



Research Training Event Series (ResTES)

Event 1

Defining the Research Space: Literature Reviews and Research Questions

9-10 April 2011
University of Portsmouth
Portland Building
(Room 1.26)

ResTES Event 1 Programme

Registration: 9 April 2011 (12-14)

Keynote session

9 April 2011 (14-17; Coffee break 15:15-15:45)

Dr Ian Bruce, University of Waikato, New Zealand

Work-in-progress presentations/peer feedback

10 April 2011 (9:30-1:30)

9:30-10:30

Literature reviews

Olwyn Alexander

Exploring teacher beliefs which might create barriers to teaching EAP at low proficiency levels

Sian Alsop

A cross-cultural analysis of the pragmatic category of Summary in academic lectures

Lia Blaj-Ward

Reviewing theoretical frameworks for academic writing development at the postgraduate level and beyond

10:30-11

Coffee break

11-12

Developing literature review writing

Tijen Aksit

Teaching how to write literature reviews to freshman students

Desmond Thomas

The Masters dissertation literature review: Process, product or a bit of both?

Sarah Margaret Brewer

Treading on dangerous ground? Teaching the literature review within a discipline

12-12:30

Summing up

12:30-1:30

Lunch

ResTES Event 1 Presentation Summaries

Literature reviews

Olwyn Alexander

Exploring teacher beliefs which might create barriers to teaching EAP at low proficiency levels

The approach to teaching EAP can be very different to Communicative Language Teaching (CLT). Teachers with considerable experience of CLT sometimes report feeling deskilled when they first begin teaching EAP. They find that their criteria for identifying needs or judging whether a lesson is successful do not apply to EAP. Teachers who transfer their beliefs uncritically from CLT to EAP contexts may create barriers to effective learning for their students. Thus it is important to uncover what the beliefs are and reflect on how appropriate they are for the new challenges.

Sian Alsop

A cross-cultural analysis of the pragmatic category of Summary in academic lectures

As a coding strategy, pragmatic markup is not yet widely applied to corpora - especially in the field of spoken academic English. The Engineering Lecture Corpus (ELC), however, is being marked up for five pragmatic functions (or elements): Story, Housekeeping, Summary, Humour and Defining. This review looks at the current literature relevant to the pragmatic category of Summary, and the four attributes it has been assigned within the ELC: 'preview of current lecture', 'review of current lecture', 'preview of future lecture', and 'review of past lecture'.

Lia Blaj-Ward

Reviewing (theoretical) frameworks for academic writing development at the postgraduate level and beyond

Academic writing development at postgraduate level and beyond is practised alongside a continuum, from novice-expert mentoring within a highly specialised disciplinary context to generic workshops which foreground writing practices over disciplinary content. This presentation examines a number of (theoretical) frameworks which underpin debates on academic writing development ("academic literacies", "self-reflexive pedagogy" and "the socioliterate approach") and explores ways in which these frameworks have been and/or could be applied to EAP practice and research. The insights from the literature reviewed are interwoven with questions and learning points which arose during the review journey.

Developing literature review writing

Tijen Aksit

Teaching how to write literature reviews to freshman students:

The Faculty Academic English Program of Bilkent University School of English Language provides English support courses to students in their faculties and schools. The courses offered by the FAE units range from content-based, academic skills courses in the freshman year to graduate writing courses for MA and PhD students. One of the courses that the program offers to all Freshman students on campus is ENG 102 (English and Composition II) course. This course aims to develop the students' abilities to synthesize and evaluate information and conduct basic, independent research. This presentation will be mainly about the design of this course and the challenges encountered by the course instructors regarding teaching freshman students how to write effective literature reviews.

Desmond Thomas

The Masters dissertation literature review: Process, product or a bit of both?

A significant number of students at both Masters and PhD levels from a variety of backgrounds appear to find the concept of the 'literature review' to be highly problematic in terms of both planning and production. There are a number of reasons for this, among them an inability to disentangle the idea of 'LR as a process' vs 'LR as a product'. In this short presentation I would like to discuss ways in which EAP teachers can make a difference and how close co-operation with supervisors in different disciplinary areas can contribute towards success.

Sarah Margaret Brewer

Treading on dangerous ground? Teaching the literature review within a discipline

Much in-session teaching takes place on Masters' courses, with the materials increasingly required to be 'dedicated' rather than 'general' in content. By the Spring term, students are beginning to work on the literature reviews for their dissertations and it seems to make sense to try to support them. The difficulty lies in knowing how best to do this. Should the support be of a general nature, looking at literature reviews as a genre, and using books such as Diana Ridley's *The literature review*? Or should the teacher focus on more specific language work, such as is found in Swales and Feak's *Academic writing for graduate students*? Or is it too ambitious to be attempting this at all in academic fields in which the EAP tutor is a novice?