A BALEAP PIM at the University of Sheffield on

English for Specific Academic Purposes

Teaching and supporting students in their disciplines and departments – challenges and opportunities.

Saturday 26th November 2011

BALEAP

The global forum for EAP professionals

The University Of Sheffield.   English Language Teaching Centre.

REGISTRATION – please register online by Friday 18th November at
www.baleap.org.uk/pims/registration/

Fee includes all sessions, morning and afternoon refreshments, buffet lunch, delegate pack and publisher exhibition. BALEAP members: £75; non-members: £100; and presenters/hosts: £50.

Venue

The University of Sheffield
The Common Room
5th Floor
University House
Western Bank
Sheffield
S10 2TG

Travel Information

- University House Location - www.shef.ac.uk/newstudents/locations/uhouse
- Maps and Travel - www.sheffield.ac.uk/visitors/mapsandtravel
- Accommodation - www.welcometosheffield.co.uk/stay
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Parking is available near the venue. The venue is a short walk from the 'University of Sheffield' tram stop and the tram connects to the main train station.

Timetable

Times	Event				
9.00-9.50	Registration and Tea/Coffee		Poster Presentations		
10.00-10.50	Welcome and Opening Plenary				
11.00-11.40	Session 1a	Session 1b	Session 1c	Session 1d	
11.50-12.30	Session 2a	Session 2b	Session 2c	Session 2d	
12.30-13.30	Buffet Lunch and Exhibition		12.50-13.20 Open Forum		
13.30-14.10	Session 3a	Session 3b	Session 3c	Session 3d	Session 3e
14.20-15.00	Session 4a	Session 4b	Session 4c	Session 4d	Session 4e
15.00-15.30	Break (with refreshments) and Exhibition				
15.30-16.10	Session 5a	Session 5b	Session 5c	Session 5d	
16.20-17.00	Panel Discussion and Close				

Session Titles

Session	Name(s)	Institution(s)	Title
Poster	Michael Hind	INTO University of Exeter	Discipline Discourse Range & Resourcefulness - the challenges of the one-to-one in-sessional dissertation tutorial
Plenary	Dr Julio Gimenez	University of Nottingham	Criticality, voice and evidentiality across disciplines: A case for discipline-specific EAP
1a	Deborah Cobbett & Cilla Holman-Sykes	The University of Sheffield	Working in or with departments? What works?
1b	Dr Ian Pople & Dr Derek Davies	University of Manchester	In-sessional provision for Business Students: using expert input to inform writing materials
1c	Jenifer Spencer	Freelance	Assembling a Specialist Vocabulary: starting points
1d	Simon Webster	University of Leeds	Identifying and Meeting the ESAP Needs of Pre-sessional Students
2a	Fiona Gilbert	Oxford Brookes University	Meeting the challenge of the increasingly varied discipline-specific assignment types in ESAP syllabus and assessment design, an impossible task?
2b	Sarah Horrod	Kingston University	Specifically business but not exclusively international students: Reflections on the challenges and opportunities of native speakers and non-native speakers together in the ESAP classroom
2c	Louise Greener & Chris Macallister	Durham University	The Challenges of Moving from an EGAP to an ESAP Pre-sessional Course: known unknowns, and unknown unknowns
2d	Dr David Keeble	Bangor University	English for Bio-Sciences: a materials development challenge
3a	Ania Bailey	Aston University	Contextualising subject-specific lexis through a task-based approach
3b	Beth Davies	The University of Sheffield	Specificity in EAP Writing: how far should we go?
3c	Alannah Fitzgerald & Dr. Ylva Berglund Prytz	Open University & Oxford University	How open are you to an exploration of resources for ESAP?
3d	Fred Gooch	Independent	Specifically for Starters - Building specific discipline awareness over a typical pre-sessional

3e	Elizabeth Stratton	Swansea University	Preventative medicine: An ESAP pre-masters course for Health Science students
Forum	Christina Healey (Facilitator)	The University of Sheffield	Underpinning partnerships in departments – a look at some conflicting ideologies
4a	Jane Bottomley	University of Manchester	Meshing Content and Communication: delivering a credit-based communication course as part of an MSc in Chemistry
4b	Dr Sarah Brewer	University of Reading	Innovation in assessment in Higher Education and its impact on in-sessional and pre-sessional programmes
4c	Klaus Mundt & Richard Lee	University of Nottingham	Constructing a Case for ESAP - Law and the Built Environment at CELE Nottingham
4d	Elizabeth Porter & Dr Diane Sloane	Northumbria University	Grass roots up - the impact of classroom research in academic skills delivery on institutional strategy.
4e	Ruth Taylor & Alan Lockett	University of Bristol	On being specific, generally
5a	Maxine Gillway	University of Bristol	Introducing an element of ESAP in a EGAP classroom
5b	Dr. Alice Lawrence	The University of Sheffield	Evaluating ESAP: Challenges in developing an evaluation framework for an ESAP Programme in HE
5c	Christine Lyne and Diana Conheeny	Sheffield Hallam University	Supporting Students on a Graduate Diploma in Business and English
5d	Dr Philip Nathan	Durham University	Teaching Thesis Writing Across the Disciplines
Panel	Olwyn Alexander Dr Alice Lawrence plus others.	Various	Where next with ESAP: How to seize the opportunities and overcome the challenges

Session Details

9.00-9.50   Registration and Poster Presentation

Poster - Discipline Discourse Range & Resourcefulness - the challenges of the one-to-one in-sessional dissertation tutorial
Michael Hind - INTO University of Exeter

English Language Centres commonly allocate a sizeable quota of teacher hours to one-to-one insessional tutorials, yet - following Turner (2004)- the range and scope of the subjects and research methodologies which the language tutor faces is not always recognised. Moreover, the duration of the period when the tutor's help will be asked will also greatly vary, from a few visits over the whole term of the research, to a lengthy client-helper relationship, lasting for this entire period of degree study.

10.00-10.50   Welcome and Opening Plenary

Plenary - Criticality, voice and evidentiality across disciplines: A case for discipline-specific EAP
Dr Julio Gimenez - University of Nottingham

Attributes such as criticality, voice and evidentiality are central to a variety of academic practices in higher education. For quite a long time, these attributes have been conceptualised as transferable in that once learnt students are able to use them in a range of contexts and for a variety of needs (Cottrell 2005, Skills Portal for Oxford University Researchers 2010). Over the past few years, however, the conceptualisation of these attributes as transferable has come under close scrutiny as they have been identified to be highly context-sensitive rather than context-flexible as they were once thought to be (Gimenez 2008, forthcoming, Hyland 2002, 2009, Jones 2009, Leveson 2000). This presentation reports on a research study that examined the role of disciplinary epistemologies in the conceptualisation of these attributes in engineering, business, nursing, midwifery and education, and demonstrates how disciplinary epistemologies help to shape academic practices such as reading, writing, and presenting at undergraduate level. It highlights the importance of providing opportunities for students to examine the relationship between disciplinary epistemologies, generic attributes and academic practices as a way of gaining access to and producing central discourses in their disciplines. It concludes by examining the challenges and opportunities that the results of the study present for designing and teaching discipline-specific EAP.

References

Cottrell, S. (2005). Critical thinking skills. Developing effective analysis and argument. Basingstoke: Palgrave Macmillan.
Gimenez, J. (2008). Beyond the academic essay: Discipline-specific writing in nursing and midwifery. Journal of English for Academic Purposes, 7(3), 151–164.
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Hyland, K. (2002). Specificity revisited: How far should we go now? English for Specific Purposes, 21(3), 385–395.
Hyland, K. (2009). Academic discourse. London: Continuum.
Jones, A. (2009). Redisciplining generic attributes: The disciplinary context in focus. Studies in Higher Education, 34(1), 85–100.
Leveson, A. (2000). Disparities in perceptions of generic skills: Academics and employers. Industry and Higher Education, 14(3), 157–164. Skills Portal for Oxford University Researchers (2010). http://www.skillsportal.ox.ac.uk/transferable_skills.php

11.00-11.40   Session 1

1A - Working in or with departments? What works?
Deborah Cobbett & Cilla Holman-Sykes - The University of Sheffield

This presentation argues that working "in" an academic department is not the same as working "with" departmental staff and students. In the first case, the language teacher can feel like a visitor popping in, rather like a plumber fixing whatever the problem is. In the second, there is a continuous learning process as teachers and students work together to define and overcome challenges. This can take both English teachers and departmental academic staff out of their "comfort zone" as they try to work together in new ways, as reported, for example at BALEAP conference in 2009. Contextualisation, Embedding and Mapping, the CEM model proposed by Sloan and Porter (2010) offers a framework for this collaborative process. The authors claim that it enhances student attendance and engagement and leads to better outcomes.   In this session we will consider this framework and present work in progress with the Department of Landscape and the School of Health and Related Research (ScHARR), as part of the in-sessional programme known here as Departmental Language Support (DLS).

1B - In-sessional provision for Business Students: using expert input to inform writing materials
Dr Ian Pople & Dr Derek Davies - University of Manchester

For the last three years, the University of Manchester Language Centre has been providing specialised in-session writing teaching for post-graduate students at the Manchester Business School.   At the inception of this project, it was decided to inform the materials for the course by interviewing tutors in the Business School about their own writing processes. The tutors' comments are used in the materials to illustrate for students the common concerns of more experienced writers, while the teaching materials themselves build on the concerns of the tutor/writers by examining ideas of argumentation both in structure and content. This presentation will look at the ways in which business students are helped to work with argumentation at both micro and macro levels, to create readable discourse within the business field. In particular, the centrality of the notion of argumentation is illustrated as an organising principle in the development of an in-session writing course.

1C - Assembling a Specialist Vocabulary: starting points
Jenifer Spencer - Freelance

The aim of this session is to present a methodology for non-specialist teachers or materials writers to use in assembling a core vocabulary for a specialist subject area or course. This methodology is based on a systematic approach to constructing a simple home-made corpus and then identifying target academic vocabulary , using basic concordancing techniques. The initial presentation will look critically at possible sources of texts to include in the corpus, based on experience of preparing and using such corpora for an MBA vocabulary course and for other subjects, including Intellectual Property Law, Petroleum Engineering, and Construction and Architecture courses. It will also attempt to analyse how the constituents of the vocabulary of a particular topic area can be characterised. In the workshop, participants will have time to work in groups to consider how they might use these approaches to address vocabulary issues systematically, when giving pre-sessional or in-sessional support for specialist courses or writing materials. The workshop will provide a framework for this activity which will enable participants to share their own ideas and previous experience in this area, including perspectives on issues such as assessing students' prior knowledge and using the subject specialists as a resource.

1D - Identifying and Meeting the ESAP Needs of Pre-sessional Students
Simon Webster - University of Leeds

This paper presents the findings of a longitudinal study into the effectiveness of a specialist pre-sessional programme at the University of Leeds which prepares international students for future study in a limited number of academic departments. The research explores the challenges that the students faced once in their respective receiving departments and the extent to which they felt the pre-sessional programme had prepared them for the specific demands of their postgraduate studies. The paper then examines the course development implications of the findings and the innovations which were introduced as a result. In particular, it focuses on the challenge of satisfying the quite diverse needs of students entering related degree programmes. It is hoped that the paper will appeal to all those involved in pre-sessional course and materials design as well as those with a more general interest in the experiences of international students in postgraduate academic settings.

11.50-12.30   Session 2

2A - Meeting the challenge of the increasingly varied discipline-specific assignment types in ESAP syllabus and assessment design, an impossible task?
Fiona Gilbert - Oxford Brookes University

Being academically and assessment literate are both key graduate attributes. It is our role as EAP practitioners to help students develop these skills. An action research project was undertaken to investigate written assignment types at Oxford Brookes Business school with the aim of informing syllabus and assessment design for a credit-bearing, discipline-specific academic writing module. Assignment briefs were collected and analysed for the assignment type required. The findings confirmed that, in line with results of parallel studies, the range of assignment types students have to produce is increasingly varied. This trend, although generally accepted as beneficial to developing key graduate attributes, raises several areas of pedagogic concern meriting attention. These areas are explored and related to the challenges raised for an ESAP module. Some tentative solutions to curriculum and assessment design in a discipline specific module are proposed.

2B - Specifically business but not exclusively international students: Reflections on the challenges and opportunities of native speakers and non-native speakers together in the ESAP classroom
Sarah Horrod - Kingston University

No-one speaks (or writes) academic English as a first language. It must be learned by observation, study and experiment (Gillett, 2009). An international student has commented that this quote makes them feel more 'comfortable' about the challenges of academic writing in English. At Kingston, I have used this quote for dual purposes: firstly, to put the international students at ease and secondly, to attract but also to challenge, the native speakers who might feel they should not be in the EAP classroom. The inspiration for this paper comes from designing and teaching on an accredited first year module called 'Business Studies: Communication Skills' taken by both international students and native speakers. The purpose of the paper is to reflect not only on areas of overlapping needs but also on how the presence of native speakers can be harnessed to improve the experience for all students. Other key points are the particular suitability of ESAP in these circumstances and issues surrounding materials design for the module. Native speaker experiences of being in the EAP classroom will also be considered. Finally, notions of academic literacy, its place alongside EAP and the likely future direction of EAP teaching will be explored.

2C - The Challenges of Moving from an EGAP to an ESAP Pre-sessional Course: known unknowns, and unknown unknowns
Louise Greener & Chris Macallister - Durham University

This paper will reflect on our experiences of including bespoked ESAP content in our summer pre-sessional course. In response to student and departmental feedback we had begun over the past three years to include more and more ESAP content in our twelve, ten and four week courses. Then, this year we embarked upon a curriculum development process that put bespoked ESAP content at the centre of our programme and its assessment. These curriculum changes presented the pre-sessional management team at Durham University's English Centre with a number of challenges, some expected and others unexpected. Our presentation will focus on the macro level issues we encountered with regard to: materials development, teacher support and development, and the operational management of the programme. What we discovered this summer was that the greatest challenges did not come from the expected area of materials development. Rather, it was teacher support and operational management issues that were the main challenges created by the move to an ESAP centred programme.

2D – English for Bio-Sciences: a materials development challenge
Dr David Keeble - Bangor University

This talk describes the development of a credit bearing Academic English for Bio-science course developed in conjunction with our School of Biological Sciences as part of a taught 2 year MSc programme in Molecular Biology with Genetics. The course is based around materials relating to a core module, which focuses on aspects of whole organism biology, molecular biology, biochemistry and laboratory techniques. The talk outlines the collaborative process, but focuses mainly on the development and description of materials to be used. The English language component of the programme is entirely front-loaded, with students entering at IELTS average 5.5 and having to pass to progress to the science modules, the main demands of which are the ability to process and produce written texts. Thus, the materials focus largely on reading, writing and language development, using text and diagrammatic visuals. Students are also expected to interact o/aurally, so the materials include oral input in the form of e-book audio-visual streaming, on-line audio-visual lab protocols and extracts from television /radio broadcasts. The exploitation of such audio-visual materials (using transcriptions) is designed to enrich the range of input, to sustain student interest, and enhance language transference from spoken to written mode.

12.30-13.30   Lunch and Forum (12.50-13.20)

Forum - Underpinning partnerships in departments – a look at some conflicting ideologies
Christina Healey (Facilitator) - The University of Sheffield

It seems to be agreed that EAP in disciplines and departments depends on a partnership between language and subject tutors. As EAP tutors we take all sorts of ideas about language and language learning with us to our specific departments. However, subject tutors will also have ideas about language and language learning. These ideas might be different from ours. Which ideas are likely to promote partnership and which may impede it. This workshop offers a structured opportunity for colleagues to discuss these issues and also raise ideologies of their own. There will be minimal formal input but there will be a supporting booklet summarising the key issues which participants can take away.

13.30-14.10   Session 3

3A - Contextualising subject-specific lexis through a task-based approach
Ania Bailey - Aston University

This presentation is to report on an action research project undertaken with students of the International Business Foundation programme. The project focused on increasing the students' exposure to academic texts in their subject area as well as helping them acquire subject-specific lexis used in academic contexts. To achieve these objectives, a task-based strand was introduced into a topic and skills-based syllabus, giving the students an opportunity to complete meaningful tasks while at the same time creating a need for using contextualised subject-specific vocabulary. The students completed 3 tasks in 2-session cycles. Each task involved preparing for reading and reading an article from a business journal, sharing information about the article in a focused way by participating in a mini-seminar, writing a summary of the discussion, and reviewing the write-ups, with focus on meaning and vocabulary. Feedback sought from the students at the end of the project revealed that the sessions had helped them to learn subject-specific vocabulary and promoted familiarisation with reading academic articles in their discipline. A post-project evaluation exercise highlighted areas for improvement of the originally adopted methods and these reflections will be shared with the audience.

3B - Specificity in EAP Writing: how far should we go?
Beth Davies - The University of Sheffield

Drawing largely on the work of Ruth Spack (1988) and Ken Hyland (2002), this interactive workshop will systematically explore the issue of specificity in EAP writing. Are there skills and features of language that are transferable across different fields? Are generic skills and language forms/functions useful to learners? Should we focus on the texts, skills and forms needed by learners in distinct subject areas? Is learning more effective if it is based on the specific conventions and skills used in the students' target disciplines? Is there a middle ground? Within the context of teaching writing, participants will be encouraged to share their views on the specificity debate with the aim being to answer the question posed in the title: how far should we go?

3C - How open are you to an exploration of resources for ESAP?
Alannah Fitzgerald & Dr. Ylva Berglund Prytz - Open University & Oxford University

This workshop will introduce new practices for locating, using, re-purposing, developing and disseminating resources for teaching English for specific academic disciplines. Drawing on experience from the TOETOE project with the Support Centre for Open Resources in Education (SCORE) at the Open University and the OpenSpires project at the University of Oxford, issues around openness as they relate to ESAP will be explored, including: open content, open tools, open educational resources (OER), open licences, open projects and open practices. Unlike traditional copyrighted or proprietary resources, OER are educational materials that are created by the educational community to be freely used, and often changed or adapted, by other educators. Although they were originally considered to be more valuable for informal learning, there is growing evidence that they can be useful in university settings. This is particularly relevant in the current climate of UK higher education, with many institutions forced to improve the quality of their teaching provision with continually diminishing resources and greater student expectations. As a takeaway, participants will leave the workshop with a clear understanding of the resources available and the information pertaining to support networks for encouraging good OER practice for ESAP among their colleagues at their home institution.

3D - Specifically for Starters - Building specific discipline awareness over a typical pre-sessional
Fred Gooch - Independent

Mixed discipline classes and (typically!) non-discipline specific tutors often mitigate against making students more aware of the specific EAP requirements of their future discipline on many pre-sessional courses. This presentation suggests how these apparent barriers might be turned to advantage. By using a text-based approach, together with a few simple organizational strategies, students could become better prepared for a variety of demands made by their subject discipline despite being on an otherwise 'general' pre-sessional course.

3E - Preventative medicine: An ESAP pre-masters course for Health Science students
Elizabeth Stratton - Swansea University

This presentation will describe the creation and implementation of a pre-masters course for Health Science students, linking to the theme of this PIM: Teaching and supporting students in their disciplines and departments.   I worked closely with the Director of Post-Graduate studies in the School of Health Science to design a course that would not only help students to improve their language ability but also effectively prepare them for the academic challenges they would encounter when entering a masters degree programme. This collaboration involved embedding the course within the school so that the students developed both language and academic skills. Assignments were designed as a stepping stone toward what is expected of students at masters level.   I will discuss the initial stimulus for the course, its overall success with regards to orienting and preparing the students for what is expected of them in an academic context, and demonstrate the benefits of establishing close and effective working relationships with academic staff. I will describe difficulties and problems that arose during the course, along with suggestions for improvement and an outline of future directions.

14.20-15.00   Session 4

4A - Meshing Content and Communication: delivering a credit-based communication course as part of an MSc in Chemistry
Jane Bottomley - University of Manchester

At the University of Manchester, staff from the School of Chemistry and the University Language Centre are working closely together to design and deliver a 15-credit course unit as part of an MSc in Chemistry. The unit, 'Generic and Research Skills', aims to develop the communication skills of international students, and to help students develop a sound approach to research. The presentation will focus on the distinguishing features of the unit. Some key tasks have been designed, supervised and assessed by both a chemistry lecturer and a language tutor. This has served to keep relevant content at the heart of what the students do, which is highly motivating for them. It has also provided essential information on what students really have to do as part of a course like this, which has improved input/task relevance. Finally, it has allowed students to fully understand that it isn't enough to know your subject, you have to be able to communicate it clearly, as this message is continuously and simultaneously reinforced by both the chemistry lecturer and the language tutor. The presentation will also outline some of the challenges of incorporating such a unit into a traditional academic course.

4B - Innovation in assessment in Higher Education and its impact on in-sessional and pre-sessional programmes
Dr Sarah Brewer - University of Reading

The design and delivery of Higher Education programmes in the UK have seen many changes in recent years brought about by the internationalisation of education, the focus on transferable skills, the increasing integration of technology, and the proliferation of new Master's programmes (many of them of a

vocational nature). This, in its turn, has driven a re-evaluation of traditional methods of assessing students' progress and many subject departments have adjusted their assessment systems accordingly. The aims are various – from the need to engage students more, to reflect core skills more accurately, to the necessity for creating an assessment where the risk of students plagiarising is minimised. One of the more common methods being adopted is group work, frequently having as its outcome a shared presentation and/or report. International students taking part in such assessments face a slightly different range of difficulties from home students and need support both from in-sessional programmes and on pre-sessional courses. This presentation will look at how such support is already provided on dedicated in-sessional courses at the University of Reading and also how preparation for group work might be further integrated into pre-sessional programmes.

4C - Constructing a Case for ESAP - Law and the Built Environment at CELE Nottingham
Klaus Mundt & Richard Lee - University of Nottingham

This presentation introduces and compares aspects of the pre-sessional ESAP Law and Built Environment courses run at the Centre for English Language Education, University of Nottingham. It also outlines how these are connected to classes offered on the in-sessional programme. The presentation aims to briefly outline the development of the courses and the implementation process (i.e. faculty liaison, materials development and piloting), while also illustrating related obstacles and limitations.

4D - Grass roots up - the impact of classroom research in academic skills delivery on institutional strategy.
Elizabeth Porter & Dr Diane Sloane - Northumbria University

The aim is to present findings from class based research informing the design and development of operational and strategic frameworks supporting staff designing and delivering in-sessional academic skills for international students. The talk introduces the CEM Model, identifying the three concepts of contextualisation, embedding and mapping, as critical to ensuring effective understanding of content, integration and scheduling of material to programme content. Evidence will show the effectiveness of the CEM Model as an operational tool to improve: participation of both staff and students at a programme level; closer working relationships between the academic skills and subject tutors; student attendance and engagement.   The CEM Model has been adopted throughout the Business School, identified as an exemplar for academic skills within Northumbria University and trialled at Heriot-Watt and Hertfordshire University.   To conclude the talk introduces a strategic framework establishing the integration of academic skills delivery through Teaching and Learning policies incorporating programme and module development. This strategic framework captures successful initiatives already in place within Newcastle Business School and identifies activities to ensure the findings become explicit within overall school policy and specific programme design and development.

4E - On being specific, generally
Ruth Taylor & Alan Lockett - University of Bristol

This talk will look at the development, delivery and evaluation of an ESP unit trialled on a cohort of University of Bristol International Foundation students. We will consider how the course design aims to meet individual students' specific needs within a more general, wider angle framework. The 20 credit unit is designed to encourage students to work with increasing autonomy to the point where they are able to produce an extended piece of writing, specifically a critical review of an academic article selected from their intended subject area, as well as present on it. The course was informed by both product and process approaches, the former manifesting in a focus on critical thinking and drafting / re-drafting, the latter in a concern for genre requirements in terms of language features and discourse organisation and requirements.

15.00-15.30   Break

15.30-16.10   Session 5

5A - Introducing an element of ESAP in a EGAP classroom
Maxine Gillway - University of Bristol

This talk considers the need (or not) to introduce an element of discipline specificity into a generic EAP course. After a brief look at the literature (e.g. Hyland, 2009)and the responses of tutors and students to a questionnaire on this topic, the presenter will share one tutor's attempts to cater for perceived discipline specific needs in a EGAP classroom. This involves i) using students' own target texts in various ways, ii) using multiple discipline-specific texts for the same task, ii) introducing new tasks that are arguably more 'generic' than the traditional library-based research projects. The presenter will argue that there may be advantages in keeping students in multi-disciplinary groups with a discipline specific twist rather than separating groups according to their specific academic purpose.

5B - Evaluating ESAP: Challenges in developing an evaluation framework for an ESAP Programme in HE
Dr. Alice Lawrence - The University of Sheffield

At The University of Sheffield (TUOS), ESAP Programmes are tailored to the needs of specific departments and their students. As a result, ESAP courses within the Programme vary widely, e.g. in format, content and student type. Such variation presents a challenge to developing a single evaluation framework that can yield useful data which can be used to inform future course and programme design, enhance a student's learning experience, improve student performance, and demonstrate value for money.   After a brief discussion of the relationship between curriculum and evaluation, this session will then consider several existing potential evaluation frameworks and propose a new holistic framework that may be appropriate for the TUOS ESAP Programme. Suggestions /comments/feedback from delegates will be welcome.

5C - Supporting Students on a Graduate Diploma in Business and English

Christine Lyne and Diana Conheeny - Sheffield Hallam University

This paper will describe the development of the module, 'Business Skills in Context' which has been developed to support international students on a pre-masters diploma at Sheffield Hallam University. This 'hybrid module' combines the development of linguistic competence with an introduction to the key vocabulary and concepts that students face in the business modules studied on the course. It aims to ease students' introduction to patterns of study, teaching and learning at HE level in the UK and to reinforce the academic skills that students require to progress to effective post-graduate study.   It will explain how and why the teaching and learning materials for this module have undergone substantial changes since its inception in 2004, with the commercially available, generic materials used in the early days being replaced by a range of multi-media materials which are specifically tailored to the topics and case-studies covered in the business modules. It will go on to describe the impact of these changes on students' ability to successfully complete the diploma and progress to Masters level study.

5D - Teaching Thesis Writing Across the Disciplines

Dr Philip Nathan - Durham University

While the applied linguistics and EAP literature contains a range of studies which focus on the language characteristics of research articles across the disciplines,(for example, Holmes, 1997, Hyland, 2004), there is comparatively little research available regarding linguistic variability in other disciplinary text forms.   The doctoral thesis is clearly a key form of academic text, effective theses being crucial to students aiming to move to the next stages of their academic research career. However the writing of an extensive thesis provides major challenges for student writers across the disciplines, whether native or non-native speaker.   The current paper reports on the practice and challenges involved in delivering a doctoral thesis writing course and thesis writing sessions, to native and non-native speakers, from a range of different academic disciplines. Issues related to disciplinary linguistic variation are discussed as well the implications of this variability for teaching and learning. An evaluation of the programmes and sessions delivered is also presented.   Holmes, R. (1997). Genre analysis and the social sciences: An investigation of the structure of research article discussion sections in three disciplines. English for Specific Purposes 16: 321 – 337. Hyland, K. (2004). Disciplinary Discourses: Social Interactions in Academic Writing Ann Arbor: University of Michigan Press

16.20-17.00   Panel Discussion and Close

Panel - Where next with ESAP: How to seize the opportunities and overcome the challenges?
Olwyn Alexander (Chair of BALEAP and Heriot-Watt University)
Dr Alice Lawrence (Director of Language Support, The University of Sheffield)
plus invited panel members.

Having spent the day listening and contributing to a range of ESAP talks and workshops on the challenges and opportunities that we face in the field, this final panel discussion will allow space to try to tie issues together while looking towards the future. Audience members will also have to chance to ask questions and by the end of the session we hope to have a series of action points to take forward back in our own departments or for future events.