weakness were identified: 1) limited understanding of conventions of the genre of the scientific proposal; 2) lack of experience in developing statistically relevant clinical research design; 3) sparse knowledge of funding priorities and available grant development resources. To address these weaknesses, faculty development workshops on scientific writing, funding opportunities and proposal

preparation were developed. Offices for a dedicated librarian and statistician within the college were implemented. Finally, in collaboration with the central University Office of Research, electronic “library-guides” were constructed. These efforts led to increased grant submissions and amounts of funding secured.

References

Paul, P. A. (2015). Transition from novice adjunct to experienced associate degree nurse educator: A comparative qualitative approach. *Teaching and Learning in Nursing*, 10(1), 3-11.

Biography

Dr. Pulido is a scientist with eighteen years of experience in pharmaceutical drug discovery research in the U.S. and Switzerland. She holds a Ph.D in biochemistry from Boston University Medical School and currently consults in pharmacokinetics, clinical trials, research design, and scientific and technical writing.

Marcia Rego, Duke University, US

The writer's body on the page: positionality in discipline and genre

Disciplinary approaches to research are variously informed by fundamental assumptions – both ontological (pertaining to physical or social reality) and epistemological (concerning the nature of knowledge). But how are these assumptions manifested as words on the page (or screen)? This paper explores teaching strategies aimed at developing students’ awareness of disciplinary epistemologies through the analysis and production of texts. First, it proposes class activities that teach students to recognize conventions and rhetorical markers of diverse academic genres – from the positivistic truth claims of scientific research articles, to relativistic interpretations of qualitative research. Second, the paper focuses on assignments designed specifically to introduce students to the craft of ethnography, a method of inquiry and literary genre in which the author’s positionality is of particular relevance. In guided reading exercises and writing experiments, students interrogate the ethics and aesthetics of ethnographic texts – How do they use description to make arguments? How is what they say shaped by how they say it? – all the while paying particular attention their authors’ subjectivity: How do their narrative styles position them politically in relation to the communities they study? How might they articulate their own positionality to produce understandings of the “other” for particular audiences? How do they convey sensory perception as part the knowledge-making process? And how do their embodied identities otherwise surface on the page?

Biography

Márcia Rego teaches at Duke University’s Thompson Writing Program. She is a cultural anthropologist whose research interests include the ethnography of language, ethnographic writing, anthropology of the body, and intercultural communication. She is the author of *The Dialogic Nation of Cape Verde: slavery, language, and ideology*, by Lexington Books.

Ingrid Stock, Norwegian University of Science and Technology, Norway

Writer positions in bachelor theses

Investigating positioning and voice in academic texts is a continuing theme in writing research. While many studies have explored voice and positioning in academic genres such as research papers, textbooks, master or doctoral theses, the bachelor thesis is a genre that has received little attention. The bachelor thesis is a fuzzy genre, and many students and teachers are uncertain about how to deal with this genre: What type of text is – or should – the bachelor thesis be? Should it be a long essay/assignment, or should it be a research paper? This is a crucial question because different genres imply different positions for the writer. For example, traditional essays/assignments tend to be knowledge-telling papers where the writer recounts established knowledge in the field. Research papers, on the other hand, are rather knowledge-transforming papers where the writer uses the established knowledge for own purposes (Rienecker & Jørgensen, 2013, p. 43). Based on an analysis of 16 bachelor theses from English (Literature and Cultural Studies) and Media Studies, this study investigates the different positions the writers take on in their texts. Focusing on what the writers are doing in their texts, I have identified positions such as Recounter, Text Organizer, Researcher, Student, Interpreter and Arguer. The variations in the findings seem to be related to the different fields' construction of knowledge, and to organizational conditions that influence the understanding of the genre. For example, the position of the Researcher is more prominent in the texts from Media Studies where the students conduct a research project, while the position of the Recounter is dominant in texts from English where the organizational conditions lay the ground for a longer essay rather than a research paper.

Reference

Rienecker, L. & Jørgensen, P.S. (2013). *The good paper: a handbook for writing papers in higher education*. Frederiksberg: Samfundslitteratur

Biography

Ingrid Stock is PhD candidate and Assistant Professor of Applied Linguistics in the Department of Language and Literature at the University in Trondheim, Norway (NTNU). Her PhD research is on academic writing with a special interest in issues such as writer identity and voice.

Ingerid S. Straume, University of Oslo, Norway

The position of a writing centre: theory building in an unsettled landscape

Many North European writing centres (and similar initiatives) are positioned in institutional and symbolic spaces where various disciplinary traditions make claims to validity aimed at producing legitimacy (in the sense of the pragmatic sociology of Boltanski and Thévenot). Examples of such traditions are linguistic studies, library sciences, teacher training and the natural sciences.

In the middle of different epistemologies and textual cultures, as well as different systems of validation (“orders of worth”, for Boltanski and Thévenot), writing centres need to justify their practices and existence by negotiation and adaptation, but also by producing their own objects of legitimation. Theory building is one example of such objects whereby agents can claim their legitimate position in the organisation at large.

On this background, the paper discusses some of the (more or less contesting) concerns regarding theory building in a Scandinavian-style writing centre, with examples drawn, especially, from the use (and misuse) of educational theory.

Biography

Ingerid S. Straume holds a PhD in the philosophy of education from 2010. She is author and editor of a number of publications on topics such as democracy theory, educational theory and political thought. Currently she is the director of a student-staffed writing centre at the University of Oslo

Qingyang Sun, University of York, UK

Researching citation use in postgraduate academic writing: combining corpus methods and discourse-based interviews

In this presentation I will discuss my approach to researching postgraduate academic writing in my PhD project and my reflection on the pilot study. International EFL postgraduate students with little experience of academic writing in their previous education encounter considerable difficulties when studying social science subjects in UK universities. A major difference between their previous English writing genres and postgraduate academic writing is the requirement on the use of citation. Using citation effectively is a key part of positioning oneself in academic argumentation. Studies on EFL students’ citation use have pointed to a lack of authorial stance in causing problematic source use. However, citation in terms of stance has rarely been closely examined in student writing. Students’ longitudinal development has also been underexplored. This study will thus address these gaps by looking at students’ development of citation use for stance indication during a one-year taught Master’s programme.

A mixed-method approach will be adopted. Text analyses and discourse-based interviews will be conducted. 11 students’ written assignments and dissertation chapters (3 pieces of texts from each student) throughout the one-year programme will be compiled as a small learner corpus with a longitudinal element. The citations in texts will be annotated using a scheme adapted from current citation frameworks in citation form, reporting verbs and rhetorical function. Discourse-based interviews with the students will act as triangulation to understand the students’ intention of their own citation use during writing. The pilot study indicated changes to be made in the interview protocol in order to obtain the intended data. Particularly, the interview questions should probe any meta-textual concern about the ways of using citation, instead of explicitly asking around citation form, reporting verbs or rhetorical function.

Biography

Qingyang Sun is a PhD candidate in Education Department at University of York, UK. She did an MA in the same department and became interested in researching international students' academic writing development in Anglophone universities.

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

Physical and organisational positioning of EAP Practitioners in the UK

Collini argues that “Professions, like clubs, are about excluding people” (1991: 237). The English for Academic Purposes (EAP) practitioners who work in higher education in the UK are often distinguished from lecturers in a number of ways. In many institutions, they have a different job title; they are frequently referred to as ‘tutors’ or ‘teachers’. They often also have different contracts and conditions of service. Because EAP has evolved in an ad hoc way in response to the need to support an increasingly diverse body of students, there are a number of different forms it may take, and these may be located in a range of departments on campus (Ivanič and Lea, 2006). In the UK, EAP provision may be positioned within service or support departments, within academic departments, or, in the case of private providers, in separate ‘pathways’ programmes. It has been argued that locating EAP practitioners within non-academic domains may contribute to their being perceived as engaged in low-status work, which is often further cemented by their job titles, teaching-only contracts and different pay grades (Ivanič and Lea, 2006). As part of my EdD thesis research examining the professional identity of EAP practitioners, I interviewed practitioners within the field. This presentation provides a brief look at their views and experiences regarding the physical and organisational positioning of EAP in higher education, and how this positioning may reflect on both their own professional identity and the experience of their students.

References

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Ivanič, R. and M. Lea, (2006) ‘New Contexts, New Challenges: the Teaching of Writing in UK Higher Education’, in Ganobesik-Williams, L. (ed), *Teaching Academic Writing in UK Higher Education*, Basingstoke: Palgrave Macmillan

Biography

Sarah has worked in English for Academic Purposes (EAP) for 19 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.

Neil Adam Tibbetts and Lucy Watson, University of Southampton, UK

The Telescope and The Microscope: Two complementary approaches to enhance student awareness of their position within the learning ecosystem

We apply the metaphor of ‘microscopes and telescopes’ to describe our methodology, syllabus design and teaching practices as EAP practitioners at the University of Southampton. This paper focuses on our work with two different groups of students; pre-undergraduate and pre-masters. Taking into account the different environments our students are about to enter, we will outline the ways in which we encourage them to develop academic literacy, autonomy and agency through communicative, student-centred, task-based learning activities. Specifically, we will show how we encourage students to navigate and map their new learning environments, increasing their awareness of their own positioning within the dynamic ‘ecosystem’ of international academia.

The ‘microscope’ approach is considered in relation to pre-Masters students in their year of preparatory study in the UK. Our English for Masters Study syllabus encourages the students to embark on a close and methodical examination of their own learning ecology through task-based research projects, which focus explicitly on questions related to learner identity, both in terms of what it means to be an ‘international student’ and the concept of ‘postgraduate-ness’. We have also developed academic reading circles and ‘expeditious’, extensive reading projects, which help students conceive their own model of the world they inhabit and their place within it in an autonomous way. The ‘telescope’ approach complements, yet differs, from the ‘microscope’. Pre-undergraduates may not yet be ready to scrutinise their academic environment and first need to be introduced to concepts and ideas which may appear rather distant from their immediate surroundings. Focusing on ‘Global Society’, a core module in the Foundation Year Programme, we will describe how we encourage students to explore challenging ‘key concepts’ such as ‘globalisation’, ‘human rights’, ‘international aid’ and ‘climate change’, all of which inform the contemporary world and are widely used across disciplines in UKHE. Moving away from traditional or subject-specific approaches to vocabulary learning, Global Society is an interdisciplinary module which focuses on these key concepts and the ways in which they reflect and inform each other. The syllabus aims to develop students’ critical thinking and academic literacy by helping them towards a deeper understanding of the broader global system in which UKHE operates.

Our pedagogical approach adopts a more holistic view of international students’ learning at university and aims to enhance their understanding of their positioning within the learning ecosystem so that they may contribute to it positively and confidently.

Biographies

Neil Adam Tibbetts convenes the ‘English for Masters Study’ modules on the Pre Masters programme at the University of Southampton. His interests include reflective writing, learner identity and teaching reading skills. He has been a teaching fellow at Southampton since 2013, having previously taught in Northern Italy for many years.

Dr Lucy Watson is Programme Leader for the International Foundation Year Programme at the University of Southampton and co-convenes the Global Society module. Her research interests are academic literacy, critical pedagogy and learner autonomy. She has been teaching EAP in UKHE for ten years.

Pavel Zemliansky, University of Central Florida, US

Effective Institutional Rhetorical Positioning of a Writing Across the Curriculum Program (WAC) for Faculty Development

The development of a university-wide faculty-training program requires an effective rhetorical stance in the context of a given institution and fitting the program into existing institutional ecologies. Wayne Booth famously defined rhetorical stance as a balance of subject, reader, and writer (141). In an effective stance, then, these three elements are positioned in an ever-shifting relation to each other. In this instance of programmatic positioning, WAC can be seen as the subject; the university—as the reader, and the WAC program’s staff—as the writer.

This presentation examines the process and outcomes of institutional rhetorical positioning (stance) of a writing-across-the curriculum (WAC) program at a large public university in the United States. Rather than deliver direct EAP instruction to students, the program under discussion develops the ability of faculty in all disciplines to teach written EAP through training workshops and other efforts. Elements of effective positioning of the program vis-à-vis the institution include an understanding and leveraging of the institutional contexts (size of the university, diversity and range of departments, interests and existing workload of faculty, etc.); ability to demonstrate to faculty the benefits of collaborating with WAC; ability to effectively market and promote the program, and others.

Biography

Pavel Zemliansky is a professor of writing and rhetoric at the University of Central Florida where he also directs the Writing Across the Curriculum Program. His research and teaching interests are professional writing and WAC in international contexts. He also consults on WAC in the US and abroad.