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INTRODUCTION

In 2014, BALEAP officially adopted the strapline ‘the global forum for EAP professionals’, and the Leicester BALEAP 2015 conference was certainly a big step in the right direction, drawing over 300 delegates from more than a dozen countries, including China, Italy, Luxembourg, New Zealand, Russia, Sweden, Switzerland, Turkey and the United States. This volume reports on EAP contexts as geographically diverse as Bangladesh, Canada, Hong Kong and the UAE.

The theme of the 2015 conference was *EAP in a rapidly changing landscape: Issues, challenges and solutions*. This was an appropriate theme to capture at a conference, a dynamic event where you can have a snapshot of all that is going on in EAP at any one moment. There were 126 presentations, posters and workshops at the conference. This volume, published two years on, aims to represent that snapshot – but also to carry it forward into the world in which we find ourselves in 2017. But a conference is not just the themes that were decided in advance – it is also the themes

that emerge during presentations and discussions, such as the growth of English as a Medium of Instruction (EMI), the expansion of online learning and the value of reflection. This is one of the values of attending the conference, and of reading the papers collected in the proceedings.

The volume is divided into four sections: *Globalisation, acculturation, socialisation; Knowledge of ourselves and of our learners; Approaches to genre and discourse* and *Achieving specificity*. Though the papers all fall within these themes, it should be remembered that the headings are largely for convenience: just because a paper is not in Section III does not mean that it is not about discourse, for example; and arguably all the contributions increase our understanding of teachers and learners. For this reason, a thematic index can be found at www.baleap.org/resources that will enable you to find papers relevant to your interests and needs.

I have chosen Rebecca Hughes’ plenary paper, *Navigation in a complex world*, to head the volume (and Section I) because she sketches a context for all our EAP practices.



She explains current trends, and gives us an idea of the direction in which the field is going and how EAP may look five to ten years from now. As BALEAP becomes more global, there are ‘tectonic shifts’ occurring in the EAP landscape (Hughes, p. 20). The impact of this globalising of EAP is, according to Hughes, that our students’ needs are changing. Many started English at an earlier age and have access to wider resources than previously; increasing numbers have experience of EMI contexts. As a result, those coming to Britain may have higher general language abilities. They are also coming from a wider range of L1 backgrounds. Hughes suggests that what our students are aiming at has also altered. She draws our attention to the increasing number of multinational and multidisciplinary teams producing academic papers and argues that second-language writers are now aiming at a wider audience than in the past, and that we need to prepare students to join this much more complex conversation.

Hughes’ paper opens the first section, *Globalisation, acculturation, socialisation*, and this theme is continued in the papers that follow. Irina Veleanu and Simon Gooch discuss the value of student reflection in relation to academic literacy, arguing that although acculturation is important, we should encourage students to establish their individual identity within an academic community. The next three papers describe the challenges and issues faced by courses which aim to prepare learners for the sorts of contexts that Hughes has described and propose potential solutions. Simon Gooch and Elaine Smith stress the need to develop student awareness of communities of practice and how they achieved this through a student conference on a general

pre-session course where students presented on discipline-specific topics. Blair Matthews then describes an online pre-session course which prepares students for studies in the UK by focusing on student life in a British city, as well as developing academic writing and critical responses to text. This section concludes with a paper by Julie Watson, who describes the success of another online course, this time designed to prepare students for their pre-session course by raising awareness of study skills through reflection, as well as developing language and skills.

Section II, *Knowledge of ourselves and of our learners*, will be of particular interest to teacher educators, TEAP Scheme participants and others who are eager to develop themselves professionally. The opening paper by Bee Bond emphasises the need for scholarly activity and recommends Exploratory Practice (EP) as a practical way for busy EAP professionals to engage with research. She uses the perennial puzzle of spelling to illustrate EP principles in practice. Maggie Heeney also focuses on the teacher, arguing that if they are to help their students, teachers need to be aware of the cognitive strategies they themselves employ when reading to write. Through cognitive modelling (think aloud) Heeney encourages the reader to consider their own teacher talk and whether they are a ‘cognitive teacher’. With Dina Awad’s paper, we turn our attention more specifically to the learner, in particular, to Arab learners in the UAE. She looks at task types and the types of cognitive knowledge that tasks tap into, which will be of interest to materials developers. Zoe Gazeley-Eke then focuses on extending students’ academic skills by addressing the digital skills needs of her in-session students. She stresses the importance of

learning technologies and gives us a vivid picture of how online collaborative software can be used in classes in an engaging way. Student engagement and motivation are also central to the final paper in this section: through the practical implementation of a Self-determination Theory framework, Mehtap Kocatepe addresses the issue of how to get students to do their homework. As with other papers in this section, her recommendations for future research may be of interest if you are looking for a research project.

One advantage of attending a conference is that many of the sessions get participants talking, enthusing and carrying the ideas forward into suggestions for practical application. One such talk at the 2015 conference was Steve Kirk's talk on *Waves of Reflection*. Legitimation Code Theory has been gaining ground in the social sciences, particularly since the publication of Maton's (2013, 2014) work on semantic waves and knowledge building. What Kirk does is to apply this model to an EAP context by looking at reflective writing in Anthropology. As he states, the model can be applied to other academic genres and no doubt you will consider its potential as you read his paper. Kirk has been placed at the start of Section III on *Approaches to genre and discourse*.

Continuing this section, we have two papers that compare an analysis of authentic discourse as captured in corpora with that found in published textbooks and materials. With student written reports as her example, Sheena Gardner looks at macrostructures, genre families and registers, while Katrien Deroy illustrates the issues by focusing on importance markers in lectures. Both papers make enlightening comparisons which will no doubt inform your teaching, testing and materials development. Olga Burakov

raises our awareness of the extent to which figurative language is used in academic text, particularly scientific text, and advocates teaching students to recognise and interpret its function. The last two papers in Section III concern how students respond to writing feedback. Jill Northcott, Pauline Gillies and David Caulton describe the benefits of writing feedback and share some guidelines on giving effective feedback. This is followed by Simon Smith and Christopher Smith's paper, which is centred on a collaboration between EAP specialists and content experts in order to help students write a literature review; indeed, the authorship of the paper – one is an EAP specialist, the other an engineer – is a sign of that collaboration. They share interesting findings concerning how their students responded to feedback.

The theme of Section IV is *Achieving specificity*. Illustrated with an example from his own EMI context in Hong Kong, Ken Hyland's plenary paper gives linguistic and discourse evidence to support the need for consideration of discipline specificity. He further justifies this approach through a description of how discourse communities vary in their approach to the notion of academic identity. David Donnarumma and Emma Blyth then discuss the theoretical underpinnings and design of an online in-session course for Law undergraduates, using student feedback to evaluate the success of the online content and interaction. This is followed by Anne Heaton, Andrew Preshous and Simon Smith, who provide an insight into how an in-session ESAP course can inform discipline-specific skills and language development in a general (EGAP) pre-session. The final paper in this section and the volume is, in fact, an amalgamation of two conference talks given independently by each author: Andrew Preshous and Jenny

Kemp each spoke on a similar theme, but looked at different disciplinary contexts. In this joint practical paper, the authors show how corpora can be used to develop materials which focus on discipline-specific vocabulary. They also advocate raising awareness of vocabulary knowledge through the use of concordances and suggest a methodology for readers to try.

To close this introduction, I would like to turn to the theme of the need for scholarship in EAP. You will notice that several authors refer to their eagerness to investigate and evaluate their own practices in order to improve. Bee Bond expresses this very succinctly:

'... in order to fully meet the needs of students, it is vital for teachers to escape the sense of being on a seemingly endless EAP treadmill, and to re-engage with their teaching and their students in a scholarly manner.'

(p. 65)

This lies at the very heart of what BALEAP is all about, and at the heart of the TEAP Scheme. The need for scholarship,

and for the promotion of scholarship, was one of the emergent themes from the conference, and was developed by the then Chair of BALEAP, Diane Schmitt, in her plenary at the Sheffield PIM in Autumn 2015. She argued that not only is it essential that theory informs practice, but practice must necessarily also inform theory, to complete the cycle. The contributors to the conference, and to this volume, have all made a step in the right direction. And so will you, by reading it, reflecting upon what you have read and then acting upon it.

TEAP RESOURCES

In order to encourage continuing professional development and scholarly activity, this volume is accompanied by tasks on the BALEAP website that will encourage readers to develop their knowledge and explore their own practices. The tasks can be found here: <https://www.baleap.org/accreditation/individuals/teap-resources>.

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