

ELE Publications and Conference Presentations. 2016-21.

Journal articles/Chapters in edited collections.

Davies, P. and Haldane, J. (2021) "Adapting Foundation EAP in a pandemic: Finding the right asynchronous-synchronous balance". *InForm*, 20, pp. 14-16.

Haldane, J. and Davies, P. (2021) "Innovations in teaching IFP: an academic language and literacies approach". [e-book]. *Innovative Approaches in Pedagogy for Higher Education Classrooms*, Emerald Publishing.

Yang, Chia-Ying, Foley, Y. and Northcott, J. (2021) "Daighi teachers' Daighi identity and their promotion of students' identity through learning Daighi in primary school classrooms". In Shei, C. (ed.) *Taiwan: Manipulation of Ideology and Struggle for Identity*. Routledge: Abingdon and New York. 98 -116.

Lynch, T. and D. Mendelsohn (2020) "Listening". In N. Schmitt & M.P.H. Rogers (eds.) *An Introduction to Applied Linguistics*. (Third edition). Oxford: Routledge. 223-239

Benson, C. and K. Anderson (2019). "A dissertation writing course for School of Education students at the University of Edinburgh". In Brewer, S., A. Standring and G. Stansfield (eds.), *Papers from the Professional Issues Meeting (PIM) on In-sessional English for Academic Purposes held at London School of Economics 19 March 2016*. Renfrew: BALEAP: The Global Forum for EAP Professionals: 85-94.

Caulton, D., J. Northcott, and P. Gillies (2019) "EAP and subject specialist academic writing feedback collaboration". In Gillway, M. (ed.), *Proceedings of the 2017 BALEAP Conference: Addressing the State of the Union: Working Together = Learning Together*. Reading: Garnet Education: 157-163.

Hamano-Bunce, D., Murray, R. and Campbell, B. (2019). "The Effects of a Short Study Abroad Programme on Japanese Learners' L2 Listening". *Asian EFL Journal* 23 (4.1)

Northcott, J. (2019) "Academic writing feedback: Collaboration between subject and EAP specialists". In K. Hyland and Lilian L.C. Wong (eds). *Specialised English: New Directions in ESP and EAP Research and Practice*. Routledge: Abingdon and New York: 214 -227.

Lynch, T. (2018) "Promoting learning from second language speaking tasks: Exploring learner attitudes to the use of comparators and oral feedback". In V. Samuda, K. Van den Branden & M. Bygate (eds.) *TBLT as a Researched Pedagogy*. John Benjamins: Amsterdam: 213-234.

Lynch, T. (2018) "Perform, reflect, recycle: Enhancing task repetition in second language speaking classes". In M. Bygate (ed.) *Learning Language through Task Repetition*. John Benjamins: Amsterdam: 200-228.

Northcott, J. (2018) "English for Lawyers". In L. Woodrow: *Introducing Course Design in English for Specific Purposes*. Routledge Introductions to English for Specific Purposes. Routledge: London and New York: 206-11.

Northcott, J. (2017) "A needs-driven approach to legal English teaching and training: research and practice". In Vysřčilová, R. (ed.) *Training Legal Languages for Effective Functioning of Judicial Cooperation in EU*. Judicial Academy, Czech Republic © Palacký University, Olomouc, 2017: 50-55.

Northcott, J., Gillies, P. and Caulton, D. (2017) "Feedback on feedback. The role of ESAP tutor feedback in improving postgraduate academic writing ability". In Kemp, J. (ed.) *EAP in a rapidly changing landscape: issues, challenges and solutions*. Reading: Garnet Publishing: 147–158.

Redpath, K. (2017). "Implementing continuous assessments for enhanced student engagement: benefits and challenges at The University of Edinburgh". *InForm* 17: 12 – 13.
https://www.reading.ac.uk/web/files/inform/InForm_Issue17.pdf

Hamano-Bunce, D. (2016). "Maximising Classroom Opportunities to Improve Learner Interaction". *CELE Journal*: 208-31.

Harker nee Nash, A. (2016). "Intercultural learning in modern language education: expanding meaning-making potentials". *Language and Intercultural Communication*, 17:1, 81-83, DOI:[10.1080/14708477.2016.1201917](https://doi.org/10.1080/14708477.2016.1201917)

Northcott, J., Gillies, P. and Caulton, D. (2016). "What postgraduates appreciate in online tutor feedback on academic writing". *Journal of Academic Writing* 6(1): 145 -161.

Conference Presentations and Public Lectures.

Murray, R. (2021) "Identifying and addressing evidence of neo-colonialism in course curricula". Presented at *The University of Edinburgh Learning and Teaching Conference: Curriculum as a Site for Transformation*. 17 June.

Northcott, J. (2021) "Academic language and literacy, literacies or genres? Bridging the gap in an online undergraduate transitions course for all". *BALEAP Conference: Exploring Pedagogical Approaches in EAP teaching*. University of Glasgow. 6 – 10 April

Knox, L. (2021) "Feeding back on writing feedback: an approach to observation during an online pre-session course". Lightning Talk for *BALEAP Conference: Exploring Pedagogical Approaches in EAP teaching*. University of Glasgow. 6 – 10 April

Benson, C. and Holden, C. (2021) "International post-graduates' classroom participation: on pre-session courses and on Master's programmes". Presented at *Transitions and Tribulations: EAP at the crossroads*. *St Andrews University EAP Conference* 27 February

Haldane, J. and Davies, P. (2021) "Digital teaching and learning in Foundation EAP: Preliminary evaluations". Presented at *Transitions and Tribulations: EAP at the crossroads*. *St Andrews University EAP Conference* 27 February

Northcott, J. and Murray, D. (2021) "Academic language and literacy, literacies or genres? Bridging the gap in an online undergraduate transitions course for all". Presented at *Transitions and Tribulations: EAP at the crossroads. St Andrews EAP Conference* 27 February

Jones, H., McIldowie, P. and Murray, R. (2020), "Partnering with the disciplines". Presented at *The University of Edinburgh Learning and Teaching Conference: Curriculum Futures*. 16 June.

Haldane, J. (2020) Academic Vocabulary in Literacy course in IFP – how teaching vocabulary to high-achieving students enables academic discourse socialisation". Presented at *Anybody out there: addressing audiences in academic discourse. St Andrews University EAP Conference* 29 Feb

Benson, C. and K. Anderson (2019). 'Reviewing the Literature: "A framework into which you can fit your own little contribution" '. Presented at *BALEAP Conference: Innovation, Exploration and Transformation* 2019. University of Leeds. 12-14 April.

Benson, C., and M. Maclean (2019). 'Evaluating an English for Academic Purposes pre-sessional course: how effectively does it prepare students for their Masters programmes?'. Presented at *The University of Edinburgh Learning and Teaching Conference: Evidencing the value of learning and teaching* . 19 June.

Davies, P. and J. Haldane (2019). 'Developing inclusivity in International Foundation Programme: Course design in response to diversity'. Workshop. Presented at *Evidencing the Value of Teaching and Learning. The University of Edinburgh Learning and Teaching Conference*. 19 June.

Davies, P. and J. Haldane (2019). 'Foundation EAP course re-design in response to a changing student body.' Presented at *Evolution of international foundation programmes - Recognising a new environment and adapting to change. InFORM Conference*, University of Reading, 23 June.

Garbutt, M. (2019). 'Stakeholders' perceptions of the validity of internal English language entry assessments used on a summer pre-sessional course at a UK university.' Presented at *BALEAP PIM Assessing the Assessors: Reviewing Assessment Practices in (and beyond) EAP*. University of Birmingham. 23 February.

Jones, H. (2019) 'EAP teachers working in, with and through the Creative Arts: an exploration' with Alison Thomas, Jennifer Sizer, Anna Rolinska, Clare Carr, Claire Maxwell. Presented at *BALEAP Conference: Exploration, Innovation and Transformation* at the University of Leeds.

Knox, L., Northcott, J. and J. Paterson (2019) 'Is Learning and Teaching terminology a barrier to engagement?' Presented at *Evidencing the value of learning and teaching*. The University of Edinburgh Learning and Teaching Conference 19 June.

McIldowie, P and G. Lloyd (2019) 'Mediating culture on a pre-medicine ESAP programme' Presented at *English for Specific Academic Purposes Conference 2019* . Ruhr-Universität Bochum Language Centre (ZFA) May 11.

Northcott, J. (2019) 'Needs-focussed legal English teaching and training: Research and Practice'. Key Note presented at *Language and law: Traditions, Trends and Perspectives*. Bialystok Legal English Centre, Faculty of law, University of Bialystok, Poland 6 June.

Redpath, K. and K. McHugh (2019) 'Enhancing engagement and academic community among colleagues at the Centre for Open Learning'. Poster. Presented at *Evidencing the Value of Teaching and Learning*. The University of Edinburgh Learning and Teaching Conference. 19 June.

Woodman, S., C. Benson, E. Boeren, J. Northcott and A. Shan (2019). 'In search of excellence: Chinese students on the move'. Report to University of Edinburgh staff. Presented at Confucius Institute for Scotland. 7 November.

Harker, A. (2019) "The Critical Review: concept, context and purpose". *The Leeds Criticality Symposium*. Leeds. 28 Nov

Anderson, K. and A. Elloway (2018). 'Preessional EAP Course Assistants'. Presented at *Best Practice in EAP*. BALEAP Accreditation Scheme event, Goldsmiths, University of London. 12 March.

Haldane, J. (2018). ' "s167378, you need to use another word here": How English for Academic Purpose (EAP) tutors interact when giving academic writing feedback'. Poster. Presented at *Inspiring Learning*. The University of Edinburgh Learning and Teaching Conference. 20 June.

Haldane, J. (2018). 'A matter of opinion? Selecting stance for reformulation in writing'. Presented at *No Innocent Bystanders: Stance and Engagement in Academic Discourse*. The University of St Andrews EAP Conference. 24 February.

Haldane, J. (2018). 'University Classroom Exchanges: Multilingual communication in Medicine'. Presented at University of Birmingham Translanguaging International Conference: *Communication in the multilingual city*. March

Haldane, J. (2018). 'Multilingual teaching for medical students: a translanguaging case'. Presented at *Explorations in Ethnography, Language and Communication (EELC) Conference*, UoE. September

Haldane, J. (2018). 'Semantic structures and meaning making: Comparative discourse analysis of linguistic variation in multilingual, disciplinary postgraduate summary writing'. Presented at IULMA Entretextos International Conference, Universitat Jaume I (UJI), Castellon, October.

Jones, H. (2018) 'Expectations and Ambiguities in Disciplinary Writing: A Context-specific Exploration of Genres in the Periphery'. Presented at *The Norwegian Forum for English for Academic Purposes Summer Conference: The Future of Genres*, at the Oslo Metropolitan University.

Jones, H. (2018) 'EAP and Academic Literacies: A Fuzzy Boundary in the Classroom' Presented at *BALEAP/ALDinHE Joint One-day Conference (PIM) – Academic Literacies and EAP* at the University of Essex.

Lloyd, G. and P. McIldowie (2018). 'Simulated consultations on a medical pathway programme: analysing what constitutes a good performance'. Invited talk at BALEAP PIM: *Speaking*, INTO Newcastle University.

Northcott, J. , Caulton, D. and P. Gillies (2018). "Academic Writing Feedback: What do postgraduate students and their tutors understand by "content" and how can the feedback best be provided?" Poster Presentation. Presented at *Inspiring Learning*. The University of Edinburgh Learning and Teaching Conference. John McIntyre Conference Centre. 20 June.

Redpath, K. (2018). 'Implementing continuous summative assessments for enhanced student engagement: benefits and challenges at The University of Edinburgh.' Presented at *Inspiring Learning. The University of Edinburgh Learning and Teaching Conference*. John McIntyre Conference Centre. 20 June.

Thomas, A. and C. Benson (2018). 'Do I need a citation here? Understanding motivations around attribution as a window on writer engagement.' Presented at *No Innocent Bystanders: Stance and Engagement in Academic Discourse. The University of St Andrews EAP Conference*. 24 February

Benson, C., C. Holden and M. Maclean (2017) 'Evaluation of a Pre-sessional ESAP course for TESOL and Language Teaching Masters programmes: Perceptions and Performance'. Presented at *Evaluating the Effectiveness of EAP*. BALEAP Professional Issues Meeting. ELE, University of Edinburgh. 18 March.

Haldane, J. (2017). 'Postgraduate Chinese students' response to academic discourse in pre-Masters EAP'. Presented at *St Andrews University EAP Conference*, February 2017

Haldane, J. (2017). 'The response by postgraduate Chinese students to academic discourse instruction on the EAP pre-Masters course at Edinburgh University'. Presented at *Evaluating the Effectiveness of EAP*. BALEAP PIM, Edinburgh, March 2017

Jones, H. (2017) 'Content-based Assessment- Does it Really Work?' Presented at *IATEFL TEASIG* at the University of Bedfordshire.

Lynch, T. (2017) 'Questions of Evaluation in EAP'. Plenary lecture at BALEAP Professional Issues Meeting *Evaluating the Effectiveness of EAP*. ELE, University of Edinburgh. 18 March 2017.

Northcott, J. and D. Caulton (2017) 'Still effective? An evaluation of two ESAP Pre-sessional courses: English for Business Masters and English for the LLM. Presented at *Evaluating the Effectiveness of EAP*. BALEAP Professional Issues Meeting. ELE, University of Edinburgh. 18 March.

Northcott, J. (2017) 'ESAP teachers' academic writing feedback in the online context'. Presented at *Faces of English 2: Teaching and Researching Academic and Professional English*. University of Hong Kong. 1-3 June.

Northcott, J. and D. Caulton (2017) 'EAP and subject specialist academic writing feedback collaboration'. Presented at *Addressing the State of the Union: Working Together = Learning Together*. Biennial BALEAP Conference. University of Bristol. 7-9 April.

Northcott, J. (2017) 'A needs-driven approach to legal English teaching and training: research and practice'. Presented at *Training Legal Languages for Effective Functioning of Judicial Cooperation in EU*. Judicial Academy of the Czech Republic, Prague. 21-22 September.

Redpath, K. (2017) 'Implementing continuous credit assessments for enhanced student engagement: benefits and challenges at The University of Edinburgh IFF'. Presented at *InForm Conference*, University of Reading. 15 July.

Harker, A. (2017). Facilitating the Construction of Internationalised Universities. Presented at *The International Higher Education Teaching and Learning (HETL) Conference* at the University of the West of Scotland. 28 June.

Benson, C. (2016) 'Lecturing in English in Japan'. Poster presented at *EMI in Higher Education: the challenges and the opportunities*. BALEAP Professional Issues Meeting, University of Southampton. June 2016.

Benson, C. and K. Anderson (2016) 'A dissertation writing course for School of Education students at the University of Edinburgh'. Presented at *In-sessional EAP*. BALEAP Professional Issues Meeting, LSE. March 2016

Haldane, J. (2016) ' "This idea needs expressing" . Linguistic variations in EAP feedback.' Poster presented at *BAAL SIG Language Teaching*. Lancaster University. 30 June -1 July 2016.

Haldane, J. (2016) ' "This idea needs re-expressing" : Linguistic variation in EAP feedback on ESP academic writing' . Presented at *Finding the balance: Language and content in EAP*. Annual ELT Conference, University of St Andrews. February 2016.

Haldane, J. (2016). ' "This idea needs re-expressing" Linguistic variation in EAP feedback on ESAP academic writing' . Presented at Edinburgh University, *LEL PGC*, June.

Haldane, J. (2016). "Providing feedback on EAP content and language on ESAP writing courses at Edinburgh". Presented at Universitat Jaume I, Castellon, Spain, October.

Northcott, J. and D. Caulton (2016) 'How can ESAP tutors give effective feedback on discipline specific content' . Presented at *Finding the balance: Language and content in EAP*. Annual ELT Conference, University of St Andrews. February 2016.

Thomas, S. (2016) 'The Cross-Cultural Study Sojourn: The Adjustment Process, Cultural Identity & Self-formation' . Presented at *Learner Identity – Managing Transitions* BALEAP PIM, University of Glasgow 12 November