



## NFEAP Conference June 9<sup>th</sup> and 10<sup>th</sup>, 2022 Abstracts and biographies

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### PLENARY SPEAKERS

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**Montserrat Castelló, Universitat Ramon Llull, Spain**

**Situated regulation writing processes in research writing: a new beginning for research and teaching?**

The theme of this year's NFEAP conference reminds us that "To write is to begin. No matter how experienced the writer is, one must always begin and begin again". I would add: to research, one must also begin and begin again. After more than 20 years of research on writing, doctoral trajectories, and researcher identity, we should admit that beginning might not be enough for research writing development. I will focus on regulation as crucial to progress in research writing, to develop both as a researcher and writer, and, thus, as a way to escape from the beginnings recursive loop. For this purpose, I will first examine the role of writing regulation processes in research writing while distinguishing and problematizing the notions of self-regulation, co-regulation and socially shared regulation. Second, I will consider lights and shadows from our recent research on graduate and postgraduate students' regulation writing processes dealing with research genres such as theses, dissertations or research articles. The focus will be not only on results and knowledge contribution but also on the methodological issues studying regulation from a situated perspective entail. Finally, I will reflect on how teaching can increase students' awareness and help them strategically decide how, when, and why to use their resources when writing research genres.

*Biography*

Montserrat Castelló is full professor in educational psychology at Universitat Ramon Llull in Barcelona, Spain, where she has been vice-dean of research and doctoral studies at the Graduate School of Psychology and Educational Sciences. Since 2015, she is also Director of the Research Institute on Psychology, Learning and Development (Re-Psy) at Universitat Ramon Llull and the head of the interuniversity doctoral program Culture, Education and Semiotic Systems, awarded with the Quality Mention by the Spanish minister of education. She has been elected member of the executive committee of the European Association of Research on Learning and Instruction (EARLI) (2013-2015), and of the executive committee of the European Federation of Psychology Teachers Associations (EFPTA) (2003 – Act.). Since 2013 she is the co-convenor of the EARLI Special Interest Group on Researcher Education and Careers (SIG-REaC) and organised the first conference held in Barcelona in 2014. Her research activity and publications focus on early career researcher writing and identity development and she had published more than 200 scientific contributions on these topics.

**Sharon McCulloch, University of Central Lancashire, UK**

**'I didn't really know what I was doing': Beginnings in EAP research**

In the field of EAP, practitioners and researchers have been described as two different groups (Davis, 2019). It has been pointed out that EAP operates "on the edge" of academia (Ding & Bruce, 2017) and, as such, lacks a publishing culture (Webster, 2021). However, this may be changing partly due to increased pressure to publish in higher education more broadly and partly due to an emerging sense of EAP as a legitimate discipline with its own theoretical knowledge base.

In this talk, I reflect on the reasons why it may be challenging for EAP practitioners to get started in scholarly publishing and what it means to be a 'novice' in academia. I share insights from a recent research project on early-career researchers' publishing endeavours. Finally, I also explore some of the opportunities and approaches available to EAP practitioners in making the transition from a teaching-focused identity to an academic one.

*Biography*

Sharon McCulloch is Senior Lecturer in ESOL and Education at the University of Central Lancashire in the UK. She has taught EAP in the Czech Republic, Japan, and the UK. Her research interests lie in academic literacies and EAP, including both student writing and the writing done by professional academics. Recent publications have focused on early-career researchers' publication trajectories, the role of gender in academic publishing, and EAP in South Asia. She tweets as @samcculloch1

**Julia Molinari, Open University, UK**

**A case of plus ça change ...? Beginning again in EAP, 50 and 13 years on.**

The year 2022 marks two significant events in EAP, one is institutional, the other personal. Institutionally, it's BALEAP's 50th anniversary. Personally, it is the 13th year of my professional and intellectual journey as an EAP practitioner and scholar. Drawing on both institutional and personal UK-centric experiences, I reflect on where I see generative and fertile new beginnings for the field of EAP. Specifically, I share insights from nascent EAP scholarship (e.g. the New Perspectives for English for Academic Purposes series published by Bloomsbury Academic) that brings a fresh theoretical and practical gaze to the profession and to its vibrant international research community. These insights broaden the traditional knowledge base of EAP (which has been cognitive, linguistic, and genre-oriented) to include social and philosophical theories that have the potential to nurture new imaginaries and directions, such as multimodal, multicultural and multilingual approaches to academic communication. Such perspectives serve to remind us that 'things can always be other than they are' because they afford examples, rationales and a licence for introducing change that may in turn lead to fruitful hopeful renewed beginnings in a post-pandemic 21st century EAP world.

*Biography*

Julia Molinari is Lecturer in Professional Academic Communication in English (PACE) at the UK's Open University Graduate School for Research, Enterprise and Scholarship. Since 2008, her research and scholarship interests have brought into conversation the cognate fields of EAP, Composition Studies, Applied Linguistics, Sociolinguistics, Education, Philosophy and Sociology. Her fascination with academic communication culminated in a PhD (2019) on academic writing and an Open Access monograph on What Makes Writing Academic: Re-thinking Theory for Practice (Bloomsbury, 2022). She has taught EAP, academic literacies and research writing at several universities in Italy and the UK. She blogs @serenissimaj and at <https://academicemergence.press/>

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## SPEAKERS

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**Hana Atcheson, Masaryk University, Czech Republic**

**Searching for scholarly identity in academic writing for graduate students in visual arts and design**

Beginnings in academic careers are closely tied with finding scholarly identity. This paper will present results from questionnaires and interviews focused on target language education needs in English academic writing. The special focus is on understanding characteristics of writing style, genre-specific features of academic writing in specific academic disciplines that students enrolled in PhD programmes in audio-visual arts, industrial design and photography should be able to gain. These study programmes are relatively new at the tertiary level of education in the Czech Republic and their curricula have been built in compliance with the current trends in creative industry.

The collected data in questionnaires and interviews refer to some degree of discrepancy in subjective and objective language needs in academic and vocational writing for our students, namely in what students believe they need during their studies, what they believe will be needed in the future and what is expected from them in the future. The paper will discuss what language knowledge, genre awareness and what writing style is objectively required. Next, the survey results will be presented to show what students themselves declare about their academic writing needs. Finally, how to implement these findings into the writing programme in the EAP classes will be considered.

The main aim of the presentation is to provide a deeper insight into the actual process of finding scholarly identities. There are many challenges connected with the first publishing that our students in the art programs face in their first two or three years of a PhD program.

*Biography*

Hana Atcheson is a guarantor of English curricula for Bc, MA and PhD study programmes in art design, audio-visual studies, marketing communications, at Faculty of Multimedia Communications in Zlín. Currently, she is also a PhD student with a specialisation in English teaching methodology at Masaryk University in Brno, Czech Republic.

**Parichehr Afzali, Norwegian University of Science and Technology, Norway**

**A corpus-based comparative study of the first paragraph of argumentative texts written by Iranian and Norwegian learners of English**

Argumentation structure is culturally determined (Mauranen, 1993) and L2 learners may transfer schemata and social practices from their cultures (Connor, 2004). Some cultures encourage early presentation of assertive standpoints followed by for/against arguments, whereas others present it tentatively after considering different views (Mauranen, 1993). Studies indicate that Nordic students use an end-weighted structure (Evensen, 2002; Isaksson-Wikberg, 1999), however, little is known

about the typical argument structure of Iranian texts. This study aims at comparing Norwegian and Iranian writers of English and answers following questions: (1) Do the writers choose front/end-weighted structure by mentioning the main standpoint at the beginning or the end of texts?, (2) Is the main standpoint mentioned explicitly or implicitly at the beginning?, and (3) if the standpoint is mentioned explicitly, which hedging/boosting devices are used to modify it?

An analysis has been done on 40 texts from Norwegian and Iranian sub-corpora of the International Corpus of Learner English (ICLE), written by university students majoring in language-related subjects. The organizational structure of advancing standpoints was analyzed as assertive speech acts according to Pragma-dialectics (Van Eemeren, 2015), and hedging/boosting devices were studied using Hyland (2010) model of metadiscourse.

The results of a pilot study indicates that Iranian students present explicit standpoints at the beginning of the text and support it further by providing arguments and refuting counterarguments, while Norwegians acknowledge different views towards the issue before stating a standpoint towards the end. In addition, a remarkable number of Norwegian students avoid taking a standpoint and use hedging and boosting devices to indicate that the issue is so complex that they cannot certainly make a standpoint. It seems that each group uses unique strategies to make a persuasive standpoint. This study aims at presenting the details of these patterns which may have been influenced by social and cultural practices.

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## Biography

Parichehr Afzali is a PhD candidate at NTNU who studies argumentative texts written by university students with different cultural backgrounds. The focus of the research is on the variety in their argumentative behaviors in search for meaningful rhetorical patterns in L2 English argumentative texts and the way these patterns are realized linguistically in different cultures.

**Timothy Chapman, Goldsmiths, University of London, UK and Neil Adam Tibbetts, University of Bristol, UK**

## **In-sessional EAP: New Beginnings?**

This paper addresses the conference theme by explicitly considering beginnings. We have been commissioned by Routledge to write a guide to in-sessional EAP (forthcoming) and in this process a

number of beginnings have presented themselves. We will reflect upon our beginning as writers preparing a book for publication; the beginnings for students as they tentatively take steps within their discourse communities; and a beginning for practitioners moving away from pre-sessional to an in-sessional context.

In the process of researching the book, we have interviewed practitioners delivering in-sessionals in a wide range of contexts. It quickly became apparent how diverse this area of EAP can be, and thus challenging to write a guide. The paper will reflect on how we have had to adapt our existing writing experience accordingly.

This disorientation on our part perhaps mirrors the experience of students as they grapple with unfamiliar ways of knowing and doing. Attempting to build on strategies that have worked in other contexts, they may undergo fairly rapid changes in their learner identity. The paper will consider the role in-sessionals can play in enabling transition.

As our book is intended as a guide, a further beginning may be experienced by the practitioner as they move away from the defined learning outcomes, clear curriculum and assessments of pre-sessionals to a new beginning in the messier world of in-sessionals. Collaborating with peers and rapidly learning about disciplinary knowledge creation, its epistemologies and genres puts the practitioner on an unstable footing, but one that is less peripheral to the institution. It is here that EAP can be most visible and useful, aligning with wider initiatives and policies.

### *Biographies*

Timothy Chapman is a Senior Lecturer in EAP and Writing Development at Goldsmiths, University of London.

Neil Adam Tibbetts coordinates postgraduate in-sessional delivery at the University of Bristol.

Both have been commissioned to co-write *A Guide to In-sessional EAP* (Routledge, forthcoming).

### **Katrien L. B. Deroey, University of Luxembourg, Luxembourg**

#### **A survey of EMI lecturer training programmes: content, delivery, ways forward**

This talk will provide insights into designing and delivering English Medium Instruction (EMI) lecturer training by surveying published initiatives worldwide (Deroey, 2021). Although EMI is not a recent phenomenon, many higher education institutions are only now beginning to organize specific support for EMI lecturers. EAP practitioners are often tasked with providing such support, since the perception commonly is that language is the main issue requiring improvement.

However, the efficient design and delivery of EMI lecturing training and support is a complex challenge. First, most literature highlights the need for pedagogical and communication training in addition to language work. Second the varied EMI context means training should be adapted to the local cultural, educational, linguistic and institutional contexts (Herington, 2020; Martinez & Fernandes, 2020; Tuomainen, 2018). Third, we need to be sensitive to lecturers' attitudes towards EMI and EMI training (Tsui, 2018). Fourth, there are practical considerations such as the timely provision of support (Guarda & Helm, 2017); promoting participation; facilitating learning transfer to lectures; and working with what are usually heterogeneous participant groups in terms of English proficiency,

(EMI) lecturing experience and discipline (Ball & Lindsay, 2013). Finally, the design of these programmes typically needs to happen with very limited institutional resources, few (if any) published materials and relatively little published research on lecture discourse and EMI lecturer training.

Having surveyed the main components, formats and work forms of the programmes, the conclusion highlights ways forward in EMI lecturer training that emerge from this analysis.

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- Tuomainen, S. (2018). Supporting non-native university lecturers with English-medium instruction. *Journal of Applied Research in Higher Education*, 10(3), 230-242.

## Biography

Katrien Deroey is an Assistant Professor in Applied Linguistics and Language Teaching at the University of Luxembourg. As a corpus linguist and EAP practitioner, her main research interests are lecture discourse and lecturer training for English Medium Instruction. Her PhD analysed the ways in which lecturers signal (less) important points.

**Claudia Doroholschi, Loredana Bercuci and Mădălina Chitez, West University of Timișoara, Romania**

### **"This topic piqued my interest": Self-reference and identity in BA thesis writing**

As Ivanic and Camps (2001) show, "writing always conveys a representation of the self of the writer" (p. 5), and thus always encodes the identity of the author, which connects to, and occasionally comes in conflict with, discursal identities acceptable in a certain communication situation. Constructing this discursal self may be challenging to novice academic writers, as they have to negotiate unfamiliar genres and may not be fully aware of what is expected by the particular discourse community they are addressing (Hyland 2002). One aspect that is particularly problematic for learners of English is authorial self-mention, with novice writers having tendency to use the first person more than experienced students (e.g. McCrostie 2008, Çandarlı et al. 2015).

In this paper, we analyse authorial self-presentation in a corpus of 68 Bachelor theses by L1 and L2 students in several disciplines (Philology, Economics, Computer Science, and Political Science). The theses are part of the ROGER bilingual learner corpus that can be accessed freely via a corpus query interface (Chitez et al, 2021). Using corpus specific methods, such as WordList and Collocation extraction, we identify salient self-reference patterns used by the Romanian students in their mother tongue and L2 English. First person personal and possessive pronouns are used as primary linguistic self-referencing prompts for corpus searches and frequency lists. Additional features that contribute to the reinforcement or, contrarily, to the attenuation of authorial voice in writing (e.g. passive voice constructions) are also identified. Next, we discuss the pedagogical implications of our findings and argue for the benefits of explicit teaching of elements related to self-presentation to enable students to control the discursal identity they are projecting through their writing.

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#### *Biographies*

Claudia Ioana Doroholschi is a lecturer at the West University of Timișoara, where she teaches literature and academic writing. She is coordinator of the Centre for Academic and Professional Writing at the Faculty of Letters, West University of Timișoara, and has been involved in research regarding writing practices and the teaching of writing in Romania.

Loredana Bercuci is a junior researcher at the Department of Modern Languages of the West University of Timișoara in Romania, where she also teaches English for Specific Purposes in the Political Science Department, as well as Applied Linguistics and American cultural history in the English Department.

Mădălina Chitez is a Senior Researcher in Applied Corpus Linguistics at the West University of Timișoara, Romania and the director of the Centre for Corpus Related Digital Approaches to Humanities (CODHUS). She conducts research in the area of corpus related academic writing, digital humanities and computer-assisted language learning Her current project, ROGER, aims at identifying salient linguistic and rhetoric features of Romanian student academic writing, from a Romanian-English contrastive perspective, with the help of a bilingual comparable corpus of student texts.

**Malgorzata Drewniok, University of Lincoln, UK**

### **Designing multiple EAP modules for brand new courses**

New beginnings come in cycles. Often established units or established modules/courses get revamped, to start again. In early 2022 University of Lincoln, UK launched its International College, thus transforming an existing English Language Centre into a new, bigger unit. The new college has taken over existing provision of pre-sessional and in-sessional courses, and has been developing new degree preparation courses – International Foundation, International Year One, and Pre-Masters.

In this paper, I would like to reflect on my experience so far and share the challenges faced along the way. In preparation for the running of the new courses, I have been designing 6 different EAP modules, credited and embedded in the respective programmes. I will discuss the process and decision-making when it comes to the curriculum and assessment. I will also show how I have been working with the subject-specific academics to align and tailor my modules to work within a specific pathway.

Designing new courses and modules from scratch comes with a set of challenges, but it also provides a certain degree of freedom, and allows (given time and space) to design with real purpose. Therefore, in my paper, I would also like to discuss the benefits of starting from scratch, the benefits of having this freedom.

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#### *Biography*

Malgorzata (Gosia) Drewniok has a PhD in Linguistics from Lancaster University, UK. She has worked at various UK universities. In 2019 she joined University of Lincoln, UK as the In-sessional Programme Manager, and is now the Head of the International College at Lincoln, which offers in-sessional, pre-sessional, and degree preparation courses. She is a qualified EFL teacher, and is research active, with interests in the language of popular culture.

**Kerith George-Briant and Amy Aisha Brown, Abertay University, UK**

### **You're asking them to do what? Rethinking our approach to genre when embedding academic literacy in the disciplines**

As practitioners, it is easy to take comfort in what we 'know' about genre. We might, for instance, use our understanding of moves to teach students about differences between essays and reports. Similarly, we might use our understanding of differences between a "research paper" in one discipline versus its namesake in another to target instruction to specific groups of students. Nonetheless, even if we take into account differences across disciplines, focussing too much on what we know about genres can prevent us from remembering that they are not fixed, but in a constant state of flux (Threadgold, 1989). In our own context, we see this flux as lecturers creatively reimagine genres for their own local needs, challenging our genre expectations at every turn. When embedding academic literacies into the



disciplines, therefore, we argue that we serve students better by unlearning what we know (or at least heavily critiquing it!) and continually beginning our understanding of local conceptions of genre anew. Using examples from our own practice, we will present the framework we use for reappraising genre in our local context when designing embedded workshops inspired by Swales' (2019) suggestion that 'we can and should aim for an insider "emic" approach'. We suggest that this approach to continual (re)investigation of local genre expectations has implications for those working in EAP and beyond.

## References

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## *Biographies*

Kerith is a Learner Development Advisor at Abertay University, Scotland. Her background is in TESOL, and she is interested in creating equity in the classroom and helping support students as they negotiate local expectations of academic writing.

Amy Aisha is a Learner Development Advisor at Abertay University, Scotland. She has a background in applied linguistics and used that to pursue her interests in supporting students, especially those from diverse backgrounds, to skillfully use and manipulate language to their own ends.

**Marion Heron and Nadya Yakovchuk, University of Surrey, UK**

### **Developing an academic persona: The PhD confirmation report as a catalyst**

Mežek & Swales (2016, p.3) have identified that in defending PhD theses candidates perform their academic personae. But when does that journey to an academic persona start? And how does the PhD student get there? The confirmation (or upgrade) stage of the PhD journey in the UK is usually 12-15 months after starting the PhD studies, and we would argue that this stage acts as a catalyst in stimulating the development of doctoral students' academic personae and provides an opportunity for them to engage in 'legitimate peripheral participation' of their disciplinary academic community. As Jiang & Ma (2018, p. 11) state: "PhD confirmation reports [...] not only are gatekeeping and judging students' quality to undertake a doctoral research project but give students an important enculturation experience in which they are apprenticed to the disciplinary argumentation".

Despite the significance and high-stakes nature of the confirmation report, little attention has been paid to students' experiences of this stage of the PhD journey and how they go about writing their report. The aim of our study was to explore international students' experiences of the confirmation stage of their PhD journey at one UK university. Through semi-structured interviews with PhD students from a range of disciplines who had recently successfully completed the viva stage, we found that for many the act of writing the report was the beginning of their transition from student to academic and thus into their disciplinary academic community. In this presentation we share our data from this study and discuss implications for supervisors and EAP teachers on how to support the nascent academic.

## References

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## Biographies

Dr Marion Heron is Reader in Educational Linguistics at the University of Surrey where she teaches PGCert and MA programmes and supervises PhD students. She has a research interest in the areas of classroom discourse and genre.

Dr Nadya Yakovchuk is a Teaching Fellow in Academic Writing in the Doctoral College at the University of Surrey, UK. She oversees the programme of writing development and support for doctoral and early career researchers. Her professional in

## **Takeshi Kamijo, Ritsumeikan University, Japan**

### **L2 postgraduate students' task representations and emergent academic identities in evidence-based argumentative essay writing**

In writing evidence-based argumentative essays, L2 postgraduate students must be aware of their audience, objectives, and strategies to engage with the work of academic researchers. They must critically review the literature, identify relevant academic sources, and use them to construct arguments in academic debate. The explicit representation of evidence-based arguments at the beginning stage of the task, developed through planning, literature review, and the evaluation of academic sources, is essential to a successful essay (Wingate, 2006, 2012). Many previous studies on the subject, however, investigated the L2 postgraduate students' representations of audience members (e.g., course tutors), writing practices (e.g., citing and referencing), and the use of writing strategies (Harwood & Petric 2012; Negretti, 2017; Petric, 2012; Petric & Harwood, 2013); their representations of reading-to-write practice to plan and evaluate relevant sources for argument building in academic debate remain unexplored.

The present study examined six L2 postgraduate students' task representations by investigating the process of planning, the critical evaluation of academic sources, and argument construction for an MA module assignment at a UK university, using two in-depth interviews. The thematic analysis of Braun and Clarke (2006) was applied using cognitive and sociocultural perspectives. The results revealed that the two most successful L2 postgraduate learners gained an awareness of the role of a critical literature review, as they had planned their essays to establish their own positions within the academic debate and identified academic sources via review articles. As they critically evaluated the existing literature, they became more adept at participating in academic debate with engagement by employing evidence to support their own arguments. Their explicit initial task representations and emergent academic identities helped these students integrate the use of academic sources and argument construction in their essays.

## *Biography*

Takeshi Kamijo is currently a professor at the College of Business Administration, Ritsumeikan University, Japan. His research interests include English for Academic Purposes, reading and writing strategies, sociocultural theory and learner development, classroom research, and language testing and assessment.

**Kashmir Kaur, University of Leeds, UK and Jenny Skipp, Trier University, Germany, and University of Luxembourg**

### **Making space to foster interdisciplinarity in EAP**

Increasingly, universities are placing collaboration and interdisciplinarity at the heart of their mission statements (Bridle et al., 2013). While some disciplines have a tradition of interdisciplinarity, for many students, postgraduate studies represent the beginning of an academic career that requires interdisciplinary thinking, working practices or relationships. Whilst interdisciplinarity has begun to be integrated into graduate education; research projects and funding; and conferences and workshops, Brooks-Gillies et al. (2020) have found this formalised approach can be problematic, with some disciplines assuming dominance. They call for 'space' to be made separate from programmatic and institutionalised places, recognising the Writing Centre as one such space and the EAP programme another. Brodin and Avery (2020) found positive results for doctoral students immersed in purposefully convened multidisciplinary learning environments, suggesting that if the future shape of academia is interdisciplinary, attention needs to be paid to how to foster these environments.

This talk contends EAP could play a role in establishing such environments. It will share two examples of praxis to show how EAP could help postgraduates beginning their academic careers to engage with interdisciplinarity. Firstly, it will highlight a cross-border project on native-speakerism which had criticality (Davies and Barnett, 2015) at its heart by means of 'thick critical thinking' (Wendland et al., 2015). It will also briefly touch on how embedding Critical EAP (Benesch, 2001) into an EAP programme has potential for encouraging an interdisciplinary environment. Secondly, it will reflect on the work and evaluations of multidisciplinary peer review groups on a writing for publication course to demonstrate how such groups can encourage discipline empathy and academic identity crucial for future interdisciplinary careers.

The talk culminates in advocating for separate spaces, or at least space within the EAP curriculum, to foster criticality, reflection, and practices that can lay the foundations for an interdisciplinary future.

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### *Biographies*

Kashmir Kaur is a Lecturer in English for Academic Purposes at the University of Leeds where she currently teaches on the EAP Pre-sessional PGR and Language for Engineering programmes. Her scholarship interests intersect student identity and internationalisation including Critical EAP, 'decolonising' the curriculum and 'criticality' in higher education.

Jenny Skipp is a Senior Lecturer in the English Department at Trier University, Germany and an adjunct teacher for the University of Luxembourg Language Centre. Her research focuses on doctoral EAP. Jennifer was awarded her Ph.D by the University of Leeds and has previously worked at the University of Salzburg.

**Baraa Khuder, Anthony Norman and Andreas Eriksson, Chalmers University of Technology, Sweden**

### **Academic socialization into a research academic community: A text history study of BSc collaborative thesis writing**

Academic socialization of students into an academic community is an important complex process where students are at the intersection between being and becoming (Kobayashi et al., 2017). Of paramount importance to this process is the role of different actors in students' academic network (e.g., supervisors, peers, EAP tutors). Drawing on *Academic Literacies* (Lea & Street, 1998) and *Communities of Practice* (Wenger, 1998), we investigate how STEM students are socialized into the research community by their group members, supervisors, and EAP tutors while collaboratively writing their BSc thesis, which constitutes a beginning into conducting and leading research. We present two Text Histories, which consist of multiple drafts, feedback comments, and repeated interviews with the students, and their supervisors and EAP tutors over six months (i.e., the time it took the students to write their BSc theses). More specifically, we look into feedback comments and how students negotiated peers', supervisors', and EAP tutors' interventions via episodes of uptake, rejection, and reformulation. Our preliminary findings show that the engineering students in this study find it problematic to negotiate the uncertainty their supervisors introduce to their texts, by for example hedging some of their statements. Longitudinal data revealed, nevertheless, that some students were able to not only take on this feedback but also to re-voice their supervisors' uncertainty in their own writing and negotiations about writing. Additional findings show that although some group members performed their assigned tasks, academic socialization into the research community was hindered by their future imagined communities (Kanno & Norton, 2003) where their future plans of doing academic writing impacted on their perceptions of entering a research academic community. We conclude with pedagogical implications on the importance of understanding the challenges students face when taking up, rejecting, and reformulating authoritative and peer feedback and how to better facilitate this process.

### *Biographies*

Baraa Khuder is a post-doctoral researcher at Chalmers University of Technology, Department of Learning and Communication. Her current work focuses on students' interdisciplinary collaborative writing. Baraa has a PhD in Applied Linguistics from Birkbeck, University of London, UK.

Anthony Norman is a PhD student at the Division for Language and Communication, Chalmers University of Technology. His research focuses on collaborative writing practices.

Andreas Eriksson is associate professor at the Division for Language and Communication, Chalmers University of Technology. His main research interests are within the fields of writing research, writing pedagogy and the integration of content and language in higher education (ICLHE).

\*\*\*\*\*Ann Torday Gulden Scholarship Winner\*\*\*\*\*

**Nicola Latimer, Queen Mary, University of London, UK**

### **The role of task representation in academic reading-into-writing tasks**

Before we write, we have to decide what we are going to write about. For most students in academic settings, this means reading their assignment brief and developing a task representation – a clear understanding of what the question is asking and what their finished essay might look like. This task representation is then used to guide their search for content in the form of selecting and reading academic sources as well as planning their writing.

This presentation reviews the findings of a study which investigated the reading processes of academic writers as they produced a short essay using two academic sources. Eye-tracking, used in conjunction with stimulated recall, revealed how task representation played a key role in the reading to write process. The presentation discusses how well formed task representations appeared to guide more successful writers to read more selectively, setting firm reading goals that enabled them to approach the source texts with preconceived ideas about the type of content required to meet their writing needs.

The presentation concludes by considering the implications of the findings for the way we teach academic writing.

#### *Biography*

Nicola Latimer is a Visiting Researcher at the Centre for Research in English Language Learning and Assessment (CRELLA), University of Bedfordshire and also lectures on the MA Applied Linguistics at Queen Mary University London. Her research interests include teaching and assessing L2 reading and writing, and using eye-tracking to investigate reading.

**Jonathan W. Leader, University of Southampton, UK**

### **In the Beginning is the Contract: Introductions, Intent, and the Interplay between the Familiar and the New**

In *Becoming Freud: The Making of a Psychoanalyst*, Adam Phillips notices that 'the beginnings of every story have a certain arbitrariness'. While this may well be true, affording writers choice about where

to begin, how a writer begins her story looks to be another matter entirely. At its point of departure, I will proffer a note of caution in this presentation, drawing on what novelist Amos Oz has observed, namely that every writing journey properly begins with 'a kind of contract between writer and reader'. In the context of writing fiction, this contract is generally an implicit and unexplored intention on the part of the writer about how she is going to proceed. In contrast, in academic contexts the terms of a contract should be explicit, formalised in introductory sections to both written texts and oral presentations aimed at articulating statements of intent. Nevertheless, it is still easy to forget about the fine print (e.g. vocabulary and tense) and the fact that important messages are conveyed in the details of a contract. Also, a contract may promise but fail to deliver, or deliver the "wrong" message, or deliver what it had not promised or deliver a promise only. The challenge for the EAP teacher is to develop in her students skills that will enable them to draft cogent and effective contracts, ones in which weak terms and a lack of fine print are transformed into carefully crafted articles and statements. This presentation offers a pedagogical framework for achieving this by suggesting practical strategies that can be applied in the classroom to get students to think about the type and purpose of information that will leave readers and listeners in no doubt about their intent as they offer new contributions to familiar conversations already taking place in their subject areas.

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## *Biography*

A Principal Teaching Fellow at Southampton University, Jonathan is In-sessional Director in the Academic Centre for International Students (ACIS). He designed the Critical and Contextual Thinking core module for Pre-Masters. Jonathan is a Senior Fellow of Advance HE (SFHEA) and researches on the life and writings of Hannah Arendt.

## **Jennifer Lewin, University of Haifa, Israel**

### **Day 1: Meeting Our Students Where They Are**

According to the work of Joseph Harris and others, the emphasis we place on revision in English for Academic Purposes can sometimes take precedence over, or come at the cost of, attending to "the actual concerns and perspectives students bring with them to their writing" (A Teaching Subject: Composition Since 1966). By noticing where students begin when they embark on a writing project, so this argument goes, we can better guide their improvement in the quality of their work. In my paper, I describe an approach to the start of the semester that introduces them to specific metacognitive pieces of writing that will accompany their essays, teaching students how to trace their progress from its beginnings more organically and learn from their developing style and argumentation skills.

## *Biography*

Jennifer Lewin, an assistant professor in the University of Haifa's English department, directs the academic writing program and its two new tutoring centers. She taught previously at University of Kentucky, Boston University, and Sewanee-University of the South. She also teaches, researches, and publishes on early modern literature.

**Ayesha Mushtaq and Jennifer J. MacDonald, Dalhousie University, Canada**

### **Internationalization of the Instructional Delivery of EAP Programs**

In response to the recent pandemic, EAP programs have massively transitioned from in-person delivery only to virtual and in-person delivery. This multimode option has paved the way for more access to EAP programs across the globe by removing social, economic, and travel-related barriers for students who - pre-pandemic, would not have considered studying in an EAP program. The impact is a socially and economically diverse, multicultural EAP online/in-person context where students bring their own epistemologies and ontologies to the learning environment creating a stronger need for EAP internationalization. So, the question to ask ourselves as language educators in the dawn of this new beginning, post-pandemic is - are our current EAP programs ready for this diversified pool of students and multimode delivery options, and how can we be more prepared to offer culturally relevant language education to a socially, culturally, and economically diverse audience?

This new beginning (post-pandemic) asks for responsible intercultural teaching competence at all levels of the EAP program to meet the demand of this wider audience and newly expanded multimodal capacity of EAP. Intercultural Teaching Competence (ITC) is defined as “the ability of instructors to interact with students in a way that supports the learning of students who are linguistically, culturally, socially or in other ways different from the instructor or from each other, across a very wide definition of perceived difference and group identity” (Dimitrov & Haque, 2016). Using the (ITC) framework, we will identify where gaps in internationalization of the instructional delivery of EAP programs exist, and how can we, as educators, prepare ourselves to rise to this challenge.

In this presentation, we will explore ways of internationalizing the EAP programs through an examination of our current practices as language educators from an ITC framework lens. The participants will gain an understanding of the ITC framework and participate in discussion on the internationalization of the EAP programs through the lens of self-aware professional development.

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#### *Biographies*

Dr. Jennifer J. MacDonald researches, publishes, and presents on topics at the intersection between critical applied linguistics, internationalization of higher education, and English for academic purposes (EAP). She holds a doctorate from the UCL Institution of Education, London. Her doctoral research tackles the challenges of language policies, politics and pedagogy in the linguistically-diverse context of internationalized Canadian higher education. Her books include an EAP writing textbook, *Academic Inquiry 1, Sentences and Paragraphs* (with Marcia Kim, Oxford University Press, 2017) and *New Perspectives on Pedagogies for English for Academic Purposes* (with Carole MacDiarmid, Bloomsbury, 2021). Jennifer is also Director of English Language Studies and University Access at Dalhousie University, Halifax, where she leads a variety of programs in EAP, and teacher and faculty professional development.

Dr. Ayesha Mushtaq is the Associate Director of the English Language Studies Department at Dalhousie University. She has been involved in faculty training in English teaching, international education, university strategic planning, educational leadership and education policy work in higher education contexts. Her research focus is on curriculum internationalization and universities' social responsibility. Her doctoral research is in educational leadership with a focus on an organizational improvement plan on university-wide faculty training and implementation of Curriculum Internationalization.

**Aoife Murray and Ellen McCabe, Atlantic Technological University, Ireland**

### **Developing an Academic Writing Digital Badge**

Academic study is a series of new beginnings for students: their first day, their first assignment. Developing an online Digital Badge in Academic Writing to support our ever-changing student population was an important new beginning for Academic Writing and Instructional Design staff at the Atlantic Technological University (ATU), Sligo. This presentation describes the Digital Badge and presents evidence from its evaluation.

As part of the Innovative Opportunities Transforming Higher Education (iNOTE) project the digital badge was made available to students in October 2020. This self-directed, accessible and interactive programme was designed to develop the academic writing skills of students across all campuses of the ATU. The badge covers seven key topics in academic writing, from introducing the principles of academic writing to higher order concepts such as critical analysis and critical writing.

A unique collaboration between the Academic Writing Centre and Instructional Design resulted in the development of content and technical delivery of the programme. Guided by the principles of Universal Design for Learning (UDL), the badge provides multiple means of engagement with and representation of learning materials (AHEAD, 2021). The badge was developed using the Articulate Rise and Storyline 360 e-learning platform and is hosted on Moodle, the University's Virtual Learning Environment.

In the academic year 2020/2021, 3,356 individual unit badges were awarded and the badge was embedded into 13 modules within 4 departments. An Evaluation revealed that the badge had significantly positive impacts on students' engagement with their learning material, their learning experience and the teaching experience and workflow of staff.

The Digital Badge in Academic Writing and the adoption of UDL principles in our work is a new beginning in how academic writing support is provided to the students and staff at ATU, Sligo.

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### *Biographies*



Aoife Murray is an Academic Writing Tutor at the Centre for Enhancement of Learning and Teaching at the Atlantic Technological University, Sligo, Ireland. She has developed an extensive suite of online writing supports, alongside delivering 1:1 writing support and academic writing workshops.

Dr Ellen Mc Cabe is an Instructional Designer with the Centre for Online Learning at the Atlantic Technological University, Sligo, Ireland with a specific interest in student support and the dissemination of inclusive pedagogies. She is currently engaged in the development of online student supports through the Innovative Opportunities Transforming Education and Higher Education for All projects.

**Alfonso Ollero-Gavín, Universidad de Zaragoza, Spain**

### **Scientific communication through Interactive Digital Narratives in Interactive Science Documentaries (ISDOCs)**

The Interactive Science Documentary is an emerging protogenre that involves forms of narration that make use of Web 2.0 affordances to allow for users' interaction with the digital database (Gaudenzi, 2013). In the context of science communication online, interactive documentaries play a key role in disseminating science to diversified audiences and can be considered 'parascientific genres' (Kelly & Miller, 2016), or 'genres, or protogenres, of science communication emerging online that do seem to blur the boundaries between expert and non-expert spheres of discourse'. Notwithstanding, the turn towards digital implies new challenges to genre analysts as regards the use of traditional analytical methodologies to examine Interactive Digital Narratives (IDNs) and their reliance on different modes and media on Web 2.0, the interactive web (Koenitz, 2018)..

In this presentation, I use a case study to analyse an interactive science documentary (ISDoc) and discuss how the IDN and its reliance on scientific narrative modes are construed. For the analysis I draw on Van Dijck's (2006) classification of scientific documentaries (expository, explanatory, reconstructive, speculative) and Koenitz's (2015) framework for understanding the selected IDN. The case study will help to delimit first, the extent to which users have control over the IDN's narrative vectors and second, the tendency towards the explanatory and reconstructive scientific narrative modes, which calls for the beginning of the reconceptualization of scientific narratives within the digital paradigm.

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#### *Biography*

I am a PhD candidate in English Studies at the University of Zaragoza. My main research interests is genre analysis. I aim to understand digital genres of science and, in particular, how multimodal genres can today be used by scientists to make science accessible and attractive to non-expert audiences, and by the latter, to democratise the interests of scientific research in a context of cloud economy.

**Kärt Rummel, Tallinn University of Technology, Estonia**

**'You can be creative everywhere, even in academic writing'. Novice non-native speaker in English (NNS) writers' perceptions of creativity in academic writing**

Creativity is essential in written academic debate since it enables writers to attract readers' attention not only by the expected structure, formality and objectivity of content but also the development of original ideas. In this respect, creativity is often overlooked in time-constrained NNS academic writing classes, which prioritise conventional writing traditions, and accommodate elements of personal meaning-making only in rare warm-up exercises. This research investigates novice academic writers' perceptions of the importance of creativity in academic writing in a pre-course questionnaire for Academic Writing in English Course (3 ECTS) at Tallinn University of Technology, involving engineering students (N=115) of different socio-cultural backgrounds and stages in their Bachelor's and Master's degree programs in 2018-2022. The course is aimed at the development of student written discourse competence with special attention on the expression of original ideas. The research data has demonstrated a clear predisposition for the novice writers to express original ideas since nearly 80% of them, while interpreting the term 'creativity' in various ways, recognized creativity as a significant attribute to producing effective academic texts that are not 'dull', 'boring', 'dry' or 'toxic'. Only 11% of the writers seemed to disregard creativity for the need 'to follow the rules' and 9% of them remained slightly unclear, referring to creativity in academic writing as 'controlled' or 'limited'. While most novice writers' responses showed appreciation for original ideas, their perceptions of 'the most important aspects of academic writing' in the test question revealed writers' return on structure, formality and language, somewhat dismissing 'good ideas'. This research suggests that NNS academic writing instruction should highlight the choices novice writers can have in expressing their original meanings, encouraging them to embrace creativity in its acceptable for the academia forms in order for them to produce 'interesting' content for the readers.

*Biography*

Kärt Rummel is a Senior Lecturer of English, Head of Centre for Language and Communication at Tallinn University of Technology. Her main research interests lie in academic writing, EAP, academic literacies and ESP. She earned her PhD (2010) and MA (2005) in English Language and Literature (academic writing) from the University of Tartu.

**Jennifer Sizer, University of Portsmouth, UK**

**In the beginning we are all novices: textography as initial needs analysis for English for Specific Academic Purposes (ESAP)**

Many EAP Practitioners (PEAPs) are lucky enough to meet and work with students at the start of their studies whether this is during pre-session courses, induction week welcomes or the first few weeks of teaching. Hyland (2002) suggests we should go 'as far as we can' in terms of specificity in EAP but this can be a challenge when the students are new to university and the subject is new to PEAPs and sometimes even new to the students themselves. These new and unfamiliar subject areas with their

occluded genres (Swales, 1996) and subject-specific language can be difficult for both students and staff to navigate. This unfamiliarity is even more acute on courses that expect students to enter a professional community of practice as novices (Morton 2012) and/or have not been able to study a similar subject area previously e.g. at A-level/BTEC (QAA 2019) such as architecture. Academic writing in some subjects areas can present EAP practitioners with so many of Donald Rumsfeld's infamous known unknowns as well as unknown unknowns. This presentation will first explore how PEAPs can develop a greater understanding of a specific subject area's expectations, genres and writing norms through textographic methods (textual analysis + ethnography). Finally, the presenter will also share and reflect on some initial findings from the beginnings of an educational doctorate research project using textography to explore and understand the language use of architecture students.

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## Biography

Jennifer Sizer is a Senior Lecturer at the School of Languages and Applied Linguistics at the University of Portsmouth. She is currently working on her Educational Doctorate research project concerning the language of architecture at university. Her main research interests include linguistics and English for Academic Purposes (EAP).

**Ingrid Stock, Norwegian University of Science and Technology; Andrea Karsten, Paderborn University, Germany; Nancy Lea Eik-Nes, Norwegian University of Science and Technology**

## **Entering the world of academic argumentation: using knowledge telling and knowledge transforming to shed light on students' engagement with sources**

When students enter higher education, they soon realize that expectations regarding writing and argumentation differ from what they experienced in school. They are expected to argue academically, based on their field's perspectives, theories and methods. Academic argumentation implies engagement with the established knowledge in the field, where students draw upon relevant sources and use them actively in their writing (Brent, 2017; Wingate, 2012). Unfortunately, these expectations concerning academic argumentation are often not obvious for students. If referencing and source use are brought up at all, the focus is often limited to formal conventions or the issue of plagiarism.

The aim of our study was to explore students' practices of using sources in their textual argumentation in their bachelor theses. We reconceptualized the well-known concepts of *knowledge telling* and *knowledge transforming* from cognitive writing research (Bereiter & Scardamalia, 1987), and linked them to Bakhtin's (1981, p. 345) understanding that the writer's own words gradually evolve out of others' words. In our reconceptualization, we understand *knowledge telling* as reproducing or re-

telling the source's words, and *knowledge transforming* as active engagement with the source's words, where writers interact with others' words to develop their own argument.

Through our analysis of students' use of sources in 15 bachelor theses from the humanities, we arrived at two continua between knowledge telling and knowledge transforming. These continua illustrate the complexity of referencing and gradients of students' engagement with sources. Together with specific examples from the data, the continua provide a useful contribution to writing pedagogy, going beyond technical issues of source use. Explicit knowledge of various ways of using sources can help students understand the largely implicit disciplinary conventions for using sources in academic writing.

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## *Biographies*

Ingrid Stock is an Associate Professor of Applied Linguistics in the Department of Language and Literature at the Norwegian University of Science and Technology in Trondheim, Norway (NTNU). Her research focuses on academic writing with a special interest in student writing and identity related issues.

Andrea Karsten directs the Writing Center at Paderborn University, Germany. Her research addresses the interaction between academic writing and enculturation into disciplinary communities, the analysis of voice(s) in utterances and texts and the development of qualitative methods in writing process studies.

Nancy Lea Eik-Nes is Associate Professor Emerita of Applied Linguistics in the Department of Language and Literature at the Norwegian University of Science and Technology (NTNU), Trondheim, Norway. Her research interests include developing disciplinary identity through writing

## **Katherine (Kate) Taylor, University of Leeds, UK**

### **Renewing teachers' practice(s): Starting over. And over. And over.**

Much of my work supporting the development of PhD-students-as-writers focusses on 'beginnings', of transitions to multiple, new cultures e.g. the UK; English universities; research not taught candidatures; unfamiliar (inter)disciplines. And I accompany them encountering further 'starts' throughout their PhD journey: upgrading; entering the field; first conference or publication; and ultimately thesis submission and viva.

However, what is experienced as hopefully, even excitingly, novel by learners can be experienced as the opposite by their teachers, as exemplified by a comment from a colleague returning from

maternity leave: 'Why am I still teaching presentation skills!' This prompted me to reflect on beginnings from a teacher rather than learner perspective:

- do we teach (the same) projects/modules/topics - or (different/new) people/learners each academic cycle?
- do we have/choose to teach in the same way - or does the recurrent nature of teaching afford us possibilities/compel us to renew our practice(s)?
- does 'experienced' just mean doing the same teacherly things better - or continuing to extend experience by seeking/trying out the new?
- does 'new' (have to) mean innovation, continual 'becoming' (Hodkinson, Biesta & James, 2008) - or 'being': remaining where we are now, recombining/reassessing the known/familiar into fresh, deeper understanding? (Mason, 2002)
- how much is Learning and Teaching innovation driven by institutional imperatives e.g. the 'excellence' agenda, rather than by genuine pedagogical concerns to do the fundamentals well enough?

I discuss these issues drawing on my own research (Taylor, 2017; Taylor 2018) which explores practice-based learning from the perspective of various, enabling temporalities: continuity; discontinuity; recurrence; tempo; and presence. I will argue that such a temporal lens can help us better understand our own L&T contexts; our own professional development desires and needs; and our relationship to the 'the new'.

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## Biography

A teacher for over 30 years - and lifelong learner - Kate has worked at Leeds University since 2006, setting up the PhD in-session language programme in 2014, which she continues to lead. She is also now involved in supervisor development. Her teaching is underpinned by a practice-based approach to learning.

**Karin Whiteside, University of Reading, UK; Maggie Charles, University Oxford, UK; Ahmed Halil, Selcuk University, Turkey; Michael Jenkins, University of Edinburgh, UK**

## **Helping beginner researchers begin: Genre analysis and teaching materials for writing grant proposal summaries**

The grant proposal is among the most high-stakes genres in academia, since success in gaining funding enables researchers to pursue research, publish their work and advance their careers (Connor & Mauranen, 1999). However, proposals are an occluded genre (Swales, 1996), which makes them particularly challenging for beginner researchers to write. The abstract/summary may be considered the beginning of the proposal, since it is generally the first section read by assessors. However, despite

growing research interest (Feng & Shi, 2004; Flowerdew, 2016; Matzler, 2021), work on summaries written by beginner researchers is very limited; most studies examine proposals by expert researchers.

This paper analyses a corpus of proposal summaries written by learners with Arabic L1 who are beginners in applying for research grants. It addresses the research question:

*What is the generic structure of beginner researchers' summaries?*

The purpose of the research is to provide material for teaching proposal summary writing.

Learners are exiled Syrian academics on the Council for At-Risk Academics (Cara) Syria Programme. This charity offers grants for research projects conducted by Syrian participants. Thirty-two proposals were submitted for projects in a wide range of disciplines, each containing a summary of 500 words maximum. A summary corpus (12,292 words) was compiled and genre analysis was conducted by the Syrian and UK team, using a three-move ten-step structure based on Feng and Shi (2004).

Findings show that six writers (19%) omit Move 3 *Claiming potential contributions*. Moreover, only 44% of summaries contain the *Achievements* step in Move 3, which describes anticipated results. This underuse means that beginners' summaries lose the opportunity to present the outcomes of their research positively, making it potentially less attractive to funders.

Such findings shed light on issues faced by beginner proposal writers; this paper reports further results and discusses examples of the pedagogic materials.

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## Biographies

Karin Whiteside has worked in EAP since 2004. She is currently Head of EAP at the University of Reading, teaches doctoral research writing, and works on the EAP strand of the Cara programme for exiled Syrian academics. Her scholarship interests include genre, disciplinarity and EAP corpus approaches.

Maggie Charles taught EAP at Oxford University for many years; she currently works on the CARA EAP programme for exiled Syrian academics. Her research interests lie in the analysis of academic discourse and corpus use in EAP writing pedagogy. She recently co-edited 'Corpora in ESP/EAP Writing Instruction' with Frankenberg-Garcia (2021).

Ahmed Halil has been working in teaching Arabic for non native speakers since 2012. Last two years has been teaching at the Arabic - Turkish translation and interpreting department. His scholarship interests are Language, Literature (especially short story) and translation.

Michael Jenkins has taught English and managed language teaching for over 30 years in Further and Higher Education. He was the Head of EAP and community language teaching at the Centre for open

Learning at the University of Edinburgh for 10 years He is now working freelance concentrating on English language teaching for refugee academics.

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.

**Andrea Williams, University of Toronto, Canada**

### **The Forgotten Beginning of Student Writing: Instructor Assignment Prompts**

When studying academic writing development, it is easy to forget that undergraduate student writing is almost always a response to instructor assignment prompts. Such prompts are thus one of the most important genres that instructors write, and developing purposeful, relevant, and appropriate assignments with clearly articulated rationales, processes, and evaluation criteria requires considerable time and expertise. However, writing assignment prompts are low-value genres in the academy, which is reflected in the terminological confusion around “assignment”: the same word is used to refer to both the written prompts instructors write for students and to the writing that students do in response to such prompts. Despite their marginal status as a genre and as an object of study, this paper argues that assignment prompts are important not just for student writing development, but instructor development and status. I analyze recent efforts to increase the value of assignment prompts and their creators/adaptors through assignment libraries and the journal *Prompt*, which borrow features from research articles such as peer review and authorship.

Until recently, writing assignment prompts have been viewed mainly as a means of enhancing students’ genre awareness (Clark 2005). We know less about how instructors view assignment prompts. In Polk’s study of the contextual factors that influence instructor assignment design (2019), he argues that writing assignments and other teaching genres constitute an occluded genre compared to research genres (Swales, 1996). Whereas scholarship has codified citation practices, there are no consistent ways of citing or giving credit to assignment creators and adaptors (instructor “uptake” Freadman, 2020), which makes the circulation of assignments difficult to trace. This paper uses genre theory to call for greater attention not to how assignment prompts travel within and across courses, disciplines, institutions and how this circulation influences faculty development and identity of EAP instructors and the field itself.

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#### Biography

Andrea Williams is Associate Professor and Director of Writing and Rhetoric at Innis College at the University of Toronto where she also leads a Writing Across the Curriculum program. She is currently working on a book-length project on the role of assignments in higher education.

**Xiaoyu Xu, City University of Hong Kong**

### **Interpersonal language in MOOC lectures: comparing a high-rated and a low-rated course**

The last ten years have seen exponential growth in the adoption of online lecturing in higher education. Technological advances have made it possible for hundreds of universities to offer massive open online courses (MOOCs) to millions of students worldwide. As lecturers begin their journey of online teaching, many find MOOC lecture more challenging than other online lecture genres as it is typically pre-recorded, monologic, and asynchronous. In fact, many educational studies reported that MOOCs tend to have an extremely high dropout rate (approximately 87%) due to a lack of interpersonal connection in the asynchronous virtual space. Interviews with students have also revealed that a lecturer's interpersonal tone is crucial in shortening the psychological distance when they watch the pre-recorded videos. However, the paucity of applied linguistic research on interpersonal language in MOOC lectures means that it is unclear how the interpersonal tone preferred by students can be realised discursively. Therefore, this paper attempts to 1) capture the discursive instances by modelling an engagement framework and 2) identify particularly useful discursive strategies by comparing a high-rated and a low-rated engineering MOOC course from Coursera. The findings show that the lecture of the high-rated course constantly anticipated the putative learners' state of mind (e.g., joining, leaving, knowledge gap, knowledge fragmentation, difficulty, isolation, frustration and confusion). In order to address these anticipations, he constructed a discourse that performs several interpersonal functions (e.g., salutations, preemptive corrections/instructions, entertaining, community building, relating to familiar scenarios, offering alternatives, motivation, reassurance, empathy and highlighting the rationale). On the other hand, the low-rated course mostly anticipated and addressed 'knowledge gap' and 'difficulty' but overlooked 'emotions'. The findings shed light on how lecturers can use interpersonal language in pre-recorded lectures to ensure that students are engaged, which can help increase the completion rate of online courses.

#### *Biography*

Xiaoyu Xu is an assistant professor at City University of Hong Kong and a former lecturer at Coventry University in the UK. Her research focuses on audience engagement in scholarly communication and EAP/ESP virtual communication. She has published in journals such as English for Specific Purposes, JEAP, and Text & Talk.

**Turi Marte Brandt Ånerud, Norwegian University of Science and Technology**

### **Supervision as a bridging activity**

To write a master's thesis is to begin writing in a new way, which can be difficult, confusing, and scary. So, you turn to your supervisor. This study aims to contribute with empirical knowledge about what happens in supervision on master's theses and how students learn to write field specific through this activity. In this presentation I ask: *How is writing and text talked about and handled in supervision on the master's thesis? How does this support the student learning to write discipline specific?*

I define supervision as an extended *communicative activity* (Linell, 2009), with several means of interaction intertwined with each other: conversations, emails, text drafts and written feedback. This wide range of interactional data is therefore collected over the last five months of supervision between



two supervision pairs at a Norwegian teacher education (including video recordings of all conversations).

A Bakhtinian (1986) view on utterances as responses is then used to study how they co-construct meaning about writing and text. The main focus in this analysis is on the supervisor's responses and the ways s/he as a professional supports the student's writing and learning process.

The analysis reveals several ways to talk about and handle writing and text, which I sort into three main responses. I have named these *text instruction*, *cultural guiding* and *backing*. Using a social perspective on learning (Lave & Wenger, 1991), I argue that these responses are central to the student's learning. It helps them to write in a discipline specific way, facilitates the socialization into the field and encourage them to contribute to that field (Lea, 2016). Therefore, supervision can be viewed as a bridging activity, helping the students navigate from participating as a student – to participating more as a researcher.

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## Biography

Turi Marte Brandt Ånerud has a special interest in how students learn to write in higher education. Now, being a PhD-student at Teacher Education at NTNU, she researches this in the context of master's thesis supervision, and this is (hopefully) the first article in her doctoral thesis.