EUROPA-UNIVERSITÄT
VIADRINA
FRANKFURT (ODER)

ELTABB
English Language Teachers' Association
Berlin-Brandenburg

CALL FOR GENERAL REGISTRATION

2015 English for Academic Purposes (EAP) Conference

"Cultures of Learning, Cultures of Teaching"

Keynote Speakers: Dr Catherine Walter & Michael Swan, Oxford University Press

Saturday, 30 May 2015

European University Viadrina, Frankfurt (Oder)

Conference overview & schedule

The European University Viadrina in Frankfurt (Oder) is excited to host the 2015 English Language Teachers' Association of Berlin-Brandenburg (ELTABB) conference on English for Academic Purposes (EAP).

Also coordinating the conference is *viadrina sprachen GmbH*, the daughter company of the Language Centre at the European University.

Our central location in Europe has inspired the conference theme of "Cultures of Learning, Cultures of Teaching," and we are pleased to offer the following programme based on the conference theme.

09:00 – 10:00	Registration
10:00 – 10:15	Opening remarks
10:15 – 11:00	Keynote presentation
11:00 – 11:45	Keynote Q&A
11:45 – 12:15	Coffee break
12:15 – 12:45	Parallel papers I
13:00 – 14:00	Lunch
14:00 – 14:30	Parallel papers II
14:45 – 16:15	Parallel workshops
16:15 – 16:45	Coffee break
16:45 – 17:30	Panel discussion & closing remarks
17:45 – 18:30	Walk to the conference dinner
18:30 – 20:00	Conference dinner at Anka (Słubice/Poland)
20:00 – 22:00	Chartered bus to Berlin Hbf

Detailed descriptions of the papers and workshops are attached to this call for registration.

Fees and registration

The conference fee is 30 euros for ELTABB members and 35 euros for general registration. It includes a warm lunch (also vegetarian option) and coffee, tea, and water during breaks

Please register online by 20 May here:
https://vsmoskar.typeform.com/to/WlKLt7

Conference dinner
After the conference, we will take a scenic 25-minute walk along the River Oder to the Anka restaurant in Słubice, Poland, where dinner will be held. Participants who have dinner at Anka will afterwards have the option to take a complimentary chartered bus ride from the restaurant to Berlin Hauptbahnhof.

The conference dinner costs 18 euros and is limited to 50 participants.

Organization
Several institutions of higher education are represented in the organizing committee, including the Language Centre at the European University Viadrina, the University of Potsdam, the Language Centre at the Humboldt University of Berlin, the University of Applied Sciences Wildau, and the Language Centre at the Free University of Berlin.

For further information and updates, please visit the conference website at
http://www.sz.europa uni.de/de/events/EAP_Conference/index.html

For general conference enquiries please contact
purchla@europa-uni.de

The conference location is wheelchair accessible.

Keynote presentation
Dr Catherine Walter, University of Oxford Department of Education

Listening to lectures – what's difficult, and what can we do about it?

What are the elements that make it difficult for second language listeners to understand academic lectures? This workshop will briefly explore some recent research that investigates basic decoding, subject knowledge, vocabulary and metaphor. Ways of preparing students for each of these challenges will be proposed. Participants will be invited to explore other ways in which they can help their learners to make the most of their listening resources.

Keynote Q&A session
Dr Catherine Walter & Michael Swan, Oxford University Press

The keynote Q&A session will involve questions related to Dr Walter's presentation and also questions for Mr Swan and Dr Walter asked in advance. Please send questions in advance to Nicola Fox of Oxford University Press at Nicola.Fox@oup.com.

Parallel workshops

Academic listening
"Using Podcasts to Design Listening Tasks for Learners of All Language Levels"
David Meier, University of Potsdam

Using podcasts as a learning tool presents many opportunities and challenges for the teacher in selecting and preparing listening materials for learners at any level. The challenge to the new language learner is in extracting kernels of information, while the more experienced learner is able not only to extract chunks of information but also to synthesize information to make comparisons and summaries – all in their non-primary language. In this workshop, participants will learn different strategies for selecting podcasts and formulating questions for new as well as experienced learners, from information kernelling and information 'chunking' to broader summary- type questions.

Classroom cultures:
"Teaching Intercultural Communication in English to University Students"
Dr Rudi Camerer & Judith Mader, elc - European Language Competence & Frankfurt School of Finance and Management

English lecturers at universities and business English trainers are often asked to include training in intercultural communication in English classes in companies and at universities and may feel they need additional material for courses. We will present activities used with university students which combine training in intercultural communication and the use of English. Among the questions we will address in our workshop are: How useful is intercultural theory for practical business communication? Should intercultural communication be a part of language courses? What are some of the issues involved when dealing with multicultural learning groups?

Content and language integrated learning
"CLIL/EMI: what support do teachers need from their institutions?"
David Bowskill, Language Centre, Humboldt University Berlin
Nathan Keeves, Language Department, Baden-Wuerttemberg Cooperative State University (Villingen-Schwenningen)

In this workshop, we will be focusing on the needs of two groups of teachers offering content and language integrated learning (CLIL) courses where English is the medium of instruction (EMI). We will begin by examining the challenges facing teachers of EAP who offer or are planning to teach courses in English for

Specific Academic Purposes (e.g. English for Law). This will lead on to a discussion of what higher education institutions (specifically language centres) can do to assist subject specialist lecturers and professors moving into CLIL or EMI courses. Beginning with examples of courses provided at the Humboldt University, the Duale Hochschule Villingen-Schweningen, the Hochschule Konstanz, University of Applied Sciences and leading on to examples of best practice and projects at your institutions, we would like to discuss the development of a manifesto that states the workshop participants' desires for what their institutions should offer in terms of professional support and development in the areas of CLIL and EMI.

Argumentation & rhetoric

"Contrastive Rhetoric? Comparing German and English Rhetoric in Academic papers in the Social Sciences and Humanities"

Dr Jeffrey Verhey, Humboldt University, Berlin

I often use George Orwell's "Politics and the English Language" in my academic writing courses for graduate students at Humboldt University. Very often the response from German students in these courses is that Orwell's advice is irrelevant. Orwell was a journalist; they are scientists. In this workshop, I want to discuss the best strategies to respond to this argument – or similar arguments. The materials will address the following questions: First, how can we help the EFL student recognize good and poor writing (in one's discipline), both in English and in German? Second, is it true that in German the rhetorical conventions for academic writing make a clear distinction between academic and journalistic style? I will argue that this is a myth and discuss how can we best break down some of the misconceptions underlying this myth and thus improve our student's ability to write more clear and convincing academic English (and academic German).

Parallel papers

"English through Academic Purposes"
Dr Anjuli Pandavar
New York University Shanghai

Each EAP student needs a different language course. The EAP I teach at NYU Shanghai recognises this. Relying on cognitive, rather than language development, there is neither grammar, nor vocabulary instruction, and note-taking is discouraged. Instruction is in associative thinking, experiential learning and reflection. Student teams perform a series of practical, real-world tasks related to interesting content. New English is only acquired to the extent that each student's existing English proves inadequate to a specific academic purpose, i.e. to fill a gap. This gap has different attributes for each student. The instructor plays a minimal role in the student's language learning and the student is mostly unaware of that learning. Only when the gap between existing English and the academic purpose coincides for a large number of students does the instructor step in with a diversionary language micro-lesson. The practical, real-world tasks are balanced by weekly reflective writing assignments that the student completes to their highest English standard. The instructor gives detailed feedback on each assignment before the next practical task is embarked on. Each student therefore gets a different language course tailored to his or her particular needs. Assessment is based on how well the academic purpose is achieved.

"Changing Roles and Finding Your Voice in EAP Writing"
Ursula Walsh
Zayed University, United Arab Emirates

A challenge for English teachers working in EAP, or IELTS preparation courses is to find methods to teach essay-writing more efficiently and effectively. Many researchers argue that 'noticing' is essential for writing effectively. The complexities of learning to write well in a second language (L2), has led to a vigorous debate on more efficient and effective methods of providing feedback to students among EAP teachers and L2 writing researchers. My ongoing study examines the advantages of an oral intervention during feedback sessions with Emirati students (students reading their work out loud). A number of researchers admit that

'feedback' plays an essential role in L2 writing instruction (e.g., Collins, Neville, & Bielaczyc, 2000; Ferris, 1995; Ferris & Hedgcock, 1998; Hedgcock & Lefkowitz, 1994; Hyland, 2003; Leki, 1990; Tickoo, 2001). However, a huge problem for Arabic writers in English is style. English strives for simplicity and conciseness in writing; Arabs frequently over-assert and repeat themselves in order to emphasize their points or to create a specific impact on the reader. They use repetition and over-assertion as rhetorical devices to create a rich and elaborate language. Berque (1978) indicates that repetition is deeply integrated into the language and discourse and therefore cannot be easily changed. Arabic writers also believe that words have power and can affect events as a result of the way they are written—the style. They believe that language can be used to create a social experience. My presentation will aim to share the important role of student 'Oral ' participation when teaching Arabic speakers in an EAP learning environment.

What's in an Acronym?

Alan Davis, Melissa Mariano & Anna Soltyska
Zentrum für Fremdsprachenausbildung (ZFA), Ruhr-Universität Bochum

While CLIL has been commonly associated with primary and secondary education, task-based ESAP refers to English language courses in higher education. By implication, task-based teaching and learning requires the activities and assessment to be relevant to the students' subjects. In schools, CLIL teaches students completely new content through the medium of the second language; in universities, ESAP courses provide an environment in which students can apply and practice their existing content-knowledge in English. However, a number of overlaps between CLIL and ESAP can be observed at university level. Using examples selected from three courses taught at the Ruhr-Universität-Bochum, our presentation will highlight these potential overlaps and will demonstrate that many courses currently taught at universities are in fact a combination of CLIL and ESAP, not least due to the changing role of the teacher from being the sole provider of input to one of a facilitator of autonomous learning.

"Science Communication, Culture Communication: Overcoming Prejudices and Going beyond "Skill" Learning"

Dr Natalja Zabeida
Fachsprachenzentrum, Leibniz Universität Hannover

We often face prejudices among our students about the culture of the language we teach. This is especially apparent in my courses on making presentations in English and a hindrance to effective learning. Asking students about their ideas of how Americans communicate (I come from the American academic culture), I hear words "superficial", "over-enthusiastic", "not meaning what they say" and "selling something" when it comes to presentations. The subtext is – "not applicable to scientific presentations or writing". Yet when we discuss their experiences with listening to effective presentations, they often give examples of the very things they previously deemed as "non-scientific" or "too American". In my talk I discuss how we can overcome the difficulties of teaching a skill that is deeply rooted in a particular culture of communication; which techniques can be used to combine the teaching of the subject with the teaching of the culture; and the need to go beyond the lists of "useful phrases" as the foundation for teaching the skills of effective scientific presentations. Questioning one's own culture of communication and understanding the role of psychology and emotion in presenting science leads to awareness and internalization of skills necessary for effective scientific communication.

"EAP in Secondary Education?: Implementing the SIOP/CLIL Model in a Philadelphia Urban Comprehensive High School"

Dr Anchalee Sybrandy & Dr Donald J. Anticoli
Abraham Lincoln High School, Philadelphia, PA USA

The presenters will discuss English Language Acquisition (ELA) and the implementation of Sheltered Instruction Observation Protocol (SIOP)/ Content and Language Integrated Learning (CLIL) at Abraham Lincoln High School, in Philadelphia. SIOP, known as CLIL in Europe, is a proven framework for both academic content and language skills designed to make content material more comprehensible to reach and

teach all learners. Presenters will relay data showing how SIOP/CLIL research-based model implementation results in improved ACCESS scores/content area grades that ELL students achieve at Lincoln High School. Presenters will use a power point presentation, handouts, and examples to engage participants in practicing SIOP by creating a content area lesson plan to ensure that participants understand SIOP and gain practical skills to collaborate, share and implement the lesson plans that incorporate all eight components of the SIOP Model in the content area classes. Presenters will explain how the U.S. teacher makes the classroom content comprehensible, while expanding the students academic and domain specific vocabulary. Participants will leave the session with the ability to write content and language objectives for sheltered instruction lessons, the skill to identify appropriate instructional strategies for ELLs, and the techniques to review and assess student content understanding.

"Designing and Using Integrated Assessment in Business English Courses"
Theresa Gorman
Technische Fachhochschule Wildau

By equipping students with communication skills for the workplace, business English courses are intended to prepare them to become effective members of business cultures. Recent research has shown, however, that there are often significant differences between the way both spoken and written genres are taught and assessed in course books and the way they are enacted in the workplace (Bremner, 2008, 2010; Evans 2012; Lam et al. 2014; Zhang 2013). One example is intertextuality, or how the production of new texts is influenced by topical, functional and generic links between surrounding texts (Devitt 1991). Intertextuality features prominently in almost all workplace communication, where reports are written based on discussions in meetings and emails may be written to confirm what has been agreed in a telephone conversation. To validly assess students' workplace English communication skills, tasks which integrate reading skills, discourse synthesis skills and writing skills should replace de-contextualized tasks such as multiple choice vocabulary or grammar tasks. I draw test task design principles from ground-breaking recent studies which have analyzed the actual workplace communication of business professionals. I also discuss how the assessment of student performance can be aligned more closely with business professionals' assessment of workplace communication performance.

Process, Not Product
Barbara Muszynska
Dolnoslaska Szkola Wyzsza / The University of Lower Silesia, Wroclaw, Poland

"Gentlemen, listen to me slowly" - Samuel Goldwyn (1882-1974), Polish-American film producer.

Second language (L2) listening is a complex skill that requires a lot of practice. The success depends on planning appropriate listening tasks as well as encouraging students to plan and evaluate their own learning. In this session I would like to share our professional expertise on teaching listening skills and developing independent learners in an academic context. Our imperative is to teach students how to listen, drifting away from the 'comprehension' approach to listening, which focuses on the product. The approach we are implementing treats listening practice as a process and shifts the emphasis from the teacher to the student, helping students to become more autonomous.

Challenges of Teaching EAP to Russian Students
Svetlana Kucherenko
National Research University – Higher School of Economics, St. Petersburg, Russia

The purpose of this paper is to shed light on the challenges of teaching various aspects of EAP to Russian students at National Research University – Higher School of Economics. The underlying assumption of the paper is that the different cultural background of non-native students of English, in our particular case Russian students of English, defines how students learn EAP, how non-native and native language instructors teach EAP and assess students' performance. I first describe some norms of Russian academic culture that are implicit in the learning and teaching process. Second, I provide an overview of the EAP curriculum at Higher School of Economics to show what are aspects of EAP are taught and assessed across

the BA programme. My main priority is to describe and analyze the challenges of EAP experienced both by the university language instructors and students respectively. My main argument is that teaching EAP can become more effective when the cultural norms of L1 students are taken into account.