OPENNESS IN ESAP

Alannah Fitzgerald & Ylva Berglund Prytz

http://www.flickr.com/photos/mag3737/1914076277/
WORKSHOP AGENDA

• Brief introduction
• Resource discovery for E(S)AP
• OER creation and reuse
  • The BALEAP competency framework
• Open tools for E(S)AP
  • Lextutor, FLAX, AntConc
• Sharing and reuse activities
  • Licensing scenario for E(S)AP
• Resources to follow up
• Training/coaching/creating opportunities
Google “English for Academic Purposes” and you’ll get Andy’s UEfAP along with the EAP Toolkit.

But is Google really the place to start? Do we need to develop our search skills?
RESOURCE DISCOVERY

The raw and the cooked

http://www.flickr.com/photos/evilmutent/2164735121/
UEFAP (ANDY GILLETT)

About
Accuracy
Assessment
Background
Links
Listening
Materials
Reading
Speaking
Vocabulary
Writing

UEfAP.com

Using English for Academic Purposes
A Guide for Students in Higher Education

Andy Gillett
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922878 visitors since 1st May, 1999
Last updated: 26th July, 2011

Supported by BALEAP
the global forum for EAP professionals

http://www.uefap.com/index.htm
GUIDELINES FOR WRITING AT MASTERS DEGREE LEVEL

http://resources.jorum.ac.uk/xmlui/handle/123456789/2963
The impact of formative feedback on the development of academic writing
U Wingate - Assessment & Evaluation in Higher Education, 2010 - Taylor & Francis
This paper presents a small-scale exploratory study, which focuses on the impact of formative assessment that was provided as part of a writing intervention in a first-year undergraduate programme. Qualitative data were collected to find evidence of use of ...
Cited by 3 - Related articles - All 3 versions

Embedding academic writing instruction into subject teaching: A case study
U Wingate, N Andon… - Active Learning in Higher ..., 2011 - alh.sagepub.com
Abstract The benefits of embedding the teaching of writing into the curriculum have been advocated by educators and researchers. However, there is currently little evidence of embedded writing instruction in the UK's higher education context. In this article, we ...
Cited by 2 - Related articles

[DOC] Guidelines for Writing at Masters Degree Level
U Wingate - 2010 - repos.hsap.kcl.ac.uk
In your Masters programme, you will have to write assignments for most modules, as well as a dissertation of 15,000 words at the end. The type of writing that is required at Masters degree level in the Social Sciences may be different from the writing you have done either ...
Related articles - View as HTML - All 2 versions

GOOGLE SCHOLAR + OER
Develop your web presence as a teaching fellow also!
1. INTRODUCTION: WHAT IS DIFFERENT IN ACADEMIC WRITING

In your Masters programme, you will have to write assignments for most modules, as well as a dissertation of 15,000 words at the end. The type of writing that is required at Masters degree level in the Social Sciences may be different from the writing you have done either professionally, or in a previous degree course. These guidelines offer information on the characteristics of academic writing in the Social Sciences.
2.2. Signposting

Signposting is an important feature of academic writing which enables the reader to follow your development of the topic. You need to signal how the various sections of your writing link together, and what you are going to discuss next and why.

There are two aspects to signposting: 1) saying where you are; 2) saying where you are going.

Below is an example of signposting, where the signposting devices are highlighted in bold print.

Example of Signposting in an Introduction

Vocabulary is seen as an issue of primary importance nowadays in language teaching, and at the same time it is an issue that poses problems to learners. In this paper I am going to comment on what constitutes ease and difficulty in vocabulary acquisition focusing on how it is influenced by lexical correspondences between first and second language.

After a brief opening, I will look more closely at different dimensions of lexical correspondences between languages and explain how these can affect the acquisition of lexis. For the purpose of this essay, three groups of lexical correspondences will be adapted: true lexical correspondences, polysemic extensions and non-correspondences. Then I will present my own small-scale action research as a way of illustrating the issue in question. Finally, I will discuss some teaching implications of the subject matter.

Extract from a student assignment

http://resources.jorum.ac.uk/xmlui/handle/123456789/2963

Writing at Masters Level by Ursula Wingate, 2009
CREATIVE COMMONS CONTENT

What can you do with this?

http://openspires.oucs.ox.ac.uk/resources/index.html#posters
This is an example of how a podcast series can be combined with other freely available resources to enhance the user experience and offer additional support to non-native speakers and those from other subject areas. The resource offers links to the audio of eight conversations and transcriptions of these, as well as material to support the learning and understanding of the vocabulary involved.

All the material is being made available under the Creative Commons BY-NC-SA licence.

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The Credit Crunch and Global Recession

*About the series:* A podcast series (eight talks) about the credit crunch and global recession featuring Oxford academics. This series will examine how the current crisis developed, analyse market and government responses to it, and look at what might happen next.

*Participants:*

- Dr. Linda Yueh, Fellow in Economics, University of Oxford.
- Prof. Jonathan Michie, Professor of Innovation and Knowledge Exchange, Director of the Department for Continuing Education, University of Oxford.
- Martin Slater, Fellow and Tutor in Economics, St Edmund Hall, University of Oxford.
- Dr. Ouli Aarnio, College Lecturer in Economics, Lincoln College and St. Edmund Hall, University of Oxford.

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http://openspires.oucs.ox.ac.uk/crunch/

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OER PODCASTS

Combining open tools & open content
Arguably, competencies with resources cut across the whole of the TEAP framework.
OPEN TOOLS FOR ESAP

A quick introduction to open data driven language learning tools

http://www.flickr.com/photos/mikekline/265954619/
WEB COLLOCATIONS OER

HTTP://WWW.LEXTUTOR.CA/VP/

http://www.youtube.com/watch?v=iyZgZhHMOVl
### WEB VP OUTPUT FOR FILE: Untitled

**Recategorized words: None**

**Note:** In the output text, punctuation (but not sentence capitalization) is eliminated; figures (1, 20, etc.) are replaced by the word number; contractions are replaced by constituent words; type-token ratio is calculated using constituents; and in the 1k sub-analysis content + function words may sum to less than total (depending on user treatment of proper nouns, and program decision to class numbers as 1k although not contained in 1k list).

<table>
<thead>
<tr>
<th></th>
<th>Families</th>
<th>Types</th>
<th>Tokens</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First 500:</strong></td>
<td></td>
<td></td>
<td>(181)</td>
<td>63.51%</td>
</tr>
<tr>
<td><strong>K1 Words (1 to 1000):</strong></td>
<td>95</td>
<td>108</td>
<td>208</td>
<td>72.96%</td>
</tr>
<tr>
<td><strong>Function:</strong></td>
<td></td>
<td></td>
<td>(113)</td>
<td>39.65%</td>
</tr>
<tr>
<td><strong>Content:</strong></td>
<td></td>
<td></td>
<td>(95)</td>
<td>33.33%</td>
</tr>
<tr>
<td><strong>K2 Words (1001 to 2000):</strong></td>
<td>17</td>
<td>19</td>
<td>25</td>
<td>8.77%</td>
</tr>
<tr>
<td><strong>AWL Words (academic):</strong></td>
<td>23</td>
<td>24</td>
<td>33</td>
<td>11.55%</td>
</tr>
<tr>
<td><strong>MED Words (technical):</strong></td>
<td>4</td>
<td>6</td>
<td>11.11%</td>
<td></td>
</tr>
<tr>
<td><strong>Off-List Words:</strong></td>
<td>?</td>
<td>12</td>
<td>13</td>
<td>4.56%</td>
</tr>
<tr>
<td><strong>135+?:</strong></td>
<td>167</td>
<td>285</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**Words in text (tokens):** 285

- **Different words (types):** 167
- **Type-token ratio:** 0.59
- **Tokens per type:** 1.71
- **Function-content ratio:** 0.40

**Onlist Tokens:** 266

- **Onlist Types:** 151
- **Onlist Type-Token:** 0.57
- **Onlist Families:** 135
- **Onlist Family-Token:** 0.51
- **Onlist Family/type:** 0.89

**Output text:**

These experiments are too new to evaluate. But in theory wage insurance is appealing. It helps soothe the workers fears that they will suddenly lose income but also keeps labour markets flexible by encouraging people to find a new job quickly. Many on America's centre left see it as the key to maintaining political support for trade. The proposed expansion of TAA would make any trade displaced worker over number eligible for wage insurance. And more Ideas are floating around. Washington think tanks. One would restructure America's system of unemployment insurance so that the government focused less on smoothing the earnings of the temporarily unemployed and more on helping those who face a longer term loss of wages. Another would simply expand the type of insurance in today's TAA to displaced workers. The cost according to Howard Rosen of the Peterson Institute for International Economics would be number billion a year still far less than the gains from trade. As public fears of globalisation rise so will the political appeal of these schemes. But they will have less impact than getting other more basic policies right. Globalisation underscores the need for a flexible dynamic labour market and a well educated adaptable workforce. And a worker whose health care is not tied to his job will be less worried about trade than one for whom job loss also spells the loss of medical insurance. The tasks of freeing up labour markets in Europe reforming health care in America and improving education everywhere are far more important than any amount of experimentation with wage insurance or retraining schemes. If politicians really want to respond to the worries caused by globalisation those are still the best places to start.

america eligible america europe reforming america

[http://www.letxtutor.ca/](http://www.letxtutor.ca/)
FOCUS ON VOCABULARY: MASTERING THE ACADEMIC WORD LIST

http://www.whsmith.co.uk/CatalogAndSearch/ProductDetails.aspx?productId=9780131833081#
The **FLAX (Flexible Language Acquisition)** project aims to automate the production and delivery of practice exercises for overseas students who are learning English. Exercise material comes from digital libraries, which can supply a virtually endless supply of collaborative and competitive language activities. *(All software produced by this project is open source, issued under the GNU General Public License.)*

**HTTP://FLAX.NZDL.ORG/GREENSTONE3/FLAX?A=FP&SA=HOME**

**The book of FLAX**

*A new approach to computer assisted language learning*


**GOOGLE “FLAX LANGUAGE”**
This collection contains five-words phrases that start with a pronoun word e.g. *I, he, she, they, you, we and it*. It is based on a massive collection of fragments of text gathered from the web, along with occurrence frequencies. You can study how a particular word is used in a pronoun context by looking at its frequently reoccurring language patterns. Through browsing, you can find out which words are most commonly associated with a particular pronoun.

Do you know which word is the "best friend" of the pronoun word *I*? **Check it out**, you will be surprised.

This is a part of Shaoqun's PhD project, please contact Shaoqun Wu for more information.

[http://www.youtube.com/watch?v=Ns4nXsZQmUA](http://www.youtube.com/watch?v=Ns4nXsZQmUA)
The web phrases collection was built with two- to five-words phrases gathered from the web, including:

1. 145,000 unique words
2. 14 million two-words phrases
3. 420 million three-words phrases
4. 500 million four-words phrases
5. 380 million five-words phrases

In this collection, you can

1. search for phrases containing particular word(s) in the natural or reversed order
2. check the popularity of your text

http://www.youtube.com/watch?v=n67FBqBFm6I
SPECIFICITY

Hyland, 2009

http://www.flickr.com/photos/nenyaki/2430528033/
BUILDING YOUR OWN CORPUS - ANTCONC

http://www.youtube.com/user/AntlabJPN#p/u/1/_z9wwX7eR-Y
Specific Vocabulary

Specific vocabulary for use in your academic area.

As well as knowing the frequent general words and the general academic words, there are two other types of words you need to know. You also need to know the less frequent words used in English and it is also necessary to know the specific words for your subject.

I have used Paul Nation’s computer program Range to take subject specific texts and make a list of words in the text that are not in GSL or AWL. I have examples with help from colleagues to distinguish between subject specific vocabulary and less frequent words and a little editing:

Criminal law  Environmental science  Business  Science & technology  Music  Health science  Computer science  Mathematics

Business

Thank you to Adrian Goodall and colleagues at the Business School, University of Hertfordshire for help with this

accrual, accrued, administered, administrates, advantageous, adverse, adversity, advertisers, affiliate, affiliation, after-sales, alliance, alliances, antitrust, appraisal, appropriated, appropriation, arbitrate, arbitration, arbitrator, arbitrators, ascertain, asset, assets, audit, auditing, authoritaries, average-income, award, bad-debt, bankrupt, bankruptcy, barter, benchmark, bid, bidders, bids, bondholder, bondholders, bonuses, bookkeeper, boss, brand, branded, brands, broker, brokerage, brokering, brokers, budget, budgeting, budgets, bureaucracy, bureaucrats, business-cycle, buy-out, by-product, by-products, campaign, campaigned, campaigns, capital-goods, capitalism, capitalist, capitalistic, capitalists, cartel, cash, cash-receipts, causal, centralised, CEO, chairperson, charter, circulate, circulated, circulating, circulation, circulations, clerical, coalition, coercion, collaboration, collaborator, collateral, collective-bargaining, column, columns, commensurate, commitment, competitive, competitive-based, computerisation, computerised, concessions, conciliation, confidentiality, conflation, conglomeration, conglomerates, conglomerations, conservation, conservative, conservatives, consolidated, consolidating, consolidation, consumerism, consumerist, cooperatives, cost-benefit, cost-of-living, coupons, credit, credit-rating, credit-reporting, creditworthiness, cross-holdings, customer-bv-customer, cvclical, dealerships, debentures, debit.
Sharing the fruits of your labour

There’s so much I could share...

... but they’re my babies.

And there’s more on the way.

GOOD MORNING!

But where are yours?

I’ve filed them away... until I might need them.

Steve Davies
for ORIOLE (orioleproject.blogspot.co.uk)
Repurposing a resource can just be about making the resource look how you want it to look. Is this facility important to you?

Phase 1 will explore reuse of resources via survey and a retreat. Chris Pegler: National Teaching Fellowship

Access to resources online is now so convenient it can replace using your own HEI’s resources. Is there a downside?

Chris Pegler
INSTRUCTIONS

• The **blue cards** are on a general theme of MOTIVATION – what leads to reuse or discourages it.

• The **olive cards** are on a theme of TECHNOLOGY – how this may affect reuse

• The **pink cards** are on a theme of QUALITY – how this affects use decisions
GROUP DISCUSSION

Consolidating & sharing best practice
EXTENDED LICENSING SCENARIO

The following scenario is intended to promote discussion around the areas of creative commons licensing, the collaborations involved, and any other issues the discussion may highlight.

http://www.flickr.com/photos/peterleth/
**SCENARIO:** Your educational institution is going to be working in collaboration with at least two other educational institutions in the UK.

You are going to create an innovative joint MA TESOL resource for Masters students studying and researching in the area of open corpora for teaching English for Specific Academic Purposes (ESAP). This facility will act as a provider of online resources. All institutions will provide some of their own existing materials that contain third party content (journal articles, images, extracts from books, and website content) which are made up of text and audio-visual content.

The collaboration would like to make the content openly available whilst ensuring that their intellectual property rights are not compromised.
CONSIDER THE FOLLOWING QUESTIONS FOR DISCUSSION:

How would you license this content to users?

Would you consider using a Creative Commons licence, if so which one?

Would you need to consider more than one type of licence?

What would you need to take care of contractually in relation to the content?

How would you ensure that the integrity of third party content is maintained?
Who wants to explore and create open stuff with us?

The BALEAP Web Resources Sub Committee (WRSC)

http://www.flickr.com/photos/wovox/5936583667/in/faves-60810582@N04/