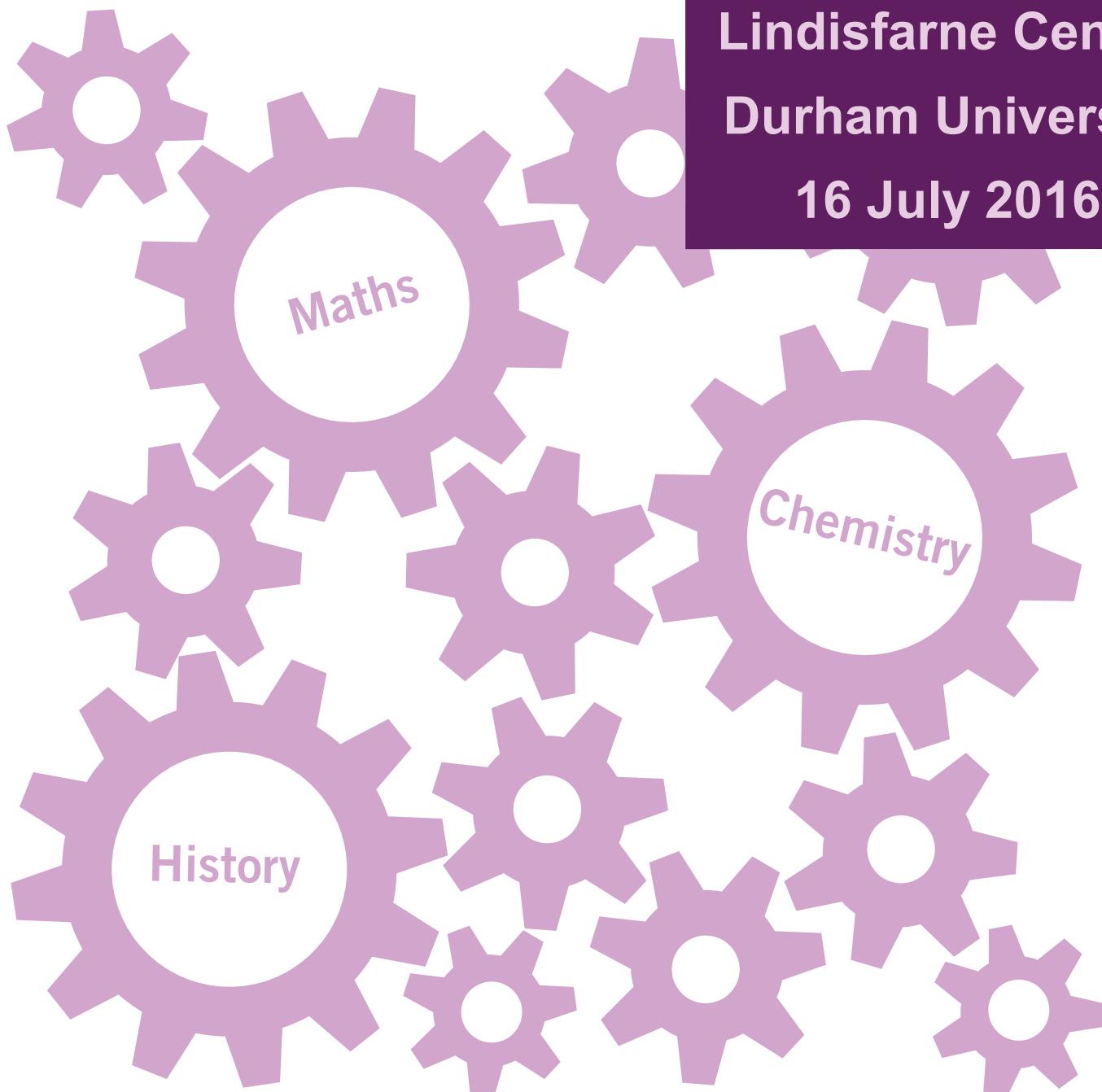


*InForm* CONFERENCE 2016

# *InForm*

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Working with Words: Supporting Understanding  
of Discipline-Specific Vocabulary in IFPs



Lindisfarne Centre  
Durham University  
16 July 2016

# Travel Information

The Lindisfarne Centre is located at St Aidan's College. St Aidan's is a 5 minute taxi ride (about £3) from Durham Station. All the taxi drivers know the college, so you won't need to give them directions. Alternatively, if you're carrying light luggage, the walk from the station through town is picturesque and will take about 30 minutes. There is a tourist map on the platform.

The college is situated just to the south of Durham city centre. There are parking spaces available in the college but these are subject to availability. Please ask for a permit at reception.

Alternatively, there is a park and ride scheme in Durham; the Howland's car park is a short walk from the College.

## How to get to St Aidan's College:

### By Car

#### From the South and East

Drive north on the A1(M) and exit at Junction 61. Take the A177 signposted Bowburn and Peterlee. Follow the road, through Bowburn, for approximately three miles until you enter Durham on the Stockton Road. Turn left at the first roundabout and then left again at the "New Inn" traffic lights into South Rd. Continue up South Road for half a mile. Turn right where signposted to several colleges, including St Aidan's. Take the first left and then second right onto St Aidan's driveway.

#### From the North and East

Drive south on the A1(M) and exit at Junction 62. Take the A690 to Durham.

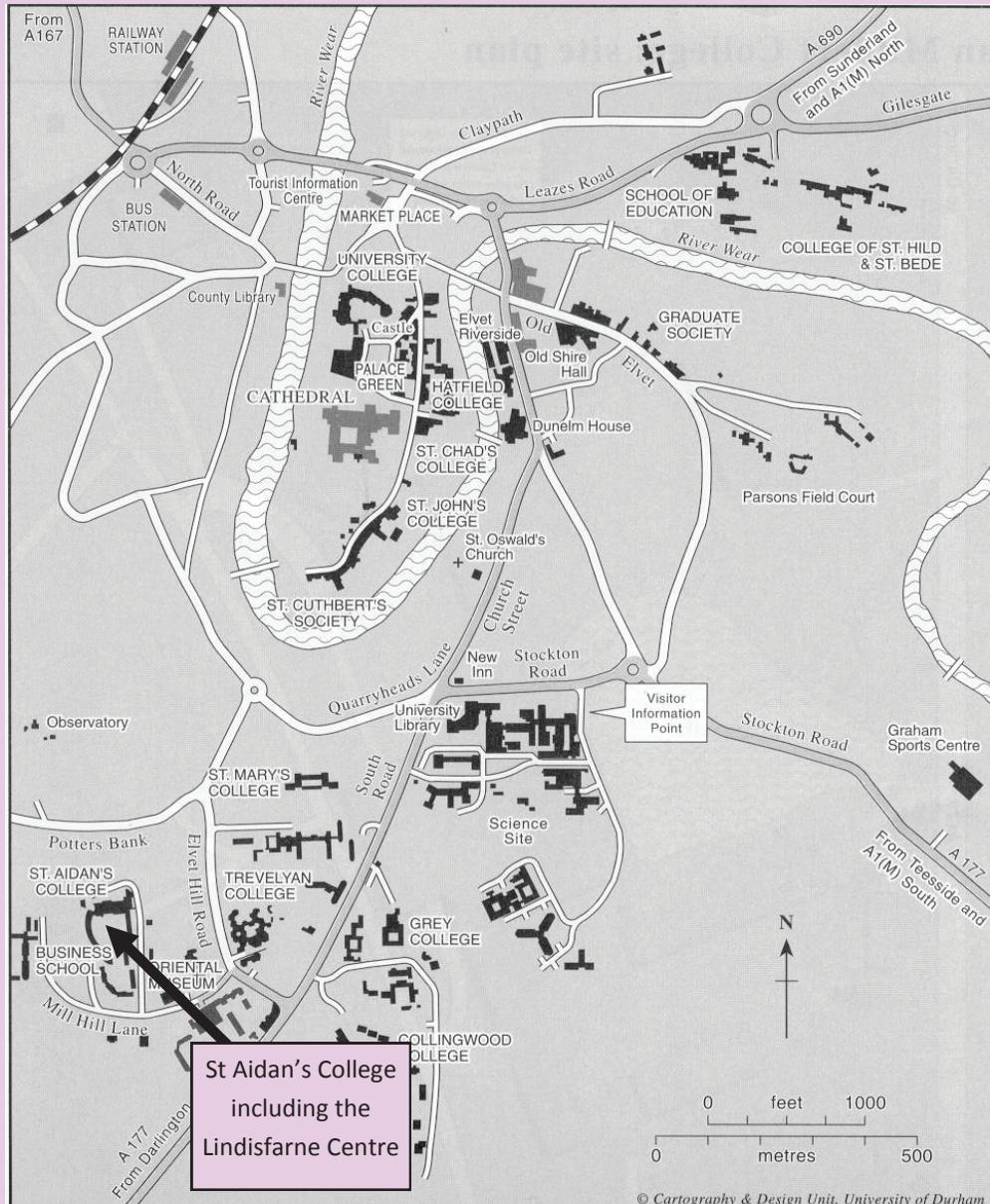
Follow the dual carriageway and at the first roundabout go straight ahead. Turn left just before the next roundabout into New Elvet and follow the road for approximately half a mile (bearing right into Church Street) to the New Inn traffic lights. Go straight ahead into South Road and then follow the instructions given.

#### From the West

Drive on the A167 to the Cock of the North roundabout (junction with the A177). Take the Durham A177 exit into South Road. and follow it for approximately half a mile. Turn left just after the bus shelter and then follow the instructions given.

### By Rail

Fourteen trains per day travel from London and Edinburgh to Durham. The journey takes less than three hours from London, one and a half hours from Edinburgh and forty-five minutes from York.



## Contact Details

### College Reception

Tel: 44 (0) 191 334 5769

Email: [aidans.reception@durham.ac.uk](mailto:aidans.reception@durham.ac.uk)

### Event Bookings - Event Durham

Tel: 0800 28 99 70

Email: [event@durham.ac.uk](mailto:event@durham.ac.uk)

### Address:

St Aidan's College  
Windmill Hill  
Durham  
DH1 3LJ

# *InForm*

# CONFERENCE 2016

## Working with Words: Supporting Understanding of Discipline- Specific Vocabulary in IFPs

The Foundation Centre at Durham University welcomes you to the seventh annual *InForm* conference.

Since the first issue of the *InForm* journal was published in 2008, it has provided a platform for lively dialogue on teaching and learning issues specific to the IFP academic community. A natural development of this success, the annual *InForm* conference, now in its seventh year, offers a welcome opportunity for face-to-face networking and the sharing of practice and research with colleagues from across the sector.

This year's theme, and the stimulating line-up of presentations it has generated, recognises the diversity and scope of our academic community, which is characterized by a wide variety of programme structures, carefully crafted to meet the varied needs of our international learners.

We are delighted this year to welcome our keynote speakers, Professor Mike McCarthy from the University of Nottingham, and Dr Dawn Knight from Cardiff University.

We look forward to an enjoyable, thought-provoking and *Informative* day for all.



Louis Rogers  
Chair of the *InForm* Editorial Board

# InForm Conference 2016 Programme

## Working with Words: Supporting Understanding of Discipline-Specific Vocabulary in IFPs

**InForm**

A journal for international foundation programme professionals



**University of Reading**

0900-0930	<i>Registration and coffee</i>	
0930-1015	<p><b>KEYNOTE ADDRESS 1</b>  <i>The vocabulary of academic speaking: an interdisciplinary perspective</i> Mike McCarthy, Emeritus Professor of Applied Linguistics at the University of Nottingham</p> <p>Academic writing and speaking place very different demands on students. While writing tends to be genre-specific (e.g. lab report versus critical essay), successful speaking requires the control of a vocabulary of interaction which is more related to academic speech events (e.g. seminar versus PG supervision versus oral presentation). In this talk, using evidence from spoken academic corpora, we look at how best to understand and to teach the lexicon of spoken interaction. Corpus evidence suggests that academic speaking is a delicate balance between items shared with the vocabulary of everyday, non-academic interaction along with a pragmatically specialised vocabulary which has both interdisciplinary and subject-specific implications.</p>	
1015-1055	<p><b>SESSION 1A Walking the line: selecting and teaching chemistry-specific vocabulary</b>  Aaron Woodcock, ISLI, University of Reading</p> <p>An overview of how subject-specific vocabulary was selected, taught and assessed on an ESAP module for Chemistry students. Using his experience of designing and delivering this module, the speaker offers his answers to key questions debated by English and subject teachers alike. His insights can be applied to any subject.</p>	<p><b>SESSION 1B Write on the edge: encouraging use of reporting verbs in physiology lab reports</b>  Megan Bruce, Durham University Foundation Centre</p> <p>This talk explores our current project with first year students on the BA Sport, Health and Exercise degree programme (who mainly write essays) and how we have used Data-Driven Learning to help them to successfully produce their first lab report.</p>
1055-1120	<p><i>Coffee and Refreshments</i>  <i>Poster Presentations</i></p>	
1120-1200	<p><b>SESSION 2A Providing focus or limiting options? Disciplines, lexis and EAP</b>  Mike Groves, Birmingham International Academy, University of Birmingham</p> <p>The aim of this presentation is to examine the currently dominant discipline-specific approaches within EAP and to question whether they fit in with the needs of a foundation year context. It will then suggest that the dominance of subject-specific approaches may, in fact, bring significant drawbacks to students in the long term.</p>	<p><b>SESSION 2B Chemical linguistic demand in multiple dimensions and implications for developing understanding in non-traditional students</b>  Dr Simon Rees, Durham University Foundation Centre</p> <p>This paper presents findings from a five-year longitudinal study of UK and International Foundation students. Using data from semi-structured case study interviews and a unique chemical language diagnostic test, evidence is presented to show how chemical language can be problematic in four different dimensions.</p>
1200-1240	<p><b>SESSION 3A The selection of vocabulary, language and skills for a discipline-specific pre-university Foundation Programme</b>  Clare Anderson, CATS College Cambridge</p> <p>The selection of vocabulary and academic skills for a discipline-specific approach to the EAP module on a pre-university foundation course is the focus of this talk. Our cross-discipline collaboration is described, and the delivery through formative EAP assessments that practise the skills and language for those in the host disciplines.</p>	<p><b>SESSION 3B Making sense of 'Global Society': teaching key conceptual vocabularies in the Foundation Year classroom</b>  Elwyn Edwards, University of Southampton</p> <p>Our paper will discuss our new content-based module 'Global Society', which introduces students to some key conceptual vocabularies relevant for undergraduate study at an international institution. We will outline the main aims and objectives of our module and give details of a new collaborative assessment which we trialled this year.</p>

1240-1325	<b>Lunch</b> <b>Poster Presentations</b>	
1325-1410	<p><b>KEYNOTE ADDRESS 2</b>  <b>The application of corpora: supporting and informing the pedagogic landscape</b> Dr Dawn Knight, Senior Lecturer in Applied Linguistics at Cardiff University</p> <p>Corpora, and their associated concordancing software help to generate empirically based, objective analyses of how language is actually used. Such corpus-based methods have revolutionised the investigation of language and the significance and reach of their applications continues to grow. In the language learning and pedagogy contexts specifically, corpora have an established role in the creation of teaching materials, and are also used in supporting reference and assessment resources (including the majority of modern dictionaries).</p> <p>This paper provides an overview of some of the key concepts and applications of corpus-based research and teaching to date. This will include an examination of how dictionaries, vocabulary and grammar materials, course books, and classroom activities have been shaped by information from corpora, and how corpora can be devised or used to help (international) students understand and acquire discipline-specific vocabulary. Building on this will be a discussion of the current state-of-the-art in the application of corpora; considering some of the key methodological, practical and technological challenges that are being faced in the structuring and visualisation of corpora, and how these can potentially impact on, and inform, their utility in pedagogic contexts (drawing on <a href="http://www.wordwanderer.org">www.wordwanderer.org</a> as a specific example).</p> <p>The paper ends with some projections about the 'future' of the application of corpora within the pedagogic landscape. It focuses specifically on plans for the ESRC/AHRC funded National Corpus of Contemporary Welsh (Corpwys Cenedlaethol Cymraeg Cyfoes – CorCenCC <a href="http://sites.cardiff.ac.uk/corcenc/">http://sites.cardiff.ac.uk/corcenc/</a>). Whereas pedagogical corpus tools have hitherto been secondary adjuncts to existing corpora, from the outset, the design of CorCenCC includes a novel integrated educational interface to support Welsh language learning and teaching: a 'pedagogic toolkit'. This will work directly with the data to support language teaching and learning, and, specifically, to help improve vocabulary knowledge and reading/writing skills in Welsh. This pedagogic toolkit will constitute a blueprint for the development of corpus toolkits for other user groups (e.g. translators, publishers, new researchers) beyond the life of this project.</p>	
1410-1450	<p><b>SESSION 4A What's a parallelepiped? How to survive teaching English for Mathematics</b>  <i>Hannah Gurr, CELFS, Bristol University</i></p> <p>This session will outline my approach to supporting IFP students studying foundation mathematics (including developing course materials), demonstrate the use of Quizlet to teach maths vocabulary, and show how to use a Google+ community as a multimedia platform to increase learners' enthusiasm for all things mathematical.</p>	<p><b>SESSION 4B 'More difficult than physics': teaching and learning historical and political terms on an IFP</b>  <i>Will Hutton, Queen Mary University of London</i></p> <p>The teaching and learning of historical and political terms presents particular challenges for educators and students on IFPs; this talk seeks to explore how historical and political terms can test students from all backgrounds, and how the very contestability of many historical and political terms can be successfully exploited.</p>
1450-1520	<b>Coffee and Refreshments</b> <b>Poster Presentations</b>	
1520-1600	<p><b>SESSION 5A A lexically focused IFP? Working with staff, students and the curriculum to join the dots</b>  <i>Steven Robert Herron, Northumbria University</i></p> <p>This presentation will provide an overview of the lexical challenges students face on IFP programmes, and will provide some solutions in the form of a joined-up approach to both skills and content.</p>	<p><b>SESSION 5B Raising linguistic awareness through CLIL: a reflective practice approach for subject teachers</b>  <i>Sandra Strigel, Newcastle University</i></p> <p>This session provides an overview of how Content and Language Integrated Learning (CLIL) strategies informed a series of reflective practice workshops conducted with subject teachers working on a university pathway programme. Emphasis will be specifically on how CLIL can be used to raise linguistic awareness with regards to discipline-specific vocabulary.</p>
	<b>End of Conference</b>	

# KEYNOTE SPEAKERS

Inform Conference 2016

Room: Lindisfarne Centre

9.30-10.15

## The vocabulary of academic speaking: an interdisciplinary perspective



**Michael McCarthy** is Emeritus Professor of Applied Linguistics at the University of Nottingham, UK, Adjunct Professor of Applied Linguistics at the Pennsylvania State University, USA, and Adjunct Professor of Applied Linguistics at the University of Limerick, Ireland. He is author of *Exploring Grammar in Context* (with Ron Carter and Rebecca Hughes, Cambridge University Press, 2000). He is also co-author of *English Vocabulary in Use, Elementary, Upper-intermediate and Advanced levels* (CUP, 1994, with Felicity O'Dell), *English Idioms in Use* (CUP, 2003, with Felicity O'Dell), *English Phrasal Verbs in Use* (CUP, 2004, with Felicity O'Dell), *English Grammar Today* (CUP, 2011, with Ron Carter, Geraldine Mark and Anne O'Keefe) and author of more than 50 academic papers.

Academic writing and speaking place very different demands on students. While writing tends to be genre-specific (e.g. lab report versus critical essay), successful speaking requires the control of a vocabulary of interaction which is more related to academic speech events (e.g. seminar versus PG supervision versus oral presentation). In this talk, using evidence from spoken academic corpora, we look at how best to understand and to teach the lexicon of spoken interaction. Corpus evidence suggests that academic speaking is a delicate balance between items shared with the vocabulary of everyday, non-academic interaction along with a pragmatically specialised vocabulary which has both interdisciplinary and subject-specific implications.

**13:30 – 14:15**

## The application of corpora: supporting and informing the pedagogic landscape



**Dawn Knight** is a Senior Lecturer in Applied Linguistics at Cardiff University. Her current research interests lie in the areas of corpus linguistics, discourse analysis, digital interaction, non-verbal communication and the socio-linguistic contexts of communication. Dawn is currently leading a major multi-institutional team of academics, software engineers and Welsh language experts planning to construct a National Corpus of Contemporary Welsh (Corpus Cenedlaethol Cymraeg Cyfoes - CorCenCC). Funded by the ESRC/AHRC, CorCenCC will be open-source and freely available for use by professional communities and anyone with an interest in language. CorCenCC will enable, for example, community users to investigate dialect variation or idiosyncrasies of their own language use; professional users to profile texts for readability or develop digital language tools; language learners learn from real life models of Welsh; and researchers to investigate patterns of language use and change.

Corpora, and their associated concordancing software help to generate empirically based, objective analyses of how language is actually used. Such corpus-based methods have revolutionised the investigation of language and the significance and reach of their applications continues to grow. In the language learning and pedagogy contexts specifically, corpora have an established role in the creation of teaching materials, and are also used in supporting reference and assessment resources (including the majority of modern dictionaries).

This paper provides an overview of some of the key concepts and applications of corpus-based research and teaching to date. This will include an examination of how dictionaries, vocabulary and grammar materials, course books, and classroom activities have been shaped by information from corpora, and how corpora can be devised or used to help (international) students understand and acquire discipline-specific vocabulary. Building on this will be a discussion of the current state-of-the-art in the application of corpora; considering some of the key methodological, practical and technological challenges that are being faced in the structuring and visualisation of corpora, and how these can potentially impact on, and inform, their utility in pedagogic contexts (drawing on [www.wordwanderer.org](http://www.wordwanderer.org) as a specific example).

The paper ends with some projections about the ‘future’ of the application of corpora within the pedagogic landscape. It focuses specifically on plans for the ESRC/AHRC funded National Corpus of Contemporary Welsh (Corpus Cenedlaethol Cymraeg Cyfoes – CorCenCC <http://sites.cardiff.ac.uk/corcencc/>). Whereas pedagogical corpus tools have hitherto been secondary adjuncts to existing corpora, from the outset, the design of CorCenCC includes a novel integrated educational interface to support Welsh language learning and teaching: a ‘pedagogic toolkit’. This will work directly with the data to support language teaching and learning, and, specifically, to help improve vocabulary knowledge and reading/writing skills in Welsh. This pedagogic toolkit will constitute a blueprint for the development of corpus toolkits for other user groups (e.g. translators, publishers, new researchers) beyond the life of this project.

# PARALLEL SESSIONS

Inform Conference 2016

## Abstracts



10:15 – 10:55

**Room:**

**Lindisfarne  
Centre  
Session 1A**

### Walking the line: selecting and teaching chemistry-specific vocabulary

**Aaron Woodcock, ISLI, University of Reading**

This presentation offers an overview of how subject-specific vocabulary was selected, taught and assessed on an English for Specific Academic Purposes (ESAP) module for Chemistry students. Using his experience of designing and delivering this module, the speaker offers his answers to some of the key questions debated by English and subject teachers alike:

- Who should teach subject-specific vocabulary: the English teacher or the subject teacher?
- How should subject-specific vocabulary be selected and taught?
- How should it be assessed?

The 'English Language for Chemists' module is taught alongside Chemistry modules. The students taking this ESAP module are competent users of general English (having a level of CEFR B2), but are near-beginners when it comes to communicating in their subject and presents the challenge of needing to learn a large number of lexical items in a short period of time.

The speaker has used his experience of teaching both foundation Chemistry and English for Academic Purposes (EAP) to design a course that teaches the vocabulary the students need to communicate successfully in their subject. This has led to some unexpected choices in the selection, teaching and assessment of subject-specific vocabulary.

Although the focus of this talk is Chemistry, the insights offered should be useful to anyone involved in the teaching and learning of subject-specific vocabulary in any subject.



10:15 – 10:55

**Room:**

**Shincliffe  
Room  
Session 1B**

### Write on the edge: encouraging use of reporting verbs in physiology lab reports

**Megan Bruce, Durham University Foundation Centre**

This paper demonstrates how corpus-based teaching activities have been successful in helping students who are not language experts to understand how language works through a heuristic approach.

Since 2012 we have been building the FOCUS corpus at Durham University Foundation Centre. This is a collection of 'good' (2:1 or First) Durham student writings at undergraduate and postgraduate level across a range of academic disciplines. We have used this corpus to support the academic language development of Foundation students studying the full range of subjects offered at Durham.

In addition to Foundation level support, our latest grant allows us to explore supporting the language development of Durham University students at different levels of study. In particular, we are designing corpus-based teaching activities for students who are producing text types that are new to them. We have produced activities to help final year Chemistry students who are writing their dissertations (the first time they have written extended text during their degree programme). This talk explores our current project with first year students on the BA Sport, Health and Exercise degree (who mainly write essays) and how we have used Data Driven Learning to help them successfully produce their first lab report.



11:20 – 12:00

**Room:**

**Lindisfarne  
Centre  
Session 2A**

## **Providing focus or limiting options? Disciplines, lexis and EAP**

**Mike Groves, Birmingham International Academy,  
University of Birmingham**

Recently, there has been a turn in EAP towards a focus on highly subject specific lexical content (Jones and Schmitt, 2010). This presentation will address this issue and examine it from within the context of the growing foundation sector. It will begin by examining some of the trends that are becoming apparent within EAP, and analyse where these ideas stem from. It will then attempt to problematize the notion that, within the foundation year context, a focus on subject specific vocabulary should, or can be, the dominant approach. It will make the case that, within the foundation context and structures, the role of the EAP component is to avoid funnelling students into linguistic silos. Instead, the sector should be aiming to equip students to become autonomous genre analysts, building their own awareness of the key lexical and stylistic features of their own discipline at a crucial time in their personal, academic and intercultural development. It will then argue that this will enable students to have greater choice of movement within the academic space, empowering them to overcome the forces of marginalisation, which are clearly apparent acting on international university students (Hawkes, 2013). This will not be a data-driven presentation, relying instead on analysis of the various strands in the EAP and HE literature and drawing conclusions which may be less mainstream in their nature.

Hawkes, L (2013)' Why the International Student Experience matters: Exploring the relationships between international students' psychosocial acculturation and academic literacy development' *International Student Experience Journal*, 1(2) [http://isejournal.weebly.com/uploads/1/6/3/1/16311372/article\\_1\\_why\\_the\\_international\\_student\\_experience\\_matters.pdf](http://isejournal.weebly.com/uploads/1/6/3/1/16311372/article_1_why_the_international_student_experience_matters.pdf) [Accessed 20-06-16]

Jones, M. and Schmitt, N. (2010). Developing materials for discipline-specific vocabulary and phrases in academic seminars. In Harwood, N. (ed.), *English Language Teaching Materials*. Cambridge University Press.



11:20 – 12:00

**Room:**

**Shincliffe  
Room  
Session 2B**

## **Chemical linguistic demand in multiple dimensions and implications for developing understanding in non-traditional students**

**Dr Simon Rees, Durham University Foundation Centre**

This paper presents findings from a five year longitudinal study of UK and International Foundation students progressing to a variety of undergraduate science based degree programmes. Using data from semi-structured case study interviews and a unique chemical language diagnostic test, evidence is presented to show how chemical language can be problematic in four different dimensions. These are non-literal meaning, sub-microscopic, similarity and multiple contexts. The data is also considered in relation to typologies of students and factors influencing academic success. The implications of these findings will be discussed in relation to transitions to Higher Education, widening participation and teaching practice. This paper will also reflect on considerations of undertaking pedagogical research by a full-time teaching fellow.



12:00 – 12:40

**Room:**

**Lindisfarne  
Centre  
Session 3A**

## The selection of vocabulary, language and skills for a discipline-specific pre-university Foundation Programme

**Clare Anderson, CATS College Cambridge**

The selection of vocabulary, language and skills for a discipline-specific pre-university Foundation Programme

The selection of vocabulary and academic skills for an intensive pre-university foundation course is described. The context for this presentation is a University Foundation Course delivered at an international upper secondary college in the UK. Students receive three hours of ESL (IELTS preparation) and two of EAP. Over the last four years the EAP has become increasingly discipline specific. The main reason for this is the student and subject tutor perception of relevance; English language and academic skills are seen as non-urgent and certainly not essential to their success, the lower the level of students' English the more this holds true. Moving to specificity has increased student engagement and contributed to improved performance in assessments. We work closely with colleagues in Accounting, Business and Economics.

Choice of vocabulary and academic skills, then, is driven by what a student needs to succeed from week to week in class, and what is needed to complete two pieces of coursework per subject. The vocabulary is based on tutor course notes, coursework briefing documents and past students' assessments where obtainable. The fine tuning is based on frequency of occurrence in these sources, and the frequency of error associated with that. The overall language and subject ability level of the EAP group will be a factor as well.

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## Making sense of ‘Global Society’: teaching key conceptual vocabularies in the Foundation Year classroom

**Elwyn Edwards, University of Southampton**

‘Working with words’; in many ways this is what we do every day as EAP tutors working on foundation programmes. But what words should we be focussing on and why?

Today’s global challenges are attended by a lexicon which permeates all areas of society, including politics, business and education. Concepts such as ‘sustainability’ now inform the business models of many multinationals and can be found in educational literature too. The University of Southampton ‘vision 2020’ strategy states that graduates should leave ‘equipped with sustainability knowledge and skills across social, cultural, economic and environmental dimensions’ (2015). How can we help students understand these complex ideas, while enhancing their academic literacy, critical thinking and other transferrable skills such as ‘self-management [and] team-working’ (HEA, 2013), in a manner which encourages ‘creativity, collaboration and intellectual risk taking’ (CBI, 2009)?

This year we have been developing a new content-based module for our Foundation cohort called ‘Global Society’. It introduces students to some key cross-disciplinary concepts such as ‘globalisation’, ‘development’, ‘climate change’ and ‘sustainability’ and challenges them to examine the historical, ideological and political assumptions which underpin them. By doing so, we aim to provide them with an understanding of key terms which they will encounter on their undergraduate programmes, ranging from management, law, international relations and fashion marketing.

Our paper will outline the aims and objectives of this module, focusing on a new collaborative assessment, which proved to be both challenging and rewarding for the students. We will then make recommendations for future development.

12:00 – 12:40

**Room:**

**Shincliffe  
Room  
Session 3B**

## **What's a parallelepiped?**

## **How to survive teaching English for Mathematics**

**Hannah Gurr, CELFS, Bristol University**

In this session, I draw on two years' experience of supporting IFP students studying Introductory Foundation and Further Foundation Mathematics via lectures and tutorial groups. I will share my approach to:

- Learning about the requirements of the Maths Link course;
- Writing materials for the weekly sessions;
- Using Quizlet to teach maths vocabulary;
- Setting up a Google+ community as a multimedia platform.

The purpose of Maths Link is to support students' English over twenty weekly 50-minute classes to help them fully benefit from the mathematics instruction they receive at Bristol University's School of Mathematics. To achieve this, the Maths Link classes focus on:

- Core vocabulary for Maths;
- Activities involving the communication of ideas about/through Maths;
- Effective lecture strategies (listening and note-taking).

The first part of my talk will cover how I went about discovering the requirements of the course, acquired the requisite content knowledge, and how this was translated into creating the course materials.

In the next phase, participants will learn how to create flashcards using Quizlet and how these can be used in and out of class to expand learners' maths vocabulary.

After this, I will demonstrate how a Google+ community can be used as a multimedia platform to increase students' enthusiasm for all things mathematical, and finally to share students' feedback on the course.

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## **'More difficult than physics': teaching and learning historical and political terms on an IFP**

**Will Hutton, Queen Mary University of London**

Queen Mary University of London's long-running International Foundation Programme currently runs two successful optional academic modules in history and politics: Twentieth Century History: the Making of the Modern World (IFP3814/IFP3914) and International Relations & Politics (IFP3807/IFP3907). As Lemke observes, "the mastery of academic subjects is the mastery of their specialized patterns of language use" (1988, p. 81) and successful students on both of these modules need to demonstrate an understanding of a wide range of subject-specific lexical items which identify historical figures, events and phenomena as well as political ideas, ideologies and institutions. Indeed, the research evidence suggests that vocabulary knowledge is the best single indicator of subject understanding.

This presentation seeks to outline some of the specific challenges associated with the teaching and learning of key terms for history and politics. In particular, contestability is a marked feature of many key terms in these fields and is central to building the more sophisticated understanding demanded in a university context. This characteristic can be exploited in order to foster learner autonomy and criticality both inside and outside the classroom. The second half of this talk will explore how the Glossary activity on the VLE Moodle can be used in order to enable collaborative content generation, thereby supporting the knowledge and understanding of discipline-specific terms in history and politics. The Glossary activity in Moodle allows for named learner contributions which can be moderated and receive comments; entries are also linkable and rateable. The extent to which the use of the Glossary fulfils Blachowicz and Fisher's Principles of Vocabulary Instruction as presented in Teaching Vocabulary in All Classrooms (2014) will be discussed.

**14:10 – 14.50**

**Room:**  
**Lindisfarne  
Centre**  
**Session 4A**

**14:10 – 14.50**

**Room:**  
**Shincliffe  
Room**  
**Session 4B**



15:20 – 16:00

**Room:**  
**Lindisfarne**  
**Centre**  
**Session 5A**

## **A lexically focused IFP? Working with staff, students and the curriculum to join the dots**

**Steven Robert Herron, Northumbria University**

This presentation will focus on some of the lexical challenges that students face as they work across a number of modules. It will use some lexical examples from general English, academic English (from the AWL) and subject-specific English (in this presentation from mathematics and engineering) to show some of these challenges, and some areas of confusion that can arise from them. It will also outline the Venn diagram of overlap between the various specialists (EAP, maths, engineering etc.) and examine ways to foster more productive use of these resources.

By way of a conclusion, the presentation suggests ways to join the dots between modules and subjects so that staff can also share their expertise. It is hoped that an augmented approach to lexical development will enable the students to also join the dots.



15:20 – 16:00

**Room:**  
**Shincliffe**  
**Room**  
**Session 5B**

## **Raising linguistic awareness through CLIL: a reflective practice approach for subject teachers**

**Sandra Strigel, Newcastle University**

As part of a doctoral project, a series of reflective practice workshops were conducted with academic subject staff working on a university pathway programme, with the aim of raising the teachers' linguistic awareness with regards to teaching non-native subjects (Economics, Business Management, Marketing, Architecture, Quantitative Methods, and Study and Research Skills) and across various levels (pre-university entry, international year one, postgraduate). The collaborative workshops were centred around Content and Language Integrated Learning (CLIL) strategies, and included an investigation into how the teachers perceived their own role in supporting students' language development as well as reflections on practice.

This session will provide an overview of the preliminary findings of the study, with particular emphasis on the teaching of discipline-specific vocabulary. For example, to what extent did the subject teachers consider themselves as discipline-specific language teachers? How did this manifest itself in the classroom? How successful did the teachers think their strategies were? The session will outline how a CLIL approach can be used to create greater awareness of language related issues, but it will also discuss some limitations of this approach. The session will conclude with a demonstration of practical examples of how the teaching of academic vocabulary can be integrated into the subject classroom.

## **POSTERS**



### **Specialist knowledge: an interactive approach**

**Rina F. de Vries and Veronica Raffin, EAP tutors at BIA,  
University of Birmingham**

In the IPFs, different disciplinary needs are accommodated for by providing students with pathway-specific topics. The idea of our poster is that we can also ask students to provide texts from their own disciplines, which can be used in the classroom to focus on different aspects of academic writing and vocabulary (reporting verbs, nominalisations, morphology of scientific words...). Such an approach might facilitate students in their pathway-related learning, the acquisition of discipline-specific lexis, and could contribute to a smoother transition from the foundation programme to their target discipline.

### **What do you mean? Difficulties with mathematical terminology.**

**Rachel Dunn, Teaching Fellow, Durham University Foundation Centre**

This poster will address issues I have had teaching mathematics to mixed groups of home and international students. I have found that many international students struggle to recognise different terms as they do not use them in their home countries. Understanding and use of certain terms varied from country to country and meant that although students could do calculations, it took some time to recognise the names and explanations associated with such operations. Particular issues have revolved around the use of averages such as mean, mode and median, so I will focus on this and methods I implemented to try to resolve the problem.

### **To teach or not to teach: the effectiveness of overtly teaching formulaic phrasing in academic practice**

**Julie Wilson, Teaching Fellow at the Foundation Centre Durham University**

There is a growing awareness of the role of using corpus-extracted word combinations to develop both written and spoken academic discourse. This is reflected in the range of literature available, where the focus for these studies has often been to evaluate the effectiveness of overtly teaching how to integrate these chunks of language into student writing. In this poster presentation I would like to briefly review some of the current literature in this area. As the key purpose of the academic practice modules on most foundation programmes is to develop academic literacy skills, this critical review will help me to evaluate the effectiveness of this strategy; it will also allow me to determine whether it would be a worthwhile exercise to carry out my own investigation to further develop my Academic Practice in Business module next year.



# *InForm* CALL FOR PAPERS

## THIS IS A CALL FOR PAPERS FOR ISSUE 16 OF *INFORM*

The submission of papers is now invited for the sixteenth edition of *InForm* from members of the academic community associated with international foundation programmes. Issue 16 will be published in December 2016.

We are interested in articles related to the variety of academic disciplines commonly found across international foundation programmes and remind contributors that *InForm* is not predominantly an English language teaching journal. *InForm* also includes a letters page with readers' responses to the articles included in previous editions. Letters should be no longer than 200 words. Journal articles (of no more than 1500 words) should be sent by email to [inform@reading.ac.uk](mailto:inform@reading.ac.uk) by 12.00 pm on 31 October 2016. For more information and a full writer's guide please visit [www.reading.ac.uk/inform](http://www.reading.ac.uk/inform)

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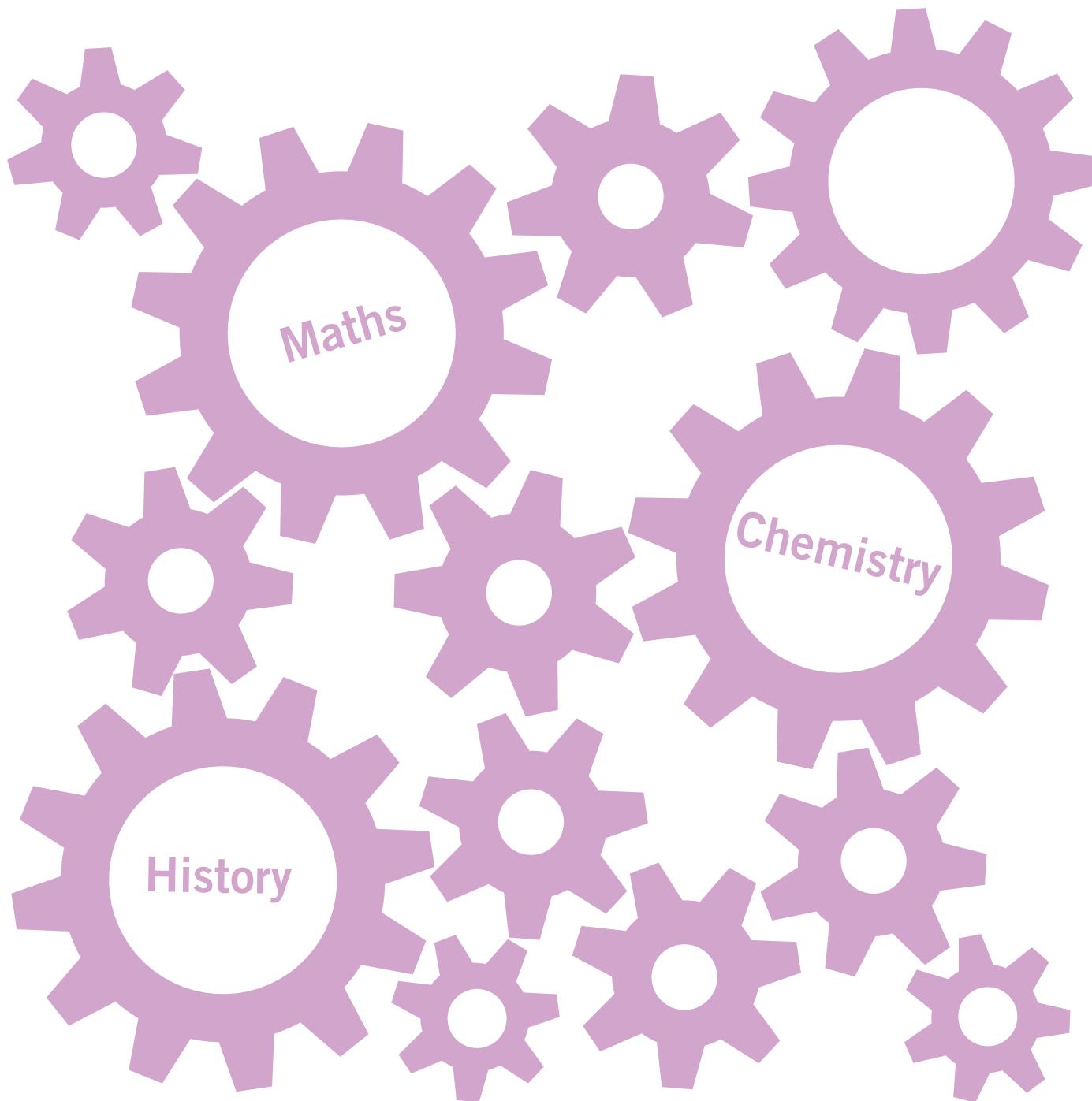
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## And finally...

We were very pleased to have the opportunity to host the InForm conference in Durham City this summer. We hope you found this a useful forum to share good practice, and that you enjoyed meeting colleagues from a wide range of institutions in the UK. We wish you a safe onward journey and look forward to meeting you again at the next event.



## ***INFORM***

### **CONFERENCE 2016**

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