

# PATHWAYS AND PROMISES: English for Academic Purposes and Student Success



*Conference Program*

**June 7<sup>th</sup>, 2013**

University of Manitoba

Hosted by the English Language Centre, U of M

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# **SCOTT DOUGLAS**, BA MEd PhD (Calgary)

*Assistant Professor, Education Faculty - UBC Okanagan*

## **KEYNOTE SPEAKER**

Prior to joining the University of British Columbia's Okanagan campus as an Assistant Director, Scott worked with additional language learners throughout the world from the Middle East to Asia. Currently, Scott teaches undergraduate and graduate students in the Faculty of Education and provides academic oversight for the English for Academic Purposes (EAP) courses on his campus. His current research agenda primarily looks at the validity of EAP programs, the demands of novice undergraduate writing at English medium Universities and the implications for EAP curriculum design. Dr. Douglas also writes and edits EAP textbooks, his most recently co-authored book being *Q Skills for Success Reading and Writing 5*, published by Oxford University Press.

## **KEYNOTE ADDRESS:**

### **A CONSIDERED LOOK AT EAP IN THE CANADIAN CONTEXT**

Taking a close look at the delivery of English for Academic Purposes in institutions across Canada, this presentation provides a meta-analysis of current Canadian trends and research in the field. The implications of future directions will be explored with an emphasis on research and evidence based language programs for University bound students.

## **VOCABULARY AND THE UNDERGRADUATE WRITER:**

### **WHAT SHOULD EAP STUDENTS BE AIMING FOR?**

Vocabulary is increasingly seen as a vital component of the English for Academic Purposes curriculum. However, the questions regarding how many words, which words and how to teach these words remain. In order to attempt to answer these questions, the vocabulary levels of both developing and satisfactory undergraduate writers are explored, and the implications for curriculum and materials design are analyzed.

# NANCY CHISLETT, B.A., B.Ed., PBDE, M.Ed.

*Assistant Director, English Language Centre, University of Manitoba*

## CONFERENCE CHAIR



It's the English Language Centre's (ELC) great pleasure to host *Pathways and Promises: English for Academic Purposes (EAP) and Student Success*. It can be difficult to find EAP-focused professional development opportunities. Our hope is to bridge that gap by providing a variety of presentations, led by presenters who will enrich our professional practice as instructors, coordinators, or students. We are particularly pleased to have Dr. Scott Douglas, whose many accomplishments speak to a distinguished career. We are delighted to welcome Scott to our province and to the University of Manitoba campus.

I would like to take this opportunity to extend our sincerest thanks to all the presenters of this year's conference. It's a privilege to witness such support for the professional development of those teaching EAP. It is a form of recognition of the important work we do.

I would also like to take this opportunity to thank Oxford University Press, who has graciously offered to sponsor much of Scott's travel expenses, and who have offered much needed advice.

Finally, I thank Morgan Klachefsky, Joan Birrell-Bertrand and Tracey Giesbrecht, ELC's Program Coordinators; Chris MacNeil, the Assistant to the Director; Crystal Beyak, Program Assistant; Brynne Thordarson, Conference Assistant; and Joey Pothe, Student Affairs Communications Specialist for their contributions to the success of this conference.

Welcome to the 2013 *Pathways and Promises: English for Academic Purposes (EAP) and Student Success!*

Cheers!

Nancy Chislett  
Assistant Director  
English Language Centre

# SCHEDULE OF THE DAY

■ Computer Workshop  
 ■ Demonstration  
 ■ Paper Presentation  
 ■ Poster Presentation  
 ■ Workshop

	Time	Location
Registration	8:00 - 8:40 am	214 University Centre
Refreshments	8:40 - 8:55 am	204 University Centre
Conference Welcome	9:00 - 9:15 am	214 University Centre
<b>KEYNOTE ADDRESS</b> A Considered Look at EAP in the Canadian Context <b>SCOTT DOUGLAS</b>	9:15 - 10:45 am	214 University Centre
<b>Break</b>	10:45 - 11:00 am	204 University Centre
<b>Concurrent Sessions</b>		
Delivery and Assessment of an Academic Listening course: Applying the Four Strands of Effective Learning <span style="color: #008000;">■</span> <span style="color: #4b0082;">■</span> <b>TATIANA GALETCAIA</b>	11:00 - 11:50 am	224 A&B University Centre
Enabling Students to Organize Research: Using Zotero <span style="color: #c00000;">■</span> <b>RICHARD IWABUCHI</b>	11:00 - 11:50 am	390 Helen Glass Centre, Computer Lab
In Awe of AWL: Is Broader Better? <span style="color: #008000;">■</span> <b>JANICE MCALPINE &amp; JILL DONALDSON</b>	11:00 - 11:50 am	217 University Centre
<b>Lunch</b>	12:00 - 1:00 pm	204 University Centre
<b>Concurrent Sessions</b>		
Minding One's P-s and Q-s: Orthographic Challenges between Arabic and English <span style="color: #ffa500;">■</span> <b>CHRISTOPHER SHAW GUST</b>	1:00 - 1:50 pm	220 University Centre
Music as an Enhancement for Second Language Learning <span style="color: #ffa500;">■</span> <b>MARGARET KLASSEN</b>		220 University Centre
Redefining Excellence in the Classroom for Chinese Students <span style="color: #ffa500;">■</span> <b>JILL CAYA</b>		220 University Centre
Small Budget, Big Impact: How to Integrate International Students into a Homogenous Campus Community <span style="color: #ffa500;">■</span> <b>BELLA HETTICH</b>		220 University Centre
Bridge to Success?: The York University Bridging Program, One Year On <span style="color: #008000;">■</span> <b>MICHAEL TWOHEY &amp; CALUM MACKECHNIE</b>	1:00 - 1:50 pm	217 University Centre
Textbook Publishing Process <span style="color: #90ee90;">■</span> <b>JASON TOMASSINI</b>	1:00 - 1:50 pm	224 C University Centre
<b>Concurrent Sessions</b>		
A central concern: Developing and strengthening intercultural competence <span style="color: #4b0082;">■</span> <b>JEROME CRANSTON</b>	2:00 - 2:50 pm	224 A&B University Centre
Maximizing Academic Success through Targeted Communicative Practice <span style="color: #4b0082;">■</span> <b>JOAN DUNDAS &amp; JIM PAPPLE</b>	2:00 - 2:50 pm	217 University Centre
Vocabulary and the Undergraduate Writer: What Should EAP Students be aiming for? <span style="color: #4b0082;">■</span> <b>SCOTT DOUGLAS</b>	2:00 - 2:50 pm	214 University Centre
<b>Closing Remarks (Book Draw)</b>	3:00 - 3:20 pm	214 University Centre

# PRESENTATION DESCRIPTIONS

## **A CENTRAL CONCERN: DEVELOPING AND STRENGTHENING INTERCULTURAL COMPETENCE ■**

**Dr. Jerome Cranston**

Assistant Professor, Acting Associate Dean, Faculty of Education, University of Manitoba

It has been suggested that there is a cultural gap in many of the nation's schools as a growing number of educators struggle to better serve students from cultures other than their own. When applied to education and student success, intercultural competence (ICC) centers on the knowledge, skills and dispositions that are a requisite in order to effectively serve students from diverse cultures. According to Bennet (2008), ICC is a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts. The session will outline the stages of ICC and suggest ways that will foster the development and strengthening of ICC as educators continue to grow into those who can support student success.

## **BRIDGE TO SUCCESS?: THE YORK UNIVERSITY BRIDGING PROGRAM, ONE YEAR ON ■**

**Michael Twohey**

Associate Director, Special Programs, York University

**Calum MacKechnie**

Director, York University English Language Institute

This presentation reviews the challenges of establishing a bridging program and ensuring that instructors and faculty work toward the common goals of student success. The presentation reviews the evolution of York's YUBridge, which started in 2012, and the lessons to be applied to the program's future.

## **DELIVERY AND ASSESSMENT OF AN ACADEMIC LISTENING COURSE: APPLYING THE FOUR STRANDS OF EFFECTIVE LEARNING ■■**

**Tatiana Galetcaia**

Instructor, English Language Centre, University of Manitoba

Application of the four strands of language learning: meaning-focused input, meaning-focused output, attention to language forms and developing fluent use of language items (Nation & Newton, 2009) is believed to ensure a well-balanced academic listening course; providing a range of opportunities for language learners. This workshop includes a presentation and a small and large round table discussion.

## **ENABLING STUDENTS TO ORGANIZE RESEARCH: USING ZOTERO ■**

**Richard Iwabuchi**

CALL Coordinator, ELC, University of Manitoba

Participants will learn how to use Zotero; a free online tool that is designed to help students (under-graduate to graduate level) organize their research. This tool will help your students keep track of their sources and quotes and even create citations and bibliographies. Although Zotero wasn't designed specifically for EAP learners, its "friendly" platform can enable students to organize their academic studies. Preview the tool at Zotero.org and feel free to bring your own laptop/netbook to this workshop.

## **IN AWE OF AWL: IS BROADER BETTER? ■**

**Janice McAlpine**

Senior Program Coordinator, Queen's University, School of English

**Jill Donaldson**

Queen's University, School of English

A narrow focus on "academic words" can result in poor vocabulary control. It is students who can paraphrase the academic register in everyday language who have the breadth and depth of lexicon to negotiate life and learning at university. Skills-integrated and personalized vocabulary-building strategies in use at Queen's School of English are discussed, as well as a planned, blended-learning vocabulary program.



# PRESENTATION DESCRIPTIONS

## **MAXIMIZING ACADEMIC SUCCESS THROUGH TARGETED COMMUNICATIVE PRACTICE ■**

*Joan Dundas and Jim Papple*

Listening Coordinator and Speaking Coordinator, Brock University

This interactive workshop will explore student success through the use of communicative practice in an EAP Program. Attendees will discuss the implications of focusing on communication skills in EAP and develop techniques to increase intelligible, meaningful communication within their own EAP programs.

## **MINDING ONE'S P-S AND Q-S: ORTHOGRAPHIC CHALLENGES BETWEEN ARABIC AND ENGLISH ■**

*Christopher Shaw Gust*

Instructor, ESL Language Centers, University of North Dakota

This poster will feature examples of common orthographic errors made by those literate in the Arabic language(s) attempting to convert language sounds into Latin characters, highlighting not only the conditioning of the Arabic alphabet but also the influence of French and English-derived transliteration systems used throughout the Arabic-using world. For added impact, and dignity, the presenter will also interpret Arabic calligraphy produced by himself and his correspondents. The presenter speaks and writes French and he is prepared to discuss the material in either language, according to the preference of those who engage him. Indeed, the topic pertains to both languages.

## **MUSIC AS AN ENHANCEMENT FOR SECOND LANGUAGE LEARNING ■**

*Margaret Klassen*

EAP Instructor, Laurentian University

Music can be used to enhance second language acquisition in an EAP program. Relevant literature from language learning theories, psychology, neuroscience and musicology is discussed. Sample of practical and adaptable lesson plans are provided which demonstrate the use of music to reinforce listening, speaking, reading, and writing, as well as building vocabulary skills for EAP learners.

## **REDEFINING EXCELLENCE IN THE CLASSROOM FOR CHINESE STUDENTS ■**

*Jill Caya*

Instructor, ESL Language Centers, University of North Dakota

This poster examines the differences between the American Education system and the Chinese education system including the instructor's role, expectations of students, and the classroom experience. Keeping these differences in mind, I will look at the challenges for Chinese students studying in America. I will also discuss strategies for instructors of Chinese students and provide advice for Chinese students studying in America. This poster is a joint effort between me and my former Chinese students who were studying English.

## **SMALL BUDGET, BIG IMPACT: HOW TO INTEGRATE INTERNATIONAL STUDENTS INTO A HOMOGENOUS CAMPUS COMMUNITY ■**

*Bella Hettich*

Center Director, ELS Language Centers, University of North Dakota

Cross-cultural interchange is much sought out by educational institutions looking to increase diversity exposure for American students and by language programs looking to help students practice English. The poster presents an assortment of successful small-budget activities to promote intercultural interchange.

## **TEXTBOOK PUBLISHING PROCESS ■**

*Jason Tomassini*

Supervising Editor, Oxford University Press

This presentation explains the publishing process from idea to textbook. Topics include forming a relationship with publishers and preparing a proposal. This presentation is for instructors considering writing a textbook as well as those interested in learning more about publishing.





# PRESENTER BIOGRAPHIES

**JILL CAYA** has been teaching English in a range of settings for 13 years. She taught English as a Peace Corps volunteer in Russia. Jill also taught English to refugee and immigrant high school students and adults in Minneapolis and St. Paul. She has been teaching at ELS Grand Forks since 2008. Jill holds a BA in Sociology/Anthropology and Spanish from Cornell College, Mount Vernon, Iowa. She is completing her Master of Education in ELL Education at the University of North Dakota in Grand Forks.

**JEROME CRANSTON** is an Assistant Professor and Acting Associate Dean (Undergraduate) at the Faculty of Education, University of Manitoba. Dr. Cranston's teaching, research, and writing focus on educational administration with particular attention to the ethics of personnel management and school leadership, and organizational culture and behaviour. His most recent projects include delving into education at the Brickfield Schools in Kolkata, India, examining the needs of Generation Y educators, and educational leadership in First Nations Communities.

**JILL DONALDSON** has been teaching at Queen's School of English for over 10 years but has been working in the industry for almost 25. She has taught overseas in countries including Japan, the UK, Italy, Russia and Taiwan. Her Canadian experience includes Toronto, Vancouver and of course, her hometown, Kingston.

**JOAN DUNDAS** and **JIM PAPPLE** are (respectively) the Listening and Speaking Coordinators of Brock University's ESL Services' programs for International students. Both have been fascinated by the interplay between the use of technology and pedagogical best practices for ESL instruction since assuming their positions as Academic Coordinators ten years ago.

**TATIANA GALETCAIA** has a MA Hons in applied linguistics, Master of Education and CTESL certificate from the U of M, and is currently in her PhD program at the U of M. She has taught American and English literature, EFL/ESL in Eastern Europe and Canada for more than 20 years. Currently she teaches EAP (Writing) in the AEPUCE (Academic English Program for University and College Entrance) at the ELC of the University of Manitoba. Her research interests include psycholinguistic aspects of cross-cultural communication.

**CHRISTOPHER SHAW GUST** currently teaches EAP on a full-time basis at the UND/Grand Forks campus of ELS Language Centers. He is also finishing an MA degree in history at UND, with a focus on religion and popular culture in medieval Europe and he has recently studied intensive Classical Greek at the University of Pennsylvania. Prior to joining ELS two years ago, he taught ESL for adult immigrants at the Adult Learning Center in Grand Forks. During the 2006-7 school year, he taught English in two elementary schools in the French town of Ribérac, Dordogne. He has studied French, Latin, Classical Greek, Arabic and German in a classroom setting in addition to Middle English, Old English and variants of French and Occitan for his research as a medievalist and Hebrew out of personal interest. He has also studied applied linguistics through the Summer Institute of Linguistics (SIL International). His other interests include archaeology, fencing, playing the tin whistle, sketching, creative writing and spending time in a canoe on a quiet river.

**BELLA HETTICH** is a director of an intensive academically-oriented English language learner program at the University of North Dakota. Her experience includes nearly 10 years teaching students from Saudi Arabia, China, Japan, South Korea, and other countries, and also coaching teaching personnel. In addition to her ELL interests, she is an avid linguist, and has worked as a Russian/English translator.

**RICHARD IWABUCHI** has taught English for Academic Purposes at the University of Manitoba's English Language Centre for the past 13 years. The past few years he has served in the role of CALL Coordinator and is interested in engaging language learners with online tools.

**MARGARET KLASSEN** teaches in an EAP Program at Laurentian University in Sudbury, Ontario. She completed her Masters in Education (Arts-Based focus) at Nipissing University and is currently working on an Interdisciplinary PhD in Human Studies, with research interests in applying musical principles to second language learning. When she is not undertaking her professional duties, she enjoys reading, travelling, and performing with her barbershop chorus, Nickel City Sound.

**CALUM MACKECHNIE** is a native of Scotland, Calum is the Director of YUELI. He is also currently serving on the Executive and the Board of Languages Canada, and was its founding President for four years, from 2008 to 2012. Calum has lived and worked in the UK, USA, New Zealand, Canada, Spain and Japan. He has spent his entire career in the ESL/EAP field, starting out as a part-time teacher and going on to direct major university programs in three countries. Calum holds a BA (Honours) degree from the University of Stirling, an M.Ed. degree from the University of Washington, and the DELTA (Diploma in English Language Teaching to Adults), awarded by the University of Cambridge.

**JANICE MCALPINE** is the Senior Program Coordinator at Queen's School of English. She previously taught for five years at the School and for a decade directed the Strathy Language Unit at Queen's, a Canadian English research unit.

**JASON TOMASSINI** has worked at Oxford University Press Canada for seven years and is currently the Supervising Editor for the ESL Department. Prior to joining Oxford, he taught ESL in Asia for seven years.

**MICHAEL TWOHEY** completed an undergraduate degree in English Literature and a TESL Certificate in 1985 (York University and George Brown College, Toronto). He taught ESL and English for Academic Purposes (EAP) in China from 1985 to 1987. He returned to York University in late 1987 and was hired to teach EAP at the York University English Language Institute (YUELI), where he taught for two years. In 1989, he began his PhD studies at Cambridge University and, after completion of his Doctorate, worked in the Canadian private sector before returning to YUELI in 2001 as a Manager and then Associate Director of YUELI's Special Programs.

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