

Plenary Speakers

DR. LISA MCGRATH

&

DR RUTH BREEZE



EAP CRETE team
Kallia, Noni & Maria



EAP Conference
Chair Kiki Divini



Computer Science Dept,
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BOOK OF ABSTRACTS



Look for speaker's surnames are presented in alphabetical order

Alexiou, Thomai & Serafeim, Marianthi

Aristotle University of Thessaloniki, Greece

“Measuring foreign language learning aptitude of intellectually gifted students; implications for EAP”

Foreign language learning aptitude predicts the rate at which a person may successfully master a foreign language (Carroll, 1973). Despite the extensive research on young learners' aptitude (Alexiou, 2005) and gifted university students (Dai & Renzulli, 2008; Feldhusen & Moon, 1992), as yet no studies have included school aged gifted students. The aim of the current study is to assess the level of foreign language learning aptitude of intellectually high ability students through the use of a devised measurement tool. 82 students (55 males, 27 females), aged between 12 and 17 years old, attending Centre for Talented Youth (CTY) Greece participated in this study. CTY Greece is attended by highly able and motivated students from second to eleventh grade, offering three – week enriching summer courses. CTY Greece students are regarded as intellectually gifted, based on scores from two tests developed and scored by the Johns Hopkins University Center for Talented Youth: The School and College Ability Test (SCAT) and the Spatial Test Battery (STB) which measure verbal, quantitative and visual-spatial reasoning respectively.

The participants were administered the test consisting of four parts, each measuring specific cognitive skills related to foreign language learning aptitude. Specifically, the questionnaire measures memory abilities associated with word and meaning relationships, rote memory and recognition, analogy, and understanding of a wide range of syntactic structures. Two EFL vocabulary size tests-X-Lex (Meara, Milton & Lorenzo-Dus, 2003) and Pic-lex (Alexiou, 2019) were also administered in order to categorise students into levels of proficiency.

The test was computer based and lasted approximately 20 to 25 minutes. Preliminary analysis indicated that all instruments of measurement were reliable. Results show that gifted students obtained high scores in the EFL vocabulary size tests, indicating a very good command of the English language. Moreover, four out of five gifted students performed very well in the cognitive tasks, indicating medium to high language aptitude level. Gender and age differences also emerged from these results. Findings of the current study may offer important insights to English language teachers; therefore implications for adult educational practices will be discussed.

References

- Alexiou, T. (2005). Cognitive development, aptitude and language learning in Greek young learners. thesis, Swansea University. Retrieved from: <http://cronfa.swan.ac.uk/Record/cronfa42407>
- Carroll, J. B. (1973). Implications of aptitude test research and psycholinguistics theory for foreign language teaching. *International Journal of Psycholinguistics*, 2,5-14.

*In alphabetical
Order*

20 min

Thomai Alexiou is an Associate Professor at the Department of Theoretical and Applied Linguistics, School of English, Aristotle University of Thessaloniki, Greece. Her expertise is in early foreign language learning, methodology of teaching languages and material development for young learners. Dr Alexiou has participated in various research projects and has published widely in the area of SLA pedagogy. She has also authored and edited textbooks for children learning English as a foreign language. One of these books, *Magic Book 2* has been shortlisted for the MacMillan Education Award for New Talent in Writing (ELTons 2014).

Baranovskaja, Ivona

Vilnius Gediminas Technical University, Lithuania

“Modified approach to presentation literacy and creativity through TED talks and creative tasks”.

The 21st century is said to be the century of technology and communication - both of which have helped to facilitate the spread of knowledge and information as well as form relationships between people. Nowadays such skills as being tech-savvy and being *presentation literate* are fundamental for functioning in any society in the world. However, despite being the foundation of all human relationship, communication is still the number one issue that many students struggle with and public speaking appears to be the biggest challenge and nightmare. In order to help students acquire and develop linguistic and professional communicative skills and competences, a more challenging and creative approach to learning experience of effective public speaking should be practiced in higher education. TED conferences are great examples of how short, carefully prepared public talks, which have proved to be a hit online, can reach millions and even transform an audience's worldview. In many cases these TED presentations have become an absolutely core part of education admired and approved not only by teachers, but also by students, who, in turn, can further enhance their *presentation literacy* by developing a presentation of their own based on any TED talk. A regular and rather boring one-way presentation can be transformed into a powerful and amazing conversation, two-way communication by adding such components as a discussion part with the audience and an interactive task to make the whole experience more meaningful, enjoyable and memorable. Moreover, this modified type of presentation provides the development of creative thinking and a space for creative solutions in the ESP classroom. Students are enabled to take on a role of a teacher and a moderator what respectively challenges them to take on extra responsibility for the quality of their performance and their audience satisfaction as at the end of the presentation peer-student feedback is given. The project itself becomes personalised and students are provided with another opportunity to learn more about each other by discussing scientific, educational or day-to-day issues raised in TED talks. Overall, this modified type of presentation enriches learning and offers useful stepping-stones towards a new *presentation literacy* and creative implementation of one's ideas.

*In alphabetical
Order*



20 min

Ivona Baranovskaja, graduated from Vilnius Pedagogical University (at present Lithuanian University of Educational Sciences) and Vilnius University, has a BA degree in English Philology and an MA degree in English Linguistics respectively. She graduated from Vilnius Gediminas Technical University and has an MA degree in Communication. She has been lecturing at the Department of Foreign Languages at VGTU since 2008, specialising in English for Specific Purposes. She currently teaches English to students of Creative Industries, Entertainment Industry, Business Management, Architecture, Fire Protection and Safety Engineering.

Bošnjak -Terzić, Brankica, Breka, Olinka and Kereković, Snježana

University of Zagreb, Croatia

LSP Teacher Training Project and Summer School in Zagreb'

High-quality teaching is the utmost goal of any foreign language teacher. It is particularly important in Language for Specific Purposes (LSP) teaching since good language skills are expected to enhance mobility and employability of students and graduates. Too many LSP teachers have received little or no specific training, which is a matter of particular concern for teachers and learners of LSP in higher education institutions. Part of the explanation lies in the difficulties met by language teachers in this highly specific context, but the most likely explanation is related to the lack of formal and/or substantial teacher training courses for LSP. Accordingly, the LSP Teacher Training Project focuses on resolving these issues constructively and inclusively. The eight European partners involved in the Project are exploring the situation and needs of teaching LSP in order to define objectives and implement LSP teacher training programme that can be offered at European higher education institutions. The Project comprises five intellectual outputs. The first step is the identification and analysis of LSP teacher training programmes in Europe, followed by the identification of LSP teacher needs. The next step is the identification of gaps between the provision of LSP teacher training and teachers' needs. According to the identified gaps, the project members are defining and designing an innovative LSP teacher training programme with defined training outcomes and objectives, topic areas, modules and methodologies for a pilot summer school for (future) LSP teachers. The Summer School will be held in September 2020 at the Faculty of Mechanical Engineering and Naval Architecture of the University of Zagreb, Croatia. It will consist of several modules including the use of modern ICT in LSP teaching as well as blended teaching and learning. The most expected impact of the Project is the development of knowledge and skills for high-quality and innovative teaching in the field of LSP.

*In alphabetical
Order*



Brankica Bošnjak Terzić was born in 1972 in Makarska, Croatia. She graduated from the University of Zagreb, Faculty of Humanities and Social Studies (English and Information Science) in 1996. She obtained her PhD degree in 2018 with a dissertation titled *Self-regulated vocabulary learning in ESP*.

She was a secondary vocational school teacher of English in Zagreb. Since 2009 she has been teaching Technical English at the Faculty of Mechanical Engineering and Naval Architecture, University of Zagreb. She is holding a position of a senior lecturer. The fields of her scientific and professional interests are: language strategies, vocabulary learning strategies, ESP, self-regulated learning and motivation in ESP papers.

Olinka Breka was born in Trebinje, Bosnia and Herzegovina in 1956. She obtained her BA in English Language and Literature and Sociology at the Faculty of Humanities and Social Sciences, University of Zagreb in 1980. At the same faculty she gained her master-of-science degree in English teaching methodology in 2003 and her PhD degree in 2012 with a dissertation titled *The Role of Textbooks and Teachers in the Development of Intercultural Competence in Foreign Language Teaching and Learning*. As a teacher trainer she has been holding lectures and workshops on conferences and seminars in Croatia and abroad. She authored and co-authored twelve textbooks (with workbooks and teacher's books) for learning English and two picture dictionaries. She is a senior lecturer at the Faculty of Mechanical Engineering and Naval Architecture, University of Zagreb, teaching Technical English and Business English. She is also engaged in translation and proof-reading of technical texts. The fields of her scientific and professional interests are: materials design, tasks for developing students' communicative and intercultural competence, professional teacher development and LSP. She authored several research and review papers.

Snježana Kereković was born in 1959 in Zagreb, Croatia. She graduated from the University of Zagreb, Faculty of Humanities and Social Studies (English and German) in 1983. She obtained her master-of-science degree in comparative literature in 2005 and PhD degree in 2012 with a dissertation titled *Multi-word lexical units in technical English and their equivalents in Croatian*.

She was a secondary vocational school teacher of English and German in Zagreb, translator and interpreter in industry and a lecturer of German and English at the Faculty of Veterinary Medicine, University of Zagreb. Since 2001 she has been teaching Technical and Business English at the Faculty of Mechanical Engineering and Naval Architecture, University of Zagreb. She is holding a position of a senior lecturer and heading the Chair of Technical Foreign Languages. Her main fields of interest are language teaching methodology, applied linguistics, terminology and translation. She authored several research and review papers, and case reports. She is also engaged in translation and proof-reading of technical texts (English/German-Croatian).

Breeze, Ruth (Dr.) (Plenary)

University of Navarra, Pamplona, Spain

“Creating a space for critical thinking in the EAP and ESP classroom”

Critical thinking is one of the competences highlighted as essential in the European Higher Education Area, because of its key role in our students' academic and professional futures, and in furthering the knowledge society in general. But there are two problems with this. One is the general problem: there are several competing definitions of critical thinking, with different implications for classroom practice. The other is the specific problem for language (EAP and ESP) teachers: we are not sure whether we should be teaching critical thinking skills, and we are not quite sure how to do it within the limits of our particular EAP/ ESP courses. In this plenary, I will review three different ways of understanding critical thinking, show how they might be related, and then look at different proposals for incorporating critical thinking into EAP and ESP courses.



Ruth Breeze studied Modern and Medieval Languages at the University of Cambridge and the Ludwig Maximilians Universität, München, and obtained her PhD from the University of Navarra, Spain, in 2006. She is accredited as senior lecturer (Profesora Titular de Universidad) by the ANECA (with 2 “sexenios de investigación”), and is currently senior lecturer in English at the University of Navarra. She teaches a variety of courses in the Faculties of Education (Multicultural Education, Bilingual Education and CLIL, El inglés en el mundo, etc.), Law (English for Business Law and International Legal English) and Science (Writing Science). Books: “Corporate Discourse” (Bloomsbury Academic, 2015) and the co-edited volumes “Essential competencies for English-medium university teaching” (Springer, 2016) and “Evaluation in Media Discourse: European Perspectives” (Peter Lang, 2017). She has also published over 30 chapters and articles in peer-reviewed journals.

Busby, David

University of Bath, UK

“Writing circles and collaborative classroom activities involving peer review.”

Writing circles are collaborative classroom activities involving peer review. Through these activities students develop awareness of how texts are constructed, and how to communicate effectively in academic writing. The tasks are collaborative and involve group discussion of an individual's current work. Such activities can help students develop social support and scaffolding, raise language awareness, build awareness of reader expectations and ultimately lead to autonomy in the student writer (Lee, 2017). This paper reports how students in MA TESOL critical reading and writing classes at the University of Bath reacted to the introduction of writing circles during their second semester.

The classes consisted of international students, the majority of whom were monolingual. Many shared anxieties about writing postgraduate academic assignments in English. Their first semester assessment revealed weaknesses with their writing and a high level of plagiarism. In this short study, the students participated in four lessons dedicated to writing circles; peer-reviewed texts were analysed, deconstructed and then reconstructed by participants via small group discussion. The students transferred this ‘new’ awareness of how to identify and correct structural or stylistic weaknesses in a text to their own current academic writing, which peers then discussed, analysed and reviewed as a group. Ultimately, student response to the writing circles was very positive and many expressed that, as a result of the sessions, they now had a deeper understanding of academic writing and also a greater awareness of the value of peer feedback. This presentation will present the theory and methodology behind implementing the writing circle activities, discuss the activities in some detail and present results from in-class data collection of student reaction to the activities. The results of this study have led to plans to incorporate writing circles more widely at the University of Bath, with peer review training as part of the input from the outset.

Lee, I. (2017). Classroom Writing Assessment and Feedback in L2 School Contexts. Singapore: Springer Singapore : Imprint: Springer.



20 min

Academic skills Course Leader in the Skills Centre at the University of Bath, currently studying for my Doctorate in Education. I currently deliver classes, workshops, presentations and lectures to both home and international undergraduate and postgraduate students.

I have been teaching English as a second language for 24 years and have taught in Italy, England and Japan. I have worked as teacher, trainer and academic manager in a variety of contexts including private, Further and Higher Education. I am also an examiner for the Trinity Diploma TESOL and have examined teachers in China, Malta and Spain. I have been a teacher trainer and materials designer for 20 years on both Trinity TESOL and Cambridge CELTA.

Christaki, Angela

Hellenic Mediterranean University, Greece

“Teaching vocabulary about nutrition to young learners through readers and drama”

Teaching young learners through fairytales, game-like activities and drama, apart from being fun, is also very effective. By doing something children love, knowledge of a foreign language is acquired naturally, communicatively, in a multi-sensory way. Students are developed mentally, cognitively and feel self-confident.

While working on the children's reader “Food for Thought” young learners are engaged with all their senses (they smell, taste, hear, see, hear and think) into the new knowledge. They have to memorise and act out roles, to learn words and expressions related to food in a realistic and simultaneously dreamy setting of children's daily life. They create their own costumes, prepare the settings, collaborate, practicing social skills and carry out a task which is the end of school year performance. Students learn to interact, to negotiate with their peers and the teacher. Vocabulary is repeated in appropriate context to facilitate learning. Roles are small, easy to memorise and inventive and students are encouraged to improvise. Colourful, cartoon-like illustration motivates students and enhances learning. Game-like activities at the end of the book elaborate learning and practice critical thinking. There is also a glossary with useful knowledge for teachers/parents and the script for the performance.

The plot: *Mary is an 11 year old girl from Sitia, Crete. She turns 11 and she wants to have a party, to invite all her friends and dance and have pizza, chips etc and drink coke; All the unhealthy stuff that are always advertised on TV and which are willingly bought by children and adults. But Maria is lucky. Her parents think critically and do not just consume whatever is imposed by the food industry. Her father calmly uses the Socratic method and poses questions that encourage Mary to think about her nutritional choices.*



Angela studied “English Language and Literature” at the Aristotle University of Thessaloniki and obtained her MEd in Teaching English as a Foreign Language from the Open University of Greece. Her Dissertation title was “English in Tertiary Education; a “Misunderstood” subject. Ways of making it more challenging and effective”. She is currently working as an ESP Teacher at the department of Nutrition & Dietetics of the Mediterranean University of Crete and she is the headmistress of a Junior High School of Crete. Worked as an ESP teacher at the 1st and 2nd Public Vocational Institutes of Heraklion, the Technological Education Institute of Crete, department of Nutrition & Dietetics, and as a state school teacher in primary and secondary education. She has also worked as a Director of the Public Institute of Vocational Training of Sitia, as a Teacher Trainer for State school English Teachers and as an Oral Production Evaluator for the State Certificate of English (KPG). She has published “Nutrition & Dietetics” Career Paths (Express Publishing 2018) Student's and Teacher's Book, an ESP educational resource for Nutrition & Dietetics professionals. She has also published a children's reader “Food for Thought” 2015), a fairy tale for in-class teaching about proper nutrition and healthy choices.

Christaki, Angela

Hellenic Mediterranean University, Greece

“Creating a Syllabus and a Course book for Nutritionists - Dietitians”

Teaching an ESP courses for the first time is stressing as most of the times Curriculum is vague and Syllabus description absent. It is the ESP teacher's duty to design and “create” the appropriate materials that will respond to the students' needs, aim at teaching the appropriate vocabulary, practice all skills, teach grammar, evaluate students /materials /course. However, as stressing this might be, it is also liberating and creative.

The steps followed for the writing of the book “Nutrition & Dietetics” of the series Career Path of Express Publishing for the Department of Nutrition Dietetics of the Mediterranean University of Crete will be analyzed. It contains Student's Book, Teacher's Book and audio CD.

The first step is Needs Analysis; effective questionnaires were addressed to students and teachers, aiming at tracing the content and objectives of the ESP course. After analyzing the data there is a more specific idea about what knowledge the graduates of the department are expected to have. Next step is the how to be taught. The proposed syllabus aligns with the principles of CEFR, thus promoting communicative teaching that will help graduates while pursuing further studies/career in intercultural, multicultural, multilingual, globalized environment. The book consists of three parts of 15 units each. The first part contains units about nutrients, foods, Anatomy and systems of the human body, the second part deals with Nutrition during the Life Cycle, Eating disorders, Nutrition and pathological situations. The third part is about types of diet, food labels, Measuring Body Composition and the profession of a Nutritionist Dietitian.

Each unit practices all skills and particular Linguistic Means and Language functions. It comprises 9 activities. The first 1-4 practise Reading comprehension. Activities 5-7 deal with listening comprehension (a CD with dialogues by native speaker), activity 8 practices speaking interaction. Last, activity 9 includes writing. At the end of each part there is a glossary with English to English translation of the vocabulary used. Colourful illustration and good quality of paper increase motivation of students and give the impression of a magazine like, reader friendly book.



Angela studied “English Language and Literature” at the Aristotle University of Thessaloniki and obtained her MEd in Teaching English as a Foreign Language from the Open University of Greece. Her Dissertation title was “English in Tertiary Education; a “Misunderstood” subject. Ways of making it more challenging and effective”. She is currently working as an ESP Teacher at the department of Nutrition & Dietetics of the Mediterranean University of Crete and she is the headmistress of a Junior High School of Crete. Worked as an ESP teacher at the 1st and 2nd Public Vocational Institutes of Heraklion, the Technological Education Institute of Crete, department of Nutrition & Dietetics, and as a state school teacher in primary and secondary education. She has also worked as a Director of the Public Institute of Vocational Training of Sitia, as a Teacher Trainer for State school English Teachers and as an Oral Production Evaluator for the State Certificate of English (KPG). She has published “Nutrition & Dietetics” Career Paths (Express Publishing 2018) Student's and Teacher's Book, an ESP educational resource for Nutrition & Dietetics professionals. She has also published a children's reader “Food for Thought” 2015), fairy tale for in-class teaching about proper nutrition and healthy choices.

Darvenova, Tanya

University of Veliko Tarnovo, Bulgaria

“Analysing Images for Academic Writing”

The proposed presentation focuses on image analysis, specifically documentary or news photos and paintings or sculpture images, as used to improve students' visual literacy and writing skills. By visual literacy we mean students' awareness of the importance of visual communication and the ability to interpret images by examining their features and the cultural context they exist in. The ability to analyse images is important because we are surrounded by images from photojournalism, the Internet, billboards, newspapers and magazines, television. These images, as one critic has stated, 'have a design on us.' In the proposal we make a case of integrating image analysis in writing classes at tertiary level to achieve (1) a deeper understanding how images affect us, and (2) an increased student civic engagement with current political, social and environmental issues.

Pecha Kucha

Graduate of St Cyril and St Methodius University in Veliko Tarnovo with a degree in English Philology and presently a Senior Lecturer in English at the Department of Foreign Languages in my alma mater, Tanya teaches a number of courses in the Faculty of Law (English for Law Students), Faculty of Philosophy (EAP for students of psychology) and Faculty of History (ESAP for students of cultural tourism). Her research interests are in the field of inter-cultural communication, visual literacy and teaching pronunciation.

Deligiannidou Anna & Papadaki Penelope

Secondary school teachers

Developing your own ESP teaching materials based on the CEF professional profiles'

Computer Room

This workshop aims to help ESP instructors to be acquainted with the concept of CEF Professional Profiles' structure and methodology. It will also offer the participants the chance to enhance their skills of designing tailor-made ESP materials and to comprehend how to implement them in instruction.

The focus of this workshop will be twofold: the presentation of CEF Professional profiles as a tool for second generation needs analysis and the process of creation of ESP material based on them. CEF Professional Profiles constitute an evidence-based approach to the needs analysis required in order for tailor-made courses to be designed in a specific field. Needs analysis is vital in order to specify the students' real world communicative needs and to design the appropriate teaching materials for them. CEF Profiles identify the context in which the language is used and the content of the profile provides the guidance for an effective course design.

Considering that ESP evolved due to the increase in the demand for teaching English to learners that needed the language to communicate in their workplace, it becomes clear that ESP has a direct linkage to the professional orientation of these learners. This orientation can either refer to the students' present job requirements or to future occupational needs that have to be catered for through appropriate instruction. It is therefore apparent that course designers need to create teaching materials that are of relevance to students' working reality. However, it is a struggle for ESP practitioners to identify the language and communication needs and ends of the particular learners and create appropriate materials to equip their courses.



Anna Deligiannidou has graduated from the School of English and Literature of the Aristotle University of Thessaloniki and completed a 3-year TESOL master in the Hellenic Open University specializing on the research of the ESP sector. She has been working as an English teacher and adult practitioner in various schools for almost 13 years now.

Penelope Papadaki has graduated from the School of English and Literature of the Aristotle University of Thessaloniki. She holds a Master's Degree in the area of TESOL and her research interests include ESP teaching, adult education and material design. She has been an English teacher in Primary and Secondary Education for the last 13 years.

Eginli, Ilknur

Turkey

“Reflective EAP/ESL Practitioner for Personal and Intellectual Growth”

Individuals around the world can get qualified as an English language teachers by attending accredited courses and/or teacher education programs; however there is no single entity to assess language teachers' quality of teaching rigorously and systematically. This poster presentation will synthesise the ways in which language teachers can evaluate their own teaching through reflection.

In the information age it is essential for teachers to become lifelong learners. In order to meet the demands of the age, teachers should continue learning and adapt the changes happening around them (Bailey, Curtis & Nunan, 2001). Reflection is a key component of being a professional (Schon, 1983), and reflective teaching means looking at what you do in the classroom and thinking about why you do it. All teachers more specifically EAP/ESL teachers should reflect on their own teaching in this fast-paced information age. Bandura (1986) supports self-reflection, as it positively contributes to altering a person's thinking and actions.

This presentation will cover a Self-Reflective Teaching Model that is based on Bandura's Social Cognitive Theory. In addition as a source of continuing professional development, to help teachers reflect on their practice, the presenter will also share what self-reflection tools exist for EAP/ESL teachers, and how these tools can be used efficiently and effectively to increase the quality of teaching.

The logo for Pecha Kucha is a stylized orange sunburst or star shape with multiple points, set against a green background. The text "Pecha Kucha" is written in a bold, red, sans-serif font across the center of the orange shape.

Pecha Kucha

Ilknur Eginli works as an Assistant Professor of TESL at Medipol University in Istanbul. She holds Master's degrees in TESOL (Teaching English as a Second Language); History; and Educational Psychology. She received her Ph.D. in Education from George Mason University. Much of her work has centered on teacher education quality and teachers' self-beliefs. Ilknur taught K-12, community colleges, and universities both nationally and internationally for over two decades. Since joining Medipol University, she has taught courses on English Language Teaching

Ferčec, Ivanka, Liermann-Zeljak, Yvonne and Božić Lenard, Dragana

Josip Juraj Strossmayer University of Osijek, Croatia

“Engaging Activities in the ESP/EAP Classroom”

Both teaching and learning a foreign language requires hard work and a great deal of effort on both sides. The traditional chalk-and-talk approach to teaching and reviewing English grammar and vocabulary may be supplemented by other activities like (online) puzzles, crosswords, quizzes, games, experiments, etc., which can be done as whole class work, group work, pair work and individual work. The aim of the paper is to present the use of such activities in ESP/EAP classes (in our case, Technical English classes), which, when selected carefully and appropriately, contribute to the acquisition of the content being taught and increase the effectiveness of language learning and teaching. Although there are both advantages and shortcomings of using such activities in (ESP/EAP) teaching, generally speaking, they support teachers' efforts to increase student motivation and engagement in class. These activities can be used at any stage of our lessons, be it to warm up the class before the lesson begins, to give students a break or to keep them engaged or interested during the lesson, or as a recap exercise at the end of class. Since it is absolutely important for the students to be familiar with the activity they are about to do, the teacher must explain the rules in detail, write instructions on the board or even simulate the activity. Although there is an abundance of activities that can be used in ESP/EAP classes, in this paper we present only a few that can be used to both revise and recycle vocabulary and grammar studied in previous classes. It is important to add that most of these activities, though sometimes (slightly) modified, can be used in ESP/EAP classes of any type and at any level. In this paper, we illustrate the following: experiments, Word Association, Collocation Pelmanism, Taboo, Plickers, Kahoot, Socrative, and QR codes, and mention some of their variations as well.



20 min

Ivanka Ferčec received her MA in the English language and literature and the German language and literature from the Faculty of Education in Osijek, University of Osijek, Croatia. She works as a senior lecturer at the Faculty of Electrical Engineering, Computer Science and Information Technology Osijek, Josip Juraj Strossmayer University of Osijek, Croatia, where she teaches Technical English and Technical German. Her fields of interest include teaching languages for specific purposes (especially ESP) and scientific and technical translation. She is a member of the Editorial Board of *The Journal of Teaching English for Specific and Academic Purposes* published by the University of Niš, Serbia, the Scientific Committee of the International ESP Teachers' Association (IESPTA), as well as the Croatian Applied Linguistics Society (CALS) and the Croatian Association of LSP Teachers at Higher Education Institutions (ALSPTHEI).

Yvonne Liermann-Zeljak received her MA in the English language and literature and the German language and literature from the Faculty of Education in Osijek, Josip Juraj Strossmayer University of Osijek, Croatia. She works as a senior lecturer at the Faculty of Electrical Engineering Osijek, Computer Science and Information Technology Osijek, Croatia, where she teaches both Technical English and Technical German. Her research interests include second language pedagogy, contrastive linguistics and sociolinguistics. She is a member of the editorial board of *The Journal of Teaching English for Specific and Academic Purposes* published by the Faculty of Electronic Engineering, University of Niš, Serbia, a member of the scientific committee of the International ESP Teachers' Association (IESPTA) and a member of the Croatian Applied Linguistics Society (CALS).

Dragana Božić Lenard obtained her PhD in Linguistics, and MA in the English language and literature and the Croatian language and literature from the Faculty of Humanities and Social Sciences in Osijek, University of Osijek, Croatia. She works as a postdoctoral research fellow at the Faculty of Electrical Engineering, Computer Science and Information Technology Osijek, Josip Juraj Strossmayer University of Osijek, Croatia, where she teaches English for Specific Purposes courses. Her research interests include ESP, sociolinguistics and computational linguistics. She is a member of the editorial board of *The Journal of Teaching English for Specific and Academic Purposes* published by the University of Niš, Serbia, a member of the advisory board for the Cambridge Scholars Publishing and a member of the Scientific Committee of International English for Specific Purposes Teachers' Association (IESPTA).

Flowerdew, Lynne

Birkbeck, University of London, U.K

“Academic Literacies and EAP Learner Corpus Research”

Two paradigms for academic writing research and pedagogy are the Academic Literacies and EAP/ESP approaches. Underpinning the Academic Literacies approach is the ‘Text Histories’ method which takes account of the longitudinal and ethnographic dimensions of text (see Lillis 2008; Lillis and Curry 2006). ‘Text Histories’ has been used for describing the process of peer review for scholarly publication, as well as the process of collaborative writing with a view to publication in which writing is seen as a ‘networked activity’. This approach has traditionally been seen as in sharp contrast to EAP/ESP learner corpus research on academic writing. Until around 2015 learner corpus research took a cross-sectional rather than longitudinal approach to analyses of text. In other words, the focus was on ‘writing as product’ rather than ‘writing as process’. Moreover, little attention was paid to the ethnographic dimension of academic writing (see Paltridge, Starfield and Tardy 2016). However, over the past five years there has been much innovation in learner corpus research with more (quasi)-longitudinal studies reported in the literature. My aim in this talk is to present very recent state-of-the-art EAP/ESP learner corpus studies to illustrate that learner corpus research and pedagogy is now moving forwards in the direction of ‘Text Histories’, thereby taking account of ‘writing as process’ with more attention paid to contextual features. At the same time, it is suggested that the Academic Literacies approach could usefully be informed by corpus studies of learner writing.



Lynne Flowerdew is an Honorary Visiting Research Fellow at Birkbeck, University of London. Her main research interests include corpus linguistics, EAP/ESP and disciplinary postgraduate writing. She has published widely in these areas in international journals and edited collections and has also authored and co-authored several books.

Flowerdew, John

University of Lancaster, UK

“The linguistic disadvantage of EAL scholars: myth or reality?”

Research into writing for scholarly publication has mainly focussed on EAL writers, an implicit understanding being that this group may face different difficulties from L1 writers, given that English is not their native tongue. In line with this thinking, many studies have focussed on the particular linguistic difficulties of EAL writers (e.g. Ammon, 2007; Belcher, 2007, Flowerdew, 2007, 2008, 2013) and how EAL writers may seek to overcome them. This is not to say that there are not other, non-discursive, barriers to international publication (Canagarajah, 1996), barriers which may be shared by both EAL and L1 writers. Indeed, more recently, some scholars have sought to play down the EAL/L1 linguistic dimension and emphasised other factors as critical in writing for publication. Thus, Swales (2004:56), while not neglecting the linguistic issue, sees a “junior,” or less experienced, versus a “senior,” or more experienced, distinction as more important than the EAL/L1 one. Following on from Swales, more recently, Hyland (2016) has taken this argument a stage further and claimed any presumed linguistic disadvantage (he uses the term ‘injustice’) suffered by EAL writers to be a ‘myth’. One of Hyland’s main arguments in support of his claim is that the particular discursive difficulties of writing for publication are not ‘linguistic’ in the sense of concerning syntax and lexis, but instead are ‘registerial’, i.e. not part of the common core of language, but discursive features pertaining specifically to the research article genre. As such, these specific registerial features, Hyland argues, have to be acquired by L1 and EAL writers alike and EAL writers are, therefore, not at any disadvantage. In this paper I will argue that, in making his case, Hyland seriously underestimates the linguistic dimension of the writing task for EAL writers. While L1 writers will have naturally acquired the common core of language which underlies the particular registerial features of the research article as part of their family upbringing and schooling, EAL writers will typically not have such an underpinning and will be more challenged when applying these common core features to the particular communicative functions of the research article. I will exemplify my argument with a range of examples at different linguistic levels.



John Flowerdew is a Visiting Chair at the University of Lancaster and a Visiting Research Fellow at Birkbeck, University of London. He was previously a Professor at City University of Hong Kong. One of his main research interests is writing for publication and he has published many books, articles and book chapters on professional academic writing. His books include *Academic Listening: Research Perspectives* (Cambridge); *Research Perspectives on English for Academic Purposes* (with M. Peacock) (Cambridge); *Academic Discourse* (Longman); *Discourse in English Language Education* (Routledge); *Signalling Nouns in Discourse: A Corpus-Based Discourse Approach* (with R.W. Forest) (Cambridge); and *Discipline-Specific Writing: Theory into Practice* (with T. Costley) (Routledge). He is also interested in Critical Discourse Studies and has recently edited *The Routledge Handbook of Critical Discourse Studies* (with J. Richardson).

Gotti, Maurizio

Universitat di Bergamo, Italy

“The gradual shift of knowledge dissemination from print to digital academic genres”

Knowledge Dissemination is becoming increasingly important for the socio-economic and cultural development of today's world. The main issues are related to the way in which specialists communicate their knowledge to lay people and with specialists in other fields, but also to aspects related to reformulation and recontextualization of expert knowledge (Linell 1998; Sarangi 1998; Gotti 2014) so that its relevance to a different audience becomes apparent.

Knowledge Dissemination uses a wide range of genres, either in print or in digital form. Indeed, the Web is posing new challenges to discourse. The combination of words with visuals, in the various formats supported by technology, is highly effective in Knowledge Dissemination, and the gradual shift from print to digital is a significant turning point in the recent history of the Academia.

The paper reports on the investigations conducted by the Bergamo Unit within the Italian national research project on 'Knowledge Dissemination across media', seeking to analyse how and to what extent recent developments in technology have impacted on the language of Academia used for Knowledge Dissemination in the sciences and humanities.

Adopting a combination of quantitative and qualitative research methods, the Unit has identified ongoing trends in a range of representative academic genres, with special attention given to:

- ✓ the communicative purpose and discorsal construction of emerging genres;
- ✓ the extent of linguistic variation / hybridisation in well-established genres.

In particular, the main issues investigated here concern recent developments in a few genres of specialised communication, such as TED Talks, legal blogs (blawgs) and Twitter / Facebook medical news. The presentation will highlight some aspects of ethical transformations undergone by sensitive specialised knowledge in the dissemination process, particularly in the new media, as well as the ideological implications concerning legal and medical discourse.

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 Linell P. 1998. On Recontextualization and the Blending Voices in Professional Discourse. *TEXT* 18(2): 143-157



Maurizio Gotti is Professor of English Language and Translation and Director of the Research Centre on Specialized Languages (CERLIS) at the University of Bergamo. His main research areas are English syntax - /English Diachronic Syntax / (ed.), Guerini 1993; / Variation in Central Modals/ (co-author), Peter Lang 2002 -, English lexicology and lexicography (/The Language of Thieves and Vagabonds/, Niemeyer 1999) and the features and origins of specialized discourse, both in a synchronic and diachronic perspective (/ Robert Boyle and the Language of Science/, Guerini 1996; /Specialized Discourse: Linguistic Features and Changing Conventions/, Peter Lang 2003; /Investigating Specialized Discourse/, Peter Lang 2011 (3rd ed.). He is a member of the Editorial Board of Sarangi S. 1998. Rethinking Recontextualization in Professional Discourse Studies: An Epilogue. *TEXT* 18 (2): 301-318.

Ivić, Vlatka and Šoštarić, Blaženka

University of Osijek, Croatia

“Developing Communication and Soft Skills by Using Moodle Chat for Literature Circles”

The aim of this paper is to study the benefits and drawbacks of using Moodle Chat for the implementation of Literature Circles (LC) in the English language classrooms among university students. LCs are widely used in language teaching to promote active learning, develop communication skills and encourage critical thinking, creativity and self-motivation. Furthermore, they are highly effective in developing other soft skills such as problem solving, leadership, teamwork and empathy which are in high demand in the contemporary job market. Technology advancements and the development of new e-learning tools have opened myriads of possibilities for developing language skills in less conventional ways. Therefore, instead of the traditional LC conducted in class, students have been given the opportunity to conduct LC discussions in the Moodle Chat environment in their own arrangement, without direct teacher intervention. The added value of Moodle Chat is that the conversations are recorded and provide material for further linguistic discourse analysis and can be adapted and used to assess the students' level of proficiency in both general and academic English. The respondents are first- and second-year students of English Language and Literature at the Faculty of Humanities and Social Sciences in Osijek, Croatia. The aim of the study is to establish the suitability of online chats for implementing LCs, and to obtain student feedback and their assessment of the conducted activities.



20 min

Vlatka Ivić was born in Osijek, Croatia, in 1968. She holds an MA degree in English and German language and literature and is working at the Faculty of Humanities and Social Sciences (FFOS) in Osijek, Croatia, as Senior Language Instructor at the Department of English and is currently finalizing her PhD thesis in the postgraduate programme 'Knowledge Society and Information Transfer'. She gained experience in teaching English and German as a foreign language in the Language Grammar School and has been delivering workshops to fellow teachers as an INSET teacher trainer. She teaches Contemporary English Language and actively cooperates with a Croatian publishing house as a textbook co-author for the English language. Her major interests are English teaching methodology, modern technologies in teaching, ESP/EAP, and developing critical thinking and transculturalism in the classroom.

*Blaženka Šoštarić was born in Duisburg, Germany, in 1970. She holds an MA degree in English and German language and literature and is working at the Faculty of Humanities and Social Sciences (FFOS) in Osijek, Croatia, as Senior Language Instructor at the Department of English. The experience she gained in translating and interpreting for international organizations in Croatia, and having worked as a freelance translator in the process of translation of the *acquis communautaire* into Croatian provides her with the opportunity to convey hands-on experience to the students. She participated in the TEMPUS programme 'Foreign Languages in Law' and teaches Contemporary English Language and 'Translation and European Integration' in the translation profile graduate study programme at FFOS.*

Ježková, Šárka

University of Pardubice, Czech Republic.

“How can a learner corpus help teachers and learners.”

This paper presents the process of designing, compiling, and most importantly analysing and using a learner corpus of spoken EAP discourse. The research has been motivated by the fact that for future English language teachers speaking skill is crucial, however, it seems to be rather neglected in schools, and moreover, in the Czech educational system, as in many other countries (McCarthy and Carter 2002), instruction is still based mostly on written language.

The corpus of Czech university students' spoken English comprises about 150,000 words, i.e. transcribed recordings of 114 pairs of first-year students of TEFL Programme from three Czech universities at the beginning of their study, approximately at B2 level of CEFR. It has been compiled to serve many purposes: to find out if Czech students acquire the discourse management devices serving to build up a natural flow of conversation; to offer the language material for the analysis of their use of grammatical structures; to suggest further modifications of the syllabi and the content of courses.

On the basis of the findings it can be concluded that the courses in the TEFL study programme should be modified with the aim to teach students specific features of spoken discourse and to improve their communicative competence in speaking English.

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20 min

Sarka Jezkova is an assistant professor and teacher educator at the University of Pardubice, Czech Republic. She has been working at the Department of English and American Studies, where she runs courses on linguistics (English Syntax, Discourse Analysis, History of English Language, Sociolinguistics). Her research is focused on the analyses of learners' language, mainly she is interested in specific features of spoken grammar and of computer mediated communication.

KAMIJO, Takeshi

Ritsumeikan University, Japan

“L2 learners’ critical reading of source texts and rhetorical-level task representations for academic argumentation”

As an academic genre, argumentative essay writing is a common type of academic module assignment in arts, humanities and social sciences (Hewing, 2010, Wingate, 2012). Wingate (2012) suggested that the framework should comprise selecting and using information from relevant sources, establishing an argument and writing in a coherent manner. During the initial phase, L2 learners should plan and read selected sources critically. Subsequently, by comparing researchers’ evidence and assessing it, they should establish their own argument in an academic debate. Finally, L2 learners should present the argument coherently by employing specific writing strategies. Through the initial steps, L2 learners need to read their selected sources critically and develop an awareness of argumentation as knowledge creation in an academic debate, establishing their own argument. This awareness can be defined as learners’ rhetorical-level task representation. Currently, few studies have explored L2 learners’ awareness of academic argumentation by analysing their reading of source texts. However, many studies have focused on examining L2 learners’ representations of source use in writing practices, such as citing, references and avoidance of plagiarism.

In the present study, two successful L2 learners’ critical reading strategies and rhetorical-level task representations of argumentative essay writing in a UK university for TESOL/ Education MA module were examined. Interviews by employing Wingate’s (2012) analytical model and Braun and Clarke’s (2006) thematic analysis were conducted. Results revealed that the two successful learners raised awareness about critical reading for writing with mediated learning from a tutor and sustained their engagement with critical reading for essay writing. Based on their initial plans, they selected a research review article as a key source text and understood the merit of intertextuality for supporting an argument as knowledge contribution. One learner developed an argument with valid research evidence deductively, while the other considered a task as creating an argument through inductive comparative literature analyses. They both analysed researchers’ debates, which led to a well-focused critical evaluation and establishment of arguments. Pedagogical implications and future research are also suggested.



20 min

Takeshi Kamijo is currently an associate professor in 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.

Eva Karasková, Helena Kadlecová,

Faculty of Science, Palacky University (UP), Olomouc, Czech Republic

Teaching EAP and ESP at the Faculty of Science, Palacky University in Olomouc, Czech Republic: an overview of English courses, materials used and selected speaking activities.

In addition to scientific knowledge and technical skills, science students need English competence since English is the main language of science nowadays. English courses have been incorporated in all the programmes at the Faculty of Science, UP in Olomouc in order to prepare our students to communicate fluently in English. In addition to GE courses, starting at B1 level, we have EAP courses and ESP courses, starting at B1 level and B2 level, respectively.

Since there are many good-quality textbooks on the market for GE and EAP courses, we mostly use them in our GE courses and EAP courses. Our lecturers have, however, developed our own ESP courses and have designed all the materials needed for each scientific discipline separately. We have ESP courses for biology, chemistry, ecology, geography, mathematics, physics, and geoinformatics. Our main approach is that of communicative competence (CC) which is understood as the ability to understand and use language effectively to communicate in authentic environments. Our aim is to make our students achieve CC in English for their studies and future career. We use authentic materials, meaningful contexts, and ICT. We devote special attention to speaking activities in the broadest meaning of the term. On the one hand, we have many undergraduates and even postgraduates who suffer linguistic insufficiency and need to conquer their fear. On the other hand, we have students who talk uncontrollably without fear, but without producing any kind of meaningful speech. Our poster provides an overview of the EAP and ESP courses and materials used at our faculty, as well as samples of some of our speaking activities.



English lecturer of the Department of Foreign Languages, Faculty of Science, Palacky University Olomouc, Czech Republic (since 2011) Courses:

General English (various levels), English terminology and presentation (biology), English for biochemists, Practical English, Czech for foreigners

She has been a lecturer at the foreign language department, Medical Faculty at the University of Olomouc, Czech Republic. In 1990–1995, she was a lecturer in language schools and since 1996 she works as a translator (Czech, English).

Karras, Ioannis

Ionian University, Greece

“Developing Intercultural Communication Competence in ESP Teaching”

The focus of ESP teaching has traditionally been on helping students develop particular language skills as they pertain to specific disciplines such as business, tourism and medicine, for example. By definition, most ESP students will find themselves in linguistically and culturally diverse environments during their professional lives thus linguistic skills alone do not suffice. Hence, the inherent value of intercultural communication competence (ICC) in ESP teaching and learning is unquestionable. Despite this tenet, not much emphasis has been given to include an ICC development component in the ESP curricula or syllabi developed and delivered at various higher educational institutes. This paper endeavours to investigate and highlight the current status of ICC in ESP courses mainly within the Greek educational context and attempts to shed light on the importance of ICC development in ESP classes and the instructional material used. Moreover, a framework, which includes approaches, methods, and strategies, will be proposed so as to help ESP students develop the necessary ICC skills to communicate appropriate and effectively in any given culturally and linguistically diverse environment in the global workplace.



20 min

Dr. Ioannis Karras holds two B.A. degrees in English and Linguistics from the University of Calgary, Canada; an M.Ed. in TEFL from the Hellenic Open University, Greece, an M.Sc. in Intercultural Communication from the University of Warwick, the UK and a PhD in Applied Linguistics, University of Athens, Greece. He is an Assistant Professor in the Department of Foreign Languages, Translation and Interpreting at Ionian University, Greece, and a module coordinator and tutor on the TESOL Master's programme of the Hellenic Open University. He has lectured as a visiting professor or as an invited speaker at various universities around the world. Moreover, he has delivered numerous talks at international conferences and has conducted seminars with national and international audiences. He has published a number of edited book chapters and articles in journals and conference proceedings in applied linguistics, TEFL, and intercultural studies.

Katsampoxaki-Hodgetts, Kallia

University of Crete, Greece

“Technologies, visible pedagogy and paperless classes”*Computer Room*

This workshop aims to familiarise EAP and ESP teachers with technologies they can use in the classroom or before classes (flipped classroom) in order to maximise the benefits of visible pedagogy and make their classes paperless. Participants will be using tools and sample tasks first as students and then they will be asked to create their own tasks and share them with others in the group. Tools and technologies presented include a virtual learning environment (VLE) and platforms designed to raise awareness of student competencies and weaknesses regarding listening skills, reading skills and writing skills.

Keywords: EAP technologies, Virtual learning Environment, Flipped classroom, visible pedagogy, paperless classroom.



Kallia holds a Masters of Education in Teaching English as a Foreign Language (MED TEFL, University of Bristol, UK).

Ms Katsampoxaki-Hodgetts teaches in-sessional English for Academic Purposes courses in the School of Science and Technology of the University of Crete (UOC) since 2001.

She is the founder and the coordinator of two online open access courses (1.Academic English, and 2.Teaching approaches of Inquiry Based Science Education- IBSE) and is the co-ordinator of the international pre-sessional summer course “Academic English for Chemistry Graduates” at UOC. She has given many lectures and workshops on technical writing in Europe and she is the author of the course books:

1. Academic English for Biology,
2. English for Chemistry EAP, and
3. Academic English for Mathematics.

She is also the founder and organiser of the International EAP/ESP Conference “EAPCRETE” at the University of Crete. Her research interests include collaborative writing in ESP, Peer-feedback as a learning tool, Genre-analysis as a pedagogical tool, Specific Academic Literacies and EAP, Content Based Instruction for ESP and Dictogloss.

Koutraki, Maria

University of Crete, Greece

“Using Content Based Instruction in the EAP class”

CBI teachers are faced with the difficult balance between language and content instruction. The terms CBI (Content Based Instruction) and CLIL (Content and Language Integrated Learning) describe classroom-based instruction where the content is taught in the students' second language (L2), which they are still in the process of learning (Tedick & Cammarata, 2012). BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency) are expected to be mastered, while taking into account the cognitive load theory with the latter recommending that learning tasks be created so as not to overload learners' working memory (de Jong, 2010). Lessons should be framed within students' schemata-their familiar concepts and routines. Additionally, incorporating scaffolding methods in teaching, as well as introducing the idea of rubric creation would enhance students' autonomy throughout the process of learning and acquisition, thus, maximising their intellectual development and critical thinking.

Key words: CBI, CLIL, CALP, Schemata, Cognitive load, Rubrics, Scaffolding Techniques, Students' autonomy.



Maria Koutraki studied English Language and Literature at the Kapodistrian University of Athens, School of Philosophy (BA) and obtained her Masters Degree in Translation Studies (MA) from the University of Surrey, UK, in 1996. She teaches English for Academic and Specific Purposes (ESAP) at the University of Crete, School of Sciences and Engineering, Departments of Biology, as well as Mathematics & Applied Mathematics since 2000. She has also taught ESAP in the Computer Science Department (UOC), the Departments of Tourism, Accounting, Nursing, Multimedia and Mechanical Engineering in the Technological Educational Institute of Heraklion.

PUBLICATIONS

Sweeney-Androulaki F. et al (2013) The Acquisition of Subject-specific Vocabulary: A Focus on a Collaborative Dictogloss Task and Teacher Perceptions, International Journal of Pedagogy and Curriculum, Volume 20, Issue 4, pp.1-23.

Katsampoxaki-Hodgetts K. et al. (2014) The effect of immediate online peer feedback in an English for specific purposes blended course, Inted2014 proceedings, Spain.

McGrath, Lisa (Dr)**Sheffield Hallam University, UK****Genre, academic literacies & metacognition: Theoretical “wanders” & their implementation in EAP pedagogy.**

Picking up our idea of “not all who wander are lost” and that real-life teaching/learning situations can rarely be accounted for using just one theory or approach to learning, Lisa, as a practitioner, will draw upon EAP/ESP pedagogical “wanders” to different theories or approaches for different teaching contexts stressing this is not “lost”, itinerant wandering. It is purposeful.



Lisa is a senior lecturer and researcher in the field of Educational Linguistics, with a specific focus on genre and academic writing. She teaches and supervises on postgraduate courses in Education and TESOL, and is responsible for designing and delivering bespoke academic English courses across the university. Lisa is also involved in continuing professional development, such as leading writing for publication groups and teaching on the postgraduate certificate in Higher Education.

Lisa's research has focused on textual and contextual facets of writing for international publication and genre pedagogy. In particular, she is interested in connections between the social and epistemological dimensions of disciplines, and the choices academic writers make in terms of textual features, genre and language. Recent research has explored combining theories in academic writing pedagogy and continuing professional development contexts. Her work has appeared in journals such as *Journal of Second Language Writing*, *English for Specific Purposes*, *Teaching in Higher Education*, *Journal of English for Academic Purposes* and *Applied Linguistics*.

Melissourgou, Maria N.

University of the Aegean , Greece

“The WriMA corpus and its contributions to language teaching and material development.”

Tasks set in international high-stakes EFL exams “have broad genre/ register patterns associated with them, and test-takers are often penalized if they do not write within those expectations.” (Hamp - Lyons, 2003: 174). Based on the official exam support materials candidates are expected to identify the genre by reading the rubric and adjust their response using the appropriate register. The advice concerning genre variation found in textbooks, however, is often implicit and at times contradictory.

This study exploits the recent synergy between Corpus Linguistics and Genre Analysis to assist both educators and material writers. Based on measurable and objective data it aims to raise genre awareness in the specific context and support explicit teaching. The creation of a pedagogical corpus consisting of Writing Model Answers (WriMA corpus) from educational material becomes the tool for the assessment of representation of both text types and genres in the material, the extraction of the main features of individual genres as

well as the measurement of the strength of the relation between genres. Genre analysis follows a Discourse Analysis-type approach for the exploration of individual genres as well as a quantitative-contrastive approach to explore genres from multiple perspectives. Findings reveal an uneven representation of text types in the material explored, and an overrepresentation of Essay tasks. After the identification of genres in the corpus several genres are found to be underrepresented (Melissourgou and Frantzi 2017). The study offers

proof that text type classification is too broad and conceals internal variation. Classification based on genres is shown to be more helpful allowing for even the finest variation between texts to be revealed (Melissourgou and Frantzi 2018).

The creation of a specialised corpus, not previously available, has offered insight in areas which were largely under-researched. Findings provide precise information for more objective rating of answers and for consistent and effective feedback. Material designers can address the weaknesses spotted in this research by using the description of genres to provide specific guidance and by including more model answers of under-represented genres. Guidance can this way be clear and based on evidence rather than intuition.



20 min

Dr Maria N. Melissourgou is an Applied Linguistics post doctoral researcher and adjunct lecturer at the University of the Aegean. She is also Secretary General of the Scientific Coordinating Commission at the Research Centre for Applied Languages and Linguistics, Applied Language Studies House in Athens. She is a reviewer for the *Journal of Applied Languages and Linguistics*.

Her PhD thesis explored written genres in the international testing context. Recent projects involve academic writing as well as promotional genres in professional settings. She explores texts combining genre analysis, corpus-based quantitative methods and discourse analysis in order to identify the ways that texts achieve their communicative purpose.

Melissourgou, Maria, Maruster, Laura & Frantzi, Katerina T.

University of the Aegean & University of Groningen

“The research article: Stylistic variation across disciplines and change over time”

Have the recent changes in the global publishing context really affected the Research Article as it had been speculated (Swales, 2004; Tardy 2016)? How has it changed in terms of style and particularly in its formal or informal features? This paper reports on a recently completed research project that focused on informality in the Research Article. Building on previous work (Hyland & Jiang, 2017; Chang & Swales, 1999) it explores Research Articles from Philosophy, Economics and Medicine, looking for variation over time in authorial preferences across disciplines. The study combines genre analysis and corpus linguistics methods. Three self-compiled corpora, one for every discipline, represent Research Articles in three time periods: 1965, 1985 and 2015. The corpora are Part-Of-Speech tagged using TagAnt (Anthony, 2014) and analysed with WordSmith Tools (Scott, 2015). The analysis is based on the same set of informality features used by Hyland & Jiang which is an adaptation of the list of features identified by Chang & Swales. As observed in the previous studies, there is remarkable variation in informality features among the disciplines studied here. The direction, however, is not the same for all the disciplines. Philosophy and Medicine have been at opposite poles, making attempts to shorten this gap more recently. We also observe the pattern mentioned in Hyland & Jiang’s study with what is often called the ‘soft’ disciplines, moving towards a less informal writing style and ‘hard’ disciplines using more informal features (Melissourgou and Maruster, 2018). Economics on the other hand, is a bit elusive. Its informal features decrease over the years (same tendency observed in Philosophy) even though it has been closer to Medicine than to Philosophy originally. This finding is also in agreement with Hyland’s (2005) study. Economics is difficult to place since it ranges from articles full of numbers and formulas to articles based on argumentation. Findings such as these, based on empirical evidence, can inform EAP teaching courses and material development. They can help minimise instances of contradictory advice found in style guides. Consequently, they can empower novice writers who are striving to gain acceptance in the academic community.

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20 min

Dr. Laura Maruster is Assistant professor at the University of Groningen, Faculty of Economics and Business. Her research interest includes process mining, process modelling and data mining applied to different business domains, such as healthcare and manufacturing.

Laura Maruster has published various papers in journals such as Knowledge and Information Systems, Data Mining and Knowledge Discovery, IEEE Transactions on Information Technology in Medicine, Artificial Intelligence in Medicine, and has contributed with papers to refereed conferences. Laura Maruster is a reviewer to the journals Computer in Industry, and Knowledge and Systems.

KATERINA T. FRANTZI is a Professor of Informatics-Corpus Processing, the Director of the Informatics Laboratory and, since September 2018, the Head of the Department of Mediterranean Studies, School of Humanities, University of the Aegean, Rhodes, Greece. She graduated from the Department of Informatics and Telecommunications, National and Kapodistrian University of Athens, Greece, and won a National Research Scholarship at the Institute of Informatics and Telecommunications, National Center for Scientific Research, N.C.S.R. “Demokritos”. She has been a Visiting Researcher at the Department of Information Science, Faculty of Science, University of Tokyo, Tokyo, Japan. In recognition of her Ph.D. Thesis entitled “Automatic Recognition of Multi-Word Terms”, she won the “CERTIFICATE FOR OUTSTANDING ACHIEVEMENT IN APPLIED RESEARCH AND DEVELOPMENT IN THE FIELD OF TERMINOLOGY” by the INTERNATIONAL INFORMATION CENTRE FOR TERMINOLOGY, INFOTERM. Katerina T. Frantzi has created C-value, a language-independent method for term and collocation recognition which has till now received more than 1400 citations. She is a MENSA INTERNATIONAL Member since 1988 (score: 152/160).

Mendoza Ramos, Arturo

Universidad Nacional Autónoma de México

The implications of academic writing in English at the graduate level for scientific publication

Writing in English for Academic purposes represents a quite challenging ability for university students. At the graduate level, it is widely used in the production of academic manuscripts and dissertations even in countries where the medium of instruction is other than English. Because one of the aims of master's and doctoral programs is to train new scholars and researches, universities often request their graduate students to publish their research in indexed and peer-reviewed international journals. In the life sciences, biology, chemistry, physics, mathematics and engineering the academic discussion is usually in English, thus most of the international journals publish only papers in that language. This is why, often, graduate students need to publish their research results in English. The present exploratory study was carried out in the largest university in Latin America, in which the aforementioned phenomenon is experienced. The participants were graduate students who enrolled in an academic writing course in English for scientific publication purposes. The aim of the study was to identify the skills, strategies and needs of students to write scientific papers in English. The study was divided into a quantitative component and a qualitative one. For the quantitative study, an online survey was created, and 35 students participated on it. For the qualitative study, a semi-structured interview was conducted, and 21 students were interviewed. All students belonged to a wide variety of fields of study. The results suggest that a large number of students take the academic writing course because it is mandatory for them to publish a paper to get their degree. Although English is not the medium of instruction at this university, students were very familiar with English reading and relatively used to writing in English for academic purposes. However, the information obtained in the interviews showed that students experience several linguistic and discursive difficulties, which exacerbates their anxiety, insecurity and frustration while writing in English. Students also claimed that more academic writing courses are needed throughout their university studies. This study does not only have implications for the development of academic writing courses in English, but also for language policies and planning.



20 min

Arturo Mendoza Ramos is the Director of the Center for Mexican Studies of the National Autonomous University of Mexico in South Africa. He is an associate professor currently affiliated with the University of the Witwatersrand in South Africa. He holds a Master's degree in Applied Linguistics and a PhD in Linguistics. He has published several academic papers in prestigious international journals and has participated in numerous national and international conferences, and as a keynote speaker on the topics of language assessment and the state of the art of the assessment of Spanish as foreign language (FL). He is co-author of four pedagogical books for the teaching and certification of Spanish as FL. Arturo has taught curricular courses in Canada, Mexico and South Africa. His areas of research are academic writing and language assessment and certification (especially focused on psychometric studies and the design and validation of open tasks: oral and written production and interaction).

Padayachee, Vasanthie

University of KwaZulu-Natal, Durban, South Africa

“Language for science: How does a university EAP module help?”

South Africa's history of educational inequality resulted in a large number of first year students being underprepared for tertiary education studies in science. A university in South Africa enables such students to study towards a Bachelor of Science degree by enrolling in an augmented programme of study offered separately from mainstream university studies. Such a programme allows students access into university and additional time to complete their undergraduate degree in science. The augmented programme provides students with extra tuition in compulsory first year modules, namely biology, chemistry, mathematics and physics. In addition, students register for an academic literacy module, Communication in Science (SCOM). SCOM falls within the ambit of English for Academic Purposes (EAP) as it facilitates the acquisition of discipline-specific literacies for science. SCOM is a content-based language course that uses the genre method and process approach to teach literacies specific for academic reading, writing and speaking in science, i.e. the language of science. By exposing students to discourse conventions and practices peculiar to specific science disciplines, SCOM enables students to develop identities in science and help transform them into disciplinary insiders. This paper draws on higher education research from a case study highlighting the challenges of learning the language of science. The research explores the philosophy and pedagogy of SCOM as a mechanism to immerse students in science discourse. Moreover, this research explores the challenges of the language in science identified by the disciplinary specialists who teach pure science modules. Street's (1995) ideological view of literacy, which falls under New Literacy Studies, is the basis for the theoretical framework of the research. The research uses the interpretive research paradigm and qualitative research approach to analyse data obtained from multiple research instruments, viz. semi-structured interviews, observation and documentary evidence. The findings suggest students experience challenges with the use of the language of science and discipline-specific literacies in the science modules. However, there exists in the programme the scope for stronger engagement between the disciplinary specialists who teach pure science modules and the academic literacy specialists to promote the transfer of discipline-specific literacies learnt in academic literacy to science modules.



Vasanthie Padayachee is a senior tutor at the University of KwaZulu-Natal (UKZN), South Africa, where she received her PhD in researching literacies in science. She has undergraduate and postgraduate qualifications in English Studies, Literature and TESOL. Vasanthie has been teaching English for Specific/Academic Purposes to first year university students for a number of years. She has experience in the design and development of English language teaching and assessment practices for ESL students. Her research interests are in the field of academic literacy. Away from her work desk, Vasanthie enjoys trips to the sunny beaches of Durban where she resides.

***Maria Pitsaki, (English Teacher),
Charalampos Dimitrakopoulos
(Teacher of Biology) and Dr. George
Hatzisavvas (Teacher of Physics)***

‘Fostering digital game based learning with BioLogic: A BIOLOGY GAME-APP’

BioLogic is an Android application game created by the interdisciplinary work of three teachers (biologist, physicist, English teacher) of the Experimental General Lyceum of Heraklion in collaboration with 13 students from all three grades of our school and 5 university biology students, graduates of our school. Digital game-based learning in and out of the classroom in the field of biology is employed to deepen into the subject of biology and fulfil additional learning objectives. This project facilitated student experiences in learning biology not necessarily of the set syllabus, extending their knowledge to broader areas and familiarising them simultaneously with translation techniques and processes from their mother tongue (source language) into English (target language). What makes bioLogic unique is the collaboration of teachers, students and school graduates (now university students) acting as mentors, playing respectively a different role in the completion of the app game, as well as the bilingual nature of the game.

Key words: game-based learning, translation, biology game app, interdisciplinary cooperation



Maria Pitsaki is a senior English Teacher in secondary schools, currently teaching English at Experimental General Lyceum of Heraklion. She holds a Master's Degree in Translation (Surrey University, 2000) and a Bachelor's Degree in English Language and Philology (Athens University, 1997). She has been an ESP instructor at the University of Crete for ten years and has designed new syllabus for the Physics Department. Co-teaching, project-based learning and game-based learning using technology has been the focus of her teaching the last years both at university and secondary schools. She believes in student-centred education policies while she embraces interdisciplinary approach to teaching and learning. Her collaboration with other European schools through Erasmus+ and e-Twinning projects have moulded her beliefs in equity, diversity and

Jemma Prior

University of Bozen, Italy

“It’s the way that you do it”: negotiation in the ESP classroom

English language teaching tends to focus on the product rather than the process. This insistence on focusing on the “one size fits all” end product has certainly characterised approaches to syllabus design, where the principle of “it ain’t what you do, it’s the way that you do it”, i.e. the process, is undervalued or completely disregarded. However, process approaches to syllabus design can actively champion the often-excluded voices of the learners by including them in the decision-making stages of the course. This talk will present a three-year action research project that has modified the advanced English for Specific Purposes (ESP) syllabus for Economics students at the Free University of Bozen/Bolzano, Italy so that it better meets the individual language needs of each learner. Given the specific teaching model of the University, with a focus on English as a Medium of Instruction, the ESP course is an important element in the programme to provide opportunities for the learners to improve some of the skills and language necessary to study in English. The new syllabus blends a predominantly process approach to syllabus design with elements of a product approach because “no one approach can be responsive to learners’ needs” (Graves 2008: 161). This blended approach provides opportunities for the learners’ voices to be an intrinsic part of the course by allowing them to negotiate aspects of the syllabus, ranging from the contents and the language skills practised, to the means of assessment. Fostering inclusion in the language classroom in this way provides opportunities for the normally excluded learners, through negotiation, to be included in the design, implementation and evaluation of their course. This focus on negotiation also aims to create the conditions “leading to teaching and learning which is as effective as possible” (Breen & Littlejohn 2000: 9). References:

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20 min

Jemma Prior has worked as an ESP and EAP lecturer at the Free University of Bozen-Bolzano, Italy, for over twenty years. Amongst other aspects, she specialises in incorporating learner-centred approaches into her teaching, with an aim to providing as many practice opportunities as possible for her learners. She has recently completed her doctoral studies in this field, and her research interests also include discourse approaches to teaching, and language and gender.

Rizopoulou, Noni

University of Crete, Greece

“ Theoretical considerations and practical applications of ESAP materials writing”.

ESAP practitioners, more so than their EAP colleagues, are faced imminently with the question of what constitutes appropriate and relatable content. Having to juggle between the content-specific topics and urgent issues, on the one hand, and the challenge of producing valid, useful, and thought-provoking material, on the other hand, it has become necessary to identify a whole new field of domain-specific components, materials, and practices. ESAP practitioners are neither content teachers in the relevant sciences nor simply EAP teachers; yet, they are required to spell out the particular needs and principles of a constantly shifting body of knowledge. A rigorous discourse will be revealing the intricacies and idiosyncrasies prevalent in the area of Teaching English for Specific Purposes. Additionally, an active field of research will point to the direction of dynamically approved properties, methodologies, and tools.



EAP/ESP Instructor of Undergraduate Computer Science Students, and Course Coordinator of the post-session Technical Writing for Graduate Computer Science Students. She holds an MA in Applied Linguistics from the University of Sussex, UK and teaches English for Academic Purposes at the Department of Computer Science, University of Crete (csd@uoc) since 2001. She is the instructor and course co-coordinator of the graduate session Technical Writing in English, designed to suit the research needs of students in Computational Studies. Noni is also the author of the coursebook "Academic English for Computer Science". She is interested in needs analysis, communicative methodologies, the constructivist approach in teaching, ICT integration in the teaching/learning environment, reflective practices, writing skills in tech-related fields, and the application of social-scientific concepts and ideas into the academic context.

Romagnuolo, Anna and Ripa, Felicetta

University of La Tuscia, Viterbo, Italy

Teaching EAP in Italian Universities: an overview of course design, instructional material and needs analysis

The teaching of EAP is mostly seen as aimed at students who intend to attend an under or post graduate degree course in universities where English is used as a medium of instruction. Therefore, EAP courses are generally focused on developing reading, speaking and especially writing skills that students need to cope with assignments such as articles, research papers, presentations, and to participate successfully in required academic activities and socialize in diverse and specific cultural contexts (Hyland 1999, 2002; Bathia 1999; Hamps-Lyons 2002). Few authors, such as Bruce (2011), have stressed the relation existing between academic writing competence and professional success of future graduates.

The purpose of this article is threefold: 1) provide an overview of major Italian Universities' EAP courses by looking at their course design and contents 2) compare these with the contents of Italian most popular EAP manuals; 3) suggest necessary changes and revision of the typical EAP textbook based course focus on the basis of the new writing skills needed by 21st century (Italian) graduates.



Poster

Anna Romagnuolo is Assistant Professor of English Language and Translation at the Department of Economics and Enterprise (DEIM) of the University of La Tuscia, Viterbo, Italy. She is a licensed English and French Translator and Interpreter and has been working as professional translator since 1994. She has been teaching University courses of ESP and Translation into and from English since 2002.

Her research interests include: Translation Studies, Discourse Analysis, (Computational) Linguistics and ESP. She has mainly published in the field of Translation Studies and English linguistics.

Felicetta Ripa is in charge of the Erasmus outgoing program at the University of Tuscia in Viterbo.

Schulze-Bentrop, Jessica

Clausthal University of Technology Germany

Revamping the Creativity in EAP and ESP Writing

Lecturers of English are confronted with a variety of challenges every semester: copyright laws, course preparation, corrections, plagiarism, and most recently, implementing mediation strategies (as brought on by the 2018 CEFR Companion Volume). Issues such as these can leave lecturers overwhelmed, frustrated and unmotivated. Learners, in turn, are bombarded with a seemingly endless list of rules and conventions regarding writing at an academic and scientific level, not only in respect to the language used but the cultural expectations as well. Their motivation can plummet by the sheer weight of it all.

This workshop, however, will not focus on the dark side of teaching and learning. Instead, I will focus on the fun of language learning and writing, playing with vocabulary, creating eloquently worded structures, formulating succinct sentences, bringing coherency and clarity to complex descriptions, processes and theories. Sometimes a revamping of our teaching material is necessary to lift not only the learners' spirits but also the lecturers'. Let's have our learners play in the sea of do's and don't's rather than drown in it.

In this workshop, I would like to share some of the creative exercises I use in my EAP and ESP classes to encourage the students to enjoy writing at a higher level. These unconventional writing exercises take students out of their preconceptions of academic and scientific writing and encourage them to combine their language skills and creativity. In my courses, the students write detailed descriptions of Rube Goldberg machines and provide written instructions to Swedish furniture. We will look at these and other writing exercises I use to engage my students and identify the writing skills transferred through them. Finally, we can expand on these ideas to make the exercises even more didactically enjoyable for everyone in the classroom.



Jessica Schulze-Bentrop has been a lecturer of English at the Clausthal University of Technology in Germany since 2011. Her work includes designing and developing the curriculum for Technical English classes as well as Academic and Technical Writing classes. In addition to this, she organizes and administers the standardized English tests. Prior to her work at TU Clausthal, she taught Academic English language and writing classes at the Justus Liebig University of Giessen.

Sendur, Agnieszka M. (PhD)

Andrzej Frycz Modrzewski Krakow University

“Academic Integrity: A Cross-cultural Study of Students’ Attitudes Towards Cheating in Exams and Other Cases of Academic Malpractice”

Cheating in tests is not a new phenomenon. But with the new possibilities that modern technology gives, assessment malpractice seems to have become more of an issue in some countries. What are students’ opinions about and attitudes towards the problem of academic misconduct? Are there differences in these attitudes between students from different countries? What are the numbers of the students who have breached assessment and what methods did they use? These are the questions I have been trying to answer in my research project.

In the online questionnaire students from Poland, Ukraine, Spain, France, Italy, Germany, and the USA were asked to rate given examples of academic misconduct with regard to the level of the perceived severeness of the particular behaviours. They were asked about the circumstances which could excuse certain cases of malpractice. Another question referred to their own experiences in connection with academic dishonesty. Those who owned up to some instances of examination malpractice were also asked about the means they had used. The topic of the paper does not refer solely to language assessment but to academic assessment in general. However, the observations made in consequence of the survey pertain to testing and assessment in broadly defined higher education, therefore they are of importance to all fields of study at the college or university level. It must also be noted that a noticeable proportion of the survey participants were students of Language and Literature Studies (e.g. philology, linguistics, applied linguistics, literature studies, intercultural communication, etc.). Thus, the results will also show the attitudes of these groups of students as compared with those of respondents representing other fields.

The findings of the survey should prove significant to assessment literacy in general as the internet and modern technologies open new possibilities, not only in test development and administration, but unfortunately also to examination malpractices. The awareness of the scope of the problem and the potential means of assessment misconduct should be considered when developing new assessment tools.



20 min

An academic teacher of English as a Foreign Language and different varieties of English for Specific Purposes at the AFM Krakow University, Poland (Krakowska Akademia im. Andrzeja Frycza Modrzewskiego). A teacher trainer, examiner, author of coursebooks and other teaching resources.

Currently, Agnieszka is Head of the Foreign Languages Centre and a faculty member in the Department of English Philology at the AFM Krakow University. Her research interests and areas of expertise include language testing and assessment, ESP and technology in foreign language teaching and learning.

Sisamakís, Manolis

University of Crete, Greece

‘Twelve thousand baby-steps to success’; the case for scaffolded portfolio-based work in ESP through a Greek example.’

This presentation focuses on the use of criterion-referenced portfolio-based work in ESP. It highlights an experiential task-based learning approach that the presenter employed with classes in eight different departments of Cretan and Irish tertiary institutions. It presents the approach applied, some expected and evidenced outcomes in different ESP fields, indicative examples of portfolio-based scaffolding that facilitate academic success through differentiated learning and aim to assist learners in the beginning of their paths to learner autonomy and continuous self-development in a 21st-century setting, where LLL is a blessing and a necessity.



Manolis Sisamakís received his degree in English Language and Literature from the Aristotle University of Thessaloniki (Greece) in 1998, and his M.Phil. and Ph.D. in Applied Linguistics from the University of Dublin-Trinity College in 2002 and 2006 respectively, under the supervision of Prof. David G. Little. As he fervently believes in the ideal of Life-Long Learning, he has also attended and/or successfully completed a number of courses on a variety of subjects, ranging from Statistics, Criterion-referenced Course Design, Research Project Management, Blended and Technology-Assisted Learning, Sustainable Design and Practices, Inclusivist Education, Transformative Education, and Eco-living and Composting. He still does so whenever possible, and he also designs, organises research projects and offers modular seminars and courses, which aim to offer to attendees inspiration and tools for self-development towards a better sustainable communal future. His research interests include the European Language Portfolio and Portfolio-based Learning, Augmented-reality-based Learning, Criterion-referenced Course Design, Experiential and Discovery Learning, Research Project Management, Blended and Technology-Assisted Learning, Sustainable Design, Inclusivist Education, Transformative Education, Design and Practices.

Chris Sotiropoulos

Language School owner, Chania

“Using augmented (AR) and Virtual Reality (VR) in the EAP and ESP classroom”

New technological innovations want their share of our precious teaching time and they promise to bring the wow-factor back to our classrooms taking advantage of gadgets that were created for purely entertainment purposes. These are called immersive technologies and include Virtual Reality (VR), Augmented Reality (AR), the combination of these two now called Mixed Reality (MR). This presentation will jump right into answering the big Qs of how Virtual and Augmented Realities can be used in the language classroom. We will not only examine setup and costs but we will dive into amazing applications that will bring the wow factor in our lesson plan and also make a lasting impression in our students minds. Experience a herd of elephants walking around you, diving with sharks , visiting the U.S. South Pole Station, watching a lion whisperer, learning the vocabulary where the letters come alive, visiting the gallery inside Buckingham Palace and finally why does that gentleman in a blue t-shirt with all these weird symbols on it wants to show us his inner world?



20 min

Christos Sotiropoulos is a language teacher, a language school owner and a digital education specialist. He is a certified Moodle course creator and has been collaborating with the European Sustainability Academy to create digital schools for European Union sustainability projects. He also leads the Crete's Friends of Astronomy club department of education and is a National co-ordinator for Astronomers Without Borders and Sidewalk Astronomers.

Stefanowicz-Kocol, Anna

Veliko Tarnovo, Poland

'Dealing with mixed specialisations in ESP classes'

So far a vast majority of ESP materials have been aimed at groups of learners that have come from the same academic or occupational background. Yet, at universities in ESP classroom reality, loosely related professionals or students of completely different disciplines are often brought together. The teacher is faced with a seemingly impossible task of satisfying their diverse needs.

Making use of the social constructivist approach to teaching language and of the autonomy supportive environment offered by the MOODLE platform, the author has tested the possibility of implementing student generated individualised scenarios that make it possible for ESP learners to develop the skills they need while working on content that most suits their area of interest. The author has evaluated the students' readiness for autonomy with a questionnaire developed by Cottrell (1995) and students' satisfaction using an adapted PERMA questionnaire (Butler and Kern, 2015). The study reveals interesting differences between a group of students of a single specialisation and a group of students belonging to mixed specializations taking part in ESP courses.

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Butler, J. & Kern, M. L. (2015). The PERMA-Profil: A brief multidimensional measure of flourishing. Available from <http://www.peggykern.org/questionnaires.html>



20 min

I am a graduate of St Cyril and St Methodius University in Veliko Tarnovo with a degree in English Philology. I am presently a Senior Lecturer in English at the Department of Foreign Languages in my alma mater. I teach a number of courses in the Faculty of Law (English for Law Students), Faculty of Philosophy (EAP for students of psychology) and Faculty of History (ESAP for students of cultural tourism). My research interests are in the field of inter-cultural communication, visual literacy and teaching pronunciation.

Tanasijević , Milena**Belgrade Metropolitan University , Serbia****LSP course evaluation; instruments and methods**

Quality assurance is a significant part of quality control in tertiary education. From a legal point of view, official accreditation of universities in Serbia requires, among other things, a quality assurance and quality control body within the institution. This body validates quality in terms of administration, lectures, course content, premises etc. Yet, course evaluation is a significant stage in LSP course development; mainly seen as the final stage of the curriculum development process after needs analysis (also known as target needs analysis, situation analysis or information gathering), curriculum development (transforming the needs obtained from the needs analysis process into course objectives and learning outcomes), syllabus design (providing time-frame and sequence for the course objectives to be successfully met, along with assessment procedures) and course implementation (teaching and assessment). In this respect course evaluation is usually seen as the final stage of the process with the objective to re-design an improved course. This talk presents a model of course development used at Belgrade Metropolitan University where course evaluation is carried out in cycles during the curriculum development stage, the course implementation stage, as well as at the end of the course. It is a product of a reflective process examining the tools and instruments used in EAP courses considering course evaluation stages and their effect on language pedagogy and their possible shortcomings.



Milena Tanasijevic has been working in the field of ELT for 20 years as a teacher, teacher trainer, researcher and materials developer. She is English Language Lecturer at Belgrade Metropolitan University where she prepares the curriculum and implements traditional and online general English and ESP courses in the fields of IT, New Media Design, Management and Fashion Design. She is about to finish her doctoral studies in Applied Linguistics at Belgrade University. Her research interests are sociolinguistics, second language learning and acquisition, ESP curriculum development and extensive reading.

Terui, Masako

Kindai University, Osaka, Japan

Developing Academic Literacy and Business Communication Skills in English through Genre-based Approaches for Japanese University Students in Science & Engineering

As Japanese society is facing an aging and shrinking population, it is indispensable to maintain Japan's position in the world and also to keep in pace with the rapid expansion of globalization in business/research fields. In today's multilingual and multicultural contexts, a high level of English proficiency is required for communication with colleagues and business/research partners. Needless to say, effective English education is a must, even for those in science and technology fields in Japan as a science- and technology-based nation. However, the level of Japanese university students in science and engineering is still lacking in field-specific communicative competencies. To aim for effective English education in Japan today, we need to strike a good balance between ESP's two main areas: English for Academic purposes (EAP) and English for Occupational Purposes (EOP), including English for Business Purposes (EBP). Accordingly, my poster presentation will introduce English education system in Japan with some detail of university entrance examination system to be scheduled for a significant change in 2020. The English-language testing is a key of the planned changes. The poster will also show career choices of Japanese science majors. Furthermore, the similarities and differences of EAP and EBP will be examined in some detail with a special focus on the concepts of "genre" by Swales (1991). The poster will provide examples from my class application of EAP/EBP to undergraduate and graduate students in science as well as from research findings revealing how English is actually used among Japanese businesspersons in today's era of globalization. In other words, my poster presentation will focus on Japanese university students in science and engineering and will indicate the following: 1) their goals in studying English taking into account of the planned change in university entrance examination system, their career preferences and the realities of business in the globalized society, 2) how they study and use English as a lingua franca in their own research/business fields, 3) my class activities including genre-based approaches with the discovery from a field-specific corpus created by students themselves, and 4) suggestions for materials development.



Masako Terui is an Associate Professor in the Department of General Education, Faculty of Science and Engineering, at Kindai University, Japan. Her research interests include English for science and engineering students, focusing on the genre-analysis-based approach and information and communication technology (ICT), as well as English for Business Purposes. She is Chapter Vice-President of the Japan Association of College English Teachers (JACET) Kansai Chapter and was Chair of the JACET ESP Special Interest Group. Her recent publications include *Towards a robust, genre-based translation model and its application*, in the *Handbook of Japanese Applied Linguistics* (Co-author, Mouton De Gruyter)

Tibbetts, Neil Adam

University of Southampton

‘EcoEAP’: The possibilities afforded by developing an ecological approach to EAP practice’

This paper will build on a presentation given at this year’s BALEAP conference in Leeds, UK (April, 2019) on *‘Ecological approaches to pathway course design’*, examining in more detail how theory has been put into practice. It will discuss how practitioners can operationalise a critical approach to EAP based on ecological principles by enshrining them in course design, teaching and learning practices, and even assessment models. It directly relates to the wider conference themes of curriculum development, creative, academic literacies-based approaches and use of experiential task-based learning. The original inspiration for this came from theories of Ecolinguistics (Van Lier, 2010) and Academic Literacies/Literacy (Lea and Street, 1998; Wingate, 2015). By participating in ‘real’ research tasks combined with a focus on reflective practice, students are required to directly interact in their specific community of practice, including associated identity work and practices (Wenger, 1998). The aim is therefore to contextualise language learning in an EAP setting whilst also facilitating the learners’ transitions into their own postgraduate learning domains, promoting development of their “communicative competence in an academic discourse community” (Wingate, 2015, p.11). This paper will explore practical ways in which approaches based on ecological theory can be used in an EAP context situated within a university environment. EMS is now in its 4th iteration, therefore this presentation will present ‘results’ based on experience of what works and inform a discussion of the implications of adopting this approach, for both teachers and learners.

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Van Lier, L. (2010) The ecology of language learning: Practice to theory, theory to practice. *Procedia - Social and Behavioral Sciences*, 3, 2010, pp. 2-6

Wingate, U. (2015) *Academic Literacy and student diversity: The case for inclusive practice*. Bristol, UK: Multilingual Matters



20 min

Neil Adam Tibbetts is a Senior Teaching Fellow in ACIS (Academic Centre for International Students) at the University of Southampton, UK, external examiner at UK universities and a Senior Fellow of the HEA. He coordinates and teaches on the English for Masters Study (EMS) module on the year-round Pre-Masters programme, in-sessional language support for Law students, and the summer LLM (Master of Laws) pre-sessional programme. Prior to working at Southampton, Neil worked for many years in Italy (1999-2013), including working with British Council, Milan. His research interests are academic literacy, learner identity and student writing, ESP (specifically Legal English), Ecolinguistics, translation studies and intercultural rhetoric, curriculum and assessment design.

Tsouris, Constantinos

University of Cyprus, Cyprus

'Developing and evaluating an English for Professional Purposes (EPP) course in a European University post-recession'

An EPP course (English for the Workplace, henceforth *EfW*) has been designed and added to the University of Cyprus curriculum, catering to the needs of undergraduate students about to enter what is now, in the aftermath of the global economic crisis, a swarming labor market. The course, designed to align with elements of C1 on the CEFR, is based upon a social constructivist framework, thus applying a student-centered approach, and builds on notions such as collaborative learning, zones of proximal development and scaffolding (Vygotsky, 1978). Via a task-based methodology, students are encouraged to work autonomously in order to become familiar with and refine a set of specific, transferable, real-life skills.

There is a twofold scope to this presentation: one, to analyze the idiosyncratic process of EPP syllabus design. To that end, the various stages of designing *EfW* are presented. A number of challenges (time constraints, material authenticity and relevance, workload etc.) are addressed. Overall reflections on EPP syllabus design and implications for course designers/practitioners (workloads, expertise, adequate needs analysis etc.), are discussed. The presentation also aims to assess the pragmatic value of *EfW*, namely its effectiveness in preparing students for the workplace. It is suggested that EPP courses with a clear focus on employment skills can offer valuable knowledge and insight and provide a healthy advantage over peers in gaining employment. At the same time, it is recommended that like courses would further enhance existing study programs in European tertiary institutions. The particularities pertaining to EPP syllabus design, the limited pool of similar courses in university programs locally and internationally, as well as the new workplace scenery and resulting need for education in general to facilitate the transition from studying to working in more focused and admittedly, more composite ways than before, render this a timely project.



20 min

My expertise lies in collaborative learning in the language classroom and in curriculum development of specific purposes courses. I have been teaching Academic English and Special Purpose courses at the University of Cyprus since 2009. My main research interests revolve around zones of proximal development and wider Vygotskian perspectives in socio-constructivist theorizing. I am currently researching the area of task-based curricula with emphasis on English for Professional Purposes.

Undergraduate studies, University of Cyprus (B.A. English Language & Literature, 2002). Graduate studies, University of Edinburgh (PG Dip (MSc) Psycholinguistics, 2005). Graduate studies, University of Cyprus (M.A. Applied Linguistics, 2008). Doctoral studies, University of Sheffield School of Education (Ed.D. Language Learning and Teaching, 2014).

Tuomainen, Satu

University of Eastern Finland

'Pedagogy or Personal Qualities? University Students' Perceptions of Teaching Quality'

Teaching quality is a term used to express the level of teaching practices, methods, content and delivery but it can also be understood subjectively by the audiences involved, including the students. The aim of this phenomenographic study was to explore international master's students' (N=15) perceptions of teaching quality, including ESP and EAP teaching, while studying at university in Finland. Three main themes arose from the interview data: teaching quality as pedagogical professionalism, teaching quality as the personal qualities of the teacher, and teaching quality as the overall learning environment. These themes included eight distinctive categories: knowledge and expertise of the teacher, engaging and inspiring, clarity of purpose and delivery, connection with students, approachability, relevant course contents, physical learning environment and role of the students. While the results mainly mirror previous studies on this subject, new perceptions such as the role of research and the role of the learning environment introduce new aspects to the phenomenon.

Keywords: higher education; university teaching; pedagogy; phenomenography



Dr Satu Tuomainen works as a Senior Lecturer of EAP and ESP at the University of Eastern Finland. She teaches courses on academic English using a variety of methods through classroom, online and blended learning. Her current research interests include non-formal and informal language learning, student perceptions of learning, learning difficulties and anxiety in higher education, and quality in university teaching.

Van Praag, Ben

University of Bath, UK

“Transcending Boundaries through Graphitti. Implications for ESP courses”

Whereas in the past, graffiti has remained within the community that it was created, the advent of social media has enabled this art form to reach a global audience. Alongside the global spread of this social phenomenon, an increased interest from non-participants has emerged. For example, street art tours are now mainstream tourist activities in places such as Bristol (UK), Medellin (Colombia) and Barcelona (Spain) to name a few. For the artists themselves, social media has not only enabled an increased audience for their work and messages, but also facilitated communication with an international community with a diverse linguistic background. This communication has been largely through the medium of English. Many artists appear to have a good grasp of English without having had access to any formal second language education.

This talk describes a study that explored how those involved in graffiti in a particular favela located in Rio de Janeiro, Brazil, use English as a second language to exploit tourism and overcome linguistic and social barriers. Specifically, it describes how members of this disenfranchised and deprived community are improving safety and working to build social mobility and job prospects as a result of this unplanned benefit through their involvement in subculture.

With the recognition of the currency of English within subcultures, demand for more support to facilitate English language development is likely to increase. However, for this to work, a new, more creative approach that blends subculture values and identity with more accessible, context appropriate instruction may be needed. This talk will propose possible models that ESP practitioners can adopt in different and challenging circumstances.



20 min

I am currently completing a Doctor of Education degree at the University of Bath alongside my full-time position as a teacher of English. In addition, I am a practising artist and active member of the graffiti community with 25 years' experience. I have participated in large-scale urban art and graffiti projects. I am a key member of a collective of artists publishing a paper-based graffiti art magazine. I participated in the Co-Creation project in Rio de Janeiro in the Santa Marta favela in August 2018, where I created a piece of art with members of the community

Vrběcká, Dagmar & Čebišová, Klára

Charles University in Prague

“English for Medical Purposes: Professional Vocabulary Acquisition”

Acquisition of professional vocabulary is the largest segment of workload in English for Specific Purposes (English for Medical Purposes) classes. Attention will be paid to what vocabulary needs to be acquired based on the results of word frequency studies (high frequency words and technical vocabulary). The form, meaning, and use of vocabulary will be also discussed. As acquisition cannot be accomplished through passive reception of information or by mere drilling but by active practice, we will look at how to teach vocabulary. There are three important processes leading to word acquisition. Firstly, students must be given enough opportunities to notice the word, to retrieve it, and to use it generatively (Nation 2007, Laufer 2003). For retrievals and generative use activating teaching methods can be used in order to provide numerous opportunities to re-encounter and use the target vocabulary. Activating teaching methods include didactic games, situational games and role-plays. Both the positive and negative aspects of the activating teaching methods will be discussed. The authors will present research focused on the use of activating teaching method and their influence on vocabulary acquisition. In conclusion, samples of activating teaching methods implemented in a third year university course for medical students entitled Medical English will be presented.

Keywords: vocabulary acquisition, activating methods, activating teaching methods, activation instructional strategies, English for Specific Purposes, English for Medical Purposes



20 min

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“Increasing Students’ Academic Literacy via EAP Teacher Training”

This proposal overlaps two of the conference’s themes: academic literacies and teacher training and professional development. The presentation will propose a design for a teacher-training program in EAP, intended to enable teachers in different academic disciplines to teach academic writing as part of their courses. The presenter will consider ways, in which the program originally designed and delivered in the US, can be adopted to a European higher education context. The explanation of the design will be grounded in EAP literature. Traditionally, there have been two competing models for EAP writing instruction. In one model, writing instruction is located outside of the “content” courses and is handled by writing specialists of some kind, who are not experts in the content of a discipline. While it can be effective sometimes, this approach separates language and writing from academic content, thus diminishing the perception of role of language and communication in the processes of knowledge-making, research, and learning of the discipline. The second model places EAP and writing instruction within content courses. As part of this approach, teachers of disciplines should learn to teach writing as part of their disciplinary courses. Anson and Dannels, among others, have argued that such an approach is superior to the one that separates content and EAP instruction. Within such design, content instructors also become writing instructors in their disciplines, thus acknowledging the important role of language in knowledge making.

In this presentation, I will discuss a design and results of a teacher-training program designed to give staff in fields outside of EAP greater facility in teaching EAP and writing, in particular. Improved writing instruction will lead to an increased level of students’ academic literacy. The presentation will begin with a brief review of literature on such designs. Next, I discuss the design and implementation of the program. Finally, I present the results of participant survey and consider how this design can be adopted to the European EAP environment. Limitations on this approach will also be discussed.



Dr. Pavel Zemliansky is an associate professor in the Academic Language Practice Program at Oslo Metropolitan University in Oslo, Norway. Before coming to Norway, he worked for 20 years in academic and leadership positions in the USA. His research focuses on international professional communication, international language policy, and writing pedagogy. His co-edited collection *Rethinking Post-Soviet Rhetoric* won a best book award from the largest professional organisation for writing researchers and teachers in the US. His research has appeared in top US and international journals. His teaching expertise areas include academic writing in English, technical and professional writing, and instructional materials design.

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