

PASHE 2021 Conference Schedule

EAP Education and Practice: Supporting Students' Needs

Room 1 Presentations Link: [click here](#)
 Room 2 Presentations Link: [click here](#)

Breakout Room Link: [click here](#)

Time	Conference Room 1 Presentations
09:45 – 09:55	Opening Words: Dr Will Gibson (Director: Academic Writing Centre) and Dr Jonathan Stoddart (Senior Teaching Fellow PASHE Programme)
09:56 – 10:16	Cristina Ivanovici: Incorporating TED Talks in Self-Study to Improve Year-One Students' Academic Skills and Academic Vocabulary
10:17 – 10:37	Marc LeBane: Mini-Lectures to Enhance English Language Throughout the Disciplines (MiLEE)
10:38 – 10:58	Andrew McIntosh: Postgraduate Student Perceptions of and Attitudes towards Machine Translation
10:59 – 11:19	Ivan Au: Unwinding the Fantasy: Using Breakout Rooms to Promote Language Exposure and Less-Public Feedback Practices in Online Synchronous Teaching
11:20 – 11:45	BREAK
11:46 – 12:06	Daniella Pugh: Using VLE Systems to Teach EAP at a Time of Change; Challenges and Best Practice
12:07 – 12:27	Panagiota Tzanni: Using Eduflow for Meaningful Peer Feedback
12:28 – 12:48	Ethan Quaid, Alex Barrett & Austin Pack: Evaluating VR System Use for Continuing Support in University Academic Writing Centres: An Experiential Approach.
12:49 – 12:59	Closing Words: Lesley Price (Programme Leader PASHE)

PASHE 2021 CPD Conference

Conference Organisers: Dr David Christopher; Daniella Pugh; Qasir Shah

Session Chairs: (Conference Room 1) Andrea Marsh, Matthew Miller, (Conference Room 2) Dr Vassilena Parashkevova, Dr Young Kim

Room 1 Presentations Link: [click here](#)

Room 2 Presentations Link: [click here](#)

Breakout Room Link: [click here](#)

Time Conference Room 2 Presentations

09:56 – 10:16	Julian Ridler: Student Wellbeing
10:17 – 10:37	Natasha Cooper: Bubble Bubble: Misunderstandings and Bursting Student Bubbles in Higher Education
10:38 – 10:58	Nina Balogh: Questions about How to Better Incorporate Reflection into Teaching
10:59 – 11:19	Ningjuan Wang: Postgraduate Students' Perception on the Effectiveness of Flipped Classroom Model, as Seen from a 2021 PSE Summer Course
11:20 – 11:45	BREAK
11:46 – 12:06	David Collett and Sam Evans: Exploring PG students' engagement in peer review on an 8 week PSE programme
12:07 – 12:27	Evangelia Tsimpoukli: EAP Teachers' Perspectives of Critical Thinking: Notions, Elements and Criteria of Assessment in EAP Writing
12:28 – 12:48	Bo Gyeong Son: Students' perceptions of the Flipped Classroom Approach in EAP classes
12:49 – 12:59	Closing Words: (Room 1) Lesley Price (Programme Leader PASHE)

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Conference Presenters

Ivan Au

Chinese University of Hong Kong

Unwinding the Fantasy: Using Breakout Rooms to Promote Language Exposure and Less-Public Feedback Practices in Online Synchronous Teaching

Abstract

One year on since the pandemic swept the world, online synchronous teaching and learning (OSTL) has been more of a necessity than an alternative. While some studies examined student satisfaction with this mode of learning in relation to their digital literacy and economic background (Purushotham et al., 2020), others have hinted how OSTL has facilitated communicative language learning in L2 development (Kohnke et al., 2020; González-Lloret, 2020). Using breakout rooms has been a facilitative approach for the individualised guidance and the reassuring effect of a less-public discussion space it entails (Cornelius & Gordon, 2013). This study surveys the OSTL of sophomores and finalists as they acquire EAP. Questionnaire data tests the hypothesis that breakout rooms facilitate the accomplishment of collaborative tasks in English learning through offering (i) a diversified overall language exposure and (ii) multiple levels of feedback (individual, group, and whole-class) that cater for students' academic and emotional needs.

Biography

The author is an Assistant Lecturer at the English Language Teaching Unit, at the Chinese University of Hong Kong. Ivan received his teacher-training in Hong Kong and his postgraduate training in Linguistics (with a specialisation in pragmatics) at the University College London. His research interests include: educational technology, ELT pedagogy, and word meaning.

Nina Balogh

University College London

Questions about How to Better Incorporate Reflection into Teaching

Abstract

Please join with me in critically reflecting on 'Questions about how to better incorporate reflection into teaching'. The starting point for my presentation is questioning myself and my practices, but I hope others may relate to these points, and please feel free to let me know during my talk if you have any immediate thoughts that resonate. My own reflections begin with realising that there are some teaching points that I seem to re-learn in successive years. Particularly in tutorials, I have a feeling of déjà-vu as I arrive at something that I might have made a better job of teaching in a previous year, and little research has highlighted some key points:

- Incorporating reflection requires careful planning, expertise, and knowledge of student personalities. Being systematic can feel like running against sensitivity to student needs.
- There are moments in the teaching process where an equality of positioning between students and teachers is worth emphasising, and this is particularly the case with reflective writing, where underlying needs of both students and teachers can be addressed. Indeed, the socio-cultural context of institutions such as IoE (among others) favours this.
- Under 'normal' conditions, for some teachers, much reflection and incorporation of reflection into teaching essentially takes places 'informally' through chat with colleagues, brainstorming before / after class. How to 'translate' this into an online situation is not straightforward. This may not be new to you, but together we can perhaps deepen our understanding and share related ideas and practices.

Biography

I currently teach Sociology at City Lit and have taught EAP at various institutions in the UK for more than 10 years. I joined PASHE in 2016 and immediately loved teaching on a programme based on an Inquiry approach, collaborating with colleagues and students to better understand the student experience at the same time as developing reflective practice and, simply, talking about what we've read! Having taught in China in the early 2000s, I enjoy finding out from our students how things have / haven't changed and wish my Chinese was half as good as their English!

Other areas of interest range from Philosophy to Women's Social History. I took an 'indirect' route into education, leaving school at 17 and returning in my mid-20s, and so particularly enjoy working with students from a variety of backgrounds. Most likely to be seen out of the classroom: walking, cycling, or eating at any good restaurant, Japanese and Vietnamese cuisines being particular favourites.

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David Collett & Sam Evans

Xi'an Jiaotong-Liverpool University

Exploring Post-graduate students' engagement in peer review on an 8 week PSE programme

Abstract

Peer review is a procedure for language learners to give and receive feedback at various stages during a writing process and integrate this feedback into their later drafts (Hu and Collett, 2020). In 2020, we integrated a peer review model into an 8-week Pre-session course at XJTLU- a transnational university in China, and explored postgraduate students' ongoing engagement with this process into their Postgraduate studies. Results suggest that students require further scaffolding and support in applying peer review into their master's programmes. This is perhaps unsurprising given the findings of previous studies (Hu 2005; Zhao, 2014; Hu, 2019) that suggest peer review only becomes a routine activity for students when it is deliberately embedded within the microculture of a particular course and continually reinforced by teachers. This talk will discuss students' perceived engagement with the model on the PSE course and ongoing engagement with peer review into their Master's degree.

Biographies

David Collett is an EAP lecturer at Xi'an Jiaotong-Liverpool University in Suzhou, China. Before moving to China in 2017, he taught EAP to Post-Graduate learners on pre-session courses in the UK at the University of Bristol, Durham University and Heriot-Watt University. His areas of research include academic literacy, language teacher identity, and learner engagement.

Sam Evans is an EAP lecturer at Xi'an Jiaotong-Liverpool University in Suzhou, China. Before moving to China in 2019, Sam worked within the UK Higher Education sector for 12 years. Sam's main areas of research relate to developing personalised corpora to improve learning of subject-relevant lexis and integrating peer review into curricula to assist students in achieving assessment criteria.

Dr Natasha Cooper

University College London

Bubble Bubble: Misunderstandings and Bursting Student Bubbles in Higher Education

Abstract

In the current scenario, there has emerged a new Covid-inspired linguistic corpus, notable amongst which is the word 'bubble'. Building on this concept of restricted social connections in 'bubbles', this paper seeks to explore the concept of the student bubble, perhaps a growing idea in universities which engaged in any face-to-face teaching during 2020-2021. While the concept is perhaps sound in nature; here, I explore the positive features and inadequacies of such bubbles through a brief reflection on my own role as an EAP practitioner.

Where ethicist Carol Gilligan (1982) noted the voice of care as one speaking through interconnectedness and relationships; and where a decade later, in her text on schooling, Nell Noddings (1992) notes that: 'Caring is the very bedrock of all successful education', still two decades on, I briefly explore the idea of the educational institute as an institute of interconnectedness, and through this wonder if such an institute can be viewed as a caring force. Thus, building on the notion of the educational environment as proceeding from an ethic of care in the treatment of its students, my central argument explores the 'toil and trouble' of the university student, and wonders how universities might develop a greater sensitivity to meet the growing demands of the student population, and indeed wonders if such bubbles are at all beneficial to students or simply cause misunderstandings.

Biography

Dr Natasha Cooper has been teaching on PASHE since 2019. Prior to beginning her career as an EAP practitioner, she completed her PhD and Masters in English Literary Studies from Durham University, followed by a further Masters in Education, Policy and Society from King's College London. In London, she has previously also lectured at Anglia Ruskin University and OnCampus at Birkbeck College; while continuing to independently design and deliver workshops in her home country, India. She is also a Fellow of the Higher Education Academy, and of BALEAP. She tweets (somewhat irregularly) at @natasha_cooper.

Dr Cristina Ivanovici

Xi'an Jiaotong-Liverpool University

Incorporating TED Talks in Self-Study to Improve Year-One Students' Academic Skills and Academic Vocabulary

Abstract

The vast majority of English for Academic Purposes (EAP) modules both on pre-sessional and in-sessional courses, use TED talks as a means of raising students' interest in specific topics while enhancing academic skills and vocabulary. Drawing upon my action-research findings revealed by both two questionnaires conducted with over 35 Year-One students and two focus group interviews, this paper will make several recommendations regarding how TED talks could be more efficiently explored in Year-One EAP modules as well as in pre-sessional programmes. To this end, the paper will also include my reflections on how not only how students' learning needs might be met, but also how quality assurance reports might be addressed.

Biography

Dr Cristina Ivanovici joined the English Language Centre, School of Languages, at Xi'an Jiaotong-Liverpool University (XJTLU) in January 2019. She is currently teaching on the Year-one EAP Core English and Academic Skills I module, having taught on both Year-one and Year-two EAP modules at XJTLU. Before joining the School of Languages at XJTLU, she taught modules and pre-sessional courses in English for Academic Purposes (EAP), Business and Management English (BME), and in research skills at the University of Birmingham, Birmingham City University and the University of Southampton in the United Kingdom. Her research interests lie in research-informed teaching and listening skills.

Marc LeBane

Chinese University of Hong Kong

Mini-Lectures to Enhance English Language Throughout the Disciplines (MiLEE)

Abstract

Designed and conducted by language professionals and discipline instructors to introduce key terminology and concepts at the beginning of each unit throughout the discipline specific course, these videos help to equip students with requisite language skills and prepare them so they will be able to comprehend and contribute in class/tutorial sessions.

We use a top down/bottom up approach analysing both the content providers and learners to design and develop authentic mini-lectures to bridge the gap of what they may know and what is going to be covered in upcoming lectures and tutorials.

Although the MiLEE lectures also aim at improving their grasp of the subject, they are doing so from a linguistic perspective with the aim of improving students' knowledge of the vocabulary and terminology being used rather than of the subject itself.

Biography

Educated at the University of Winnipeg in Canada (BA), the University of Wales, College of Cardiff (LLB), the University of Southern Queensland in Australia (M.Ed.), and the English Learning Centre in London, UK (TESL Certificate).

Andrew McIntosh

Xi'an Jiaotong-Liverpool University

Postgraduate Student Perceptions of and Attitudes towards Machine Translation

Abstract

Translation technology has advanced rapidly over the last decade, and it is now the norm that language learners use machine translation to aid their study. It is relatively easy to obtain L1 meaning not only for single words & short phrases, but also for entire texts. While the ease of use and convenience of access to MT is obvious, many questions remain as to the impact of this technology on language learning. In order to explore this topic, a survey of postgraduate students studying on an online pre-session course at a transnational Sino-UK university was undertaken. One hundred and forty participants from 5 academic clusters responded with primarily quantitative information about their usage of MT. This presentation will outline the background to the study, consider the data generated, and comment on the emerging trends, with recommendations for future research.

Biography

Born in Edinburgh, the historic capital of Scotland, Andy holds a first class joint-honours degree in Spanish & Linguistics and an MA TESOL. Professionally, Andy has been involved in English language instruction since 1996, and his teaching experiences have included a range of universities & business-orientated operations in Europe, Latin America and Asia. After joining Xi'an Jiaotong-Liverpool University in 2017, Andy has gone on to lead Advanced Writing and Linguistic EAP modules, and is currently serving as a Deputy Head of the postgraduate pre-session course. His research interests include attitudes & motivation towards spoken fluency, and the influence of technology on language learning.

Daniella Pugh

University College London

Using VLE Systems to Teach EAP at a Time of Change; Challenges and Best Practice

Abstract

It has been almost one and a half years since the first Covid lockdown started in the U.K. It has been the same amount of time since many of us EAP professionals in the UK started delivering EAP programmes fully online. How have U.K. EAP professionals been using VLE systems to teach EAP? How confident are they at doing so? What challenges have they faced?

Now that we are all a little more experienced in extensively using VLEs, we shouldn't perhaps get too comfortable; otherwise we may fall out of best possible practice. This presentation will therefore explore what it means to be a good digital EAP practitioner and how to make appropriate use of VLE systems for optimum student experience. It will also identify things EAP practitioners can do going forward to ensure best practice when using VLEs.

Firstly, this presentation will identify different VLEs and software/websites useful for teaching EAP, and challenges faced when using them. It will then open up discussions on definitions of best practice for using VLE systems, especially for EAP professionals. Finally, it will encourage reflection on what further (and perhaps more advanced) training and support needs EAP practitioners across the world have for using VLEs, whether these EAP practitioners continue to teach fully online or switch back to teaching via the blended learning method.

Biography

Daniella started off teaching English as a second language in 2010. She worked in English training centres in South Korea and China. She also taught Business English while in China. Since 2016 she has taught EAP and Study Skills in British universities and colleges. She has extensive experience teaching international learners of all ages. Daniella is both a DELTA and SFHEA holder. She also speaks fluent Mandarin. She is interested in delivering IT-related CPD training for EAP professionals. Last year she facilitated an online UCL IoE Conference, presenting on the topic 'Leadership and Communication While Working Remotely in Higher Education'.

Ethan Quaid¹, Alex Barrett² & Austin Pack³

¹University of Nottingham Ningbo China, ²Florida State University, ³Brigham Young University Hawaii

Evaluating VR System Use for Continuing Support in University Academic Writing Centres: An Experiential Approach.

Abstract

This presentation evaluates immersive virtual reality (VR) system use for the purpose of continuing support in university academic writing centres. A student and tutor experiential approach is taken through experimental system use. The resulting evaluation is supported by quantitative data gained through empirical studies assessing students' behavioral intention to use, and acceptance of, the technology for learning purposes, as well as qualitative data retrieved from research instruments examining student experience and writing centre researching-tutors' introspection on system use with regard to the facets of teacher training and practicality. Results from the examination of this evidence suggest that immersive VR systems can be a valuable university learning resource, and are perhaps best employed in targeted university writing centre continuing support roles in contrast to wider classroom use. The presentation will conclude with suggestions for introducing immersive VR systems and learning environments to academic writing centres.

Biographies

Ethan Quaid is a Course Tutor in English for Academic Purposes in the Centre for English Language Education at the University of Nottingham Ningbo China. His research interests encompass computer-assisted language learning and language assessment and testing.

Alex Barrett is a PhD student in Instructional Systems and Educational Technology at Florida State University. His research interests primarily reside in technology mediated language learning and assessment.

Austin Pack is an assistant professor working at the Faculty of Education & Social Work at Brigham Young University Hawaii. His research interests include the psychology of language learning, complex dynamic systems, network analysis, computer assisted language learning, and virtual reality technologies.

Julian Ridler

University College London

Student Wellbeing

Abstract

With national initiatives to support university students' mental health, what role can we play, especially working with international students? This presentation gives an overview of these initiatives, including Universities UK and UKCISA, then focuses on specific support for international students, with a focus on the provision of support at UCL IOE. What is our role? What are the boundaries we need to respect?

Biography

Julian has worked in HE since 1997, primarily with international students at all levels. His most recent post, before returning for PASHE 2021, included wellbeing mentoring, working closely with colleagues on the Wellbeing, Disability and Inclusion Team. He has also volunteered extensively with Crisis, the national homeless charity, and as a mentor with a sexual health charity. In 2019, he completed the Introduction to Counselling course at City Lit in London.

Bo Gyeong Son

Xi'an Jiaotong-Liverpool University

Students' Perceptions of the Flipped Classroom Approach in EAP classes

Abstract

Due to its focus on student-centredness and active learning, the Flipped Classroom Approach has been gaining popularity with the increasing use of technology in class and virtual learning platforms in HE institutions. Especially during the current pandemic situation, more flipped learning approaches are being taken to facilitate online learning. The present study has been conducted to identify the students' perceptions of the benefits and possible obstacles when their EAP lessons took a Flipped Classroom Approach in a university in China. Action research was conducted over four weeks implementing the flipped classroom approach in my year 2. The students were assigned pre-lesson homework of a range of tasks including videos, articles, and online quizzes. The findings from the open questionnaire to 24 students show that this approach can be considerably beneficial. The students perceived various benefits from different types of pre-lesson homework, while they also reported some challenges regarding the amount and difficulty levels.

Biography

Bo Gyeong is currently teaching in the postgraduate team as a senior language lecturer in the School of Languages, Xi'an Jiaotong-Liverpool University. She previously taught Pre-sessional/Pre-Master's courses in several British universities including UCL Institute of Education and Queen Mary, University of London. She also taught ESOL and Literacy to local students in Further Education colleges in London. She holds a research degree of MPhil in Languages in Education from UCL Institute of Education and an MA in English Language Teaching from the University of Warwick. Her research interests include learning styles, learning strategies, learner autonomy, flipped learning and cross-cultural studies.

Evangelia (Eva) Tsimpoukli

University College London

EAP Teachers' Perspectives of Critical Thinking: Notions, Elements and Criteria of Assessment in EAP Writing

Abstract

Critical thinking and the important role it plays in academic discourse has been increasingly emphasised in the EAP theory and practice. However, the relevant literature describes teachers' perceptions of critical thinking and the elements involved as equivocal (Alexander, 2008p. 252). Teachers report uncertainty around the pedagogy, the methods involved in the incorporation of criticality, the usefulness of integrating critical thinking skills and functional language in the teaching and learning processes, and the assessment criteria for critical thinking in students' writing. This study investigates EAP tutors' ideas and interpretation of critical thinking in EAP writing, and in particular the skills and lexis which teachers may incorporate into their lesson plans, as well as the criteria used when assessing students' writing. To obtain information, a questionnaire reflecting the research questions was administered to EAP practitioners through the electronic mail of a professional body. The answers of 66 participants were then analysed using the descriptive statistics method. Findings show that when EAP teachers have clear perceptions about critical thinking and its content, they generally see purpose in lessons designed to stimulate and develop it, particularly with reference to academic writing. Moreover, they believe that these lessons enhance their students' academic writing performance. It might, then, be argued that such lessons should be designed and run throughout the syllabus of EAP programmes.

Biography

I am a qualified EAP Teacher and an Associate Fellow -AFHEA- with Advance HE. I hold an MEd TESOL (EAP) degree. My Research interests in the EAP field are various but focus on Theory in Practice (TiP), Academic Literacies in Higher Education (ACAD LIT), and TELSIG (focusing of Teaching Technology in Higher Education); all BALEAP Special Interest Groups to which I contribute. My MEd TESOL (EAP) Research dissertation is titled: '*EAP Teachers' Perspectives of Critical Thinking: Notions, Elements and Criteria of Assessment in EAP Writing*' and produced some interesting results. In shorter research projects, I looked into EAP assessment issues, under the title: '*Evaluation of the Question Items of the Reading, Listening, Speaking and Writing Papers of Pre-sessional, Post-graduate Course Practice Tests for the Final Exams*', with respect to the course learning outcomes and their IELTS Academic test equivalents, '*Exploring Specialist Issues in TEAP: Discourse Analysis: Citation Focus & Verbs*', '*Exploring Specialist Issues in TEAP: Argument Essay*'. I am a trained ELT teacher, holding the Dip. RSA/Cambridge (now called the DELTA). My RSA/Cambridge Diploma Research title is: '*Teachers' Questions in the Language Classroom*'. I have been involved in EAP teaching since 2008 overseas, and since 2013 at Universities in the UK. Finally, I have, also, been an Assistant Examiner with CIE Cambridge Assessment Department since 2015.

Panagiota Tzanni

University of Nottingham Ningbo China

Using Eduflow for Meaningful Peer Feedback

Abstract

Peer feedback, a 'two-way reciprocal learning activity', has been shown to benefit all the students involved. It develops critical thinking skills and helps them become more autonomous learners (Boud et al., 2001). However, we often observe that our students seem reluctant to provide honest feedback to their classmates, usually because they are afraid of insulting them or losing face in front of the class. Technology can solve this problem by transforming peer feedback into an anonymous activity. Hosack (2004) has suggested that when students provide their feedback anonymously, they are less worried about offending the writer, which in turn appears to result in more useful feedback. In this presentation, I am going to present a different way to conduct peer feedback, either in a face-to-face setting or in an online classroom using Eduflow. This is a user-friendly website that helps teachers create interactive flows of information, and enables students conduct peer feedback anonymously and effectively. I will demonstrate how you can use Eduflow in your lessons, and I will also present some findings of the research I conducted in order to measure whether my students enjoyed this type of activity.

Biography

Panagiota (Penny) Tzanni is an EAP Lecturer at the University of Nottingham Ningbo China and also Co-Convenor of the Engineering Strand. She is currently a Ph.D candidate at Lancaster University, reading Technology-enhanced Learning and e-research. Panagiota has also created a Special Interest Group within BALEAP that specializes in learning technologies in EAP (TELSIG), providing professional development events for EAP from all over the world. She has taught EAP for the past 8 years in universities around the world, such as UCL, Coventry University, University of Wollongong in Dubai and others.

Ningjuan Wang

Xi'an-Jiaotong Liverpool University

Postgraduate Students' Perception on the Effectiveness of Flipped Classroom Model, as Seen from a 2021 PSE Summer Course

Abstract

The flipped classroom model, carried out in a technology-enhanced environment, aims to bring in educational innovations and improve learning experience. The current study is an attempt to investigate students' perceptions about this model used in an intensive PSE course. In particular it aims to find out how XJTLU PGT students view the effectiveness of the model in developing learner autonomy and critical thinking skills. The data were collected at 2 learning stages during the 8 weeks using mainly quantitative method, a Likert-scale survey. The results revealed that students generally had positive perceptions toward the adoption of flipped model. However, few studies have been conducted to formally evaluate the effectiveness of flipped classrooms in terms of improving EFL students' academic writing and speaking skills. These findings could be valuable references for those who intend to conduct effective flipped classrooms to facilitate students' learning participation.

Biography

Ningjuan (Joanne) Wang is an English language tutor from Xi'an-Jiaotong Liverpool University. She has broad experience in teaching in higher education institutions and working in PGR administration. Since 2017 she has been teaching XJTLU Year 2 students from Design School and School of Advanced Technology the course of EAP (English for Academic Purposes) specified for their disciplines. Her teaching philosophy is to assist students in their acquisition of the English language and meanwhile support them in their all-round development. Her research interests mainly cover CALL (computer-aided language learning), VR (virtual reality) in language learning, cross-cultural communication, student engagement & learner autonomy. Last August Joanne started to work on an XJTLU research project to enhance students' academic writing by using VR technology. This summer she has been teaching an intensive PSE course to XJTLU master students. Based on her teaching, she has conducted research on students' perception about the flipped classroom.