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Journal of IATEFL ESP SIG

EDITORIAL

Editorial

Welcome to Issue 51 of *Professional and Academic English*.

It is my pleasure to introduce you to Issue 51 of the journal. After Issue 50, which celebrated 25 years of the ESP SIG, we continue to provide a forum for discussion of ESP around the world.

In Issue 51, we have four articles set in various EAP contexts from four different countries.

Diana Burimskaya investigates the use of CLIL in ESP in higher education in Russia.

Ruben Bieker and David Zook describe their experience and justify the teaching of ESAP in Germany.

Gamze Öncül shows how she integrated information literacy into a freshman EAP course in northern Cyprus.

Osei Yaw Akoto examines the use of metadiscourse devices in the introduction chapters of English Language and Sociology master's thesis in Ghana.

We also have a range of book reviews and conference reports.

I hope you find these articles interesting and useful and we hope that reading them will encourage all our readers to submit articles to the journal. Please visit http://espsig.iatefl.org for further information.

Happy reading!

Andy Gillett

Photographs: Front and page 28 - Adrian Hyde (https://www.adrianhydephotography.com)

Back cover - Photos courtesy of Mark Krzanowski; Collage produced by Richard Boateng Osei, KNUST, Kumasi, Ghana

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Professional and Academic English

Message from the ESP SIG Coordinator

Dear Colleagues,

I am delighted to share with you the 51th Issue of *Professional and Academic English*. As in the previous ones, this issue contains a wide range of articles, reports and book reviews showcasing ESP research and practices from different parts of the world. I would like to thank the Editorial team, Andy Gillett, and Mark Krzanowski for their excellent work.

I would also like to take this opportunity to give you an update on some developments and future plans of the ESP SIG. Here are our highlights:

- We held a successful event with Zurich University of Applied Sciences in June. You can read more about it in the conference reports section.
- We are currently in the process of getting ready for the 53rd IATEFL conference in Liverpool. Our pre-conference this year will focus on 'Quality Assurance in ESP: Academic and occupational perspectives' and will be in partnership with BALEAP and EAQUALS. So, if you haven't signed up for the event, please register now. What is exceptional this year is that we have started offering scholarships for ESP SIG members who want to present at the pre-conference event.
- You can find the programme of the ESP SIG Showcase online on the IATEFL Provisional Programme with distinguished ESP speakers. You can meet the committee and find out more about our work in during the Open Forum which will take place on the same day.
- We are currently planning our Webinar series for 2019 and the first webinar will start in January 2019.
- We are planning to hold two events in 2019 outside the main conference and will announce soon our hosting institutions for these.

There have been some changes to the committee. We have created a new role in the committee so that we can increase membership benefits through scholarships and other public relation work. Albena Stefanova has joined the committee from Bulgaria. We are currently in the process of advertising an Assistant Editor role.

I hope that you enjoy this issue and can join us in Liverpool and for the other events we have in the pipeline.
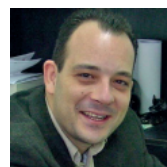
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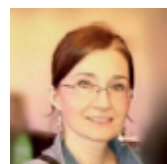
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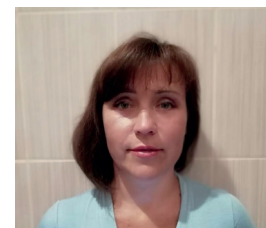
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New Approach to Teach ESP

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Abstract

This article investigates the CLIL technology, integrated approach, comprehensive approach, and competency-based approach based on ICT as an effective method of teaching ESP in higher education. Current social background requires introducing the above-mentioned approaches to the higher education system in order to develop all necessary professional competencies for future specialists.

In this regard, certain recent literature, observation and analysis of professional activities were used to find out all opportunities of the approaches to teach ESP in the modern society.

As a result, having analysed experiment, methodology, and core features of CLIL, ICT and three approaches in general, we come to the conclusion that we should teach ESP focusing on students' cognitive skills. Separate learning of a language becomes useless in higher education.

Keywords: ICT, ESP, professional skills, CLIL, integrated, comprehensive, and competency-based approaches.

Introduction

Nowadays a new system of education has been adopted in Russia focused on the integration of teaching and information-learning technologies (Concept of Federal Targeted Program for the Development of Education in Russia 2016-2020, 2014). Based on Federal Law on Education (No 273-FZ, adopted on 29 December 2012) the modernization of the Russian higher education demands to introduce innovative methods and technologies in higher education. In particular, the main task for language teachers is not to teach English (General or Academic English) at universities but to teach ESP (English for Occupational Purposes).

In this case, a lot of documents (regulations, syllabus) state about the relevant approaches in teaching ESP such as integrated, comprehensive, and competency-based. As a result, CLIL–technology (Content and Language Integrated Learning) is becoming popular for teaching ESP at universities in the Russian Federation. Students learn English through the content of their particular disciplines using new vocabulary and terminology. Therefore, CLIL is a significant tool for teaching content and English together based on integration. At the same time, applying comprehensive

and competency-based approaches encourages to develop all language skills (writing, reading, listening, and speaking).

Thus, students (future lawyers) can improve their ability **to write** legal documents (a letter of advice, an informative memo, a contract template, etc.); **to read and understand** legal texts (legislation, codes, legal correspondence); **to speak and listening** about legal topics (contract negotiations, presentations, interviews). In addition, teachers need to find authentic materials, evaluate to be confident of the content and English are suitable for the level of the students. In this case, the use of Information and Communication Technologies (ICT) stands for the availability of authentic materials, using current materials, peer cooperative work, and teachers acting as facilitators.

Literature Review

Many teachers of English create an information-learning environment that is a pedagogical system unified information educational and learning resources, computer-training resources, learning management resources, instructional devices, methods and technologies oriented to form a creative individual with a necessary level of knowledge and skills to teach ESP (Robert, 2014).

Some courses are developed for formatting, developing and controlling knowledge and skills, and having access to authentic information (Agaltsova, 2015). A lot of distributed information education resources and e-learning modalities are applied for creating a course to promote communication skills at the different stages of learning ESP and monitoring (Burenkova, 2015). It is known a typology of software for teaching English including ESP based on the methodological goal: learning, training, monitoring, communication, and modelling (Zaharova, 2013). At the same time, ICT is especially suitable for training grammar and functional lexis for ESP using such kinds of exercises as substitution drills, transformations, and combinational activities (Dashniz, 2015).

Prygova (2015) considers 'electronic learning modules' as learning sets for a group or an individual. These modules are designed for improving skills with an opportunity to choose individual learning (based on the student's specialty). They are open (an opportunity to amend a course, to add new information, to configure the programme for definite purposes of learning), multi-functional, flexible, integrated, and comprehensive. They

can cover language skills and develop cognition and skills for orientation in the information space. They increase information content based on electronic resources, and save time.

Methodology

CLIL technology is a method that integrates the content of the student's specialty and English. At the same time, using ICT helps to teach ESP nowadays: communication, active listening, reading authentic material, and access subject-specific target language terminology, improve overall target language competence. The method of teaching ESP based on ICT is quicker, easier, and more efficient.

The on-line course "English for lawyers" was designed to teach ESP in the context of blended learning. Before created this on-line course, we drafted a questionnaire (ESP Needs Analysis). Finding out that our students are interested in Legal English, we could define the structure, topics of our on-line course and particular skills that should be formed and developed. Each unit has a legal text for reading including pop-up windows with the equivalents in Russian (Figure 1), the Vocabulary Focus for drilling the terminology, collocations, prepositions (Figure 2), the Listening focused on the same topic as the Reading (Figure 3), the Writing.

Legal texts introduce basic legal concepts, a variety of relevant vocabulary in the topic area. Various types of authentic text material have been used here. All legal texts are accompanied by a wide range of tasks for building the core skills of reading, writing, listening and speaking. The written and spoken tasks have been chosen to represent a wide range of text types in use. The speaking tasks are carried out in a classroom (e.g., prepare and give a presentation on a particular topic, discussion activities and role-plays) because they need to have an audience to listen to them.

Figure 1. Reading with pop-up windows (translation)

Results and Discussion

The process of computerization of education entails the changing of means, ways and content of the educational activity. It increases the level of teaching and provides for the development of forms and methods, individualization and differentiation of learning. Nowadays many universities try to create a common educational environment applying such information systems as LMS (Moodle) and MOOCs (Coursera, edX) for teaching ESP.

We designed the on-line course "English for lawyers"which was incorporated in the ESP curriculum. Three academic groups were taken for the experiment (47 students from the Law Department). Based on the results we found that the online course using for teaching ESP improved student's ability:

- to write common legal text types (letters, memos);

- to read legal texts, commercial legislation, commercial –law documents;

- to speak about legal topics in meetings, contract negotiations, interviews.

At the same time, we found the following opportunities ICT for teaching ESP. The online course 'English for Lawyers' is available within 24 hours: exercises and tests for reading, listening, and vocabulary; lectures, audios and videos; also, students can monitor their progress; using all references and extra information resources. It should not go unnoticed the functionality of the online course for cognitive and communication activities: intercommunication of students and the tutor using forum and chat; providing for e-content on the websites; using tests for monitoring of knowledge. The analysis of studies can be argued that the online course has modularity of ESP course and permits a teacher to exercise control over to change the settings of the course, to amend and add some authentic material; to organize the teaching, testing, and monitoring.

Figure 2: Drilling Functional Lexis

Conclusion

So, the process of integration English and a definite student's discipline is becoming popular at universities. It encourages the formation and development all competencies for the future career. In addition, CLIL technology, ICT, integrated approach, comprehensive approach, and competency-based approach should be

used for improving reading ESP, writing ESP, listening ESP and speaking ESP:

- develop communication skills (writing and speaking for professional activity);

- memorize the English legal collocations, train vocabulary;

- learn new professional words, phrases;

- learn the correct pronunciation;

- form and improve scanning, skimming and intensive reading for authentic legal texts;

- shape and improve listening using the authentic video material on legal topics;

- improve writing participating in forums within the framework of online course of study;

- realize a research activity.
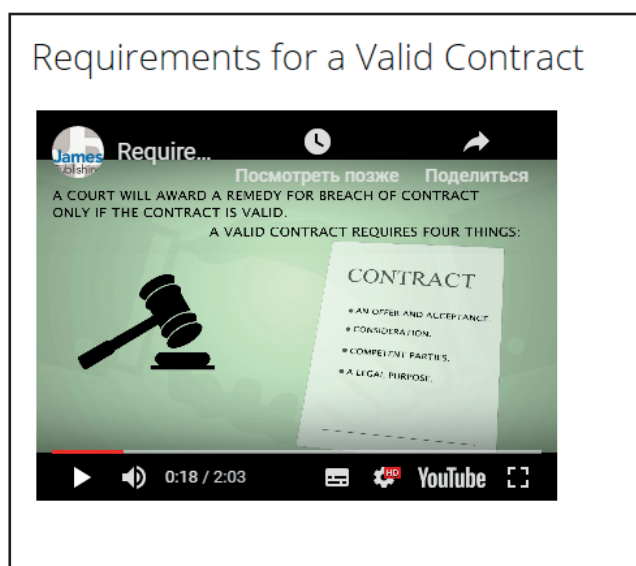
Figure 3. Applying Video for Training Listening and Vocabulary

Therefore, informatization of education is an organized process provided with theory, technology, and experience of setting up and applying of academic, learning and training, and technology software study aids that realize the didactic opportunities of information and communication technologies. The analysis opportunities of ICT manifests that online ESP course has a beneficial effect on improving forms and methods of teaching, individualization, and differentiation of learning; creates a complete educational environment of the university; it is designed on the principles of modularity, flexibility, and interaction; it entails the altering structure of educational process and applying blended learning. At the same time, online course 'English for lawyers' gives an opportunity to use the content for all students of the group, train the professional vocabulary repeatedly, watch videos out of class on the legal topics, discuss some points in charts and forums, and provide with authentic material for individuals and groups. The

students work with legal material (search, analyse, compare, control of digestion) independently that is why the content should be drafted effectively methodologically and technologically and organized consistently. Computer-aided information processing should be provided for all stages at university and all practices.

Now we can single out the core features of ESP methodology, which are multiple focus (language and student's discipline), enriching learning environment, active and motivate learning, scaffolding, authenticity, and co-operation. The core features are driven by the principles; cognition, community, content, and communication.

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Assessing Content and Language in ESAP: Why it is Reasonable and How it Can be Done

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Abstract

As two practitioners of English for Specific Academic Purposes (ESAP), we explain why we believe it is not only justified, but reasonable to include content knowledge in the assessment of ESAP courses. To this end, we outline different ways for practitioners to obtain the necessary subject-specific information and we discuss three practical methods for including content aspects in assessing typical tasks in ESAP, i.e. oral presentations, essays, and written exams.

Introduction

One of the challenges of designing and leading an English for Specific Academic Purposes (ESAP) course is that, for the most part, the people who are charged with the task are English as a Foreign/Second Language (EFL/ESL) teachers with an EFL/ESL background, but without any particular training in the 'specific academic' area that the course is intended to address. A specific academic purpose suggests course content that challenges, at the very least, non-expert teachers' abilities to find appropriate course materials and to assess learning results. In fact, we have heard colleagues who have rejected the idea that ESL teachers can impart and/or test discipline-specific knowledge in areas in which they are most likely nothing more than plucky laymen ('How am I supposed to teach English for Chemistry, when I don't know a solvent from a Bunsen burner?').

We are not primarily concerned here with discussions of ESL theory, but we have over 15 years of combined experience in teaching ESAP classes, so it is only natural that our chosen approach is a pragmatic one of examining how we have dealt with these issues in our courses, and how we have answered these questions for ourselves. We currently teach English for Students of Law (Zook) and English for Students of Business and Economics (Bieker) at the Modern Language Centre of Philipps-Universität Marburg. The ideas presented here were shared and discussed in a workshop we led at the conference, 'Integrating language and content in EAP' held on June 02, 2018 at Wildau, Germany.

We should make clear from the outset that we reject the notion that ESL teachers without training or experience in a specific academic field cannot and/or should not attempt to teach or assess discipline-specific content in ESAP courses. For one, if we make a distinction between English for Specific Academic Purposes (ESAP) versus English for General Academic Purposes (EGAP)

(cf. Hyland, 2006, pp. 10-12), it raises the question of what the advantage of an ESAP course is if everything dealing with the academic field in question is to be bracketed out for fear of tainting the content with one's inexpertise. Second, any language course will necessarily contain elements (e.g. lexical) that render impossible a clean distinction between expert content and language mastery. If students are to learn new lexis – a fundamental part of any language-learning endeavour – this can be tested with classic vocabulary tests. It seems absurd to think that an ESAP teacher might refuse to give – or grade – a vocabulary quiz due to a self-proclaimed inadequate mastery of the discipline's technical terms.

Expertise and Where to Find it

Having established that we consider the inclusion of expert content in an ESAP course to be not only possible, but indispensable, the next step is to deal with the problem that remains. Namely, how is a non-expert to teach and assess a course with expert content? If the bad news is that one cannot steal away from the responsibility of dealing with subject-specific content, the good news is that one of two things can be helpful: One possibility is that the course takes place under the auspices of a hands-on department that offers specific links to its L1 curriculum, particular goals for student learning, pre-determined textbook or course materials, perhaps even a professor to tandem teach with, or at the very least, a contact person, who is always available with guidance and support. This sort of cooperation has not been part of our experience. The departments for whom we have offered ESAP courses have been satisfied to outsource the responsibility for discipline-specific course content to the respective ESAP instructor, which leads to the alternative scenario.

While departmental cooperation might be pleasant and instructive, the liberty to design a course according to one's own concept has advantages of its own (cf. Graves 1996, pp. 2-7). With that freedom, one can decide what subject content will be dealt with, shining the spotlights on whatever elements one chooses to emphasize and bracketing out aspects that do not appeal. Of course, the expertise is missing and must be replaced with one's own (very likely non-existing) expertise.

Fortunately, scratching together enough subject knowledge and authentic material to exceed what is needed for a course is no problem for anyone with an academic background, i.e. who has learned to do basic research. Moreover, everyone has some basic

background knowledge of most subjects. In my (Zook's) first English for Law Students course, I joked with the class that – while I had no formal background – I felt well prepared after watching several seasons of L.A. Law and Boston Legal. Additionally, access to the Internet means access to literally hundreds of websites dedicated to various aspects of whatever subject is the basis of the course, including authentic short texts, vocabulary lists and glossaries, instructional videos, etc., etc. Within 10 minutes of googling 'geography' I had found a text from the American Association of Geography that would form the basis of much classroom discussion. One can also draw on students' expertise to fill in small gaps, including homework assignments that consist of finding answers to questions that cannot be adequately resolved in class. Of course, oral presentations are also an excellent opportunity for students to contribute to the expert content of the course. The instructor's knowledge must be adequate to call out student errors, but – because presentation topics are usually set weeks in advance, it is not difficult to prepare such pockets of knowledge beforehand, as we will discuss later.

Finally, if all else fails, the option of using an ESAP textbook is always available. While the appropriateness of textbooks in ESAP has been questioned (cf. Hyland, 2006, pp. 96-89), many instructors prefer this approach. From a practical point of view, the advantages are obvious. One can assume that any subject content found in a textbook has been carefully vetted and edited, and is thus accurate and reliable (and students will not challenge such information). This does wonders for boosting the confidence of instructors trying to make their way in an unfamiliar subject. Textbooks also provide plentiful material; usually far more than is needed for a single course. This allows instructors to be selective about the material, allowing them to shape the lesson plan to best suit their students and themselves. A textbook also lends continuity and structure to a course (cf. Harmer, 1998, p. 117) and provides aids for assessment.

Initial misgivings about trying to teach expert content as a non-expert are certainly understandable, but given the myriad possibilities of dealing with that problem, such reservations can reasonably be set aside, and ESAP instructors can stride forward to include subject content with confidence. The only meaningful question that remains is what tools ESAP instructors have at their disposal for assessing expert content.

Assessment Methods and their Benefits

In this section, we would like to share and discuss our experience with three methods to assess content knowledge in ESAP classes, while acknowledging that there are additional possibilities as well. All three methods involve an analysis of a student's speech or writing using adapted rating scales. They will allow us to assess content in a way that creates positive backwash (defined in testing theory as the effect of efforts made by students to perform well in assessment resulting in an improvement of the desired skills (cf. Hughes, 1989:53)).

Oral Presentations

Some teachers rate presentations holistically, but as far as testing theory is concerned, some more objectivity can be achieved by using analytical rating scales (cf. Harris & McCann, 1994, pp.13, 55; Hughes 1989, p. 102), and they can be expanded so as to include content. For an oral presentation in which only language skills are to be assessed, rating scales will typically consist of criteria such as grammatical accuracy, pronunciation, fluency, clarity, appropriacy of lexis. However, the criterion of appropriacy of lexis already contains a content dimension. The knowledge of when to apply which lexical item also requires the student to have at least some understanding of the subject matter. For instance, if a student gives a presentation on mergers and acquisitions, they may use terms like 'shareholders,' 'legal structure,' 'assets,' and 'liabilities' correctly. Doing so is not only evidence of their understanding of these terms, but also of their understanding of the concept of mergers and acquisitions. Therefore, the criterion of appropriacy requires us to include knowledge of the subject matter in our assessment. Moreover, if we particularly encourage students to use a range of subject-specific vocabulary they will make an effort to remember the necessary lexis and will strive to understand the subject enough to make use of the desired range of lexis. Thus, there is positive backwash with regard to both content and language.

Another possibility of assessing content in an oral presentation is to include relevance and development of ideas in the list of criteria. The student will need knowledge of the subject matter in order to decide what information is relevant to the topic and, perhaps even more so, to develop their ideas appropriately. Again, these criteria, if known to students as they prepare their presentation, will create positive backwash, because they will work towards a clear delineation of their topic as well as an understanding of it that is sufficient to allow development and expansion. Of course, students may know more than they can show, but we can only base our assessment on their in exam situations.

Finally, we will be so bold as to add another, purely content-directed criterion to the scale. We would indeed suggest that the criterion of factual correctness should also be used in assessing oral presentations in ESAP classes. Clearly, this could potentially be a particularly tricky quality for a non-expert instructor to evaluate. When it is explicitly stated that this is to be a criterion, students are justified in assuming that factual errors will be called out whenever they occur. The instructor's responsibility is to make sure that the students are not misled by falsehoods, and as a layman in the subject at hand, it is difficult to guarantee this.

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Nevertheless, as we explained above, it has been our experience that it is actually relatively easy to achieve sufficient expertise in the specific sub-areas that presentations address to spot mistakes, or at least to know when an assertion sounds a bit off, so that one can follow-up with questions and/or fact-check. The alternative to this is allowing presentations to be made in a fact-relative environment, in which facts and their alternatives are presented as equally valid and equally uncertain. Assertions, unanchored to any standard objective of truth, would float about freely for students to latch onto – or not – at their whim. This, however, we see as pedagogically ill-advised and contrary to the purpose of communicative language teaching.

Finally, including the criterion of factual correctness also helps generate positive backwash because it will provide an extra incentive to be careful about choosing and evaluating sources, which in our view is an important study skill.

Essays

As far as rating is concerned, essays are quite similar to oral presentations in that they are also production-based integrative tasks. Consequently, the points made above can also be applied to essays. However, in an essay, more so than in a presentation, another quality we can assess is coherence. An essay is said to be coherent to the extent that ideas are logically connected and combine to make a meaningful whole. We found this to be another area in which there is an overlap between language and content, and we would suggest that this feature can be used for assessment. Since coherence is not only about form, but also about meaning, students need to draw on their knowledge of the subject matter in order to write coherently. For instance, one indicator of coherence is the use of so-called linkers, e.g. adverbs like 'however,' 'moreover,' 'furthermore,' 'therefore,' etc. and conjunctions such as 'although,' 'because,' etc. Our assessment of the coherence of the essay does not depend on the mere number of the linkers, but on whether they are used appropriately.

To give a concrete example, in an essay, a student may write the following passage: 'Since the markets are highly competitive, it is crucial for companies to ensure innovativeness of their products. Therefore, it is reasonable for them to allocate a considerable percentage of their spending to investment in research and development.' In assessing this to be coherent, we infer that they understand the connections between the three business-related ideas competitiveness of markets, importance of innovation, and investment in research and development because of their ability to use the linkers 'since' and 'therefore' correctly.

Contrast the above passage with this one: 'Despite the fact that the markets are highly competitive, it is crucial for companies to ensure innovativeness of their products. However, it is reasonable for them to allocate a

considerable percentage of their spending to investment in research and development.' If we assess this passage to lack coherence, our judgment is not a mere observation that language was used incorrectly, but an evaluation of the ideas themselves. The connections the student has made are not accurate: in competitive environments, companies normally try to get ahead by innovating; hence, it is illogical to contrast these ideas. And if it is important to innovate, the legitimacy to invest in research and development does not come as a surprise, which is why the second contrast is also not sound. In other words, the student's ability to write coherently about the topic goes hand in hand with their understanding of the subject matter, and in including the criterion of coherence, we can – and should – assess their content knowledge as well.

Just as with the other forms of assessing content, the criterion of coherence, understood in this way, also creates positive backwash. In this case, the main benefit for the students is the development of subject-specific critical thinking skills. If they understand that they must produce a meaningful argument or analysis, it is likely that they will develop the skill of critically evaluating the connections they see between ideas, which, again, is a skill that will serve them in their subject classes as well.

Shorter-Answer Exam Questions

The third method for assessing content in ESAP classes is most suitable for written exams. Traditionally, open-ended exam questions can have varying degrees of complexity ranging from short-answer questions to essay questions. In an ESAP exam intended to assess content knowledge, we found that an effective question type is between short-answer questions and essay questions in length. For this, we would like to use the term 'shorter-answer' question because they elicit responses that are shorter in length than essays, but that go beyond phrases or a short sentence. We have used two different questions of this type: firstly, questions that require the candidate to explain the meaning of a term, and secondly, questions in which the candidate is asked to reproduce details from input they received in class or through self-study. As for the first type, we have given students questions in which they are asked to explain a set of key terms from their discipline; for the second type, we have put relatively simple questions relating to videos watched in class on final exams.

It is true that these question types seem more appropriate for a subject class; however, the difference is that in a subject class, the response can either be right or wrong and thus can also be very short. In an ESAP class, the candidate should be encouraged to provide sufficient detail and use advanced language. The response, then, should be rated on a scale that consists of language and content categories similar to the types of rating scales discussed above. The content criterion could be binary, i.e. one extra point if the response is correct, no credit if it is incorrect; or it could be gradual,

e.g. there are five available marks for content. The scale will of course be simpler than the scale for the essay question because, crucially, the assessment task is not a writing task. Instead, it is a task that tests the student's subject knowledge and knowledge of the relevant English lexis, including the connections between the lexical items.

As with the methods above, one advantage of this method is that if the requirements (i.e. provide detail and use advanced language) are spelled out to learners, then a highly effective way to prepare for the exam is to practise explaining terms or answering key questions using the most advanced vocabulary possible. As a consequence, students will not only expand their vocabulary actively, but also strengthen the connections between different lexical items in English. Moreover, knowing that content-related questions will figure on the exam, the students are more likely to engage the material presented by the teacher.

Conclusion

With respect to all three methods – oral presentations, essays, and shorter-answer questions – the key is to make the criteria for assessment transparent to the students. They should be told, through announcements or course guides, that their knowledge of the subject matter discussed in class or provided for them in materials will be of relevance. And, what is more, that they have to demonstrate skill in dealing with the subject matter that goes beyond making competent use of the English language. We have received positive informal feedback on these methods from our students, but we intend to do an extensive student survey to determine the overall student response. In a much more large-scale project, it would also be interesting to find out about subject professors' estimation of our assessment for a selected range of tasks. As for the practical aspect, we know that the discussed methods initially add extra work for the teacher, but we have found that it also has great potential for making the teaching of and ESAP course a much more authentic and interesting experience.

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Information Literacy in Practice

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Abstract

American Library Association's (ALA) Digital Literacy Task Force describes digital literacy in their 2013 report as 'the ability to use information and communication technologies to find, understand, evaluate, create, and communicate digital information, an ability that requires both cognitive and technical skills.' The assumption that our students are born into the digital age so they are digitally literate is unfortunately proven to be wrong most of the time. As a sub-component of digital literacy, information literacy has become, maybe has always been, an indispensable objective in HE, ESP course design and delivery in the age of technology. To help our students to that end, we need to find feasible ways to assess their needs, teach them what they need know, give them opportunities for practice and measure their learning at the end.

In this paper, I will be talking about how I integrated information literacy instruction, practice and assessment into a freshman EAP course. We will first look at the definitions and literature to clear the ground and will briefly talk about the tools that can be used for needs assessment. Then, I will share the task and materials I devised and finally, talk about the assessment.

What is Information Literacy?

According to the report released by ALA's Presidential Committee on Information Literacy in 1989, '[to] be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information'

Information technology skills, according to ALA's Information Literacy Competency Standards for Higher Education (2000), are an individual's skills in using 'computers, software applications, databases, and other technologies to achieve a variety of academic, work related, and personal goals' and despite 'significant overlap,' information literacy is a 'distinct and broader area of competence' (p. 2).

What does the Literature Say?

The literature on undergraduate students' competency in information and computer technologies confirm that today's undergraduate students are highly immersed in and familiar with digital technology and online information so that they can easily utilize online information for their studies. However, their 'technical proficiency' does not necessarily make them information literate, which requires 'the capacity to locate, identify and critically appraise resources…in order to determine which are the most relevant and reliable' (Judd & Kennedy, 2011, p. 352).

To see whether university level students develop these skills during their studies, in their study, Judd and Kennedy looked at medical students' tendencies in their source choice and found that first year students highly rely on Google and Wikipedia (almost 80%), which only gets better to a certain extent in their second and third year (54.5 % and 41% respectively). In contrast, the use of more authoritative sources (such as library websites) is very low in their first year (5.9 %) and gets only a little higher in their second and third years (13.9% and 20.5% respectively) (Judd & Kennedy, 2011, p. 235).

With reference to the Citation Project Source Based Writing Corpus, Jamieson, in her 2016 paper reports that 'of the 930 sources cited in coded extracts written by the 174 student participants … books make up 14%; articles from scholarly journals, 24%' (p.120).

To see the critical appraisal of the sources used in their writing Jamieson and Howard (2013) looked at where students' citations usually come from and found that: 'The majority, 46 percent of the students' 1,911 citations, come from page 1 of the source' and '[only] 9 percent of the citations refer to material from page 8 or beyond in the source' (p.124), which is obviously not a very promising picture in terms of students' meaningful engagement with the source material.

Measuring the Needs

When currently available academic skills measurement-evaluation methods are investigated, the MASUS Procedure, Project SAILS (Standardized Assessment of Information Literacy Skills), TRAILS (Tool for Real-time Assessment of Information Literacy Skills) and ETS-HEIghten (Critical Thinking Assessment) come up as good examples. Among different methodologies, the common approaches can be summed as:

1. Surveys with self-assessment questions;

2. Surveys with questions which are 'assumed to deliver indirect evidence for the command of skills;'

3. Computer-based performance tests in controlled environments (Van Deursen, Helsper, and Eynon, 2014).

Professional and Academic English

The problem, though, is two-sided: Each method has its own limitations, and it is difficult to fit them in context-specific situations.

To have an idea on our first year students' information literacy competencies, I took 'Conceptualized Internet Skills Items Based on Theoretical Framework' from Van Deursen, Helsper, and Eynon (2014, pp.11-13) as a model and used Likert type format, and following their suggestion, I applied the scales 'Not at all true of me,' 'Not very true of me,' 'Mostly true of me,' 'Very true of me' and I replaced 'Neither true nor untrue of me,' with 'I have no idea what it is all about' in an effort to collect more objective responses.

I gave the survey at the beginning of the year and collected 200 responses and processed 100 of them (randomly chosen). The results show that our first year students trust their basic internet skills, such as viewing webpage, downloading, saving documents they found online ('very true of me' 74% for each), and they are confident with keyword search engines like Google and Google Scholar ('very true of me' 75%).

However, they do not trust themselves with their use of the library online catalog and online databases ('very true of me' 31% and 32% respectively). Similarly, their awareness and use of advanced search options like filtering options, exact phrase search option, and using Boolean Operators seem to be very low ('very true of me' 39%, 39%, and 24 % respectively and highest percentage of all 'I have no idea what it is all about' for Boolean Operators with 21%). Likewise, they are less aware or confident with source evaluation strategies like checking the publication date, authorship and legitimacy ('very true of me' 33% and 24% respectively), but their awareness of domains (edu.; gov.; com.; net.; org.) is comparably higher ('very true of me' 45%).

This picture corroborates the assumption and earlier research that our students might have information technology skills, but they need help and guidance when it comes to locating and evaluating the online sources more effectively.

The Research Task

The Course

English 102 is a first year EAP course aiming at developing academic reading and writing skills students will be using throughout their studies in university. Writing component of the course aims at building awareness and skills in documented argumentative essay. Among the objectives, the following can be listed as the leading ones for the research task:

1. researching on the Internet
2. researching in the library
3. evaluating sources for relevance and reliability
4. identifying reference information
5. identifying and selecting relevant sources

The Task in Brief

ENG102 requires students to write a documented argumentative essay, and the research task which comprises initial research and planning is the first task in the process. The task requires the students to decide on a topic and the question for the essay, make an initial plan and come up with a tentative thesis. To that end, they are expected to do an online research to find two different sources each representing one side of the issue (a PRO and a CON) and identify two excerpts they are going to use in their papers.

Research Skills Workshop

In our context, first year students are given short presentations on the library resources during the orientation program. However, it is mainly our duty to teach them the research skills that they will need to pursue their studies, which is why we have a source based essay writing which requires students to do their own research as a component of one of our EAP courses. To introduce the idea to them and give them opportunities for meaningful practice, we organized a two-hour workshop for each class.

In this workshop, we gave them detailed information about effective use of keyword search engines and library online databases. The workshop, in about two class hours, introduced the strategies for effective online research on Google, Google Scholar, and Library Online Databases, including filtering options, exact phrase search option, and Boolean Operators. Students had a chance to observe, compare and contrast different search engines. The workshop also gave an opportunity to raise students' awareness of strategies in source evaluation. They were informed about what different domain extensions mean, what a primary, secondary and peer-reviewed source is. They were shown how currency, authority, reliability, and purpose of the source can be inspected and used in source evaluation.

We made it compulsory to attend the workshop and rewarded students with one grade point and embedded that point on the task criteria. Following this input session, some teachers took their students to a computer laboratory to give them a chance to practice the skills introduced under teacher's supervision.

The Quiz

In an effort to guarantee students' attendance and to have an idea about their learning, we gave a short quiz at the end of the research skills workshop. We offered the quiz both online and on paper. We gave students 10 minutes to answer 10 questions. We gave them the answers immediately after they finish to feed their awareness. The average score, 71%, gives an idea

about the extent to which the workshop achieved its objective.

Setting the task

In week 6, we set the task. We provided the students with the task template and guidelines and task specifications (see Figure 1):

Figure 1. Guidelines and Specifications

The task template has three main components connected to each other. The first part requires the student to give an idea about the initial plans for the essay. We made the steps they need to take clear with a guidelines and specifications document and provided the students with a sample (see Figure 2).

Figure 2. Part 1 Sample

The second part is about the sources, where the student needs to give information about the source and show how it relates to his/her purpose. For this second part, as well, we provided the students with clear instructions and a sample (see Figure 3 and Figure 4):

Figure 3. Part 2 Guidelines

Figure 4. Part 2 Sample

On the third part of the template, the student is expected to evaluate the source with the given criteria and justify his/her evaluations. As we wanted the task to work not only as a tool for assessment but also teaching, we

devised some criteria for source evaluation. To make sure the students understand how to use the criteria, we provided them with guidelines, a sample and a case for practice (see Figure 5 and Figure 6).

Figure 5. Part 3 Guidelines

Figure 6. Part 3 Sample

Grading

We graded the task with the criteria below (see Figure 7). The students mostly performed well, and the average grade was 7 out of 10.

Figure 7. Grading Criteria

Conclusion

The task worked mostly well. The template did not pose any serious problems, but we had better add the source title in the source information box. We required the students to use minimum 6 sources for the whole essay. It was a good idea to give them this kind of practice with two sources, but repeating the task for the other 4 sources might be a good idea. We did not grade the quiz, but thinking about writing more questions and working more on its reliability and validity controls, and repeating the test 2-3 times throughout the semester might serve better for the purpose.

I had a chance to analyze the sources my students shared with me with the task. I picked the ones with well-justified evaluations and ended up with 31 papers and 62 sources in total. Looking at the picture, one can see that the students mostly chose more up-to-date sources (50 sources 'written/updated in 2010-18'). 20 sources out of 62 were primary sources written by experts and 35 of them were secondary sources citing from experts in the

field. I was happy to see that 45 sources were chosen from the articles from academic journals (see Figure 8).
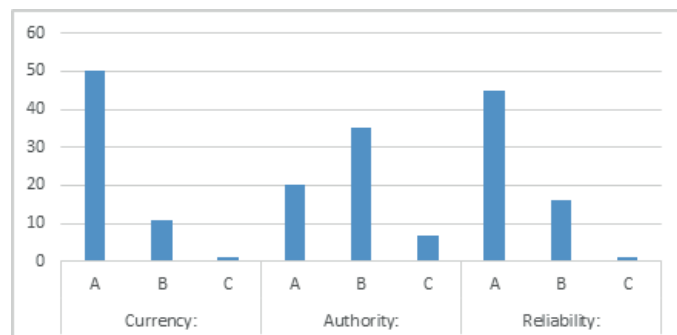
Figure 8. Source Quality

As said earlier, the task required the students to make choices and evaluations for the two sources they were going to use in their essay. The assumption was that the criteria will turn into their inner criteria while making their choices for the rest of the essay. In my case, it was nice to see that the students were trying to justify their choices with reference to the key concepts on the criteria whenever we were having informal conversation about their work in progress during the semester. At the end, I wanted to check whether this assumption was proved to be correct, and I randomly picked 27 essays and collected their reference pages on one document. I ended up with 171 sources. With extra attention to avoid clashing situations, I analyzed these sources under four categories: sources given with an academic journal title, from EBSCO (library database), sources with DOI number or from non-profit organizations' (doi + org/), and sources from educational institutions' or government (.edu + gov.) websites. Out of 171 sources, 104 of them were chosen from these categories, among which 55 sources were holding DOI numbers or from non-profit organizations' websites. 19 of them were from educational institutions' and government websites and 17 of them were shown to be taken from an academic journal. Although I cannot take it for granted that the students found the 'journal,' 'doi+org/' and '.edu+gov/' sources from the library online databases, it was for sure that 13 sources reported to have been retrieved from 'EBSCO' were for sure from the library databases (See Figure 9).
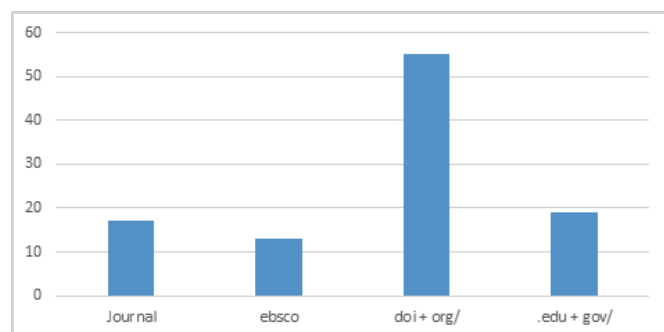
Figure 9. Spring Semester Source Quality

So as to better interpret the picture, I compared the students' source use in the spring semester with the ones in fall semester. For the fall semester, I randomly picked 24 papers and collated their reference pages on another document. This time I ended up with 174 sources. I analyzed the fall semester reference pages from the student papers using the same categories. At the end, I have seen that there is a 25% increase in terms of their use of sources from these categories, which is an improvement in terms of source quality (see Figure 10).
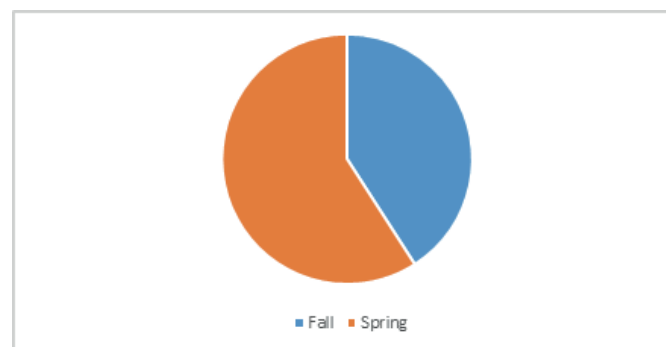
Figure 10. Fall and spring semesters source quality comparison

When I looked at where this increase was coming from, I saw that it was mainly caused by more sources listed with an academic journal title, sources reported to have been retrieved from EBSCO, and '.edu + gov/' domains (see Figure 11).
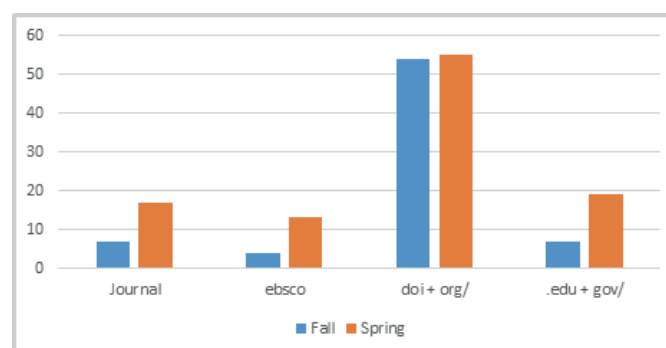
Figure 11. Fall and Spring Semesters Source Quality Comparison Details

To conclude, I am mostly happy with this first round of using the task. I believe it worked well both as a teaching and assessment tool. Next time, if I have a chance, I would think about turning it into a portfolio task for six sources. I would also work more on the quiz to make it an assessed component. The workshop deserves more class time. I strongly suggest it be accompanied or followed by lab sessions to provide students with hands-on practice under the teacher's supervision.

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Same Chapter, Different Disciplines: Metadiscourse Use in Introductions of English Language and Sociology Master's Theses

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Abstract

Investigation into metadiscourse use in master's thesis Introductions across disciplines is arguably rare. Thus, this paper examined the use of metadiscourse devices in the Introduction Chapters in English Language and Sociology master's thesis. The metadiscoursal devices in a corpus drawn from the Introduction Chapters of 20 English Language and Sociology master's theses were manually coded, drawing on the modified version of Hyland's metadiscourse model. The results revealed that there were marked cross-disciplinary quantitative differences across the metadiscoursal subcategories (contra attitude markers). Regarding interactive subcategories except frame markers, the rest were more frequent in English Language Introduction Chapter (ELIC) than in Sociology Introduction Chapter (SIC). On the other hand, all the interactional subcategories (except attitude markers) were significantly frequent in ELIC. The findings have implications for the teaching of metadiscoursal resources in English for Research Purposes (ERP), and further studies into chapterology.

Keywords: chapterology, continuants, evidentials, hedges, metadiscourse

Introduction

English for Academic Purposes (EAP) research has "reshaped the ways that English language teaching and research are conducted in higher education" (Cooper & Bikowski, 2007, p. 214). The thesis or dissertation constitutes one of the major writing genres encountered by postgraduates as they climax their studies. In writing the thesis, novice researchers are confronted with challenges ranging from structure to rhetorical choices. It is reported that one of the challenging chapters that students grapple with and thus produce severally is the introduction chapter.

The introduction chapter is considered crucial given its communicative functions (Olmos-Lopez, 2015), and unique move structure (Cheung, 2012; Choe& Hwang, 2014; Geçikli, 2013; Loan & Pramoolsook, 2014; Wuttisrisiriporn, 2017**).** Among other things, it contextualizes a study in order to delimit it (Bitchener, 2009; Olmos-Lopez, 2015). The chapter appears to be common to all students genres: master's thesis (Akoto, 2012; Bitchener, 2009), doctoral dissertations (e.g. Swales, 2004), undergraduate dissertations (e.g. Akoto & Afful, 2010; Olmos-Lopez, 2015), and student essays

(Afful, 2010). In all these genres, the Introduction has the same position as the foremost chapter, as shown in Figure 1 (see Swales, 2004).

Introduction
Literature Review/Survey
Methods (Materials/Procedure)
Results
Discussion
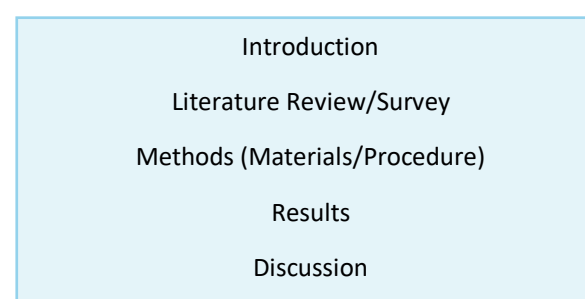
Figure 1. Structure of traditional dissertation (Swales, 2004, p. 107).

Figure 1 presents the chapterological composition of the traditional dissertations. The theses I used in my study differ slightly from Figure 1 such that they involve five chapters in which Results and Discussion are merged. This, of course, points to disciplinary and institutional variations (Burneikaite, 2008; 2009a, b & c). Indeed, the textual positioning of the Introduction seems to have a disciplinary consensus, since in thesis across all disciplines, it appears as the first chapter. While this is true in all academic disciplines, the same cannot be said about the rhetorical choices in this chapter. Olmos-Lopez (2015), thus, maintains:

> The general communicative purpose of a PhD [master's] thesis and its chapters might be the same, yet it varies across academic communities and disciplines…., a PhD thesis in linguistics differs from a PhD thesis in Physics, or a PhD in Linguistics in the Linguistics Department at Lancaster University might differ from a PhD thesis in the Linguistics Department at Purdue University, US (p. 49).

Olmos-Lopez (2015) alludes to *chapterological variation* within the same genre (e.g. master's thesis) across different disciplines. He further affirmed the fact that there are intra/inter-disciplinary variations within and across chapters (e.g. Mestre-Mestre, 2017; Mirshami & Allami, 2013; Musa, 2014a & b; Rezaeiet al., 2015).

Quite a number of studies have focused on metadiscourse use in the introduction chapters/sections in Research Articles (Ras) (e.g. Abdi, 2012; Farzannia & Farnia, 2016; Jalilifar & Kabezadeh, 2012; Salek, 2014), PhD theses (Kawase, 2015); master theses (Akoto,

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2012; Ghaleh, 2015; Rezaei, Estaji & Musa, 2014a & b), undergraduate thesis (Olmos-Lopez, 2015) and students' essays (Afful, 2010). However, few of the above studies come close to the present one (e.g. Akoto, 2012; Rezaei et al.,2015). Rezaei et al. (2015), among other things, explored inter-chapter variation in interactional metadiscourse in Applied Linguistics (AL) master's theses introduction. They found the following metadiscourse scale of preference in the Introduction Chapter: engagement markers, hedges, attitude markers, boosters and self mentions. Their study revealed what for now can be described as the *tolerability scale of interactional metadiscourse* in AL master's thesis introduction. Thus, it points to a specific discipline, unlike the present one which compares Introduction Chapters across two disciplines. It, therefore, appears that a study on metadiscourse use in master's theses Introduction Chapter across disciplines is rare. It is this gap that this study seeks to fill by investigating variations in the use of both interactive and interactional metadiscourse in the Introduction Chapters in English Language and Sociology master's theses. The two selected disciplines (English Language and Sociology) are described as both divergent and convergent in some disciplinary typologies. Becher (1989) and Biglan (1973) label them as soft sciences, and Biglan (1973) describes them as pure disciplines. On the other hand, while English Language is regarded as non-life (Biglan, 1973) and humanities (Hyland, 2009), Sociology is considered a life and a social science discipline by Biglan (1973) and Hyland (2009) respectively.

In the ensuing sections, I discuss the modified version of Hyland's (2005a) model of metadiscourse, which serves as the analytical framework. This is followed by the discussion of the methods and procedure employed in the study. In the last two sections, I present discussion/results and conclusion respectively.

The Modified Interpersonal Model of Metadiscourse

Several models (e.g. Adel, 2005; Burneikaitè, 2008; Crismore, Markkanen & Steffensen, 1993; Hyland, 2005a; Hyland &Tse, 2004; Vande Kopple 1985; with modified versions – Abdi, Rizi & Tavakoli, 2009; Ädel, 2006; Aguilar, 2008; Akoto, 2012; Beauvais, 1989; Kumpf, 2000; Zang, 2014) on metadiscourse have been produced since it was first used by Zellig Haris in 1959. Interestingly, the numerous theories diverge and converge in several respects. On divergence, there is a debate as to whether metadiscourse is distinctly disconnected from the propositional plane in a discourse, and more so whether metadiscourse encompass textual and interpersonal resources. On the other hand, all the theories agree that metadiscourse is important and, thus, helps a text to achieve its rhetorical function.

The present study adopts the modified version of Hyland's model of metadiscourse as the analytical framework.

Table 1. The modified version of Hyland's model of metadiscourse

Category	Function	Examples
Interactive Resources	Help to guide reader through the text	
Transitions	Express semantic relation between main clauses.	In addition/but/thus/and
Frame makers	Refer to discourse acts, sequences, or text stages	Finally/to conclude/my purpose is to
Endophoric makers	Refer to information in other parts of the text	Noted above/see Fig./in Section 2
Evidentials	Refer to source of information from other texts	According to X/(Y, 1990)/Z says
Code glosses	Help readers grasp meanings of ideational material	Namely/e.g./such as/in other words
Interactional resources	Involve the reader in the argument	
Hedges	Withhold writer's full commitment to proposition	Might/perhaps/possible/about
Boosters	Emphasize force or writer's certainty in proposition	In fact/definitely/it is clear that
Attitude markers	Express writer's attitude towards proposition	Unfortunately/I agree/surprisingly
Engagement markers	Explicitly refer to or build relationship with reader	consider/note that/you can see that
Self-mentions	Explicit reference to author(s)	I/we/my/our
Continuants	Create a space for reader intrusion into text	and so on, etc., among others, …, to mention but a few

This model involves two macro-categories (i.e. interactive and interactional), which respectively comprise five and six micro-categories. The interactive category is employed for organizing texts to guide readers to access the propositional messages while the interactional one is deployed purposely to engage readers in texts in order to enhance intra-textual writer-reader interaction. Akoto (2012) introduced a new subcategory to the interactional metadiscourse, which he terms *continuants*. Continuants involve expressions such as 'and so on', 'etc.', and 'among others', which leaves epistemic space for reader involvement in knowledge production (Akoto, 2012). Continuants can discursively be described as space-savers, or space-saving rhetorical resources, but metadiscursively they mean more than that.

Method

Data Set

The Introduction Chapters of 20 master's theses submitted to the Departments of English Language (ELI) and Sociology (SCI) in a Ghanaian public university constituted the data sets of the study. The introduction chapters were photocopied and retyped. I processed them by deleting headings of sub(sections) and visuals.

Table 2. Description of data and overview of metadiscourse in ELIC and SIC (Raw Frequencies (RF) & Normalized Frequencies (NF) of Meta Discourse (MD))

Chapter	Running Words	RF of MD	NF of MD	MD Density
ELIC	50,000	5,492	109.8	10.98
SIC	33,500	3,139	93.7	9.37

Table 2 provides useful information on the data sets. It reveals that ELIC contains more words than SIC. We can see that metadiscourse per 10,000 words (i.e. the normalized frequencies) shows that ELIC is metadiscourse dense than SIC, implying than ELIC has greater *metadiscoursal space* than SIC. The higher density of metadiscourse suggests that the degree of interactivity in ELIC is higher than in SIC and that English Language *apprentice scholars* (Lee & Casal, 2014) seem to have greater metadiscourse consciousness than their peers in Sociology. The dissimilarity between the two disciplines correlates with the paradigms of the two disciplines, where English Language and Sociology comparatively align more to qualitative and quantitative epistemologies respectively (Cao & Hu, 2014; Hyland, 2009**).**

Procedures

I read through the entire datasets to manually identify and code all metadiscursive items, drawing on the modified version of Hyland's model of metadiscourse (Akoto, 2012). I preferred the manual analysis to software analysis (e.g. MonoConc Pro, AntConc, Wordsmith, MetaPak and Textinspector), since

metadiscourse is considered an 'inborn fuzzy and functional category' (Khedri, Heng & Ebrahimi, 2013). I computed the raw frequencies of all the subcategories, following the principle of accountability (see Tagliamonte, 2012).

Given that the two data sets had different sizes, which thus do not allow a valid comparison, I normalized the raw frequency (RF) per 10,000 words. In arriving at the normalized frequency (NF), I multiplied RF by 10,000 and divided the outcome by the total of each subcorpus. For example, the raw frequency of hedges in English Language Introduction Chapter (ELIC), which is 1206 (see Table 2) was multiplied by the normalization base (i.e. 10,000) and the outcome was divided by the total size of ELIC subcorpus (i.e. 50,000 words). Finally, to find out whether the observed quantitative differences were statistically significant, I ran a log-likelihood statistical test, with LL 3.84 as the statistical significance cut-off point.

Discussion of Findings

This section has two main parts, where the variations in the use of interactive and interactional subcategories are discussed. I am aware of the ongoing booming studies on metadiscourse into RA chapterology (e.g. Kawase, 2015; Kim & Lim, 2013), I, however, declined to compare findings of this study to them given that the master's thesis has unique and distinct norms, requirements which invariably influence its metadiscoursal choices (e.g. Hyland, 2004, Lee & Casal, 2014).

Interactive Metadiscourse in ELIC and SIC

Here, I focus on the hierarchy of occurrence (Khedri et al., 2013) and the frequencies of the individual subcategories.

Table 2 shows that both ELIC and SIC share (dis)similarities in terms of the 'scale of preference' of the interactive subcategories. Transitions and code glosses respectively occupied the first and second positions in ELIC and SIC. On the other hand, while evidentials is 3rd in ELIC, it is 4th in SIC; endophorics and frame markers

Table 3. Details on interactive subcategories in ELIC and SIC

Category	English				Sociology			
	RF	NF	%	Ranking	RF	NF	%	Ranking
Transitions	830	16.6	15.11	1st	494	14.7	15.74	1st
Code glosses	761	15.2	13.86	2nd	453	13.5	14.43	2nd
Evidentials	443	8.9	8.07	3rd	204	6.1	6.50	4th
Endophorics	436	8.7	7.94	4th	199	6.0	6.34	5th
Frame markers	353	7.1	6.43	5th	306	9.1	9.75	3rd
Total	2823	56.5	51.41		1656	49.4	52.76	

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4th and 5th respectively in ELIC, they are 5th and 3rd respectively in SIC. The common chapter might have accounted for the similarities, while the difference can be attributed to differences in disciplinary culture and ideologies. Interestingly, the findings share both commonalities and differences with previous studies (e.g. Farzannia & Farnia, 2016; Jalilifar & Kabezadeh, 2012; Salek, 2014) who also explored metadiscourse in Introductions. Transitions occurred as the most frequent in all the studies just like the present one. Khedri et al. (2013) noted that 'one of the common features of academic discourse is the high use of transition markers' (p. 325). Apart from this, all the others subcategories display differences. The differences in the findings outnumber the similarities and this is justified because the disciplines, genres, and even the producer of the texts differ. This affirms that metadiscourse use is sensitive to context, which invariably involves such factors as discipline, genre and text producers.

Transitions

Transitions generally help in organizing the propositions in texts (see Burneikaite, 2008). They are thus described as features of a reader-friendly text (Paltridge & Starfield, 2007) as they serve as scaffolds that ease information processing in text.

> In certain social situations in Ghana, the local languages are used in informal situations **while** English is employed in formal ones. (ELI 0001)

> **Although** the relationship of motherhood to women's stance toward war is debated, women in many different historical and cultural contexts have argued that a mother's suffering is unique. (SCI 0001)

Per 10,000 running words, as shown in Table 3, ELIC (16.6) appears to contain more transitions than SIC (14.7). The significant difference in the use of transitions in the same chapter across the two disciplines suggests that disciplinarity influences the use of transitional markers in master's thesis introduction.

Table 4. LL values of interactive subcategories across ELIC and SIC

Metadiscourse Subcategories	LL Value	Significance Status
Interactive Subcategories	18.64	Significant
Transitions	4.38	Significant
Code Glosses	4.01	Significant
Evidentials	20.47	Significant
Endophorics	21.01	Significant
Frame Markers	10.78	Significant

Code Glosses

Code glosses could be absent or present in a text, and each side has implication for the writer, reader and the text itself. Writers may engage in under-glossing, or overglossing, when they respectively refuse to clarify some terminologies, or engage in defining some common disciplinary basic terms which constitute part of common disciplinary lexicons whose meaning is expected to be known to even the novices in a disciplinary community who are the verge of enculturation (Woodward-Kron, 2002).

> It is employed in formal situations **like,** in churches, courts, schools, parliament, officers, by the media, at meanings and for public speech delivery. (ELI 0001)

> **This means that** socio-cultural values of the society may also suffer as women are disturbed by conflicts and have no peace and time to instil cultural values in their children who are the next generation**.** (SCI 0001)

Table 3 indicates that code glosses are more frequent in ELIC than in SIC, implying that English Language thesis writers more than their Sociology counterparts 'helped readers uncover the preferred meanings by predicting readers' existing knowledge and by giving additional information to facilitate the desired interpretation' (Khedri et al., 2013, p. 25). The relative overuse of code glosses in the English Language introduction chapter has some implications. It is possible that the writers enact the originator identity (Tang & John, 1999) and as such 'create' neologisms which require clarification. Two, it has implications for how the writers perceive and, therefore, project their readers. They may seem to have a broader view of the audience, spanning from novice to experts (see Afful, 2010) who may all read the world for assessment and learning purposes respectively.

Evidentials

Evidentials are common in the introduction chapter across the two disciplines, although there appear to variation in terms of frequency. The frequency of use of evidentials was more pronounced in ELIC than in SIC, which a log-likelihood value of 20.47, indicating a high statistical significant difference.

> **According to Wardhaugh (1986),** two speakers who have access to two codes, and who for some reason shift back and forth between the two languages as they communicate, either by code-switching or code-mixing are employing a third code. (ELI 0001)

> In pre-colonial times, forests were historically owned and managed in common by families, clans and stools **(Owubah, Master, Bowker& Lee 2000).** (SCI 0001)

The finding contrasts Hyland's (2004) claim that the more 'harder' a discipline, the more evidential-dense its texts. On a cline (see Hyland, 2009), Sociology seems harder than English Language. It is asserted that softer disciplines relies more on personal experiences and observations than previous studies. In order to sound

convincing, English writers draw more on the views of scholars and previous studies to back their arguments to present an acceptable disciplinary ethos.

Endophoric Markers

Endophoric markers are common to the Introduction Chapters in the two disciplines. Two factors may explain this similarity: the common chapter (introduction) and the disciplinary-factor which is the fact that the two disciplines understudied both belong to soft sciences (Becher, 1989; Biglan, 1973) and pure disciplines (Biglan, 1973).

> **The latter** can and does often respond in a Ghanaian language common to them. (ELI 0001)

> **The study** will also suggest possible lasting solutions to the conflict from the point of view of the women interviewed and also, what should be done to ameliorate the poor condition of the women. (SCI 0001)

Notwithstanding the above similarity, Table 3 displays differences in the normed frequencies per 10,000 words. It is shown that ELIC contains significantly more endophoric markers than SIC. This suggests that English Language apprentice scholars more often require their readers to 'have immediate and quick access to relevant information found between parts of the text' (Khedri et al., 2013, p. 326). The differences can be attributed to variation is the ideologies of the two disciplines, as English Language and Sociology belong to humanities and social sciences (see Hyland, 2009) respectively. This finding is quite surprising given that it is argued that quantitative biased disciplines are more incline towards endophoric markers (Hyland, 2004) as 'scientific discourse is highly multimodal' (Khedri, 2013: 45). However, this finding may corroborate Hyland and Jiang (2018) discovery of changing patterns of disciplinary metadiscourse.

Frame Markers

Frame markers are generally required in a text for the purposes of sequencing information, labelling stages, announcing goals and shifting topic (Hyland, 2004, 2005a). Unsurprisingly, the introduction chapters across the two disciplines were found to contain considerable use of frame markers, given that one of its communicative functions is to organize the text (Olmos-Lepoz, 2015). This is justified by the numerous rhetorical subsections found in this chapter and most importantly a sub section captioned *synopsis of the thesis* which is characterized by framing (Cheung, 2012).

> **The present study is aimed at studying** the conversation between teachers and students of selected senior secondary schools in Cape Coast. (ELI 0001)

> **The next chapter, chapter two**, dwells on the historical development of the 1987 educational reforms. (SCI 0001)

Table 3 shows that English Language *apprentice writers/scholars* (Lee & Casal, 2014) employed significantly more frame markers in the foremost chapter of their thesis than do their colleagues in Sociology. The manifested dissimilarity shows the extent to which disciplinary norms influence the use of frame markers. The finding corroborates previous studies (e.g. Hyland, 2004, 2005a; Khedri et al., 2013) which reported that softer disciplines favour frame markers more than the less softer ones.

Interactional Metadiscourse in ELIC and SIC

This section discusses the use of interactional metadiscourse across the Introduction Chapters in English Language and Sociology masters' theses. Specifically, the discussion focuses on the ranks and the frequencies (normalized) of the interactional subcategories.

Focusing on ranks, Table 2 indicates hedges, engagement markers, continuants and self mentions respectively ranked 1st, 4th, 5th and 6th in both ELIC and SIC. The differences observed regarding the ranks relate to boosters and attitude markers in that while boosters occurred as the 2nd most frequent subcategory in ELIC, it occurred as 3rd in SIC. More so, attitude markers recorded the 2nd position in SIC but it appeared 3rd in ELIC. The similarities in the interactional subcategories with respect to ranking, can be attributed to the (sub)genres factors, as they two corpora are both from master's thesis and the Introduction Chapter. On the other hand, the varied position for boosters and attitude markers can be ascribed to the differences in values and norms in the two disciplines. The present findings largely differ from Salek (2014) and Rezaei, Estaji and Ghaleh (2015), which is largely attributable to difference in disciplinary values. Furthermore, self mentions rank as the least used interactional resource in the thesis introduction chapter is congruent with Olmos-Lepoz (2015).

Hedges

Both English Language and Sociology thesis writers employed hedges in their introduction chapters. It shows that the writers generally 'attempt to make scientific claims rather than taking a stance of omniscient academic' (Can & Yuvayapan, 2018, p. 130) right from the beginning of the thesis. Table 2 shows that ELIC (24.1) employed more hedges than SIC (19.6). The observed difference as shown in Table 4 is statistically significant as the LL value exceeds the statistical significance threshold.

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It is **mostly** used by uneducated Ghanaians who have to communicate with others they did not share a common Ghanaian language. (ELI 0001)

…reports on wars in the print and electronic media and even in academia are in **most** cases silent on the experiences of women in armed conflict situations and concentrate on destruction of physical infrastructure and social amenitie**s**

probably because of the direct cost to the state. (SCI 0001)

The difference in the two disciplines can be attributed to the variation in their values. While English Language, a humanity discipline, lean more towards subjectivity inherent in the qualitative research paradigm (e.g. Kondowe, 2014), Sociology, a social science disciplines, adheres more to the positivist view of objectivity which is also associated with the quantitative research paradigm.

Table 5. Details on interactional subcategories in ELIC and SIC

Category	English				Sociology			
	RF	NF	%	Ranking	RF	NF	%	Ranking
Hedges	1206	24.1	21.96	1st	658	19.6	20.96	1st
Boosters	685	13.7	12.47	2nd	346	10.3	11.02	3rd
Attitude markers	523	10.5	9.52	3rd	392	11.7	12.49	2nd
Engagement markers	183	3.7	3.33	4th	74	2.2	2.36	4th
Continuants	40	0.8	0.73	5th	8	0.2	0.25	5th
Self mentions	32	0.6	0.58	6th	5	0.1	0.16	6th
Total	2669	53.4	48.59		1483	44.3	47.24	

Kondowe (2014) argues that humanities disciplines 'heavily rely on personal perception and judgment' (p. 217) as such require more use of hedges to mitigate their stance in order not to sound overconfident, conclusive, authoritative and definitive (Hyland, 1996; Hyland & Jiang, 2018; Musa, 2014a & b).

Boosters

Boosters allow writers to intensify their commitment to their claims, and also heighten the degree of their certainty (e.g. Hyland, 1996, 2005a). They are, therefore, described as markers of commitment and opposition resistors (Kondowe, 2014). Given that Sociology (more than English Language) lean towards the positivistic (Farzannia & Farnia, 2016; Hyland, 2009), one expected that the introduction Chapter in the Sociology theses would deploy more of boosters. However, Table 5 shows that the English Language Introduction (13.7) appears comparatively dense in boosters the Sociology theses introduction (10.3).

> **In fact,** to quote Quirk et al 'the use of the modals varies significantly from one part of the English-speaking world to another' (1985, p.220). (ELI 0001)

> **Surely** it would also motivate them to increase their efforts to break out of the poverty cycle. (SCI0001)

Interestingly, the finding affirms the observation that there is a positive correlation between hedges and boosters (e.g. Akoto, 2012; Hyland, 2004; Hyland & Jiang, 2018; Hyland &Tse, 2006; Jin & Shang, 2016; Kondowe, 2014; Salek, 2014). It is asserted that boosters are required to neutralize the uncertainty

expressed by hedging devices so that writers can appear to have an ethos positioned on the commitment-detachment equilibrium (Akbas, 2014; Hyland, 2004; Kondowe, 2014; Vassileva, 2001). Further, the more frequent use of boosters in the English master's theses introduction helps them to reduce the risk of opposition from the experts in the field (Haufiku & Kangira, 2017; Hyland, 1996, 2000, 2005a; Kondowe, 2014) depicted on the disciplinary membership cline (see Afful, 2010).

Attitude Markers

Attitude markers are common to the two disciplines in form and distribution. SIC (11.7) contains more attitude markers than ELIC (10.5), per 10,000 words. It suggests that Sociology 'apprentice scholars' (Lee & Casal, 2014, p. 41) appraised propositional information in the introduction chapters of their theses more than their English Language counterparts.

> The **successful** completion of the study will serve as a guide to foreigners and strangers who find themselves in Ghana; it will promote **better understanding** of cross-cultural communication. (ELI 0001)

> In view of this **it is necessary** for the researcher to find out what happened to women during the conflict times. (SCI 0001)

This difference between the same chapters across the two disciplines reflects the effect of disciplinary norms on the intrusion of attitudinal disposition in the first chapter of the master's thesis. The difference resonates with disciplinary sanctioned writer ethos. The finding, however, challenges the claim that the softer a discipline, the greater its disposition towards the use of

attitude markers (e.g. Hyland, 2005a; Lee & Casal, 2014). Hyland (2004) postulates that a discipline's preference or otherwise for attitude markers corresponds with its dispositions towards subjectivity and objectivity. It is established that English Language, a humanity discipline subscribes to subjectivity more than Sociology, a social science discipline, which lies between subjectivity and objectivity, on a continuum. Based on this English language ought to have contained more attitude markers than Sociology. Unsurprisingly, the finding corroborates Hyland and Jiang (2018) findings about the shift in disciplinary norms about the use of metadiscoursal resources in general, and attitude markers in particular.

Engagement Markers

Thompson (2013) reveals that advanced student genres such as thesis and dissertation are primarily 'produced for assessment purposes, and the immediate audience is the examiner' (p. 284) who, of course, represents the disciplinary gatekeepers. Being aware of the readership of their thesis, the master's theses writers in the two disciplines employ engagement markers to interact with their 'examiners' in accordance with their respective disciplinary sanctioned norms. Table 6 indicates that there is significant use of engagement markers in ELIC than in SIC (see Tables 6 & 7). It indicates that English language thesis writers shows greater sensitivity of their audience than their counterparts in Sociology, and thus seek to engage their audience the more in their texts.

> The question then is 'What is that has contributed to these learners' inability to handle these linguistic items deemed appropriate at their level? (ELI 0001)

> Was the 'age' of a school (old or new) a contributing factor to the level of performance? (SCI 0001)

Table 6. LL values of interactional subcategories in ELIC and SIC

Metadiscourse Subcategories	LL Value	Significance Status
Interactional Subcategories	33.95	Significant
Hedges	18.29	Significant
Boosters	18.87	Significant
Attitude markers	2.80	Not Significant
Engagement markers	14.31	Significant
Continuants	12.38	Significant
Self mentions	12.65	Significant

The dissimilarity in the use of engagement markers per 10,000 words suggests that English Language and Sociology postgraduates tend to adopt reader-responsible and writer-responsible styles (Hinds, 1987; Lee & Casal, 2014) respectively. A discipline which yields towards writer-responsible style is less likely to engage its readers, given that the writers will ensure that they assist the readers to deconstructing the propositional messages in the text. In contrast, a discipline which is reader-responsible biased will require frequent use of engagement marker to involve the readers in the production of knowledge in the ongoing discourse.

Continuants

Continuants are among the least frequently used metadiscoursal subcategories in ELIC and SIC. Although they are infrequent, their presence in such a formal written genre as master's thesis challenges the claim that such expressions are typical of spoken genres (e.g. Cheng & Warren, 2007; Cheng, 2007; Koester, 2007; Rowland, 2007; Trappes-Lomax, 2007). As the first chapter of the thesis, the Introduction chapter through the use of continuants project personae of the writers and readers which encourage healthy relations into the ensuing chapters of the thesis. The writers do not project an omniscient ethos rather they recognize the readers as co-knowledge producers in the discipline. The presence of continuants in both disciplines can be attributed to that fact both disciplines are considered soft sciences (Becher, 1989; Biglan, 1973), and pure disciplines (Biglan, 1973).

> Every Ghanaian child born and living in Ghana has a first language-Akan, Ewe, Ga, Nzema **and so on**. (ELI 0001)

> They are charged with the daily upkeep of the house … and helping put up buildings, **and running countless errands of various kinds**. (SCI 0001)

Unsurprisingly, there is dissimilarity in the frequency of use. English Language theses writers are more inclined towards the use of continuants as ELIC recorded four times the case in SIC. English Language and Sociology are respectively described as interpretivistic and positivistic. As such, English Language's overuse continuants is not surprising as humanities disciplines are characterized by dispersed knowledge**,** more varied audience and more fluid discourses (Hyland, 2009).

Self Mentions

Self mentions constitute part of the resources for stance-taking and intersubjective positioning in texts (Adel, 2005, 2006; Hyland, 2005b; Hyland & Jiang, 2016). Both group of apprentice scholars (Lee & Casal, 2014) employed them in their writings. This affirms Hyland's (2010) contention that construction of authorial identities through self mentions characterizes disciplinary writings. We observe from Table 5 that self mentions are more frequent in the ELIC than in the SIC, as they recorded NFs of 0.6 and 0.1 respectively. Interestingly, the LL value of 12.65 shown in Table 6 affirms the statistical significance of the observed difference. The more frequent use of self mentions in ELLIC chapter confirms Samraj's (2008).

…to the best of **my** knowledge, no work has been done on the features of Ghanaian English speech in terms of prominence and rhythm in the speech of the educated Ghanaian's English language in the parliamentary discourse in Ghana; and this is **my** contribution to the research on Ghanaian English. (ELI 0001)

It interests **the researcher** to find out the kind of roles women in the conflict zones played during the times of the Konkomba-Nawuri-Gonja conflict. (SCI 0001)

The finding corroborates the assertion that disciplines that comparatively subscribe to the constructivist /interpretivist epistemology rather than positivism (which Sociologists comparatively uphold) show greater visibility in their texts (e.g. Afful, 2010; Akoto, 2012; Cao & Hu, 2014; Hyland, 2009). Startfield and Ravelli (2006) describe Sociologists as people who uphold the idea of positivist detachment. Thus, the nuanced promotion of self by English Language master's students is largely due to disciplinarity. Afsari and Kuhi (2016, p. 59) note that '**self mention can help construct an intelligent, credible, and engaging colleague by presenting an authorial self firmly established in the norm of discipline** and reflecting an appropriate degree of confidence and authority' (bold mine).

Conclusion

The thesis has enjoined its rights as a legitimate genre in the academy. They are distinct from RAs in terms of 'purposes, requirements, expectations, and readership' (Lee & Casal, 2014, p. 40). The genericity of the thesis, in recent times, is justified by the burgeoning scholarship on it (and its parts) (e.g. Burneikaite, 2008, 2009a, b, & c; Hyland, 2004, 2005a; Lee & Casal, 2014; Olmos-Lepoz, 2015). In furtherance of this endeavour, this paper sought to investigate the use of metadiscoursal resources in the Introduction Chapter in master's theses to ascertain variations across two disciplines, English Language and Sociology.

Generally, the study has corroborated the assertion that there are cross-disciplinary homogeneity and heterogeneity (Olmos-Lepoz, 2015) in metadiscourse use. With respect to the scale of preference (Akoto, 2012) for interactive subcategories, it was found that Introduction Chapter across both disciplines favoured transitions first, followed by code glosses. Dissimilarities, however, existed in the hierarchy in the three remaining ones (i.e. evidentials, endophoric markers and frame markers). Regarding interactional subcategories, hedges ranked first across both disciplines, and except booster and attitude markers which interchange positions in the two disciplines, the remaining four followed the same order (i.e. engagement markers, continuants, and self mentions). On the distribution of all the subcategories, it was found that there existed significant differences in all (except attitude markers). The findings, thus, indicate

that disciplinary commonalities and dissimilarities influence the use of metadiscourse in the Introduction Chapters of English Language and Sociology master's theses.

Aside from the revealing findings in this study, there are some factors that limit the generalization of these findings. One, the datasets were gathered from just two disciplines, English Language and Sociology, which constitute parts of humanities and social sciences respectively (see Hyland, 2009). The next is that the sizes of the datasets are relatively small to warrant generalization of the findings. Finally, the present study is largely quantitative and that a more quantitative investigation will yield interesting findings which will further point to disciplinary variation.

These limitations, do not in anyway, take away the important implications of the findings of this study. The paper has also confirmed Akoto's (2012) assertion that continuants, which suffered *metadiscoursal silence*, relatively constitute part of the language of the master's thesis, although they have, over the years, been described as informal, characteristic of spoken registers and part of vague language (e.g. Drave, 2002; Lin, 2012, 2013). More so, teachers of advanced academic literacy will find the findings from this study useful. They paper has revealed that metadiscourse resources play useful role in the introduction chapter of the master's thesis. To increase students' rhetorical competences or proficiencies, in general, and metadiscoursal competence, in particular, these teachers would have to integrate these resources into their syllabus for English for Research Purposes (ERP), which is distinctively different from English for Publication Purposes (EPP). It must be noted that because the Introduction is the first chapter of the thesis, the personae constructed for the writer and the reader through metadiscourse usage will determine whether readers may proceed to the next chapters or not. As Demir (2017) contends, 'a certain language used in the *introduction* part of an article [thesis] may prevent audience from having a curiosity to read the whole text' (p. 604). Again, such projection may positively or negatively affect the assessment of the theses by the examiner since writer-oriented or reader-oriented styles correlate with students' performance (Lee & Casal, 2014).

I, therefore, recommend that a large-scale study be conducted into metadiscourse use in the introduction chapter from disciplines spanning from humanities to natural sciences (see Afful, 2010). This will yield more generalizable results. Moreover, Introduction chapters of undergraduate, master's and doctoral theses/dissertations can be examined to ascertain the extent to which genre-factor influences metadiscourse use in the Introduction Chapter. This will help reveal inter-generic chapterological variations which will help resolve the current situations where some teachers and supervisors use postgraduate generic requirements, and

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rhetorical choices as benchmark for undergraduates (Olmos-Lepoz, 2015). Finally, like Li, Frankel and Wu (2018), it will be interesting for one to adopt an ethnographically-oriented approach to investigate metadiscoursal choices in master's thesis. The views of the thesis writers about their metadiscoursal choices in the introduction chapter will further reveal inter-disciplinary qualitative variations.

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Reports

Report 1

Global ESP and Technology – Crossing the Digital Divide

Zurich University of Applied Sciences, Zurich, Switzerland, June 29-30, 2018

Caroline Hyde & Agnieszka Dudzik

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'Global ESP and technology – crossing the digital divide' was the theme of a joint international conference

organised by the IATEFL ESP SIG and the Zurich University of Applied Sciences (ZHAW) on June 29-30, 2018. The event was held at the centrally-located ZHAW campus in Zurich, Switzerland, and was attended by over 70 delegates. The speakers represented a variety of teaching backgrounds in different countries all over the globe, including Albania, Australia, Austria, Bulgaria, Germany, Hong Kong, Kosovo, Poland, Russia, and the UK. The aim of the conference was to share views and practices concerning current global trends linking ESP with technology, which was accomplished through a range of stimulating sessions and plenary talks.

The format of the event involved a combination of keynote speeches, talks, workshops and poster presentations. During the sessions, the participants explored specific issues related to the application of digital technologies in the teaching of specialist varieties of English. The topics included, though were not limited to, the following:

- the growth of technology in ESP training,
- technology trends in ESP course books,
- apps, software and tools in the ESP context,
- assessment and feedback in ESP,
- ESP resource design,
- technology in ESP research methodologies and practices,

- ESP student perspectives – reactions, needs and motivation.

The highly interdisciplinary character of the field was reflected in the choice of plenary speeches. On the first day of the event, Jo Webb (Pearson) gave a broad overview of immersive technologies in ESP, while Sam McCarter (sponsored by the British Council, Switzerland) talked about teaching ESP communication skills using video conferencing. In her opening session on conference day two, Carolyn Westbrook (British Council, UK) discussed the uses and abuses of technology in the teaching of specialist varieties of English, while the closing plenary speech by Neil Bullock (freelance) focused on the implications of using technology in teaching and testing ESP.

The delegates were exposed not only to a wide range of current research and practice in global ESP and technology, but also had the opportunity to experience Swiss cuisine and other elements of the local culture. Apart from a wealth of presentations and workshops, there were also some social activities on offer, including a wine and cheese aperitif, a boat trip on Lake Zurich, and dinner at a restaurant which consisted of typical Swiss specialities.

We are looking forward to welcoming both our current and prospective members to future ESP SIG events. We are currently planning an event in association with IATEFL ESP SIG Poland in January 2019 and hope to see you there.

Report 2

International Symposium on Teaching Languages for Specific and Academic Purposes in Higher Education: English-Deutsch-Italiano

Language Centre, Free University of Bozen-Bolzano, Italy, June 29, 2018

Elena Bonetto, Michael Ennis, and Dietmar Unterkofler, Language Centre, Free University of Bozen-Bolzano, Italy

Email: Language.Centre@unibz.it

On 29 June 2018, the Language Centre at the Free University of Bozen-Bolzano (unibz) organized an international symposium on *Teaching Languages for Specific and Academic Purposes in Higher Education*[1]. The event was conceived as the natural continuation of a series of four symposia on teaching and assessing ESP (including EAP)[2]. The first three events solicited perspectives from local, regional, national, and international ESP researchers and practitioners[3]. The aim of the most recent symposium was to survey current trends in the teaching of all three languages of instruction at unibz: English, German, and Italian. Not only did the symposium succeed in this stated objective, but it also attracted perspectives from nations which are underrepresented in the academic discourse on teaching Languages for Specific Purposes.

The symposium was decidedly multilingual and international in content and scope. It featured three plenaries (one per language) and twenty-seven talks given by thirty-six speakers based in fourteen countries: Argentina, Austria, China, Germany, India, Italy, Mexico, Oman, Russia, Serbia, Slovenia, Switzerland, the United Kingdom, and the United States. In addition, the event embraced the trilingual language policy of unibz in that keynotes, parallel sessions, and the concluding roundtable discussion were conducted in all three languages.
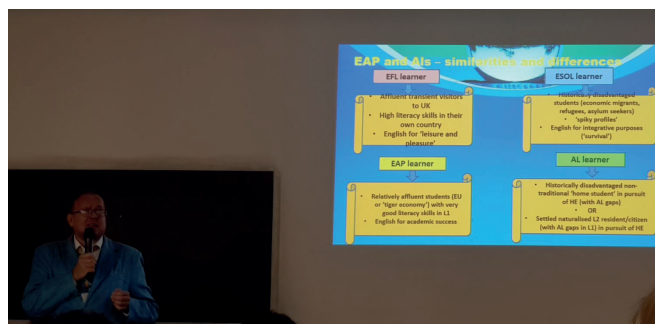
During the plenary sessions in the morning, Mark Krzanowski attempted to sort through the throngs of acronyms employed in contemporary ELT research and praxis in order to delineate the various forms of teaching ESP in a globalized world. Next, Stefania Cavagnoli presented her approach to legal Italian as an example of teaching specialized communication skills. Finally, Rosemarie Buhlmann offered a comprehensive overview of current developments and challenges in teaching German for professional and academic purposes.

The parallel sessions during the afternoon presented case studies, action research, and classroom experiments on current practices in teaching LSP. Topics included needs analyses, TBLT, curriculum development, collaborative reflective writing, correction codes, specific communication skills and competences, institutional challenges, technology and digital literacies, word lists, reading skills, textbooks, L1 transfer, academic writing styles in L1 versus L2, assessment, and motivation.

At least six broad themes emerged when the parallel sessions were summarized at the roundtable discussion at the conclusion of the symposium:

- There is an urgent need for LSP courses for non-traditional students.

- Most university students lack academic skills also in their L1s and therefore require formal instruction.

- LSP can begin at the pre-intermediate (A2) and intermediate (B1) levels.

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- There is a need for international research and discourse on teaching LSP in higher education.

- There is a lack of cooperation between language instructors and subject professors at universities.

- Universities are embracing internationalization but continue to marginalize the role of language teachers and language courses.
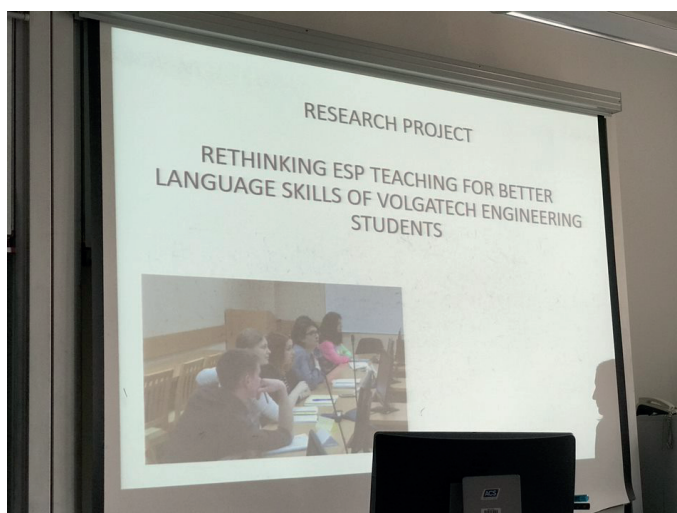
This final point is of crucial importance, as similar experiences were observed across all three languages, all national contexts, and all institutional roles represented at the symposium. Both adjunct instructors teaching optional extracurricular language courses and tenured professors teaching courses required for the completion of degree programs observed that neither their colleagues nor their students view the teaching and learning of languages as an academic pursuit in its own right. The upshot is that languages are not taken as seriously as other subjects and are neglected until it is too late.

It was with this in mind that most participants at the symposium expressed hope that future events will be organized to address these and other issues in teaching LSP.

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[1] The event was supported by the TESOL Italy Val d'Adige Local Group, the ESP Interest Section of TESOL International Association, and LSPHE (a Special Interest Group of the Association of University Language Centres in the UK and Ireland and a Focus Group of the European Confederation of Language Centres in Higher Education). Sponsorship was provided by the following: Collins, Eli Publishing, Garnet Education, Macmillan Education, and National Geographic Learning.

[2] For detailed background information, see: http://blog.tesol.org/esp-project-leader-profile-michael-ennis/

[3] Complete information and program can be found here: https://next.unibz.it/en/events/128344

Report 3

AFRICATESOL 3rd Conference

FASTEF, Dakar, Senegal, May 4-6, 2018

For ATES: The President & Conference Chair: Mouhamadou Sadibou Diouf

AFRICATESOL held its third conference on May 4-6, 2018 at FASTEF, the Senegalese teacher training school. The topic of this year was: Expanding Networks, Overcoming Challenges. Prior to the conference two IATEFL SIGs organized a PCE, a preconference event sponsored by ELT Consultants and New Internationalist. The May 5 keynote speaker was Dr Awad Ibrahim from the University of Ottawa and for May 6 the keynote speaker was Dr Aymerou Mbaye from FASTEF/UCAD University. There were 195 participants, in total. AFRICATESOL held its Committee meeting. The event sponsors and partners were the RELO/Senegal, the British Council, and TESOL SUDAN.

On May 4, IATEFL YLT and GISIG SIGS organized a conference followed by workshops. The PCE Theme was: Africa in the World, the World in Africa: Quality Secondary English language education for local and global understanding. The opening plenary's title was 'What does 'global' mean to secondary level learners in sub-Saharan Africa?' and was led by Harry Kuchah and

Linda Ruas. A series of 11 workshops ensued, concluded by a final plenary led by Wendy Arnold on 'Developing contextually relevant teacher education programmes'.

May 5 was the first day of the AFRICATESOL Third Conference. The official opening ceremony started at 9 am with speeches by the representative of FASTEF, ATES President, AFRICATESOL President, the British Council Country director, and the Regional English Language Officer, RELO, and, last but not least, by a representative of the Ministry of Education who launched officially the third edition of AFRICATESOL Conference. After that ceremony, Dr Awad Ibrahim was introduced to the participants by AFRITESOL president, Okon Offiong. Dr Awad's speech was on 'Expanding the Network of a Bottom-up African Applied Linguistics and the Challenge of Teaching English as a Second Language in a Post-Media Era'. The May 6 panel was led by Dr Aymerou Mbaye and was on 'Staking out meanings and refocusing key concerns in EFL/ESL'. After the keynotes, there were 38 workshops in 5 rooms.

There were six (6) Featured Speakers: Yillin Sun (TESOL), Gladys Focho (CAMELTA), Raichelle Farrely (USA), Jane Hyder (TESOLFRANCE), Wendy Arnold (freelance) and Ibrahima Ciss (ATES). African participants came from Senegal, Gambia, Guinea Bissau, Burkina Faso, Cote d'Ivoire, Mauritania, Benin, Cameroon, South Africa, Tanzania, Nigeria, Tunisia, Kenya, Angola, Rwanda, DR Congo, Sudan, South Sudan, and Niger. Internationals included France, Canada, Germany, USA and UK. There was a total of 38 workshops and presentations. AFRICATESOL held its business meeting too.

Report 4

International Conference on English for Specific Purposes

Center for Language Studies, University of Liberal Arts Bangladesh, Dhaka, Bangladesh, November 9, 2018

Sajedul Huq

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On November 9, 2018, The Center for Language Studies (CLS), University of Liberal Arts Bangladesh (ULAB) and bdnews24.com organized a daylong conference, the first international conference on English for Specific Purposes (ESP) in Bangladesh, titled "English for Specific Purposes: Could We Be More Specific?". The conference focused on the issues regarding specific English language skills development in Bangladesh. The academics, stakeholders, government officials and professionals form different sectors who attended the conference discussed why learning job-specific vocabulary and understanding related terminologies when entering a particular profession are compulsory for the learners and how to eliminate the existing gap between the English language courses that are taught in Bangladeshi universities and the actual language needs of employers. The conference was open to everyone and approximately 100 people were in attendance.

In the opening address, Prof. H.M. Jahirul Haque, Vice Chancellor, University of Liberal Arts Bangladesh (ULAB), emphasized that the industrially advanced countries expect a bit more from the learners, as learning only the language is not sufficient anymore. Communicating professionally has become the first priority rather than communicating simply. In fact, the English language courses taught in our institutions, general and academic English courses, are not enough to turn our students into professionals.

ATM Sajedul Haq, the Conference Convener, Director of Center for Language Studies (CLS), in his speech, said "Students come to university not only with different levels of language competence but also different needs, in term of language usage." He said bridging the gap between the courses taught in universities and the actual needs of the learners has become a compulsory task for the academia. "…there is now, more than ever a need for graduates with exceptional communication and language skills. If our graduates are to become successful professionals, this is a gap that needs to be bridged."

Toufique Imrose Khalidi, Co-Organizer, Editor-in-Chief, bdnews24.com, in his speech, said, "The English skills taught in these courses are expected to have a real, practical impact on students and the work they produce. By focusing on diverse requirements of employers, ESP can help train students to be more effective and efficient in their professional lives."

Prof. Imran Rahman, Special Advisor to ULAB Board of Trustees & Dean, ULAB School of Business, in his speech, mentioned that the proficiency in English language itself remains an important issue and it cannot be overlooked. In Bangladesh, the level of proficiency in English language is still extremely low, which is a major problem for both students and teachers. He opined that the students and teachers should concentrate on the general skills before incorporating the ESP approach in our English classrooms.

The chief guest of the event, Abul Hassan Mahmood Ali, Foreign Minister, Govt. of People's Republic of Bangladesh, in his speech, said, "As Bangladesh continues to make progress in economic and social development requiring our professionals to interact much more with the outside world, English language teaching is constantly evolving by having a deeper engagement with non-linguistic fields of knowledge. " He thanked ULAB, CLS and bdnews24.com for organizing this significant conference. "It is crucial to have more dialogue with practitioners operating in such fields and to explore the potential in ESP teaching".

In the keynote plenary talk, Mark Krzanowski, Director, Centre for Academic English, Surrey International Institute, Dongbei University of Finance and Economics (Dalian, China), reviewed the current developments in ESP, including English for Academic Purposes (EAP)

Book Reviews

Career Paths: Journalism

Student's book, teachers' manual, audio CD (DigiBooks mobile phone and tablet versions available.)

Charles Moore and Jenny Dooley

Express Publishing 2018

ISBN 978-1-4175-7633-1

Reviewed by: Matt Salusbury, Brunel University London & National Union of Journalists London Freelance Branch

Journalism is part of Express Publishing's extensive "Career Paths" ESP series aimed at professionals and students in vocational colleges (native speakers as well as English language learners).

I received a review copy of the students' book as well as a text file of the teachers' book and selected audio tracks ahead of publication. Journalism is divided into three "books": all of 15 units of one spread each (all under the same cover). The reason for splitting the course into three is because it is all about vocabulary, vocabulary, vocabulary. Each book of 15 units has its own glossary of at least five closely typed pages of journalistic jargon. One could not possibly hope to learn all that vocabulary in one go, therefore it is in three more manageable sub-divisions.

It covers everything from being interviewed for a journalism school through to online advertising, radio formats, libel and slander, media ethics and the challenges facing journalism – there are plenty of these at the moment, mostly financial!

The format of each unit is that it opens with a "Get ready!" discussion activity with a couple of questions for students to brainstorm in groups before they are thrown into a vocabulary-rich reading text, followed by a true or false comprehension, then some very specialist vocabulary exercises asking learners to match a word or phrase with a definition, some fill-in-the-blanks, then after that the briefest of listening, speaking and writing exercises.

I was fortunate enough to be able to 'road-test' some of *Journalism's* units on a class of pre-sessional students preparing for MA courses in Media and Public Relations, and they went down very well. The vocabulary exercises stimulated a surprising amount of discussion in the class, the first couple of times I tried out some units on online media, a single page of *Journalism* lasted the best part of a 45-minute lesson. Students 'got' the format very quickly, the next time I tried out Journalism's unit on online advertising, they whizzed through it in not much more than half that time and were eager to start on the unit after that.

Journalism would be an excellent introduction to the terminology of the media industry, both for trainee newcomers and 'old hacks' who have perfected their craft in their first language and now need to do the same in English. It would also suit workers from the broader media industry – public relations and media studies students, for example.

The jargon of journalism as well as of its niche specialisations is so dense, however, that it is hard to cover everything in one textbook. Co-author Charles Moore is an editor on US regional newspapers, so there were some American expressions like "brites" and "skyboxes" that in nearly two decades of journalism I have never heard of. Meanwhile, much of the British English slang used by print journalists is absent, there was no mention of "screamers" (exclamation marks) or of "widows" and "orphans" (text that leaves too much space in a line), "spiked" (when a story does not make it to press) or of any of the sub-editing terminology that would trip up non-native speakers in the UK news industry.

The terminology of the industry changes so rapidly, too, that it is hard to keep up to date with it. *Journalism* is suitably global, though, such news agencies as Qatar's Al Jazeera and China's Xinhua get a look in.

Non-specialist English teachers will need to prepare carefully to use *Journalism*. For example, my students were still baffled after I explained with examples what "metadata tags" are after they featured in one of its vocabulary exercises. I doubt my more 'generalist' English language teacher colleagues would have been able to do the same. The section of "Libel and slander" should come with a 'health warning', too – using the word "allegedly" in an article will not protect a person from losing their house in a libel case in the courts in England, as one of the exercises would seem to suggest.

Still, the material is so engaging that it is accessible and a joy to use, with a minimum of preparation for any teachers at all familiar with the media industry. Many editors find themselves spending a lot of time mentoring and training entry-level journalists with English as a second language, so this textbook fills a clear gap in the market.

I would have liked to have seen more self-study material as part of the course, though. A student needs a very high level of English to get onto a journalism course here in the UK – IELTS of 7 or 7.5 or equivalent – and many English language learner journalists feel they have to keep quiet at work about the fact that their English is not perfect. Therefore, they are most likely to be studying English for journalism not in a classroom but alone at home, possibly even in secret.

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Career Paths: World Cup

V. Evans, J. Dooley, J. and A. Wheeler

Express Publishing 2014

ISBN 978-1-4715-2817-0

Reviewed by: Lee Nuttall, University of Derby

My initial thoughts on this particular ESP textbook were that it is for a very niche field, ie, football-event and support staff. However, on further inspection, I recognised that it is actually a very novel way of presenting functional language relevant to this particular area of study. It is also organised in a unique way that the purchaser gets three books for the price of one. Each section consists of 15 units that offer a balanced progression from the Common European Framework (CEF): A1 to B1.

Furthermore, visually the layout and design are aesthetically appealing throughout, and its scope and sequence are clearly set out under four categories: topic, reading context, vocabulary and function. In addition, it also presents useful phrases and vocabulary in context as well as being supported by authentic materials and topics that would serve the curriculum needs of this ESP field of study. Concerning the structure, it is clear and coherent and guides the learner through the various activities that are very informative and ultimately will stimulate the learner's interest. For instance, Unit 2, entitled: Match Scheduling--The World Cup qualifying format: from the group stages through to the final. This is displayed through the means of an authentic diagram as would be seen on other media platforms such as TV.

Moreover, student-to-student interaction regarding communicative tasks is prevalent in each unit. This is followed by a brief writing task, for example, in Units 1 and 6, which links in and forms scaffolding with the previous speaking activity that enables learners to produce what they have learnt and apply it in a different task. It also comprises an extensive glossary (minimum of 5 pages) after each level. However, pronunciation work of key phrases would have been a useful addition to the vocabulary section in each unit. Or at least, it would have been a good idea to have included the phonetic transcription in the glossary of key vocabulary to enable the learner to practice the correct pronunciation. Nonetheless, on the whole, students get a comprehensive language textbook that serves all their language needs.

With regard to tasks, it covers all the four skills that are essential for Second Language Acquisition (SLA): listening, reading, writing and speaking. Furthermore, it is student friendly with authentic functional language, with clear and appropriate targets and objectives. Each of the main units follows a format consisting of the

following sections: (i) Warm-up: introduces the theme of the unit. (ii) Reading: comprehension check questions. (iii) Vocabulary: multiple-choice, gap-fill or matching words or phrases. (iv) Listening: presents tasks that develop specific information, gist and inferential listening skills. (v) Speaking/Conversation topic: presents vocabulary and dialogue practice along with productive communicative tasks (pair-work), and (vi) Writing: provides both a model and a reason to read and write.

Finally, I was particularly impressed by the reading context, which draws from a multitude of sources such as newspaper articles, web pages, memos, travel guides, first-aid guides and regulation sheets. This textbook also comes with a Teacher's book containing a full answer key, audio scripts and audio CDs.
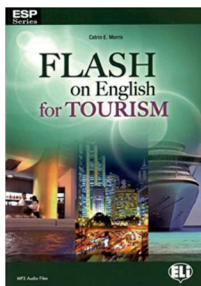
Flash on English for Tourism

Catrin E. Morris

ELI Publishing, 2017

ISBN 978-88-536-2230-3

Reviewed by Harry Zhu Wenqi, CAES, Surrey International Institute (SII), Dongbei University of Finance and Economics (DUFE), Dalian, China

Flash on English for Tourism is a part of the ESP – book series intended to help international students to achieve academic success at university level.

The book consists of 14 chapters (63 pages) which deal with a wide range of words and phrases for tourism management. This book is designed to be a self-study resource for international students whose majors are tourism management. It helps them learn words and phrases in the field of tourism management. The words and phrases are introduced in real contexts. For example, in Chapter Four: Accommodation, readers are required to finish a hotel registration form after listening to audio lips. In chapter Five readers are required to finish a job interview between a hotel manager and a room service attendant after listening to an audio passage. For students studying tourism management such vocabulary and models of interaction are very useful. The contexts presented to learners are sufficiently 'authentic' that they will be able to use relevant language in similar situations in the future.

This book is designed to be used on a self-study basis, all chapters are very well structured and very easy to read. A typical unit of this book includes four sections including listening, reading ,writing and speaking. There are exercises in each section, for example, in the listening section readers should finish a dialogue and interview after listening to a relevant passage.

Overall, this book is quite a useful resource, it has covered the major words and phrases in the field of tourism management, and provides tourism management students with the necessary vocabulary in both speaking and writing. The highlight of it is that it integrates listening,speaking, reading as well as writing. It offers essential vocabulary in context which means that learners once they have mastered these words will know how to use these words in their future career.

Journal of IATEFL ESP SIG

Oxford Academic Vocabulary Practice – Upper Intermediate [B2/C1] Students Book

Julie Moore

Oxford University Press 2018 2nd Edition

ISBN 978-0194000918

Reviewed by: Mariam Settas, Oxford International Education Group

The need to comprehend and adopt the various approaches to writing across all disciplines in higher education and university settings, along with the added pressure of incorporating the correct register, style and academic terminology to achieve the relevant grades required to succeed in an assignment has resulted in students, and predominantly international students, feeling lost and in need of support.

Academic Vocabulary Practice caters for learners at a CEFR level between B2 – C1 studying in higher education and representing various disciplines. It is composed of six sections covering a myriad of forty-five units of which are categorised into the following divisions: Academic study, describing key concepts, analysis and evaluation, vocabulary skills, functions in academic writing, and academic disciplines, paired with review units (five in total) at the end of each section. These are fundamental to the success of learners coming from various learning cultures and using scripts different to that of the UK. This also applies to the expectations related to succeeding in writing and would appear to be highly suitable for those undertaking a pre-sessional or an in-sessional course alongside of the writing module.

There are 250 activities embedded into the textbook with over 650 essential words sourced directly from the Oxford Corpus of Academic English covering four various contexts: physical sciences, life sciences, social sciences and humanities. The academic lexis is embedded into meaningful activities such as authentic tasks and materials, which provoke elements of critical thinking. These are perceived to be of high relevance to the success of students for their academic achievements. When paired with the Oxford Grammar for EAP and the Oxford Learners' Dictionary of Academic English with extra resources found online (www.oup.com/elt/academicvocabulary), both teachers and students further benefit from the actual book.

The tasks embedded in the book fit seamlessly well with the terminology under each unit which is further divided into two categories: productive or receptive vocabulary.
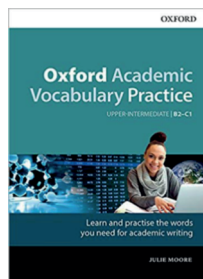
For instance, Unit 4 focuses on structuring an assignment (p.12) and sets out a simple yet a clear process to follow with regard to organising an academic paper – post research (Ex. B, p.13). Similarly, other units (e.g. Describing visual data, Critical Thinking, p.52, p.14, Evidence, p.48) focus on analysing data or texts and putting forth and argument with the use of appropriate lexis to demonstrate this. The terminology for each unit is presented at the start of every unit along with various techniques on how to utilize the word in different contexts including parts of speech, definitions and example sentences.

The textbook also includes other units (e.g. Verbs in academic writing, p. 66, Citation, p. 80) that tackle areas perceived as potential hindrances encountered by students when reporting or paraphrasing valuable information attained from articles and journals, as well as citing quotes in the correct format to avoid plagiarism (Unit 35, p. 80 – 81: Ex 1, Ex 2 and Ex 3). The exercises are visually pleasing, with realistic examples for use of practice and are logically laid out in an appropriate order making it naturally possible to follow and adopt the process.

Overall, to most students, this book will be a very useful resource and functional guide as it caters for all learners and does cover a range of various disciplines. The extensive coverage of terminology intertwined into this coursebook through realistic tasks does prove to be of great use and is similar to those they will encounter during their time on their chosen programme.
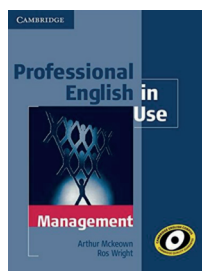
Professional and Academic English

Professional English in Use: Management

Arthur Mckeown & Ros Wright

Cambridge University Press, 2011

ISBN 978-0-521-17685-9

Reviewed by: Christopher Doxtator, Department of English and the Office of International Affairs, University of Colorado Denver – International College Beijing

Professional English in Use: Management is a 2011 book from Cambridge University Press. This book is part of a series on professional English in specific contexts and is designed for intermediate English speakers who want to improve their professional management vocabulary. The book focuses on teaching management vocabulary by contextualizing management language in specific categories and situations. The book is designed for students seeking an MBA or professionals already working in Management and can be used in one of three ways: in the classroom, in a small group, or individually. While the book's main focus is teaching and improving management vocabulary, the lessons and information are designed in such a way that overall management skills can improve through language and knowledge acquisition.

The book focuses on seven specific areas of management to contextualize the vocabulary and grammar that are essential for speakers of English in management positions: management in context, innovation, marketing, operations, people and human resources, finance, and strategy and change. These categories are seen in management courses worldwide and are intended to equip readers with the breadth of vocabulary knowledge that will serve them throughout their management careers.

Among the seven overarching units are 40 two-page thematic units that further breakdown, clarify, and contextualize management vocabulary for specific purposes. Each of these units consists of two sections and a final question for retention and reflection. The first section introduces new management vocabulary, using excerpts from academic and professional texts, explanations from the authors, and examples of vocabulary in context. These sections teach readers management vocabulary and grammar while also highlighting commonly paired nouns and verbs to further develop readers' understanding of management vocabulary in use. The second section of each unit provides a variety of exercises to test the newly learned vocabulary. The authors recommend keeping a journal of right and wrong answers for these exercises to better track the growth and development of management

vocabulary. An answer key for each of these exercises is provided in the back of the text, where an appendix to quickly reference terms from these sections can also be located.

An "Over to You" question is also included in each of these sections. These questions provide readers the opportunity to personalize the newly-learned vocabulary from each section and requires practical reflection on management situations. These multi-purposed questions can be useful for generating group discussion in classrooms and small groups or for providing writing opportunities for those studying English for management purposes individually.

Overall, this book is an excellent resource for MBA students or management professionals seeking to gain knowledge and confidence using essential management vocabulary. The overarching areas of focus cover the breadth of contexts in which management vocabulary is used, and the individual sections offer practical examples of management vocabulary in more specific situations. These exercises combined with the questions for reflection provide a quick and clear way to test and internalize newly learned management vocabulary. Intermediate speakers of English looking to quickly build their professional vocabulary for academic or professional purposes will benefit from reading *Professional English in Use: Management.*

Journal of IATEFL ESP SIG

Exploring Options in Academic Writing: Effective Vocabulary and Grammar Use

Jan Frodensen and Margi Wald

University of Michigan Press, 2016

ISBN 978-0-472-03426-0
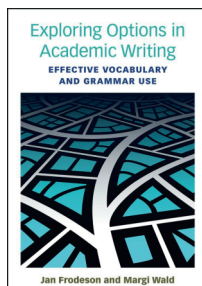
Reviewed by: Christopher Kelly, China Agricultural University – International College Beijing

Exploring Options in Academic Writing is a 2016 book from the University of Michigan Press. It is part of a series of books published by the University of Michigan Press designed for students of English for Academic and Professional Purposes. This book is designed with the professional and academic English writer in mind to be both a reference and a workbook with effective and thorough exercises to grow and shape the reader's writing abilities.

The book focuses on the topics of vocabulary and grammar that writers will need in order to be clear and concise in their academic and professional writing pursuits. It begins with an introductory unit on using resources to develop vocabulary such as learner dictionaries and online concordancers. This is intended to provide the student with knowledge of outside resources that will help them to have the breadth of vocabulary necessary to succeed in professional and academic contexts. It will also help to expand their existing knowledge of writing.

After this first unit, the book is divided into three parts: Showing Relationships within Sentences, Connecting and Focusing across Sentences, and Qualifying Ideas and Reporting Research. These core sections and their order have been selected in order to provide the student with a scaffolded path of instruction to improve both their academic and professional vocabulary and grammar throughout the course of the book. Their three goals, as stated within the book, are to: make students aware of resources for developing their language proficiency and knowledge of ways to use them effectively; provide guided practice; and to familiarize students with the vocabulary that is used in different academic and professional writing situations.

Each chapter within the overarching units provides students with extensive exercises in their stated topics, with definitions, tables, and explanations between each exercise to give background information and instructional context. Each chapter has two main sections: Raising Language Awareness and Building Your Knowledge. Raising Language Awareness not only gives students an introduction to writing skills, but also gives students the opportunity to identify their current levels and areas for improvement. Building Your Knowledge is the main part of each chapter and is where the student will find the explanations and many guided activities to facilitate the instruction. At the end of the book there is an appendix of classifier nouns that will be useful to any academic or professional English writer.

Overall, this book is an excellent resource for any academic or professional English writing student. It provides a thorough and clear path of learning for the reader, and addresses all of its intended topics in depth. The resources provided inside and the walkthroughs on how to use them are also invaluable. In short, any learner of English writing would benefit from the usage of *Exploring Options in Academic Writing: Effective Vocabulary and Grammar Use.*
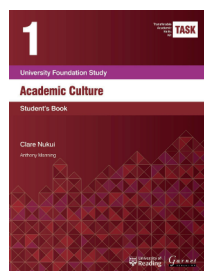
Professional and Academic English

TASK 1-9 University Foundation Study, Student's Book

Clare Nukui and Anthony Manning

Garnet Publishing Ltd, 2015

ISBN 978-1-78260-176-0

Reviewed by: Clayton Anderson, CAES, Surrey International Institute (SII), Dongbei University of Finance and Economics (DUFE), Dalian, China

Available as the first instalment of the Transferable Academic Skills Kit (TASK) University Foundation Study series or as a compiled book, *Academic Culture* intends to give international students a clearer understanding of what is expected in Western academic settings before the series transitions to the following academic skills. The rest of series includes: *Group Work & Projects, Critical Thinking, Essay Writing, Scientific Writing, Research & Online Sources, Referencing & Avoiding Plagiarism, Presentations, Assessments, Exams, & Revision, and Numeracy,* and the *Teacher's Book* all of which can be found at Garnet Education's website: https://www.garneteducation.com/category/english-for-academic-purposes/transferable-academic-skills-kit/

Academic Culture is meant to be used as either part of a complete course or as a supplementary module for students who need additional help such as those attending pre-sessional or 2+2 programs.

As with all books of the series, *Academic Culture* is a short book and consists of 6 units (32 pages) each focusing on a topic that is essential understanding the module. For this module, the units focus on understanding key terminology and concepts relating to academic culture, identifying common challenges while offering advice on said challenges, exploring what expectations are, raising awareness of cross-cultural communication and concerns regarding time management before delving into Western philosophy of teaching.

At the beginning of each unit, the objectives of the chapter are clearly stated between the heading and the first task. Each task or activity is broken into smaller sections to make instructions clear and activities manageable. Various activities elicit student reflection and communication with other students followed by a specific task for reflection regarding one of the unit's key concepts. After all the units, a "web work" and extension activities page are there to further develop the student's skills. The very last section of the book is a glossary with most of the key vocabulary of the module.

With teachers clamouring for more reflective processes and student-centeredness in the classroom, this series

appears to fill that need but in doing so has created a shortcoming that is widely and nearly equally aggravating. Without enough content in the book, students cannot pick up the book and learn. They must depend on the teacher to provide answers for all of these activities. Assumptions are also made that the students who would be using this book know about their home country's educational environment when many only have preconceived notions. I also felt that not including the "web works" materials within in the book may cause future issues with students not being to visit the websites. That is not to say that this book is not without its own merits. Many of the activities within the book are great for student interaction and the teacher can use these discussions to better understand the needs of the students through formative assessment of both their English and their understanding Western education systems. If you are looking for a text book to supplement your classroom this might be appropriate, but if you are looking for a student book that students can pre-read, bring questions to class, and self-study, continue your search.
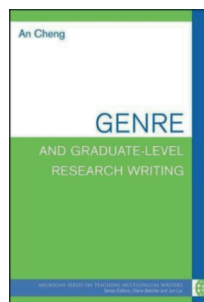
Journal of IATEFL ESP SIG

Genre and Graduate-Level Research Writing

An Cheng

The University of Michigan Press, 2018

ISBN 978-0-472-03706-3

Reviewed by: Gilberto Diaz-Santos, Community College of Vermont and University of Vermont, USA

Continuing a tradition pioneered by John Swales and Christine Feak, *Genre and Graduate-Level Research Writing* is a recent addition to the existing literature on genre-based classroom pedagogy aimed at meeting the writing needs of graduate-level students. Unlike most of its predecessors, conceived as textbooks that graduate students can actually use, Cheng's book has the language instructor in mind, especially –I would say- those who might be new to the task of teaching graduate-level writing courses or even novices in the domain of genre analysis and genre-based pedagogy.

The six chapters of the book provide a good balance between theory and practice. Chapter one discusses what graduate-level research writing is and elaborates on six main reasons why these instructional programs are important, especially if developed around a genre-based approach. Chapter two focuses on developing practices based on rhetorical and generic awareness as frameworks to help graduate students navigate their examination of genres in the classroom and beyond, as well as their ability to identify specific variations of research genres in their own disciplines. Chapter three is a transition between this book's focus on genre theory and classroom-based practice since it reviews previous textbooks (mainly those by the Swales-Feak writing partnership) produced to address the needs of research writing at the graduate level. This chapter is probably one of the highlights of Cheng's book as a way of walking novice –and experienced- practitioners through the existing/available literature on graduate-level writing and providing useful input for decision-making regarding the adoption/production of teaching tasks and materials.

In the remaining three chapters, the author addresses instructional classroom methodology ranging from in-class, explicit analysis of genre samples to students' independent, discovery-based analysis of –other- samples. This combination of inductive and deductive procedures provides the necessary scaffolding for graduate students' rhetorical/generic consciousness raising which will empower them to distinguish disciplinary-specific variations or nuances of research genres. Cheng's proposed framework is further expanded through the four dimensions of tasks in the graduate-level research writing classroom and how

these dimensions may help students and teachers in understanding and evaluating discipline-specific writing tasks. Finally, chapter six addresses, one more time, how important it is for graduate-level research writing instructors to review and actively use the existing literature but, at the same time, to build and update their own knowledge base and expertise. One way in which the authors engage readers in a journey of self-development is precisely the set of four to seven questions for further reflection and discussion at the end of each chapter.

Without a doubt, Cheng's book is a timely and invaluable contribution to genre-based classroom pedagogy and practice as well as a reader-friendly review of and introduction to teaching research writing at the graduate level.
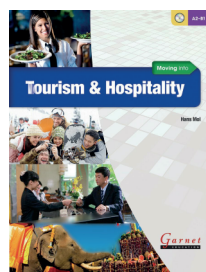
Moving into Tourism & Hospitality

Hans Mol

Garnet Education, 2014

ISBN 978-1-9075-7553-2

Reviewed by Serena Zhou and Ian James, CAES, Surrey International Institute (SII), Dongbei University of Finance and Economics (DUFE), Dalian, China

This book shows great focus and consistency on tourism and hospitality English. It contains ten units, each covering a distinct aspect of tourism and hospitality, and all activities in each unit are set in line with the relevant topic. The book will allow students to learn and practise target language within a natural and consistent context.

Moving into includes various relatively-authentic situations. Most of these activities are learner-centred and group-based, so students can practise and acquire the language through talking with each other, thereby promoting fun and effective language production and communicative learning.

One of the most impressive features of this textbook is the amount of visual material it offers. At the beginning "Topic & Vocabulary" stage of each unit, appealing pictures are placed to grab students' interest. This pictorial support will be especially effective for vocabulary learning. Graphs, tables, diagrams, and pie charts are extensively used in the reading, listening, and speaking sections, and this will help students learn to view and analyse data; thus helping prepare them for Writing Task 1 of the IELTS exam.

Although the textbook is rich in content, there is not much consistency between units, so it might be hard for teachers to consolidate the units for comprehensive revision. If the topics could show a sequence, such as a tourism student's worldwide journey, that could help students memorize the context better and establish relevant knowledge.

The length of listening exercises is appropriate, and note-taking skills are often emphasized. Transcripts and answer keys are provided at the back of the course book, and this facilitates students' independent study.

This textbook is ideal for introducing students to a wide-range of common tourism English, as the language in the book is appropriate and focused. However, if students are expected to survive in an academic English environment, the overall level of this book may be too low, especially in terms of the reading and writing components.

The teacher's book makes a very worthwhile companion. It offers some useful ideas and guidance for teachers who enjoy this kind of support, while still presenting the essentials such as answer keys and transcripts in a clear, concise and easy-to-find format.

Seen in the context of delivering EAP courses in Transnational Education (TNE), and students' English proficiency levels on 2+2 programmes, the level of this textbook might not fully meet the high expectations of Chinese students where both authors of this review are based. It might prove a suitable coursebook, say, for a module called "Tourism English", as the language in the book is really focused, as mentioned above. However, if students are expected to survive in an academic English environment, especially in reading and writing components, this book is could be used only with low-level EAP students. Compared with the reading textbooks used on TNE EAP courses, the reading materials here are too simple, in terms of the length and vocabulary and the questions types used; the writing tasks are more complex and demanding than the writing tasks from this book. In conclusion, if for general English or low level EAP, this book might be a good choice. However, for academic English teaching and learning the level of this book should be carefully considered.

In conclusion, this useful resource can be of use on courses which have been preceded by a careful needs analysis which then would justify its use with learners.
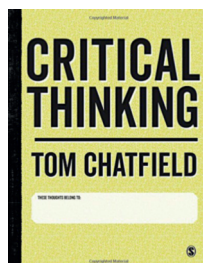
Critical Thinking

Tom Chatfield

Sage, 2018

ISBN 978-1-4739-4713-6

Reviewed by: Shuo Zhao, CAES, Surrey International Institute (SII), Dongbei University of Finance and Economics (DUFE), Dalian, China

Critical Thinking is a newly published book by Sage in 2018. It is a practical guide for students at tertiary education level or curious thinkers of all types, helping them successfully engage with ever-more-overwhelming information and effectively express themselves in the age of social media and highly developed technology.

Critical Thinking is designed as essential foundation to develop critically informed approaches to ourselves and the world around us. According to the preface to the book, as either a study or leisure reading material, it is intended for students or thinkers expecting to sharpen their thinking skills. It aims to equip readers with skills to be discerning and critical to others' information and be clear and effective in expressing one's own ideas. It also helps them with managing their time and attention effectively and becoming more assured in using digital information systems.

Critical Thinking comprises 12 chapters, which are divided to two parts, to achieve its four aims. The first six chapters, generally corresponding to the first two aims, unfold fundamental concepts and different principles of reasoning related to critical thinking and apply them to one's own knowledge expressing. Before beginning chapter 1, the author first elaborates what critical thinking is, how to do critical thinking and why it is significant. The first two chapters address the definition of arguments, methods of distinguishing arguments from non-arguments, the structure of arguments and ways to reconstructing them. Three types of reasoning, deduction, induction and abduction, are explicated in chapter 3, 4 and 5. Chapter 6 focuses on applying the toolkit laid out earlier to engaging with sources of information and introducing reading strategies. The last six chapters, approximately conforming to the last two aims, concentrate on employing critical thinking skills to maintain reasonable in the world of emotions, fallacies, and bias. Recognizing rhetoric and its devices hidden in language or information and aiming to be impartial are dealt with in chapter 7. Chapter 8 introduces varied types of fallacies and how to see through them. The concern of chapters 9 and 10 is identifying bias and overcoming it. Chapter 11 focuses on using critical thinking in this era of technology and social media. The last chapter relates critical thinking with writing, especially academic writing. Additional materials include a reading guide, a glossary of terminologies, a synopsis of valid forms of argument, endnotes and an index.

A typical chapter consists of the goals of the chapter, elaboration on concepts of critical thinking, examples illustrating them, connection between critical thinking and study skills, prompts for reflection, and a summary of the whole chapter. I appreciate chapter 8 addressing the issue of faulty reasoning which we often encounter in our study, work and life. The chapter clearly distinguishes different categories of common fallacies, manifests where the logic fails in them, and demonstrates how to identify them.

Overall, this is a very comprehensive, well elaborated and clearly structured book that achieves its four aims. It provides readers with systematically organized concepts and skills to improve their critical thinking in an easily accessible way, laying a vital foundation for their future academic study, professional work and life. It is especially helpful for the first-year college students who are about to embark on their academic life. However, if readers would like to train their logical thinking skills at an advanced level, they need to look somewhere else.
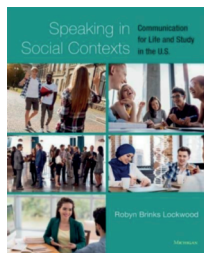
Professional and Academic English

Speaking in Social Contexts: Communication for Life and Study in the U.S.

Robyn Brinks Lockwood

Michigan University Press, 2018.

ISBN 978-0-472-0371-2

Reviewed by: Susan W. Eshleman, CAES, Surrey International Institute (SII), Dongbei University of Finance and Economics (DUFE), Dalian, China

Robyn Brinks Lockwood's new book is a practical text which, according to the author's introduction, aims to assist 'students who want to live, study and/or work in an English-speaking setting or are already doing so...to help students survive interactional English in a variety of social, academic, and professional settings.' The text consists of ten units with practical topics such as Small Talk, (unit 10), Offering and Asking for Assistance (unit 4), and Giving Opinions, Agreeing and Disagreeing (unit 2), which students may find difficult to do in a foreign culture. Each unit digs into the mechanics of real life conversation and interactions. Topics move beyond the sometimes limited structures that students learn from the classes and texts from their home countries.

Each chapter is set up into four main sections: an opening discussion, a language component, two practice activity sections, and a final analysis. The discussion section allows students to compare and contrast what they know from their own cultures and what they are experiencing or could experience with other English speakers. The language section provides students with diverse, commonly used alternative language structures and links them with formal versions they are already familiar with. The practice sections allow them to use language in a natural way by providing both open and closed questions that allow students to use their existing well of knowledge and link that knowledge with new material. The analysis encourages students to reflect on their learning and how it can be used in a practical sense. This last section also provides a critical thinking approach that allows them to stretch their thought process to embrace different ways of thinking about language and behaviour in social situations.

Speaking in Social Contexts easily lends itself to integration with supplemental texts (Gary Althen's *American Ways*, for example), technology, and realia. It would also be simple to integrate the materials thematically with other reading and writing courses. As someone who has been teaching abroad for a number of years, there are three things that this reviewer especially likes about this text. The first is the acknowledgment that students coming from abroad may not be completely equipped to handle living, studying and working in a foreign culture regardless of their language skill. Secondly, that context and intonation are basic issues that can confuse students when interacting with others. Thirdly, the range of topics in this book also consider smaller aspects (such as recognizing social conventions and building etiquette), that may not be given much attention. The book can also be easily used on its own, and is a nice addition to anyone's bookshelf and classroom repertoire.

Journal of IATEFL ESP SIG

Success in Academic Writing

Trevor Day

Palgrave-Macmillan Publishers Limited, 2nd edition, 2018
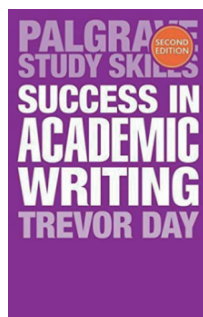
ISBN 978-1-352-00204-1

Reviewed by: Laura McNabb, CAES, Surrey International Institute (SII), Dongbei University of Finance and Economics (DUFE), Dalian, China

In his second edition of *Success in Academic Writing*, Trevor Day states that 'writing of any kind must consider both purpose and audience.' Reading the back cover, we learn that Day's purpose remains the intention to accompany the reader through the process of academic writing and explain the various steps. Then, in the Preface, the author tells us that the second edition addresses a wider university student audience that includes ESL students. Additionally, there are more examples and activities in the new edition compared with the first edition.

The book logically begins with chapter 1 moving through to chapter 12 (214 pages), but does not necessarily need to be read in consecutive order. The chapters have been designed to stand alone as each one concentrates on a particular step in the process of academic writing. Each chapter has writing activities for the reader and the answers included at the end. Also, at the end of each chapter is a summary of the key points, a reference list, as well as bibliographic information for further reading. Aside from chapter 7, focused on composing, the references are generally from the past ten years. Chapter 7 includes a reference whose first edition was published in 1934. Rather than seeming out of date, this reference actually gives weight to the amount of time that academia has put into standardizing good academic writing.

Addressing the full process of writing, Day includes his own materials that he has built and adapted. One strategy is I.P.A.C.E., used in the planning stages to help the students consider the full communicative process of writing an academic paper. Another strategy, SP3R addresses the reading stage. In the book, Day does not merely list off a repertoire of possible strategies, but expands specifically on toolkit ideas with which he has had a proven success record. As the book is part of the *Palgrave Study Skills* set, which includes other titles focused on writing, there is no need for Day to try and encompass everything.

The greatest strength of *Success in Academic Writing,* 2nd ed. lies in the style and approach taken by Day. He purposefully uses a personal tone to replicate the face-to-face conversation of a writing tutor and student. The start of each chapter begins in a conversational manner that sets the reader at ease and renders the information more accessible and the tasks more approachable. The structure of the units using the examples and tip boxes add a more personal tone to the text, ensuring that the reader is less likely to feel overwhelmed with all the details of academic writing.

The downside of the new edition is that the language used to present this academic writing toolkit is not geared towards an ESL student lower than upper-intermediate level. Even though the style is more informal, and the materials are presented simply and clearly, the language and assumed reader knowledge is still more appropriate for a native English speaking audience. However, this book would be useful for ESL teachers who could in turn adapt the materials for a lower language level.

Professional and Academic English

Professional English in Use: Finance

Ian Mackenzie

Cambridge University Press, 2017

ISBN 978-0-521-61627-0

Reviewed by: Thais Caroline Ferreira, CAES, Surrey International Institute (SII), Dongbei University of Finance and Economics (DUFE), Dalian, China

Professional English in Use: Finance is part of the Cambridge *Professional English in Use* series aimed at ESP and Business English learners. This publication is intended for learners who need to use English in a financial environment. Other books from the series also targets specialist areas of Professional English including Medicine, Marketing, Law and ICT.

As stated in the back cover, this publication is primarily designed as a self-study reference and practice book for intermediate to advanced learners (B1-C2). Additionally, it could also be used for classroom work, or one-to-one lessons. However, no teaching suggestions or 'tips' are provided, which could either encourage instructors to find creative ways to engage the learner with the material. Alternatively, it may leave both learner and teacher feeling overwhelmed at the lack of exercises allowing the target language to be freely produced. Although the 'over to you' section, found at the end of each unit, is an attempt at encouraging learners to produce the language in a less restricted way, the exercise itself is limited to very few questions.

The book is made up of 50 units, with each unit dived into two sections: presentation of vocabulary and practice exercises. The most significant aspect of this publication is how well the target language is presented and integrated into the given context. The use of language in these sections almost allows you to forget that this book is intended for language learning purposes. For this very reason, learners with a proficiency level below C2 may find it very challenging and may struggle using this book for self-study.

With the exception of the questions in the 'over to you' section, all answers are provided in the answer key, at the back of the book. Another useful feature of this book is the vocabulary index at the back, which provides the target vocabulary in phonetics. Students using this book without a tutor are therefore still able to learn the correct pronunciation. However, learners may find it slightly frustrating to have to constantly turn to the back of the book for pronunciation reference.

Overall, I would advise against the use of this self-study book as the main teaching material due to its emphasis on presentation and practice, and limited focus on production. In addition, the general unit structure can be regarded as visually overwhelming, and thus demotivating for learners as well as teachers. Nevertheless, the publication does a decent job at presenting specialist 'Finance' language in context, and could be a good companion book to use with ESP learners.

Journal of IATEFL ESP SIG

Career Paths: Finance

Virginia Evans, Jenny Dooley and
Ketan C. Patel

Express Publishing: 2012; reprinted
2017

ISBN 978-1-7898-645-6

Reviewed by: Yoann Colange,
CAES, Surrey International Institute (SII),
Dongbei University of Finance and Economics
(DUFE), Dalian, China

Career Path: Finance is meant to be an educational resource (A1, A2 & B1 – Common European Framework of Reference for Languages) for English professionals to improve their English communication in a work environment. It is a a Business English course with practical financial vocabulary.

More specifically, *Career Paths: Finance* should be most effective for B1 professionals seeking to develop English financial vocabulary and communication fluency; additionally, high school and undergraduate students with a vocational purpose could very much benefit from the course.

The book includes three books broken down in themes such as Finance basics, Banking or job in Finance. Each book includes 15 units (30 pages) with glossary and audios. Units deal with matters from office supplies to economic theory. Alternatively, the full content is also available on different platforms such as iPad allowing access 'anywhere anytime'. The 45 units deal with matters from office supplies, numbers and job specifications to balance sheets, economic indicators and economic theory.

The structure of each unit is consistent creating a certain routine pattern and allowing for fast progress. A typical unit includes a 100-word reading text, 3 vocabulary exercises and pronunciation. A 100-word audio follows with understanding and recall questions. Then, a dialogue and a writing task reinforce previous tasks and vocabulary. Generally speaking, each unit should fit into a one-hour slot except for Book 3 that may require additional writing time.

The course appears skills-driven with much emphasis of professional vocabulary. The learner may be asked to summarize a financial situation, to act out a simulation of a business owner having a discussion with an accountant, and to write for a newspaper. However, home pre-reading, drilling and simplification seem necessary form A2 level onwards owing to the high vocabulary density of the texts. Thus, B1 students could be appropriately challenged and strong students (including B2) could be best challenged by Book 3 with increased input and demands on outputs.

Overall, *Career Paths Finance* is a short and practical introduction to work in an office and this fulfils its Finance English communicative aim. Reading, Listening, Speaking and Writing are suitably covered and the vocabulary or units can be used with learners according to their needs. What might be missing is longer writing tasks (e.g., reports of an average length) and therefore additional writing activities might need to be added depending on the needs of a particular group of students (or an individual learner in a one-to-one set-up). The 250 hours of practice, consolidation and review that the course aims to offer its target users are likely to lead to increased confidence and ability to use *Financial English*.

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