3rd Biennial Conference of the European Association for the Teaching of Academic Writing

“Teaching Writing On Line and Face to Face”

Hellenic American Union
22-24 June 2005
Athens, Greece

Organizing Committee
Hosting Institute Task Force: Stefanos Bacigal, George Exadaktylos, Mary Kontaratou, Vassiliki Kourbani, Dimitris Tolias, Maria Vassiliades

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Welcome to the 3rd Biennial Conference of the European Association for the Teaching of Academic Writing (EATAW) “Teaching Writing On Line and Face to Face”, organized in Athens, Greece, by the Writing Center of the Hellenic American Union and of the Hellenic American University, together with the EATAW Board.

The Hellenic American Union is a public-service, not-for-profit organization with an international focus and strong community commitment, dedicated to providing opportunities for a diverse range of audiences to encounter and benefit from innovative educational programs and cultural events. These programs are developed independently by the institution or in partnership with American and European educational and cultural organizations and aim to directly address emergent social or economic needs.

The Hellenic American University is a recently established American university with its main campus in Athens. Founded as a degree-granting institution by an act of the New Hampshire Legislature, the University aims to be a leading provider of the highest quality American-style graduate and undergraduate education that is globally focused, interculturally informed, and career oriented. Serving Greece and other countries in the Balkans, the Middle East, and Eastern Europe, it prepares its graduates to contribute to economic and social development locally, regionally, and internationally.

EATAW is a European organization for those who teach, tutor and research the teaching of academic writing. It is an organization for writing centers, writing projects and individual teachers of academic writing in higher education. Members are teachers, researchers and students of the subject of teaching of academic writing from Europe, the U.S.A. and other parts of the world. Currently, the aim of the organization is to create a forum for the exchange of research and teaching strategies for academic writing in higher education, and for the exchange of knowledge on writing programs’ and writing centers’ implementation and administration.

The Conference aims to:
• Connect people and institutions from all over Europe, without excluding participation from the rest of the world
• Contribute to the creation of a network through which members can exchange experiences and ‘best practice’ examples from teaching and tutoring methods and strategies, as well as theoretical and organizational frameworks
• Promote innovation in the teaching of academic writing and tutoring, on site and on line
• Provide a venue for teachers and researchers to interact and exchange ideas on developments in the fields of composition teaching and writing center tutoring in Europe

The Conference is addressed to:
• Administrators of writing programs
• Staff of writing centers
• Writing instructors and tutors
• Researchers
• Writing software experts and developers
• CALL experts
• Students interested in the teaching of academic writing

Themes

• **Theme 1**: Technology in teaching and tutoring writing
• **Theme 2**: Viability of Writing Centers: A free service or a free enterprise?
• **Theme 3**: Organizational models for the teaching of academic writing
• **Theme 4**: Cross-national and cross-cultural issues in the teaching of writing
• **Theme 5**: Research & Innovation in the teaching and tutoring of writing
Venue

All keynote sessions, the opening and closing sessions, and the EATAW General Assembly will be held in the Hellenic American Union Main Conference Hall, on the second floor of the Hellenic American Union Main Building. Parallel presentation and workshop sessions will be held in the third, fourth, and fifth floors of the same building. At the Foyer, adjacent to the auditorium, there will be a Secretariat and a Registration and Information Desk.

Timings

Breaks between sessions are ten minutes. As all sessions will start punctually, please try not to arrive late.

Session Chairs

All sessions will be chaired by academic staff of the Hellenic American Union and the Hellenic American University, Conference presenters, and members of the EATAW Board. The Chair will start the session punctually, introduce the presenter, ensure that the presenter finishes on time by warning time left (holding up a sign), and manage questions so that the session finishes punctually.

Assistance

All members of the Conference Organizing Committee will be wearing red name tags to be easily identified. They will be at your service to answer any question or provide help. For assistance, you may also use the Registration and Information Desk or the Secretariat at the Foyer, adjacent to the Main Conference Hall.

Special Events

Writers’ Night
On Tuesday, 21 June, at the Library, at 19.30, there will be the special Pre-Conference event “Writers’ night: Writing Connects Writers”, whereby participants will be able to communicate with each other by writing in varying small groups, with the support of writing games and prompts.

Special Book Collection
Throughout the Conference, participants will be able to visit a special book collection of the Hellenic American Union and Hellenic American University Library, with books on academic writing, tutoring, and writing for special needs.
The Library opening hours are: Wed. and Thur. 09.00-22.00, Fri. 09.00-20.00

Coffee Breaks – Lunches

Coffee breaks will be served on the third and fifth floors (where most of the parallel sessions will be held) and in the Union Café, on the second floor of the Hellenic American Union Main Building, opposite the Main Conference Hall. All lunches will be served in the Union Café and the Roof Garden restaurant, on the eighth floor of the same building.

The five coffee breaks and three lunches are open to all participants.

Special Dinner

On Thursday, 22 June, at 20.30, there will be an informal dinner for all participants at a traditional Greek taverna, near the Akropolis.
Internet Access

Free wireless internet access is offered inside the Main Conference Hall; for access, please choose network "conference" (no username and password required).
Free internet access is also offered in the Internet Park in the Library, on the fourth floor of the Hellenic American Union Main Building.

Web Addresses
Conference Site: http://eataw2005.hau.gr/
Hellenic American Union: http://www.hau.gr/
Hellenic American University: http://www.hau.edu.gr/
EATAW: http://www.eataw.org/
# Conference Schedule (Overview)

**“Teaching Writing On Line and Face to Face”**

3rd Biennial Conference of the European Association for the Teaching of Academic Writing

Hellenic American Union
22-24 June 2005 Athens, Greece

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<td><strong>10.00-11.00 Keynote speaker:</strong> Prof. Lotte Rienecker (Main Conference Hall)</td>
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<td><strong>10.30-11.00 Coffee Break</strong> (5th fl. &amp; Union Café)</td>
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<tr>
<td><strong>11.00-11.30 Coffee Break</strong> (3rd fl. &amp; Union Café)</td>
<td><strong>11.00-12.15 Parallel Workshops</strong> (4th &amp; 5th fl.)</td>
<td><strong>11.00-12.15 Parallel Workshops</strong> (4th &amp; 5th fl.)</td>
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<td><strong>13.00-14.00 Lunch</strong> (Union Café &amp; Roof Garden)</td>
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**Note:** The schedule is subject to change. Please check the conference website for updates.
## Conference Schedule (Detailed)

**“Teaching Writing On Line and Face to Face”**

3rd Biennial Conference of the European Association for the Teaching of Academic Writing

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Rienecker, Lotte  
*University of Copenhagen, Denmark*

**Writing Software as a Tool for Teaching Genre**

Among the many forms of teaching academic writing as a writing consultant—on and offline—one can expect the largest outreach when devoting time to writing instructional material in any form—online writing centers, textbooks, writing software, and of course, to writing conventional textbooks, flyers and handouts. Indeed, teachers of academic writing should write as many instructional materials as they possibly can!

I will present a demo of the program Scribo (“I write”), 2004 (first ed. 1998), written by myself in cooperation with reference librarian Tina Pipa.

Scribo is a piece of writing software for university students across disciplines that write all types of research papers, from BA projects to Master’s theses. The content represents an integration of writing courses/tutorials and library courses/tutorials on writing and literature search.

Using the software is meant as a shortcut for the writer to focus and form a research question, design a strategy for literature search, write the introduction for the paper, and prepare for the first meeting with the advisor.

As an experienced textbook writer on academic writing, authoring writing software is a detour from authoring the more conventional instructional materials, and my expectations of such a medium were modest. Yet, Scribo has been sold as site licenses to a large number of H.E. Institutions in Denmark, and the interest among students and faculty has far surpassed my expectations of the product. Writing software offers an immediate dialogue between prompt, instruction, and writing that the conventional textbook does not.

Babington, Doug  
*The Writing Centre, Queen’s University, Canada*

**Arranged Marriage: the Writing Center and the Learning Commons**

Like many other North American universities, mine has recently decided to establish a “learning commons,” defined by a senior administrator as “an integrated learning environment where use of information technology is enhanced through formal and informal instruction programs and reference assistance. The underlying goal is to foster information literacy in the broadest sense.”

One component of that breadth will be the Writing Centre, which is being transplanted from our charming, freestanding house-on-campus to apportioned space on the main floor of the university library. Our tutors are not pleased: they have organized a letter-writing campaign to resist the move (scheduled for September of 2005). They argue, collectively, that “our mission has consistently been a longer-term approach to strengthening the writing process, which is necessarily personal and complex. It is a collaborative, creative process that fits only peripherally with a Learning Commons concept of ‘one-stop shopping.’”

Will our tutors’ emphasis on the recursiveness of the writing process be undermined by the Learning Commons’s linear agenda of information literacy? Will the Writing Centre’s atmosphere of trust—enhanced by our house-on-campus—be lost within the
sleek confines of a modern library facility? Answering these questions is the goal of the proposed presentation, which will comprise three parts:

(1) a description of this emblematic tussle between a writing centre and its university’s senior administration;
(2) appeal to scholars of writing (Belanoff, Flower and Hayes, Gage) who articulate the difference between “knowledge” and “information”; 
(3) involvement of the audience in pursuing the “right” answers to the questions stated above.

**EAP Learners’ Perspective on On-line Presentation of Academic Texts**

This study aims at investigating EAP learners’ views on electronic presentation of academic texts. A survey of the literature indicates a rise of interest in the research into academic discourse (Swales, 2004, Hyland, 2000) and the influence of electronic environment on academic writing and its pedagogical implications (Broady, 2000; Herring, 2001; Warschauer, 2002). This paper will present the results obtained in large-scale cross-cultural, cross-disciplinary research into EAP learners’ perspective on academic discourse and pragmatic effectiveness of the structure of electronic academic texts, conducted in Vitautas Magnus University in Lithuania and in the University of Latvia. The authors will present the evidence that organisation of many academic texts published on the Internet does not satisfy EAP learners’ needs and expectations, which may support the view that in the modern inter-cultural and inter-disciplinary European research settings, to suit the needs of the participants of disciplinary discourses, academic texts should change for the benefit of the readers rather than make the readers conform to the standards for paper-format academic texts applied to electronic texts (Bolter, 1991; Zamel, 1993).

**Innovative Mode of Teaching Writing at a Tertiary Level**

Computer assisted language learning (CALL) has proved to be a facilitating instrument in a language teaching/learning process where the learners’ electronic literacy is indispensable. Therefore it is important to seek the most effective ways for the students to upgrade their ICT skills for language studies.

The new instructional paradigm has been successfully introduced in the course of Academic Writing at the Faculty of Modern Languages, the University of Latvia. It enabled the students majoring in English philology to acquire a good knowledge of computers and academic writing skills of the target language via the blended face-to-face and online instruction by using the WebCT tools. Consequently, the aim of the paper is to present and share the experience of this approach in developing academic writing skills.

The new way of blending online and offline studies could be inherent and perpetuated in the curriculum. However, the integration process requires a very careful, step-by-step correlation of curriculum goals, students tailored needs supported by technology and technical resources at the institution. Optimisation of the online and offline modes of learning can be reached via the analysis of the results which will be dealt with in the present report.

**Writing Centers at Work: Making the Changing Role of Writing in Higher Education Sustainable and Affordable**

In this presentation, I want to introduce and discuss different measures of raising extra funding for the writing center while serving specific educational goals with those fundraising measures. Based on the experience I made while establishing the Freiburg writing center between 2001 and 2004, I shall analyze the potential of these measures for institutional change: How can the involvement of different interest groups on campus help not only to change the role of writing in higher education but also make this change sustainable and affordable? How can a strong theory-practice-learning framework of my fundraising ideas advance writing center work in general and project-based work in the college in specific? The accomplishments in targeting diverse goals...
and audiences not only within the university but also outside of academia will have to be made transparent continuously to the home administration in order to establish mutual understanding, trust, and support.

Carter, Michael  
Department of English, North Carolina State University, USA  

LabWrite: Using Technology to Teach the Laboratory Report

Many scholars in writing to learn science have noted the connection between writing and learning. One of the most important kinds of academic writing in engineering and science is the laboratory report. Lab reports play a critical role in achieving the two primary learning goals of a laboratory experience, learning the science of the lab and learning how to reason scientifically. Lab reports encourage learning by providing students the opportunity to reflect on what they have done in the lab and by shaping the laboratory experience through the format of the report itself. The problem for teachers of academic writing is how to help science and engineering students take full advantage of the learning opportunities provided by the lab report. This presentation offers one solution to this problem that joins technology and learning: LabWrite, an Internet site that provides free, just-in-time instructional materials to help students learn science by writing better lab reports (http://labwrite.ncsu.edu). The presentation will describe the features of the website and report the results of a control-group study that shows that students using LabWrite were significantly more effective in learning the science of the labs and how to apply scientific reasoning than students using the typical instruction.

Ganobcsik-Williams, Aled  
English Department, School of Arts, Design, and Technology, University of Derby, UK  

Establishing Academic Writing Support within a Degree Programme

This presentation describes the setting up of a new writing provision programme in the English Department at the University of Derby, England, that has been shaped by national contexts, institutional priorities, and the intellectual interests of subject staff. A regional university in an increasingly competitive higher education sector, Derby must actively recruit students; as a result, students frequently come from populations traditionally excluded from higher education. Such students are unevenly prepared for the demands of Academic Writing and would clearly benefit from a comprehensive programme of writing tuition. Given the university’s financial position, however, funds for institution-wide writing support are unlikely. This illustrates a paradox: in a competitive system, students who most need support are likely to be enrolled in institutions least likely to afford it.

As an alternative strategy, the English department bid for institutional funds for student retention and e-learning in order to develop a required writing module pathway and to offer one-to-one writing tuition for English degree students. Because the writing initiative has developed ‘in-house’, the English department has had some freedom to tailor provision to students’ needs; however, it has also had to meet the retention and e-learning outcomes tied to the funding. While these institutional priorities have influenced the shape of the programme, negotiating them has led to a distinctive and effective organisational model for teaching writing in a discipline.

Margolin, Bruria - Ram, Drorit - Tene, Abrasha  
Levisnky College of Education, Israel  

Student’s Self Perceptions of Writing

This paper is based on a larger study that focuses on the use of technology tools in the process of peer-conferencing for promoting academic literacy skills among college students. Our theoretical model is based on two main theoretical concepts in learning and instruction. One is learning through experience as suggested by Dewey (in Hickman & Alexander, 1999), and the other is learning in a social environment (Vygotsky, 1978; Jaramillo, 1996) where peer conferencing serves as scaffolding in the process of drafting, revising and editing (Short & Harste, 1996).

Data was collected from three sources: the Forum, where drafts and peer-responses are accessible, a feedback sheet that students fill out, and personal interviews with students. A qualitative analysis of the data revealed that students internalized the technology tool of peer-response and found it beneficial in the following aspects: practicality, accessibility and sociability. By practicality we mean that students perceived the tool as useful for drafting. By accessibility we mean that students perceived the tool as catering to their individual needs when they needed scaffolding. By sociability we mean that the social environment encouraged shared responsibility over the drafting process. Working in pairs or in a group, rather than individually, was perceived as motivating students to keep up the pace of drafting, revising and responding to peers in order to assist them.
Ruhmann, Gabriela  
Schreibzentrum der Ruhr-Universität Bochum, Germany

Running a Quality Writing Center with a Very Low Budget

In Germany, the few university writing centres that are maintained at all have a ridiculous poor budget. The writing centre of the university of Bochum is especially challenged in this respect: It has just one regular employment and it is expected to fundraise all other employments and costs by own efforts. How is it be possible to run a quality writing centre under these severe conditions?

This presentation explores how the Bochum writing centre copes with the hard facts of an impoverished mass university. It starts with carving out some basic principles of a quality writing centre. Then it outlines how the centre realizes writing support by sticking to these principles. In particular it sketches spirit and form of the centre’s

• support for students,
• support for university teachers,
• programme of teaching and employing writing trainers,
• movements towards a university wide writing programme.

Finally, it shows the centre’s fundraising strategies to keep the whole lot running.

Conclusion: Compulsion to extreme economical writing support has a pleasant side effect. It fosters minimal art in academic writing pedagogy. Students are educated to a maximum independency. Teachers get a chance to integrate minimal writing support in their overlaid working days.

Zuckermann, Gertrude (Trudy)  
English Department, Achva Academic College of Education, Hebrew University of Jerusalem, Israel

‘Messy’ Academic Writing: Reflection on Reflective Journals in Teacher Education

The importance of critical reflection in teacher development is recognized today by teacher educators and researchers alike. One way of encouraging reflection is the requirement of writing reflective journals following observation and student teaching practice. What kind of writing is expected in these journals? How does it differ from other kinds of academic writing students are expected to do during their teacher training? What difficulties do students encounter in moving from one kind of academic writing to another?

It has been recognized that teachers’ actions in classrooms are both rational and irrational (Christopher Day, 1999), and that making sense of experience is a complex business that is both cognitively and emotionally demanding. Moreover the writing of students from different cultural backgrounds who may be writing in a language that is not their mother tongue may not fit into the easy models and conventions of academic writing we have come to expect in Western society (Kalekin-Fishman, 2005).

This paper will examine the practices of pedagogical instructors in English departments in teachers’ colleges in Israel in assigning and assessing pedagogical journals. It will explore the challenges involved in teaching reflection and academic writing at the same time and will suggest some practical ways of doing this.

Crosby, Cathryn - Bloch, Joel  
ESL Programs, The Ohio State University, USA

Weblogs and Academic Writing Development: One Student’s Conceptualization of Plagiarism

This paper will examine the strategies for integrating blogs into an academic writing class. Blogs have become one of the hottest uses of the Internet because of their relative ease with which they can be used to publish ideas, opinions, personal experiences, or responses on line. Lowe and Williams (2004) argue that “weblogs can facilitate a collaborative, social process of meaning making.” However, according to Herring et al. (2004), little empirical research has been done with blogs in the writing classroom. Our paper discusses how blogs can be used to help students develop their ideas for their papers and as a source of texts that students can use both to respond to and to support their own claims. We have found that blogs can be successfully used for helping students develop a variety of facets of their academic writing skills. This paper focuses on how an Ethiopian immigrant used blogging in the development of her academic writing. In a beginning level ESL academic writing course focusing on issues surrounding the controversy over plagiarism, the student used blogs to post her ideas about plagiarism, comment on classmates’ blogs, and to use as source texts in their written assignments.
Eik-Nes, Nancy Lea  
*Department of Language and Communication Studies, Norwegian University of Science and Technology, Norway*

**Using Email Logbooks to Facilitate Students’ Scientific Writing and Identity**

Students taking the course “Scientific Writing” at the Norwegian University of Science and Technology are all working on a doctoral project in an area of engineering. Our experience from this writing course reinforces the idea that the true value of computerized education is realized when students themselves are clearly the actors.

This scientific writing course provides instruction in various scientific genres (research article, abstract, review article) but also emphasizes students’ reflective writing, e.g. through “e-mail logbooks”. An e-mail logbook is a journal or a commentary a student writes each week and submits as an e-mail text.

This paper presents a comparative study of 75 students who studied scientific writing; the study includes e-mail logbooks, academic texts and interviews. The study demonstrates that the students use e-mail logbooks to reflect upon their language, their writing, their motivations, their projects and, especially, upon their own positions in their scientific discourse communities.

Students develop as writers while they also develop their identities as research engineers. I argue that these two developments necessarily go hand in hand. This paper includes the theoretical basis (from e.g. Wenger and Lvanic) that provides perspectives on students’ development as well as students’ own texts that document that development.

Farneste, Monta  
*English Studies Department, Faculty of Modern Languages, University of Latvia*

**Benefits and Drawbacks of Using Track Changes in Peer Revision**

The latest information technologies provide several opportunities in differentiating the process of learning. Developing computer literacy is one of the topical issues in teaching Academic Writing especially to those students who are future teachers and/or translators. This paper is a continuation of research on different aspects of developing peer collaboration skills at the tertiary level. The current research focuses on the investigation of the benefits and drawbacks of providing feedback by using Microsoft Word’s Track Changes from the teachers’ of Academic Writing and the bachelor students’ perspective. It discusses not only the problems students could face when taking the first steps in the process of peer editing either on paper or on computer, but it also attempts to uncover possible reasons and solutions in dealing with these problems. In conclusion the paper suggests a few themes for future research in developing electronic literacy at University.

Foster, Ed - Liggett, Ann - McNeil, Jane  
*CASQ, Nottingham Trent University, UK*

**The Writing Menagerie: A Diagnostic Electronic Writing Resource for Students**

An Interdisciplinary team at NTU developed an electronic diagnostic resource to help students develop the skills necessary for writing in an appropriately academic style. The Writing Menagerie is a series of computer-mediated, objective diagnostic assessments designed to be used by students across all disciplines. It provides immediate developmental feedback to students and provides staff with objective data about potential problem areas.

Tests currently include Grammar Beagle, Referencing Weasel and Plagiarism Badger.

The first diagnostic assessment, the Grammar Beagle, was developed as a pilot, deriving important lessons from previous diagnostic skills tests in HE. Our research established that a number of e-learning tools existed of high quality but were unsuited to higher education students.

The pilot successfully raised students’ awareness of their grammatical capability. The development of the test has also enabled significant progress to be made in clarifying expectations and demystifying the standards expected of student writing within the confines of surface syntax issues. Other important findings included implications for the practicalities of skills assessment, the relationship of knowledge and application and some intriguing findings on the skills of the cohorts tested.

This session will share the process of development, lessons learnt and the findings from the resource in action.
EAP by Email:
a Tutorial Method for Academic Writing

EAP by email was first piloted in 1998 out of a need to provide a time- & cost-effective 1:1 academic writing clinic for international students. Since then it has developed into a structured but flexible method for the improvement of academic writing drafts, applying techniques of root error identification, reformulation and genre modelling. The standardised procedure makes use of a version of the MS Word Revisions tool.

Before the revision cycle begins, students receive tutor input on the macro- and micro-organisational structures of English for academic purposes in British higher education. This background teaching is delivered in classes and through handouts and worksheets. Students who do not sign up for classes are not eligible for the 1:1 email tutoring. A typical text exchange cycle works in this way. The student text, as email attachment, is received by the tutor. It is marked up and returned to the student, together with a pro forma Learning Log. At this stage a form of contract exists between the two parties, the mainstay of which is an undertaking from the tutor to return the first draft within two days, on condition that the student then completes and returns the pro forma together with the revised draft within two days after that. If this condition is not met, no further drafts from that student will be accepted by the tutor. The student then works on the draft guided by the tutor’s revisions and comments, discovering rules, applying them, following conventions and strengthening structure, while evaluating his/her learning by completing the Log. This process of self-monitoring is central to the learning consolidation and academic writing improvement process.

The method is adaptable for remote, side-by-side, or workshop-based EAP teacher training.

Responding to Challenges of the E-learning Environment:
A Story of Conversion

It is generally recognised that ‘we learn to write if we are members of a literate society, and usually only if someone teaches us’ (Brown, H.D. 2001:334). Interaction is ‘the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other’ (Brown, H.D. 2001:165).

This paper argues that the e-learning environment encourages as well as facilitates peer collaboration, and teacher intervention, two conditions considered necessary for improving writing. However, we need to examine how we can reconcile the experiences that we have of teaching writing in the traditional face-to-face situation with the increasing opportunities that the virtual classroom offers us. We need to consider how our good and effective practices can be introduced and adapted for the new learning environment.

The focus of this paper is on the conversion of a paper-based study skills course that was originally written for distance learning delivery. It discusses the principles of e-learning and the nature of e-learning tasks on which the adaptation was based.

Academic Literacies and eLearning:
Integrating Writing Support into Online Learning

This presentation reports on work with distance students on an online Masters in Education programme. It describes the design, implementation and evaluation of an online writing support resource to help students engage with the online written communication practices which characterise teaching and learning on this programme. The approach draws on theoretical work in the field of academic literacies (eg: Jones et al 1999, Lea & Street 1998) and on previous research into electronic communication amongst culturally diverse distance learners (eg: Goodfellow & Lea forthcoming, Goodfellow 2004). The paper will present the findings of a study which looks at student use of the writing support resource over a 6-month period, and at their perceptions of its relation to the learning outcomes of the courses themselves.
Kourbani, Vassiliki - Tolias, Dimitris
The Writing Center, Hellenic American Union & Hellenic American University, Greece

Effectiveness, Collaboration, and Personalization in a Technologically Enhanced Environment: The Case of the Writing Center at the Hellenic American Union and the Hellenic American University

The newly established Writing Center at the Hellenic American Union and the Hellenic American University is a breakthrough in what conventional Writing Centers entail in terms of both target audience and nature. It aims to address the needs of both the Hellenic American Union and the Hellenic American University students along with the general public for the improvement of academic, professional and writing skills in English and in Modern Greek.

The paper presents the Writing Center’s aims and it reports on how to improve writing skills with the application of innovative design, hi-tech software and continuous updated database of learning material available on-site and on-line.

This paper also discusses how technology can facilitate and productively extend the collaboration process in face-to-face settings as well prepare students for collaboration in the workplace. Based on the principle of Collaborative Design, the Writing Center area patented furniture, and equipment has been set up to allow for students’ synchronous and asynchronous on line cooperation in pairs or groups, re-orienting the traditional one-on-one tutoring.

Macqueen, Susy
Department of Linguistics and Applied Linguistics, University of Melbourne, Australia

Giving Electronic Feedback on Idiosyncratic Language Problems in L2 Writing

In English-speaking academic contexts, non-native speaking students are usually able to apply grammatical rules in their writing with some ease, but they are often still far from having ‘natural-sounding’ English. Some of the errors that ESL tutors may locate are rule-governed and easily explained, e.g. verb-subject agreement errors. Frequently, however, language problems are more idiosyncratic; strange collocations or awkward syntax cannot be explained with reference to a rule. Most research on written teacher feedback has dealt with the rule-governed aspects of learner language, probably because it is easier to monitor for accuracy, whereas language problems that cannot easily be explained tend to be sidelined. This research aims to explore how ESL writers deal with electronically-delivered written feedback which focuses on aspects of vocabulary and syntax that do not break any particular grammatical rule, but simply don’t ‘sound right’ to the competent speaker. In addition, the complex interpretative process that occurs in and around subsequent essay drafts will be discussed.

Mitsikopoulou, Bessie
Faculty of English Studies, School of Philosophy, National and Kapodistrian University of Athens, Greece

The Development of Academic Writing Skills in a Self-Access Center

The newly established Self-Access Learning Center and Materials Development of the Faculty of English Studies, University of Athens, aims to address the needs of tertiary level students for advanced English language proficiency and for the development of academic, professional and digital literacy skills.

This paper views the development of academic writing skills within the wider context of academic literacies and reports on the attempt to introduce key generic academic and ICT skills to first and second year students of the Faculty through a number of on-line task-based activities and other types of materials made available through the Center. The paper will briefly present the Center’s aims and discuss its similarities and differences from other on-line Writing Centers and Self-Access Centers which operate in many European countries.

It will then analyse the findings of a study with first semester students of the Faculty aiming to identify the incomer students’ competence of ICT and academic writing and reading skills. On the basis of this needs analysis, a number of on-line materials have been produced which will be briefly presented.
Photinos, Christie
Department of Arts and Humanities, National University, USA

Closing the Distance: Community Building in Online Writing Classes

In my presentation, I will discuss community building strategies that can be used to counter the feelings of isolation and intimidation experienced by students in online academic writing classes. While most substantive writing projects involve periods of solitary concentration, professional writers have learned to draw upon their peers for insight and inspiration at various stages of the writing process. Student writers, however, have the unfortunate and self-defeating tendency to make writing into a more bleak and lonely endeavor than necessary, thus compounding the limitations imposed by beginning level skills with almost total isolation from the types of resources and interactions that help sustain the work of professional writers. Online writing classes worsen this problem by removing students from the one form of community they could previously count upon—the gathering of classmates in the physical space of the classroom. This loss of community is arguably one of the main factors in the lower completion rates instructors have witnessed in online classes. My paper will suggest strategies for drawing online writing students out of isolation and positioning them as members of a community of fellow writers.

Procter, Margaret - Rose, J. Barbara
University of Toronto, Canada

The Apprenticeship Model: In Class, In Person, On Screen

Our presentation will address an innovative use of technology in teaching writing in the disciplines, and will be given as an interactive presentation using overheads and handouts. We will also supply guest accounts to participants so they can try iWRITE themselves.

How do students learn what is expected in university writing? At the University of Toronto, that question is magnified by student diversity (many levels of preparation, at least 50% non-native speakers), by the wide range of programs, and by the typically huge classes. Recent initiatives to integrate writing instruction into disciplinary courses have had to recognize students’ challenges in trying to earn marks by writing while also learning writing skills. In the absence of a composition program, writing instructors have developed resources for individualized self-instruction. One of these is the web-enabled software iWRITE (www.utoronto.ca/writing/iwrite/demo.html). In course-specific sites, iWRITE displays examples of past student work alongside detailed comments by course instructors—showing as well as telling students what to aim for, and sometimes what to avoid. An optional component then takes users through a sequence of brainstorming or drafting activities.

iWRITE has been used in about 25 courses so far. Its successes confirm the Lave and Wenger description of apprentices who learn by first observing others, then trying out the operations themselves. Students’ comments and results also fit well with activity theory about motivation. In a “bridging” course for mature and underprepared students, for instance, iWRITE helps nervous and insecure students see that they too can produce interesting and lively short analyses of literature without pretending to be experts. These students’ learning is also supported by in-class demonstrations, group workshops offering “scaffolding” in underlying academic skills, and individual feedback from writing-centre instructors on drafts in progress.

Technology-mediated provision of samples, then, is only one way of inducting student novices into university discourse, but it can add to the suite of instructional supports where programs and student needs are diverse.

Ramoroka, Boitumelo Tiny
Department of Communication and Study Skills, University of Botswana, Botswana

An Online Approach to the Teaching of Academic Writing: A Pilot Project

Integrating ITC in teaching and learning has been a major innovation in a lot of Universities. There are a growing number of courses at Universities that are put on line with the aim of improving lecturers’ teaching methods and consequently engaging learners in active learning. The aim of these courses is also to promote learner autonomy. This paper discusses a pilot project on the teaching of academic writing skills. An online course which introduced students to the idea of writing as a process was designed. The aim of the course was to explore online teaching as a new pedagogical tool for teaching writing skills as well as assess whether this would be an effective tool to teach academic writing. Thirty undergraduate science students who take a Communication and Study Skills course were enrolled for the online course at the University of Botswana and given a task that
required their writing an essay at the end of the course. An online questionnaire was also administered. This paper presents the findings of this pilot project and gives suggestions for approaching online teaching of academic skills.

Boeschoten, Vincent - Stassen, Ingrid - Wilbers, Usha – Radboud University Nijmegen, The Netherlands
Van Waes, Luuk - Opdenacker, Liesbeth – Universiteit Antwerpen, Belgium

Integrating a Feedback Component in a Multilingual Online Writing Center

The European educational system is increasingly supporting individual learning styles and promoting self-guided learning and reduced contact hours, a trend that is also apparent in communication and language teaching. Institutions specialized in this field are developing improved learning environments, such as (online) writing centers.

In 2002, the University of Antwerp started the Scribani project, a collaborative project with three other European institutions: the Radboud University of Nijmegen (the Netherlands), the Royal Institute of Technology (Sweden) and the Warsaw University (Poland).

The main objective of this project is to jointly develop and deploy a common platform for a modular, multi-lingual online writing center specializing in business, technical and academic communication, which enables students to train their writing and reading skills.

One specific aim of the Scribani project is to create a writing environment that fully integrates the learning process in the writing process. Giving feedback on written products in the different stages of document design is no doubt an important aspect to incorporate in such an integrated writing environment. Therefore, we will try to design, develop and implement a feedback component that facilitates both peer and tutor feedback in an online writing environment.

In this presentation we will clarify the basic principles of the feedback component and we will reflect on the problems we have encountered during the design, the development and the implementation process.

Davies, Martin
Teaching and Learning Unit, Faculty of Economics and Commerce, The University of Melbourne, Australia

Implications of New Research in Cross-cultural Psychology for Academic Writing and Argument

This paper reports on research in intercultural psychology to argue the case for the role that different ways of knowing might have on education. Evidence is summarised that suggests that Asian students make subtlety different inferences than their western counterparts, and that this has not been given serious consideration in the educational literature, despite its importance for the enterprise of teaching and learning. It is argued that the implications of this finding for academic writing are profound, yet not well-understood. Academic writing requires -- amongst other things -- subtlety in argument construction, and mastery of logical inference patterns. The paper provides examples of student work at postgraduate level where command of inference-patterns has a major effect on one’s understanding of academic prose.

Fisher, Martin
Center for Academic Writing, Central European University, Hungary

Producing Better Writers: Comparative Needs in Academia and International Organisations

A large number of students who follow MA programmes at CEU go on to work for International Organisations (IOs) or NGOs, where they are required to work in English. During their time at CEU, the Centre for Academic Writing (CAW) provides support so that their work „within and beyond the university meets the expectations of the international discourse community.” However, are the students who go on to work in the international community also well equipped? This paper looks at the CAW course offered to MA students, in particular the section on micro level structure, and compares it with the course developed by the Commonwealth of Languages to improve the writing skills of International Federation of Red Cross staff. It finds that the writing skills which the Red Cross identified as necessary are inherent in the CAW course. The paper proposes that if the CAW
course is typical of writing centres, then students graduate with writing skills essential to careers with IOs. The author tested this hypothesis by conducting feedback interviews with former CAW students now working for IOs or NGOs.

Ganobcsik-Williams, Lisa - Toms, Jane  
Centre for Academic Writing, Coventry University, UK

Helping Academics Assess and Teach Writing: The Writing Center’s Role

Writing centers have been viewed primarily as a resource for students, offering individualised writing instruction (North 1984; Murphy and Law 1995). Drawing on other organisational models for the teaching of Academic Writing (WAC, WiD and the ‘Transformative’ model developed in Australian Learning Centres), this presentation explores an expanded definition of the writing center whose remit includes supporting staff development in assessing and teaching writing in subject disciplines. We describe and evaluate a specific example of a collaboration between the Co-ordinator of the new Centre for Academic Writing and a Lecturer in Physiotherapy at Coventry University, England.

The organiser of a core first-year Physiotherapy and Dietetics module believed that changing teaching and assessment activities to emphasise the acquisition of writing competence would help students acquire knowledge and skills necessary to succeed on their degree course. Focussing on the design and use of formative assessment to give students detailed feedback on their writing, we introduced an early formative piece of written work. We discuss initial difficulties in introducing writing-centered pedagogy to teaching staff and students, and report on our attempts to overcome these difficulties. We conclude that integrating the teaching of writing into subject disciplines is an organisational model worth pursuing but one that requires a joint commitment on the part of writing center staff and subject staff.

Gilliland, Mary
Writing Walk-In Service, Knight Institute for Writing in the Disciplines, Cornell University, USA

Responding to Student Papers: Instructors Consult with Tutors

This presentation describes Cornell University’s innovative Essay Response Consultation program, designed to give teachers of First-year Writing Seminars free, private consultation about responding to student essays. Experienced tutors on the staff of the Writing Walk-In Service have seen what kinds of responses from instructors are most helpful, and which are less helpful; they have seen types of writing assignments that can create difficulty, as well as those that provide useful guidance. When an instructor requests an Essay Response consultation, a tutor reads a set of papers on which the instructor has written comments, and then the two meet for a one-to-one consultation to discuss questions and insights regarding response to student work. Instructors have asked how to avoid the sense of doing battle with students when grading papers, how to prioritize substantive topics in their comments, how to help students elicit their own solutions to revision problems rather than giving teacher-dependent answers. Tutors have better learned how to demystify the language of paper commentary for students, and how to encourage students to approach their instructors with questions about writing. The collaboration has strengthened these components of Cornell’s Knight Institute for Writing in the Disciplines.

Godfrey, Jeanne – Rankin, Stephen
University of Westminster, UK

Integration and Identity: An Example of an Organizational Model that Works across an HE Institution to Meet Diverse Student Needs

We will look at the interrelation of the writing program and writing centre at the University of Westminster, an urban university with a large and diverse student population. We will explain how we have developed a writing programme within a writing centre by making conscious decisions about structural and chronological development as part of the ‘learning community’. We will also outline how we have balanced the following potential tensions:

* Academic writing skills provision as part of degree programme versus free/open tutorials and classes.
* Compulsory modules versus option modules
* Face to face versus on-line teaching
• Group teaching versus one-to-one teaching
• General academic writing skills versus subject-specific academic writing
• Remedial language support versus new and transitional skills

We will discuss the setting up of the Academic Writing Centre as a writing programme within a centre and the structure of our academic writing modules and diagnostic procedures. We will then look at the student profile and statistics for attendance and pass rates. Finally, we will explain the successful development of both programme and centre in raising awareness of academic writing across the institution, embedding academic writing within the curriculum, while at the same time maintaining a unique identity.

Wu, Siew-Rong
Center for General Education, Taiwan

Learner Characteristics in Computer-Supporter Collaborative Learning of Scientific Writing

Centering on Vygotsky’s notion of the Zone of Proximal Development in which less capable learners and more capable learners can benefit one another in collaborative knowledge construction, this study aims to examine the effects of the use of a software, Knowledge Forum (developed by the University of Toronto in Canada after 15 years of research), in the teaching of scientific writing in a university setting and to identify characteristics of less successful and more successful learners in this type of online learning. The participants of the experiments are graduate students of scientific writing in English at a medical university. Among them, two types of learners—the less capable and more capable learners—will be studied particularly for their thinking processes, scaffolding, problem-solving, interactions, and meaning construction in collaborative knowledge construction of scientific writing. Learner contributions, such as the number of notes, build-on notes, questions, and annotations to others’ notes in the Knowledge Forum will be analyzed to examine how Vygotsky’s notion of collaborative knowledge construction can be effectively used in this type of online environment and whether this software can elicit richer interactions among learners of scientific writing.

Gulasarian, Alexandra - Kananyan, Sophia
Department of Linguistics and Intercultural Communication,
Yerevan State Linguistic University after V.Brusov, Armenia

Introducing a ‘Critical Thinking and Writing Skills’ Course in Armenia

Post-Soviet Armenia is a young democracy experiencing an urgent need for independent citizens capable of questioning familiar patterns of thought, making decisions on their own, and taking responsibility for their actions. The previous political system did not allow for practicing independent thinking and did not place emphasis on reasoning and writing analytically. The introduction of Critical Thinking and Writing Skills courses into Armenian university curricula is crucial to improve students’ thinking, enable them to write quality academic papers, and become competitive members of the world-wide academic community, as well as active members of the society at large. Previous attempts to introduce US course materials have been however largely unsuccessful, meeting with resistance from local teachers and students. In this presentation, we will discuss the rationale for the development of our own academic course rather than importing existing courses, as well as provide a justification for the chosen combination of genre and process methodological approaches. In addition, special attention will be devoted to the organizational model of developing and introducing this course in the university curriculum at the national level. The model incorporates collaborative work of the team of qualified national experts with the international consultant and takes into account contemporary pedagogy – “the learning paradigm” by Robert B. Barr and John Tagg (1995). The presentation may be of interest to all who are involved in introducing writing into institutional environments where it has previously played little or no role.

Gustafsson, Magnus
Centre for Language and Communication,
Chalmers University of Technology, Sweden

Academic Communication as Integrated Learning Activities in Educational Programmes and their Content Courses: Problems and Opportunities of Teaching Academic Writing for Specific Purposes

The Centre for Language and Communication at Chalmers University of Technology offers one example of how academic writing and communication is provided in Swedish HE. Organisationally situated outside the research organization and directly connected
to the education organization, the centre collaborates closely with most of the educational programmes at the level of program managers as well as course managers. The centre delivers programme specific courses integrated with the programmes’ content courses and the learning goals of the respective programmes. Such courses are thus integrated into content courses running parallel or form learning activities for content courses already delivered. Where necessary, the centre also delivers smaller modules as part of content courses in programmes. Such modules are identified together with students, teachers, and programme managers.

Addressing the theme ‘Organisational models for the teaching of academic writing’, I will offer examples of the types of solutions that programmes have chosen and the centre’s dual emphasis on writing-to-learn and learning-to-write. I will outline some of the organizational conditions that influence our work including funding, curricular dimensions, and the fact that Chalmers has neither a formal writing programme nor a writing centre in the sense of a generally available support centre for students and tutors.

Haacke, Stefanie - Lahm, Swantje

University of Bielefeld, Germany

Promoting Writing Instruction to Tutors and Teaching in the Disciplines
The Involvement of the Writing Center into the current reform of higher education at the University of Bielefeld, Germany

German Universities are involved in a process of change. The Bologna Declaration of June 1999 has put in motion a series of reforms. One of the issues of the reforms is to put more emphasis on the teaching of discipline-specific and generic competences. Teachers shall henceforward not only convey what learners should know in theory but also what they should be able to do in practice.

The University of Bielefeld put their writing center in the middle of this process of change. They incorporated it into a center for advanced communication skills which is linked to the career service of the university. The main duty of the Writing Center is now to support faculty in the disciplines to fortify their teaching through writing-instruction.

Our presentation will focus on the following questions:
• Is writing a generic competence?
• How does the institutional change affect the role of the writing center?
• What has the writing center staff to consider in his work with the various disciplines?

Haviland, Carol Peterson - Mayberry, Bob

Department of English, California State University, USA

Writing/Righting Academic Discourse:
Writing Centers’ and Writing Programs’ Roles as Assimilators/Contributors

Particularly as they work with writers new to academic language(s), writing instructors and writing center tutors feel the pull toward fast-track assimilation. Indeed, as Lisa Delpit argues, to deny that a language of power exists and to deny students access to that language is to deny them important opportunities. However, reifying norms carries its own costs as it reinforces linguistic and rhetorical norms and elides the richness “outsiders” may contribute.

Drawing on theories that notice the gaps and the conflicts, this session will tussle with the competing goods classroom instructors and tutors face: writers’ desires for quick assimilation and tutors’ awareness of the valuable voice of the “other.” Anchoring the discussion in two landmark CCC articles (Cushman and Grimm), participants will explore ways that faculty members and tutors can merge these two seemingly contradictory roles in their praxis.

Kruiningen Van, Jacqueline F.

Department of Language and Communication, Faculty of Arts, University of Groningen, The Netherlands

Academic Writing Programs in the Netherlands. Mishmash, Mirage or Potential?

At the first two EATAW-conferences, in 2001 and 2003, it struck me that only few colleagues from other Dutch universities attended these conferences. Those colleagues we did meet at these occasions shared the opinion that we knew very little of the activities and developments at other Dutch universities. Now that we gradually started to get an impression of WAC-, WID- and
writing centre initiatives on European level (due to the EATAW), it seemed more than significant to also initiate an investigation of activities at our own Dutch universities, even more so because the Dutch universities are – as are most European universities – in the middle of redesigning their study-programs. For those concerned with teaching academic writing, this seems to be a time to reconsider the activities, roles and responsibilities, particularly in the light of the gradual switch towards more student-centered and ‘skills-integrated’ study-programs. The Dutch university writing programs, if existing, seem to show a great diversity in models and there hardly seems to be any policy or awareness of this topic at management level. Recently, we planned to organise an expert meeting with colleagues from all Dutch universities, in order to exchange experiences and to make an inventory of activities, strategies, theoretical / didactical backgrounds and needs. At the time of writing this abstract, preparations for the meeting were in full swing, but the meeting had not yet taken place. At the EATAW-conference, I will present the outcomes of this expert meeting and relate them to developments on a European level and to current international literature on the topic of academic writing programs.

**Maklad, Jasmine - Browne, Heather**  
*American University in Cairo, Egypt*

**Changing Negative Perceptions and Promoting Positive Images of the Writing Center**

Faculty perceptions towards writing centers influence how students view and utilize tutorial services. Identifying these perceptions is the first step in making writing centers a more valuable university resource. This presentation will address changes in student and faculty perceptions of the purpose of the Writing Center at the American University in Cairo (AUC) over the past five years. A 1999 survey found that AUC writing instructors perceived the center as a remedial service for weak students. Writing Center tutors, however, seemed to realize that the role of the center is to support students of all skill levels in improving their writing at any stage of the process. Students, though aware that tutoring is not limited to grammar, were not motivated to make use of the services. Preliminary results of a replication of the 1999 survey have shown that in the past five years there has been a shift in attitudes primarily among the faculty which has affected patterns of student use of the Writing Center. Based on an analysis of the factors which led to this change, we plan to offer recommendations on how to better promote a positive image of the Writing Center and maximize its potential.

**Nebel, Anne - Irvine-Niakaris, Christine**  
*Center for Applied Linguistics and Language Studies (CALLS), Hellenic American Union, Greece*

**The Development of Academic Writing Materials in the Post-process Era**

This paper will address the application of current theories in EFL writing to materials development. Beginning with an overview of post process writing pedagogy and genre theory, the presenters will focus on implications for teachers of writing in terms of broadening their knowledge base, their conceptions of writing and awareness of methodological principles and materials for teaching writing in an EFL context.

Using the text, Build Up Your Writing Skills for the University of Michigan Examination for the Certificate of Proficiency (ECPE) published by the Hellenic American Union, in 2005 as an example, the presenters will discuss how post-process understandings of writing can be applied to the development of exam-oriented writing support materials. These materials aim to help EFL students produce an argumentative and expository essays at an advanced proficiency level of writing required for studies in higher education through the medium of English. The presenters will invite comment and discussion on the materials and make suggestions for further development in writing materials at this level.

**Ahmed, Soheil**  
*SSS University of Queensland, Australia*

**Academic Writing and Difference**

This paper addresses the theme of cross-cultural issues in the teaching of writing and examines the implications of identity or cultural politics for the teaching and learning of academic writing.

Success in academic writing is dependent not merely on general competence, but also on an understanding of the constitutive cultural system of academic writing. In negotiating writing tasks, writers must also negotiate underlying assumptions of reader
expectations and writing strategies which have decided cultural bases (Grabe and Kaplan 1996).

What Canagarajah (2000) calls “the geopolitics of academic writing” arises from an asymmetry of power between academic writing and the other discourses that it tends to negate. To perpetuate itself, academic writing conceals its own cultural roots which lie demonstrably in Western notions of rationality affiliated with the Enlightenment (Knoblauch and Brannon 1984). Thus what is, in fact, cultural is made to appear as neutral.

But by making academic writing more ethnologically informed it may be possible to open up a dialogue that transforms the very conceptualisation of academic writing into “writing across cultures” (Grabe and Kaplan 1996 p. 178).

I explore the possibilities of this via France (1994), Bleich (1993), Clifford and Marcus (1986), and others.

Panaitescu, Stefania Petronela
- Faculty of Economic Sciences, University of Oradea, Romania

Lupu, Olesia
- Faculty of Economics and Business Administration, Al. I. Cuza University, Romania

Finding Solutions for the Challenges Regarding Academic Writing in English in Eastern European Universities

The need for Academic Writing Centres is more and more felt in Romanian universities especially as these have undergone the process of aligning to all the European educational requirements. New under-graduate and graduate programmes are established and for many the language of instruction is English. Consequently, students feel the need for well-structured modules on academic writing in English to help them with their research and writing assignments. This paper looks at modalities to meet such demands at the Faculty of Economic Sciences, University of Oradea, where this academic year has seen the start of MA programmes in English and Business English is a subject on the core curriculum, being taught during five semesters to under-graduate students majoring in as many as six speciality areas.

A project currently on the drawing board is to establish a Linguistic Academic Centre, which, it is hoped, will achieve these goals. This paper will consider the challenges ahead by drawing also from the experience of other eastern European universities that have dealt with or are currently dealing with this same process. It will make a needs-analysis, offer proposals for the modules and a set of activities that could constitute the core of the new Centre and present primary results and feed-back from the student body.

Parker, Janet
Institute of Educational Technology, Open University, UK

From WAC to WiD in Europe: Transformatory Disciplinary Writing

‘Academic literacies’ research in the UK developed in response to WAC which was seen as promoting a ‘skills’ agenda, and as inadequately informed by the richer understanding of writing as a socially situated practice.

‘Academic literacies’ research points to the university as a manifold institution with complex and often tacit codes and conventions: excellent in seeing student writing as part of pedagogy, as implicating meaning-making and identity formation, but also problematic. For the very insistence on making conventions explicit can codify and consolidate them, both preventing flexibility and development and encouraging a reproducing approach to writing.

Academic Writing in the UK is therefore polarised between a “reductive” skills agenda and a “richer” but problematic Academic Literacies model. However, this paper argues that WAC and Writing in the Disciplines (WiD)’s perspective on disciplinary writing offers a “skills” and “rich” model without encouraging mimetic writing! For writing assignments that are congruent with both text and pedagogic aim, I argue, develop disciplinary skills while challenging students to use them to ask their own questions. When fed back into the communities of both practice and discourse which the modern European university comprises, such writing can transform the agenda of both student and community.

Perpignan, Hadara
Bar-Ilan University and University of Haifa, Israel

Academic Writing for Literature: Toward a Model of Practice
EFL students of literature make up a very unique group of learners of academic writing. For them, English is both the object of their studies and the main vehicle of academic communication. However, in spite of the enormous demands made of them, their specific writing needs are seldom directly addressed in the research on writing and learning to write. Research into the teaching and learning of writing in L1 and L2 stems mainly from two rich traditions: that of compositionists and that of teachers of English to speakers of other languages (Matsuda, 2003). Other relevant areas of research include writing for specific purposes, studies in higher education and discourse analysis, each with its own links to specific pedagogical approaches, methods and materials. But in the absence of a writing research tradition of their own, teachers of EFL students of English literature are left with the option of reinterpretting and adapting others’ theories and practices. The purpose of this paper is to propose, based on the existing research, an integrative model of practice which answers specific needs of EFL students writing about literature, and which can perhaps be useful as well to their counterparts working in other foreign languages.

Pinho, Anabela - Loureiro, M. José
University of Aveiro, Portugal

Students’ Self Perceptions of Writing

Nowadays, according to the state-of-the-art, latest pedagogical and didactic tendencies, writing has a very important role in the education of participant and active citizens and the competence of future learners depends a lot on the relationship that the teacher maintains with the act of writing. This relationship is in turn determining for the choice of learning practices, more or less creative, helpful and productive, as far as the development of the writing competence is concerned.

This study is based on a questionnaire applied to a class of 40 first year students taking a degree in Teacher Education for Primary Education.

The main goals of the study are (i) to determine students’ difficulties about different typologies of texts and (ii) to determine students’ difficulties about different demands of the writing process. The questionnaire also aimed at identifying the students’ conceptions about their own writing skills. The data obtained from the questionnaires will be complemented and clarified through interviews, a research stage that is ongoing.

Preliminary observation of collected data – which is still being worked on – allows us to infer that students view writing more as an expressive process than as a communicative one.

By confronting students with their writing difficulties, the study attempts to promote the understanding of the academic writing process, with the ultimate goal of designing a set of best practices for the development of writing competences. This is important both for teachers and especially for learners, who do not perceive academic writing correctly and, therefore, do not identify correctly what underlies the writing act and where they are getting it wrong.

Rubin, Bella
Division of Foreign Languages, Tel Aviv University, Israel

Bridging the Gap between Academic and Workplace Needs through Writing

How Executive Master of Business Administration (EXMBA) programs can satisfy both academic and workplace requirements is an ongoing discussion in the literature on accountability (Winter, 1993). For EFL learners in an EXMBA program, the issue becomes more complicated since many of the instructional materials are in English and since many of the participants are in managerial positions requiring the daily use of English. Participants in the program must be able to handle the reading material, but they also expect to improve their English communication skills so they can perform better as managers.

This presentation offers an approach to teaching a Business English course, as part of the EXMBA program, which functions as a bridge between the two worlds of academia and the workplace. Incorporating reading-based writing tasks into the syllabus (Desmond, Berry & Lewkowicz, 1995) can help participants to: (i) become better, more motivated readers, (ii) improve writing communication skills, (iii) develop oral presentation skills. The talk demonstrates how three writing tasks, email, memorandums, and support materials accompanying oral presentations, are used to accomplish the above goals. Examples of student work will be provided to show how writing was evaluated, revised and applied to the real-world needs of the participants.

Schindler, Kristen
Institut für Sprach- und Kommunikationswissenschaft, RWTH Aachen University, Germany

Teaching Writing to Engineering Students - Experiences with an Interdisciplinary Cooperation
In January 2005 we set up a writing project for the engineering department at Aachen University (Germany) with three main objectives:

• research on scientific and professional writing of engineering students and professional engineers
• accumulation and publication of educational material (best in class examples, writing assignments) to teach (professional and academic) writing to engineering students
• implementation of a peer-tutoring programme and training of writing tutors (advanced engineering students).

The application-oriented project – and this represents a new approach in the German context – combines the focus on a specific audience (engineering students) with theoretical, empirical and didactical interests in writing. Expressing the strengthened role of communicative competencies it is embedded in the introduction of the BA/MA system and financed by the vice-chancellor of the University for two and a half year.

In my presentation I would like to discuss our concept and evaluate first experiences from our work, especially regarding the cooperation with the engineering department.

Yakhontova, Tatyana
Foreign Languages Department for the Sciences, National Ivan Franko University of L'viv, Ukraine

Teaching English Academic Writing to Mature Researchers: Methods and Challenges

Although academic writing is a popular college discipline in many countries, it has only recently started to be taught in Ukraine. Within the Ukrainian context, mature researchers with an adequate general level of English competence appear to be the most active and interested group of potential learners since they are willing to establish international contacts and to become members of appropriate research communities.

In this paper, a special English academic writing training for such a targeted group is described, partially demonstrated and reflexively analyzed. The participants were Ukrainian researchers in the fields of economics and sociology of the age ranging from 30 to 52 years. The training lasted for two days and included various types of genre-based activities elaborated by the author of this presentation in terms of Swales’s (1990) and Bhatia’s (1993) models with due regard for Ukrainian cultural and educational context.

Despite highly positive anonymous evaluation of the training by its attendees, there happened to be a number of problems caused by learners’ insufficient awareness of culture-specific aspects of English academic written discourse. These inevitable challenges and the ways of their overcoming are specifically addressed in the presentation.

Samara, Akylina
Department of Education and Health Promotion, University of Bergen, Norway

Writing with Social Science Postgraduates Students

The paper presents findings from an ongoing postdoctoral project on writing groups (group supervision) with postgraduate students. 13 PhD candidates from various departments at the faculty of Social Sciences, University of Bergen, Norway, participated in writing groups in relation to the writing of an obligatory PhD essay. The aim of the groups was to prevent delays in the candidates’ writing process and to create a support environment (Dysthe & Westreheim, 2003; Kjeldsen & Dysthe, 1997). The candidates were divided into three interdisciplinary writing groups that committed themselves to meeting regularly and giving feedback on each others’ essay drafts. The groups were followed up through observation and qualitative group interviews in the autumn semester 2004. All the candidates of group 1 and most of group 2 delivered their essays before the end of 2004, while the candidates of the third group had a delay in delivering and decided to continue the group sessions in spring 2005. The findings from the first two groups underline the writing group’s beneficial impact on the students’ writing process (Lonka, 2003; Wisker, Robinson, Trafford, Warnes, & Creighton, 2003). A particular focus is peer response and the routines the supervision process followed; implications for practice are made. The group’s functioning as a support mechanism for the candidates is also discussed (Torrance & Thomas, 1994; UK Council for Graduate Education, 2000).

Smith, Lawrence
Department of English, CERGE-EI, Czech Republic

Teaching the Literature Review: A More Coherent Approach
One of the most problematic areas that international post graduate students have to deal with in their academic writing is that of the dreaded literature review. This is especially so when considering that students come from many different countries and cultures with varied educational and academic backgrounds and expectations. (see Reinecker and Stray Jørgensen 2003). Problems often stem from an initial lack of focus, a perception of what their paper is actually setting out to do, what their contribution is and why their research is therefore needed (Bellers and Smith 2004). It is not surprising then, as Swales and Lindemann (in Johns 2002) note, that faculty often complain about the quality of literature review sections in student papers. To address these problems a critical literature review course was developed at a post graduate institute, CERGE (Center for Economic Research and Graduate Education,) of Charles University in Prague that involved input and coordination from both English tutors and subject specialists. The presentation will look at the cooperation between the two parties in the implementation of the course with particular emphasis given to the role played by the English department. The presentation will argue that it is through such cooperation that a more coherent approach to the teaching of the literature review can be achieved. Finally, implications from the model used will be considered with regard to the design of similar courses in the future.

Stassen, Ingrid - Wilbers, Usha - Boeschoten, Vincent
Radboud University Nijmegen, The Netherlands

The Development of Academic Writing: Work in Progress

This presentation reports the first progress in a four-year longitudinal study of writing development at Radboud University Nijmegen, the first university in the Netherlands to have an academic writing center. The aim of this research is to develop a didactical blueprint for the teaching and coaching of writing in various situations: writing in composition courses, writing in the disciplines, writing theses and writing in the writing center, off-line as well as on-line. Selected students were followed in the development of their writing in several contexts, including composition courses, “content” courses, and writing center (both off- and on-line). The study characterizes the range of instruction, tasks, and topics, the structure of the writing programs, students writing strategies, frequency and type of coaching and feedback, forms of collaboration, forms of reflection and the effects of these on the students writing processes and products. This presentation focuses on first descriptions of students ‘real life’ writing processes (Van der Geest, 1995) with special attention to reviewers comments and expectations, and students interpretation of the comments and the goals and plans for revisions.

Storch, Neomy - Wigglesworth, Gillian
Department of Linguistics & Applied Linguistics, School of Languages,
The University of Melbourne, Australia

Writing Tasks: the Effects of Collaboration

The paper addresses the theme of research in the teaching of writing. An innovative approach in the teaching of L2 writing is to ask students to write collaboratively. The advantages of collaboration have been documented in a small number of studies (e.g., DiCamilla & Anton, 1997; Donato, 1994 Storch, 2002; Swain & Lapkin, 1998). In this paper we report on a study which aimed to investigate the processes and product of collaborative writing tasks. In this study, advanced ESL graduate students were asked to complete two writing tasks fairly common in tertiary settings: a report and an essay. One group of students completed the tasks in pairs and another group completed the tasks individually. Students working in pairs were audio recorded. An analysis of the recorded pair interaction highlighted the effect of task type on the quantity and quality of interaction. A comparison of the collaboratively completed tasks with those completed by students working individually shows the merits of collaboration in terms of fluency, accuracy and complexity. The paper concludes with implications of collaborative writing tasks for classroom implementation..

Stray Jørgensen, Peter - Skov, Signe
Academic Writing Center, Department of Humanities,
University of Copenhagen, Denmark

Adapting Toulmin ´s Argument Model to Students ´Papers - Not Vice Versa

The research paper (and student papers written as research papers) is commonly considered as one argument (Booth et al 2003, Neman 1995, and others) – “to write a scientific argument”. At the Academic Writing Center (University of Copenhagen) we allocate a considerable time to teaching the academic paper (research paper) as one argument. For this purpose, we use Toulmin’s
argument model (Toulmin 1958, Williams & Colomb 2003, Hegelund & Kock 2003) with some success. The Toulmin model is suited for this, especially because of the warrant element which establishes the logical link between the claim (the conclusion) and data (documentation). In the papers, the warrant is the scientific method used to provide the documentation. The warrant and the discussion of the warrant is in fact what qualify the paper scientifically. It is important that the argumentation is clearly displayed in the structure of the paper. However, we face difficulties when teaching students the connection between the elements of argumentation and the structure of their paper. Therefore, we have adapted the elements of the Toulmin model to conform to the overall structure of the research paper.

In our presentation we will show and exemplify how the overall argumentation corresponds to the structure of the research paper, and how we have transformed the Toulmin model for this purpose. Finally, we want to discuss the potentials for a university writing pedagogy.

**Tuero, Susana**  
*Department of Modern Languages, Universidad Nacional de Mar del Plata, Argentina*

**How College EFL Majors React to Peer Feedback on Writing**

Revision is a fundamental element in the process of writing. Most writing instructors advise their students to set their writing aside for a few hours (overnight or for a few days if possible) so that they can look at their draft in a new light. So the first basic revision stage is usually covered by the writer himself.

In addition to re-seeing their texts, students can considerably improve their writing if they receive input from a reader. The process of providing / receiving input with the purpose of providing information to improve a text is usually referred to as ‘feedback.’ A review of the literature reveals that there are two major sources of feedback: peers’ comments, and teachers’ comments. The focus of this presentation will be on demonstrating how a review questionnaire was used as a training instrument in a university writing course. Results indicate that to train students to provide feedback is twofold. On the one hand, when student-writers receive comments from their classmates, they feel that their writing is not being evaluated as it is when read by the course instructor. On the other hand, to provide feedback helps student-writers become more aware of their own problems in writing, and so more critical when revising their writing.

**Zantsi, Zuzi**  
*Cape Peninsula University of Technology, South Africa*

**Orality in an Academic Writing Class: A Case Study**

Prior 1994, the South African higher education system was shaped with a view to serving the goals of successive apartheid governments. Within this context the new higher education policies introduced by South Africa’s first elected government sought to reshape the system into one that met the goals of access and equity.

The influx of African students in previously white institutions of higher learning after 1994 brought in new challenges especially in the delivery of the curricula.

Written assignments are still the main way in which students are assessed in higher education. Writing proficiently in any language is a formidable challenge. Writing in a second language at a university level compound that challenge. The African students are not first speakers of English, denying them ready access to content information, which is taught through the medium of English. For these students English is a third, fourth or fifth language. One response to this situation has been an Academic Literacy course offered to first-year Engineering students in the first semesters of 2003 and 2004.

In the academic writing class, the students often had to negotiate their academic identities because of the manner in which they were positioned in the academy. The tensions between the non-academic discourses (eg.orality) that students draw from in the writing process and the dominant discourses of the institution were evident in their writing.

The paper explores the processes followed by the first-year Engineering students in acquiring academic writing. It will also argue for a space to develop a better synergy between academic literacies and indigenous literacies.

**Zegers, Vera – Lawrence, Clive**  
*University of Maastricht Language Centre, The Netherlands*

**Teaching Academic Writing in 12 Hours. Can it Be Done?**

The University of Maastricht Language Centre is charged with introducing multinational undergraduates, from a variety of fac-
ullies, to academic writing in English. The aim is to prepare them for the writing requirements of their academic career and beyond.

Whilst acknowledging general principles of teaching a foreign language and of teaching academic writing, we also recognise that Problem Based Learning is the overriding principle of the university’s teaching. This places clear emphasis on the need for learning to be student centred and the conduct of tutorials to be student controlled. In some courses we are limited to 12 hours contact time concentrated into an 8-week block. In addition, we are committed to Content and Language Integrated Learning (CLIL) and coordinate each academic writing course closely with the students’ core subject.

In this presentation, we aim to outline our task and the limitations imposed upon us, our theoretical approach and to briefly explain the structure and process of a typical UM undergraduate introductory writing skills course. We do not claim to have the perfect solution, but we know that we achieve encouraging results and have good reviews from students and from university academic staff.

Stephanidis, Constantine
Institute of Computer Science, Foundation for Research and Technology
- Hélas (FORTH) and University of Crete, Greece

Universal Access to eLearning in the Information Society

The on-going paradigm shift towards an Information Society brings about radical changes in education.

In this context, technological advances are leading to the development of new forms of both institutional and informal education, which, amongst other things, overcome space, time and cost barriers, support the rapid elaboration and diffusion of specialized knowledge, and facilitate the design of new curricula. The above have the potential to create educational opportunities to anybody, anywhere, and at anytime.

However, as with all major technological changes, the emergence of eLearning can also introduce new challenges and barriers, and there is a danger that ordinary citizens may reject the new instruments and services, if the latter are designed without taking into account the individual needs and requirements of citizens.

In this context, Universal Access of eLearning technologies is of critical importance, and a systematic approach is required towards designing and implementing universally accessible and usable products and services, capable of accommodating diversity in the individual users, the different possible uses of the system, the technology used and the context of use.

Beittel, Mark
Scuola di Studi Internazionali, Università di Trento, Italy

Book Reviews as a Meta-genre for Graduate Students

Book reviews are a vital form of academic discourse, not only because of the influence they may exert on the success of specific books, but also because of the critical role they play in the system of knowledge creation and dissemination. By reducing publication costs and lags, the web has probably increased the importance of book reviews. It is thus not surprising that graduate students are often asked to write reviews as course assignments and for publication.

I would suggest that book reviews are an undervalued genre in teaching academic writing. Going beyond the “how to” variety of advice usually offered by writing guides, I will present activities that treat reviews as a meta-genre—a genre that is particularly valuable in helping students focus on the generic aspects of texts and in providing them with an entry point into more complex genres. Through a process of systematic comparison, students become acquainted with the linguistic elements of reviews in their areas of specialization and begin to grasp the crucial interplay among audience, purpose, organization, and authorial stance.

Participants will evaluate the distributed materials and assess their applicability to contexts other than the international studies program for which they were designed.

Blythman, Margo - London College of Communication, UK
Bräuer, Gerd - Writing Center, University of Education, Germany
Mullin, Joan - University of Texas at Austin, USA
Ryan, Leigh - The Writing Center, University of Maryland, USA
Richards, Rose - Writing Lab, Language Centre, South Africa
Stassen, Ingrid - Department of Business Communication, Radboud University, The Netherlands
Boeschoten, Vincent - University Language and Communication Centre, Radboud University, The Netherlands
Skillen, Jan - Learning Development, University of Wollongong, Australia
Communication Strategies:
Convincing the Institution, Academics, and Students of the Value of Writing Support

No matter how writing support occurs, convincing our institution, colleagues and students of the value of what we do presents particular challenges for all of us. Presenters will each focus on one of the groups of constituents with whom we work and outline a key communication problem they faced with that group; explain the research, theoretical base and strategies they used to resolve it, and describe the outcome that resulted. Each will place their descriptions within their particular educational context so participants will be able to adapt or revise strategies for their own contexts in small discussion groups that will follow the presentations. Each group, facilitated by a presenter acting as recorder, will report ideas generated to the larger group at the end of the session.

Coit, Caroline
Universität Münster, Germany

Online Peer Review Made Easy: Introducing the PCS-Tool

This workshop is intended to introduce the participants to the peer correction system tool (PCS-Tool), which can be used for setting-up, organizing, and carrying out online peer review. The tool can be used by instructors in regular as well as online classes and can easily be adapted to facilitate exchanges between classes within a school or from school to school. In the first half of the workshop, the participants will be given the opportunity to actually carry out an assignment online using the tool so that they will then be in a better position to discuss the pros and cons of the system based on their experiences. The second part of the workshop will be spent discussing the theoretical and practical value of the system and brainstorming for possible uses of it in courses at the participants' schools or universities. If so desired, participants will also be given the opportunity to set up contacts for possible exchanges. The tool is an open source and is, therefore, open and free to all who are interested in making use of it without having to download it on a home server.

Dilaveri, Evi - Skarmaliorakis, Emmanuella
The Writing Center, Deree College & The Junior College, The American College of Greece, Greece

More Than Writing at the Writing Center?

Leahy (1990) describes the role of a writing center as often “unclear” and notes that members of a college community often hold “differing notions” about this role. While writing centers struggle to establish their position and define their role, new trends in college organization complicate this process. Ballou (1997) points out that many colleges and universities have been reorganizing student services to respond more efficiently to student needs. These changes and uncertainties are felt even more strongly by new writing centers like the American College of Greece Writing Centers. In recent years, the American College of Greece, which does not have an Academic Skills Center, offered a mandatory non-credit course called Orientation to College, mostly taught by members of the English Department. As the First-Year Program at ACG evolves, writing center tutors with experience teaching Orientation to College have been asked to offer a series of workshops on academic skills. Although we are not education or learning skills specialists but members of the English department and writing center tutors, we always had a strong interest in the subject of academic skills development so we became involved with teaching Orientation to College and with preparing and offering workshops on academic skills. In our roundtable discussion we would like to describe how writing center tutors prepare and conduct these workshops. We would like to share our concerns about the effectiveness of this endeavor and the role of the writing center in the area of academic success skills.

Fredrick, Daniel
Department of English, American University in Bulgaria, Bulgaria

Test-Driving a Forgotten Classical Heuristic
(Cicero’s Sextet Method for Writing in the Humanities)

I would like to introduce teachers to a neglected heuristic for writing and critical thinking invented and used by Marcus Tullius Cicero in court trial preparations. The heuristic is a six-part exercise which forces the writer to analyze texts from different perspectives. This workshop will fit in theme 5 under the sub category of “new teaching and tutoring models. The primary goal of my
workshop is to offer another skill in invention that teachers can pass on to their students. My secondary goals are to alert teachers to continue researching the ancient rhetorical treatises to find practical methods for teaching literacy, for the era has much more to offer than what has been captured in the three leading composition textbooks on classical rhetoric (Corbett, Crowley, Horner) as D'Angelo's latest comp text (focusing on the progymnasmata) proves. The conclusion is that Cicero's heuristic works for every discipline in which assertions must be demonstrated. Thus, it can work across the disciplines.

Ardington, Angela
Learning Centre, University of Sydney, Australia

Stance Taking in Reporting Verbs in a Critical Review Writing Task

Many international students from non-English speaking backgrounds are confronted with significant challenges in the writing they need to do in their studies in Australia. They may be unfamiliar with the linguistic and rhetorical conventions of western academic genres, yet mastery of these devices in English is requisite. The discussion or interpretation of findings of (other) research is one such section in which stance-taking is expected, where, to some extent, findings can be created through argumentation. The focus of this paper is the writer's use of reporting verbs as linguistic resources to project their stance and adopt an appropriate critical voice. The contribution of reporting and attribution structures to evaluation in areas of modality and negation through information ‘packaging’ is explored. The study shows clear preferences of certain denotational reporting verbs and underuse of evaluational speech act verbs. It is suggested that an initial identification and typologizing of reporting verbs in terms of degrees of affect, certainty and doubt expressed in reporting verbs may, through directed instruction, assist student writers in projecting an informed and convincing evaluative stance through a heightened awareness of the interplay of metadiscourse.

Beaufort, Anne
Program in Writing and Rhetoric, State University of New York, Stony Brook, USA

Do Writing Skills Transcend Cultures? A Look at Writing Expertise

Can writing skills be viewed as universal, transcending disciplinary and national influences? Or are they specific to more local contexts? Drawing from my social-science based research--two case studies, one of writers new to workplace writing demands, and the other, of a writer in a US post-secondary institution--I will present the hypothesis that key aspects of writing skills are both universal and context-specific (Beaufort, 1999; Beaufort, 2004). I will propose an expanded theoretical model of writing expertise, encompassing more aspects of successful written communication than earlier models (Flower and Hays, 1981; Bereiter and Scardemalia, 1987). Specifically, I will demonstrate from the research data a five-part schema of sub-skills that are essential to writing expertise: discourse community knowledge, subject matter knowledge; genre knowledge; rhetorical knowledge; and writing process knowledge. These, I argue, are universal sub-skills and they incorporate context-specific differences. If this framework of sub-skills is used to frame curriculum and pedagogy, teachers can aid students in understanding more readily how to write in different genres and different discourse communities in school and workplace settings.

On the other hand, not to be dismissed are the cultural expectations for persuasive texts. I will also briefly review the literature on contrastive rhetorics that accounts for differences in discourse style that are rooted in cultural expectations (Kaplan, 1966; Connor, 1996) as well as the differences between continental and Anglo-American academic discourse (Rienecker and Jorgensen, 2003). I will also suggest ways of helping students to understand how cultural and discourse community norms shape written texts so that they can become flexible writers, able to adapt to changing social contexts for writing.

Canizales, Antonio - Galan, Rosa Margarita
Language Centre, Instituto Tecnologico Autonomo de Mexico, Mexico

Creating Cross-cultural Awareness: A Challenge for TESL

Students should learn academic writing in English as a second language, like translation, from a cultural perspective. Linguistic aspects are essential, but welcoming the foreign culture and acquiring language awareness make it more fruitful. Instructors should help students reach a transcultural environment and make them go beyond their own culture to universalize their academic texts using the foreign language as an essential tool. ESL teachers are at risk of designing a series of formulae in syntax or prescriptive methodologies in writing. Consequently, this leads to framing students in specific protocols and writing conventions when producing texts. Deconstructing students’ native culture and making them embrace a foreign one help ESL instructors build the necessary bridge
that enables students to develop various skills, allowing them not only to successfully produce compositions that meet academic writing standards, but also to strengthen abilities like critical reading and text analysis.

Based on the works of D. Cassany (Spain), and on the experience of the Language Centre of ITAM, the purpose of this presentation is to focus on the importance of creating cross-cultural awareness in ESL students, and the challenges faced by professors in the classroom.

Donahue, Christiane
Roberts Learning Center, University of Maine-Farmington, USA

Resisting Contrastive Rhetoric:
The Cross-cultural Discourse of Academic Apprenticeship

Growing attention to the academic writing of various post-secondary institutions across cultures has led to a plethora of comparative analyses in recent years. These have been detrimental to a productive theoretical understanding of students’ university discourses in different countries, as have been some of the contrastive analyses of various disciplinary discourses developed by WAC/WiD theorists. As an active member of universities in both France and the United States, I have carried out extensive discourse analysis of student texts across these cultures. I propose to present an overview of the methods and results of this analysis. In particular, I will show that student discourse is its own discourse, with identifiable ways of doing its work, negotiating its construction in the “contact zones” of various university settings, whether courses in writing or courses in which disciplinary writing is required or taught. I will suggest that university students across cultures share this discourse of academic apprenticeship, and that we need to recognize the discourse and learn to read it in all of its complexity, rather than considering it an approximation of an “expert” academic discourse or furthering the sedimentation fostered by detailing only surface linguistic and rhetorical differences among different cultural groups.

Dressen Hammouda, Dacia
Faculté des Langues Appliquées, Commerce et Communication, Université Blaise Pascal, Clermont II, France

Adapting Process-oriented Writing Approaches to Cross-cultural Contexts

The process-oriented aspects of Writing for Academic Purposes are well-established within decades of research in applied linguistics, North American rhetoric and composition pedagogy. Various approaches to teaching process writing include increasing students’ integral genre awareness (Swales & Feak 1994, 2000; Johns 1997); fostering an appreciation of writing genres as an ongoing, rhetorical process (Elbow & Belanoff 1989a; Freedman & Medway 1994; Hyland & Richards 2003); and an insistence upon dialogue as a means for developing discoursal competence (Harris 1986; Elbow & Belanoff 1989b). However, the approach also relies heavily on the learning and teaching conditions characteristic of Anglo-Saxon communities, raising issues of compatibility when used in cross-cultural contexts. For example, some of the approach’s underlying assumptions are based on expectations of autonomy, perceived social relationships, and human communication as facilitating cooperation. It is argued that such cultural schemas come into direct conflict when the approach is used in other cultures. This paper will assess the process approach to teaching WAP in the French university system. It describes efforts by this researcher, trained in North American process/genre methods, to adapt the approach to French students’ expectations. After highlighting areas of divergence and identifying shared generalities, it will discuss implications for EAP in general.

Errey, Lynn
ICELS, Oxford Brookes University, UK

What Is It about Other People’s Words?

Most students in higher education need to understand how to incorporate the words of others in academic writing. But published materials for teaching citation (and the avoidance of plagiarism) tend to be mechanistic – e.g. models of paraphrasing, or techniques for creating a bibliography. There is an assumption that explaining the rules (accuracy) will lead to fluency and understanding. But superficial proficiency in citation techniques does not equate with understanding the complex rationale behind citation practices, nor, for non-native students especially, with confidence in new writing culture practices. Citation knowledge is not straightforward; even within a culture textual borrowing practices are inconsistent (Pennycook 1996:212). We need writing...
instruction methods that will allow students to experiment, interact, or ask questions about citation in their own work in process. This paper will report on an EAP writing class experimenting with on-line learner discussion groups and logbooks to bring students to reflect upon and question their own and each others’ use of citation, how and why others’ words might be integrated into their own writing purposes. We will review whether these materials might have contributed to students’ deeper understanding of citation in text and ways of avoiding plagiarism in the text-production process.

Janik, Christina  
*Institute for Slavistics, University of Hamburg, Germany*  
**Teaching Evidentiality. Cross-cultural Differences in Use of Evidential Markers**

In academic writing we generally expect information to be qualified by expressions of source or speaker commitment to the truth of the information (Nash 1990), coded linguistically by modal words (probably, certainly) as well as references to research literature (Meyer 1990). However, the actual use of such evidential markers (Chafe 1986) in academic texts seems to vary cross-culturally.

Recent results of a contrastive study of Russian and German academic articles shall be presented here as well as samples of Russian students’ writing in German. As the data suggest, evidentiality is less frequently explicitly marked in texts from writers with a Russian educational background and sources tend to be more often underspecified than in German texts, e.g. in referring to general knowledge by kak izvestno (‘as is commonly known’). Further research literature shows similar differences for Slavonic vs. English academic writing (e.g. Vassileva 1998).

Suggestions shall be made with respect to consequences for academic writing instruction. It seems necessary to raise international students’ awareness of possibly differing writing conventions in this particular aspect so that they won’t be criticised for insufficient academic proficiency, while all they are doing is following different writing conventions they brought from their home universities.

Konovalov, Vjatšaslav  
*Department of Foreign Languages, Narva College, Tartu University, Estonia*  
**Transfer in Academic Texts of Non-English Writers**

The presentation explores the distinction between Teutonic intellectual traditions (Galtung 1985) and Saxonic writing conventions, and, in particular, its role in intercultural communication. Each of the two styles has its characteristic features: patterns of argumentation (Kaplan 1972, Clyne 1985), reader friendliness and text organization (Mauranen 1993, Ventola 1994). Writers belonging to either academic writing culture always consider the conventions of the respective academic style and feel comfortable in their own cultural space. However, as, with the ever-increasing role of the English language in the academic world, the mastery in the Saxonic style is becoming crucial for researchers, transfer from their own style into their interlanguage writing turns into a major source of problems.

The presentation analyzes the most frequent instances of transfer in academic texts, i.e. the examples of influence of the mother tongue, as well as the influence of Teutonic style, in which the writers were trained at higher educational institutions, on their writing in English. The texts under analysis are both unedited articles of senior students of the Humanities and published articles of authors from post-Soviet states.

The conclusions will shed some light on the most troublesome areas for the writers of academic texts in English and suggest ways on how to avoid sounding too foreign in academic articles written in English.

Kruse, Otto  
*Department of Applied Linguistics and Cultural Studies, Zurich University of Applied Science, Switzerland*  
**From Academic Writing to Science Communication: Towards a Wider View of Knowledge Reporting**

The term “academic writing” tends to attribute uniformity and consistency to writing, where in reality heterogeneity reigns. Using the term “communication” instead, may help to understand the tasks of writers in a broader context and relate writing to the different communicative tasks within, across and outside the disciplines. Popularisation of knowledge has long been an important issue for sciences and humanities, but has scarcely been integrated into the theory and practice of academic writing. A closer look
at popularisation shows that knowledge has to be popularised not only to the non-academic public, but also between and even within the disciplines. I will present results from an interview study with scholars and scientists demonstrating the broad range of communicative tasks they are facing. The data suggest a model of knowledge reporting that addresses the whole spectrum of text communication from discourses within highly specialised research communities on one hand to science reporting in the mass media on the other hand. Consequences for the teaching of academic writing will be discussed.

Kunschak, Claudia
Traduccion, Interpretacion y Lenguas Aplicadas,
Universidad Europea de Madrid, Spain

Academic Writing for Students of Translation: A Piece of Cake?

Students of translation, who receive training as language specialists, both in their native language and their other working languages, should have no problem with academic writing. They have a high-level command of the English language, their first foreign language in this case, produce technical texts in English on a regular basis, and take a specialized seminar on terminology, the core subject of their final year project. This project, however, also requires writing a substantial introduction; that is where the difference between translation and academic writing shows and where the need for training in academic writing for these students is most apparent. The most important difference between translation and academic writing, besides the field-specific conventions of the latter, lies in the obvious fact that translation students are used to transferring meaning and words into another language but not creating meaning and words without a blueprint. In this paper, we will illustrate this difference by analyzing the different writing stages of two students, discussing the conceptual and linguistic changes as the students progress towards their own voice, and suggesting ways to structure and foster this process. Interview data will be included to represent the students’ perspective of their writing process and product.

Kutieleh, Salah
- Student Learning Centre, Flinders University, Australia
Morgan, Douglas L.
- Indigenous College of Education and Research, University of South Australia, Australia

International Students: A Template for Academic Writing in Western Contexts

The increased effort to attract international students to Australian universities has largely occurred without a corresponding accommodation of their diverse writing styles, though the subject has been much debated among academics as to whether or not this is desirable. To international students’ cost, the numerous books, designed to develop Western academic writing skills, have failed to approach the task from a non-Western perspective. The authors’ approach is a simplified, systematic, student-centred, culturally-neutral method that does not supersede the students previously developed writing styles/structures. The developed approach comprises of three organic stages, broken into steps that allow students to proactively engage in the production of academic writing through a template of behaviours that apply to their own circumstances. It readily allows the student to recognise the writing production stages so that they can identify and seek specific assistance when required, or move to the next step in the academic writing process. The student can be easily supported in this process as the steps are consistently and systematically applied, increasing both the students’ confidence in their ability to function in the new alien environment and the ability of educationalists to perform in a cross-cultural context in which some may feel threatened.

Laane, Mare-Anne
- Language Centre, Tallinn University of Technology, Estonia
Tammelo, Eda
- Language Centre, University of Tartu, Estonia

Rhetorical and Cultural Differences in LAP: English and Estonian

Drawing on studies in contrastive rhetoric (Connor 1996, Kaplan 1988, Mauranen 1992, etc), the paper discusses rhetorical and cultural differences in English and Estonian written academic discourse, proceeding from the view that logic and rhetoric are interdependent as well as culture-specific and learners’ mother tongue interferes with their EAP writing. The issue to be explored is what areas in English academic writing of Estonian learners are most affected by Estonian cultural and language conventions.
On the basis of an analysis of graduate students’ written work, suggestions are made for teaching English academic writing and for improving the quality of writing in the context of Estonian tertiary level education.

Law, lai-yi, Lilian - Lai, sui-yee, Rachel  
*English Language Education and Assessment Centre (ELEAC), Lingnan University, Hong Kong, China*

**Constructing Academic Integrity through Learning-oriented Assessments: An Exploratory Study**

This study focuses on learning oriented assessments in process writing which offer different forms and levels of scaffolding to first year students at a University in Hong Kong, as an attempt to equip them with the skills to use sources appropriately in academic writing. Specifically, it aims to (a) analyze the types of inappropriate use of source texts in two different assessment modes, (b) find out the correlation between types of inappropriate use of source texts and assessment modes, and (c) identify problems and difficulties students have in using source materials.

Text-based analyses based on a coding scheme developed by Ling Shi (2004) will be performed with the help of WCopyfind Version 2.5 to identify the major categories of textual borrowing in two sets of randomly selected student essays done in two different assessment contexts. In addition, in-depth interviews will be conducted with the students on the problems and difficulties they encounter in using source texts in academic writing. The interviews will be transcribed for detail analysis.

We hope the approach we experimented in this project will provide insights on how to progressively prepare students for academic writing, and to design assessments that enable students to achieve academic integrity.

Manney, Linda  
*American College of Thessaloniki, Greece*

**Close Encounters: Multicultural Education and the Academic English Writing Class**

My proposed talk begins with a selective review of current scholarship in multicultural education (McLaren 2003; Kumaravadivelu 1999; Nieto 2002), focusing on practical applications of key tenets to academic writing instruction. First, I clarify the definition of multicultural education as a reform movement grounded in anti-racist philosophy and framed within a context of social justice. I also show how multicultural education aims to expose students to a variety of viewpoints, including those of people who have traditionally been disempowered in the larger society. I then outline a curricular design for EAP (English for Academic Purposes) which makes use of ideas summarized above. Students read and respond to a number of influential writings, including a discussion of Mahatma Gandhi’s philosophy, a speech and a philosophical essay by Dr. Martin Luther King, Jr., selections from a novel by a Jewish Israeli writer, and an auto-ethnography written by a Palestinian Israeli. As students read and discuss the texts, they are led through a series of writing assignments, culminating in a research essay on a personal experience with or first-hand knowledge of racial discrimination. Such exercises help students develop compassion and empathy for a wider range of people, thus enhancing their intellectual and social flexibility.

Markelova, Svitlana - Kaluzhna, Halyna  
*Foreign Languages Department for the Humanities, National Ivan Franko University of L'viv, Ukraine*

**Taking Part in International Conferences: Focus on Academic Writing Skills**

Though academic writing skills are of paramount importance for researchers willing to present at international conferences, this type of skills has never been explicitly taught at post-soviet universities. This paper attempts to analyze a series of workshops “Taking Part in International Conferences: a Focus on Academic Writing Skills” delivered by the presenters to Ukrainian researchers.

We intend to show how helpful advice was provided to potential presenters through interactive activities aimed at highlighting the challenges they may possibly face. Then we will focus on the process of practicing the initial skills of conference abstract writing with the emphasis on rhetorical moves necessary to produce a successful conference abstract: outlining the research filed,
justifying a particular research, introducing the paper to be presented, summarizing the paper, highlighting its outcome (Yakhontova, 2002). Finally, the feedback of the audience will be presented, which will demonstrate the peculiarities of culture specific attitudes to writing of Ukrainian learners.

Though we make a specific reference to the Ukrainian context, the pedagogical strategies under discussion may be applicable to other settings. Finally, a broader question is discussed: in what way raising metacognitive awareness in the process of genre specific writing makes one’s written products successful.

**McCormick, Susan**

*Department of English, Ventura Unified Schools, USA*

**The Investigative Word Web**

THE INVESTIGATIVE WORD WEB is a pre-writing strategy, addressing Theme 4 or 5. This teaching practice deals with cross-cultural differences and was developed to meet the needs of L-2 learners experiencing difficulty with writing. Their challenges include, having a limited knowledge of the writing process, a limited knowledge of the English language, and a lack of self-confidence due to previously unsuccessful writing experiences. I challenge my students to think of themselves as investigators using the words of investigative reporters. My previously unenthusiastic pupils began to write well-structured essays.

I have found this technique to work successfully with students at any grade or ability level, including second language students, those having learning difficulties and college-preparatory students. The INVESTIGATIVE WORD WEB can be used in many genres, including the summarization of news articles and writing narrative, persuasive and personal essays. This strategy helps students to stay focused, think cognitively and become more relaxed and confident in their writing abilities.

**McKnight, Alex**

*Language and Learning Services, Centre for Learning and Teaching Support, Monash University, Australia*

**International Students Writing Science: Preparation and Reality**

In common with universities around the world, Australian universities are becoming increasingly dependent on fee income from international students. International applicants to Australian universities are required to provide evidence of their proficiency in the use of English, and a common requirement is for undergraduate applicants to have a minimum overall band score of 6.0 on the International English Language Testing System (IELTS). In order to be successful in their studies students require the ability to use the linguistic conventions of different discourse communities, which vary from faculty to faculty and from discipline to discipline within the same faculty (Bhatia, Candlin and Hyland, 1997), and many students experience difficulty with the demands of first year assignments (Street, 1999; Krause, 2001). Based on qualitative interviews with teachers in the faculty of science of a large Australian university, and discussion of a sample of student writing, this paper will examine the views of academic staff on the literacy skills required for their disciplines and the extent to which international students meet those requirements. Implications for teaching scientific writing to international students will be discussed.

**Michalchuk, Gloria**

*Department of Secondary Education, University of Alberta, Canada*

**Academic Writing as a Limiting Social Construct: A Feminist Perspective**

Academic Writing as a multi-layered social construct functions not only as a value-laden assessment and learning tool, but as a multi-dimensional prism that shapes our perception and view of the world. I will argue that the structure of classical academic writing as well as the language it necessitates limits our access to a balanced view of the ways in which we as human beings construct meaning in our everyday life. By dissecting personal from public and embodied from theoretical knowledge, we not only distance ourselves from ourselves, but limit our ability to grow (Cixous, Lorde, Elbow). Within the context of second language classrooms, I will argue from Feminist perspectives and writing pedagogy that alternate forms of expression, such as a creative non-fiction can function not only as a vehicle for language learning and assessment for learning, but as a forum through which the complexities of cultures bumping up against each other can be negotiated (Kristeva, Grumet, Lugones).
Academic Writing: Whose Constructs? Tutors’ or Students’?

Most academic programmes at tertiary level require a thesis or at least a project paper as partial requirement in obtaining a degree. To fulfill this requirement, students are asked to write a thesis from about 12,000 to 100,000 words depending on the level of the degree pursued and the requirement of each academic institution. In a context where English is an important second language, more emphasis is given to the teaching and learning of the language. Thus, language teachers and lecturers were encouraged to pursue their post-graduate studies in different universities in the UK, USA, Australia or New Zealand. Some do theirs locally or in neighbouring countries such as Singapore or the Philippines. Many were exposed to different writing cultures, styles and linguistics conventions which they in turn use when supervising students at the various institutions they work in. Keeping that in mind, this paper investigates students’ academic writing constructs at the undergraduate level doing their BA in English Language Studies at the National University of Malaysia. It seeks to find out whether students who, after being exposed to research methodology and academic writing courses use their own constructs or the lecturers’ in their writing.

The study uses the personal construct theory using a repertory grid and interviews with the informants in seeking answers to the study. It is hoped that the study will contribute to a standardized convention a standard form of assessment for their theses.

Academic Writing Online: Crossing Cultures, Courses, Languages, and Educational Levels

Addressing the conference theme of cross-cultural issues in the teaching of writing, we present a model for online discussions of academic subject matter by students from three diverse cultures and institutions (two in the U.S. and one in Sweden). Students participated in an online discussion of four published English translations of one Swedish poem by Tomas Tranströmer. On a Web discussion board and writing in English with references to Swedish words and phrases, students explored the language of different translations and the ways that readers’ understanding of writing is affected by their own cultural experiences and by reading each others’ reflections and analyses.

Through the conversational discourse of online discussions, students demonstrated their understanding of rhetorical features such as audience, purpose, and voice as well as their understanding of writing for various genres and media. In this “new community of critical and creative discourse” (Stuart Moulthrop and Nancy Kaplan, “Something To Imagine: Literature, Composition, and Interactive Fiction,” 8), our students learned about writing, reading, literature, translation, interpretation, culture, technology, and each other. Our presentation will include a model for designing such cross-cultural online activities and suggestions for further research and development into the discourse features of conversational and academic writing.

Teaching Academic Writing Skills to Young Learners

In Greece, the average age of candidates taking formal international English language examinations is falling. All the examinations involve a formal writing component, which is often beyond the capabilities of young learners as they do not receive the necessary training. However, it is possible to give young learners a foundation in academic writing skills which will prepare them not
only for examinations but also for future academic settings. Because young learners have immediate needs, they do not see the relevance of the need to adopt academic writing skills for higher education in the future. However, they can be motivated if they are made aware of the communicative purpose of their writing. This foundation can be laid through a synthesis of the top-down and bottom-up approaches to writing. Young learners can be presented with typical organisational patterns which are relevant to their interests and the type of material they read. Such material might come from, but is not limited to, e-mails, SMSs, comics and magazines. Young learners can also be helped to develop their language system knowledge, necessary for writing such texts, by being given activities ranging from controlled to open-ended exercises. Through this combination of an intellectual/rhetorical approach and a social/genre approach, as summarised by Tribble 1996, academic writing skills can be developed from an early age.

Szerdahelyi, Judith
Department of English, Western Kentucky University, USA

Online Assessment Horror Stories: Is Ensuring Academic Integrity Virtually Impossible?

As Melissa Olt, Dan Carnevale, Leonard Shyles, and other distance education scholars point out, the issue of student assessment and academic integrity continues to be a hot topic among faculty and administrators of online writing courses. Although cheating as a trans-national and trans-disciplinary phenomenon has been widely discussed in connection with traditional courses, the technology-based virtual environment raises additional concerns. Since constant monitoring during an online test is usually not feasible outside of a proctored environment, students might use resources that are not allowed during the test and thus violate academic integrity. Some questions that online instructors need to think about when planning online assessment measures are the following. Do test results reflect students’ skills and abilities? Is technology reliable enough to evaluate students’ knowledge accurately and fairly? Does advanced technology ensure academic integrity or does it only make student cheating more efficient and innovative? This presentation addresses these issues and provides solutions to problems with student evaluation, including how to prevent or minimize violations of academic integrity. In addition to offering innovative approaches and new strategies to assessing students’ performance in web courses, this paper includes testimonies of online assessment (horror) stories shared by students and instructors in interviews and surveys.

Adams-Tukiendorf, Małgorzata
English Philology Institute, University of Opole, Poland

Teaching Source Documentation Inductively

The presentation will focus on presenting the results of a small-scale research on inductive teaching of APA format for documenting sources. In the research two types of experimental treatment were used and compared for their effectiveness i.e. guessing the rules either following guiding questions or doing activities designed for the study purposes. The results seem to confirm higher effectiveness of the task-oriented treatment.

Badley, Graham
Department of Education, Anglia Polytechnic University, UK

Using Writing Groups to Transform Teacher-Educators into Scholar-Writers

This research project describes and evaluates a series of writing groups established in the Faculty of Education, APU, during 2004/5 to help transform university teachers into scholar-writers. The problem identified was that too many university teachers saw their role only as teachers and had failed for one reason or another to research, write and publish. The writing groups were set up in order to address and help resolve this problem. A practitioner research approach was used whereby all writing group members, including the researcher, produced texts which were then critiqued in group meetings. All the texts produced by group members were sections or chapters of their own research work in progress. Each group member was committed to writing 1500-2000 words for each meeting so that by the end of a semester they were expected to have a draft article, book chapter or conference presentation ready for submission. Each group meeting focused mainly on giving and receiving critical yet supportive feedback on one another’s texts. The texts produced were directly based on the current research literature. Evaluative outcomes, based on participants’ own responses to their experience of the groups, indicated that the writing groups were successful in producing useful resource materials for improving the group members’ understanding of writing and getting published and in helping with the transformation process from university teacher to scholar-writer.
Bean, John  
- Department of English, Seattle University, USA  
Carrithers, David  
- Department of Economics and Finance, Seattle University, USA  

**Teaching Audience Adaptation and Critical Thought in Business Case Assignments**

Our presentation describes pedagogical research aimed at teaching American undergraduate business students to address lay audiences in business case assignments. Our research was initiated by an assessment project in which seniors in the finance curriculum were asked to propose solutions to an investment problem and to write a memo, supported by rhetorically effective graphics, to a lay client recommending a course of action. The results showed that more than half the students displayed critical thinking weaknesses including failure to address the client's problem, random or purposeless use of analytical tools, failure to construct rhetorically useful graphics, and failure to translate finance concepts/methodologies into lay language.

Our results suggest that the homework tasks typically given finance students—quantitative problem-sets using algorithmic procedures—don’t prepare them to address ill-structured problems requiring disciplinary arguments aimed at specified audiences. Our paper describes the research methods we have used for analyzing student difficulties with ill-structured problems and suggests pedagogical strategies for remedying these difficulties. Our findings suggest that teaching audience adaptation—particularly writing to non-expert audiences—promotes the greatest growth in critical thinking. We believe that our approach can be applied at both the graduate and undergraduate levels and can be adapted to European settings.

Symeon, Despina  
Hellenic Airforce Academy, Greece  

**Teaching Writing: Cross-linguistic and Cross-cultural Perspectives**

Research in various areas of linguistics, sociolinguistics, discourse analysis and teaching methodology (Blum-Kulka 1982, 1983; Coffin 2004; Cohen and Olshtain 1993; Coulmas 1981; Dendrinos 1984, 1986; Holmes 1992, 1995; Papaefthymiou-Lytra 1990; Shuck and Paxton 2002; Symeon 1994, 2000; Thomas 1983) has emphasized the social role of language, which can be viewed as a way of social behaviour. This role has greatly affected foreign language teachers, who do not only transmit knowledge of the language to be learnt, but also help their students use this language appropriately in specific situations overcoming problems arising from the socio-cultural differences between the native language and the foreign language. Such problems can be traced in all areas of language learning, i.e. reading, writing, listening and speaking.

In this paper, an attempt is made to identify problems of socio-cultural significance faced by English instructors who teach Academic Writing. Our aim is to sensitise our students with the possible differences in writing cultures, styles and linguistic conventions between English and Greek. This sensitization will enable them to perceive more clearly the distinction between universals and specifics in writing and, therefore, avoid linguistic mistakes of social significance.

Thompson, Nancy  
- Department of Chemical Engineering, University of South Carolina  
Alford, Elisabeth  
- Writing Center, Department of English, University of South Carolina  

**The Research Communications Studio: An Innovative Model for Teaching Communications**

This presentation describes recent research and innovation in the teaching of writing. The Research Communications Studio (RCS) is a unique organizational model for developing the cognitive and communications abilities of undergraduate researchers in engineering. The RCS research project, supported by the US National Science Foundation, integrates communications instruction into the engineering research curriculum. Undergraduates who are enrolled in independent study with engineering faculty directors, meet weekly in small “studio” groups composed of peers, engineering and English graduate students, and communications faculty to discuss their research and work on assigned communications tasks. Designed and co-directed by communications faculty from English (composition and rhetoric), the RCS approach draws on Vygotskian and social constructivist theories of learning within a context of distributed cognition, in which all members of a group learn from each other. The RCS research investigated
the role of writing and communications, as well as small group or studio group methods, in advancing the learning of novices engaged in authentic research. Assessment after two years shows that the distributed cognition studio model aids novices in developing the characteristics of more experienced researchers. The studio model can be adapted for many programs of study within a number of disciplines.

**Van Rij-Heyligers, Josta**  
*Student Learning Centre, University of Auckland, New Zealand*

**In Aid of Shade and True Colours: WEAP Support in the Pacific, a helpful example for Europe?**

As English has become the preferred language of commerce and technology world wide, many students who have English as an Additional Language (EAL) have flocked to universities of the ‘core’ English speaking countries to obtain degrees that are internationally valued. At the postgraduate level, these students face transitions that often require them to renounce their cultural identity in order to be accepted by their academic discourse community. Writing English for Academic Purposes (W.EAP) courses that adopt a pragmatic approach, that is, simply teach the established norms of academic discourse, tend to ignore that this transition involves power relations and struggles (e.g. Pennycook, 1999). In contrast, a critical-pragmatic approach to W.EAP not only informs students of the conventions, but also discusses where they come from. In addition, it aims to provide safe space where students’ voice is negotiated and respected. This paper outlines the different theoretical approaches to teaching English for Academic Purposes (EAP), discusses their implications for the practice of W.EAP, and presents as a working example an intensive W.EAP postgraduate programme conducted at the University of Auckland. The paper concludes that a critical-pragmatic EAP approach needs to be informed by intercultural practices that value the diverse backgrounds of students and promote cooperative learning.

**Zoltan, Patricia**  
*Centre for Learning and Professional Development, The University of Adelaide, Australia*

**Writing, Thinking, and Culture: A Cross-cultural Study**

Metalinguistic awareness contributes to effective writing at university. Writing is a meaning-making process where linguistic, cognitive, social and creative factors are at play. University students need to master the skill of essay writing not only for getting their degree but also for their future career. It is also significant for lecturers to know who our students are, how they think and how we can best assist them. This study examines first-year undergraduate Australian and international engineering students (n=192) as writers of essays in a multicultural setting at the University of Adelaide. A questionnaire and interviews were used to collect data about students’ level of metalinguistic awareness, their attitudes toward, expectations for, assumptions about and motivation for writing. The preliminary results of the research show that students from different cultures have different concepts about the genre of the essay and handle essay writing with different learning and writing styles but those with a more developed metalanguage are more confident and motivated. The conclusion can also be drawn that students’ level of motivation for writing essays positively correlates with their opinion about themselves as writers. Following an in-depth multi-dimensional analysis of research results, some recommendations for writing instruction will also be presented.

**Bellers, Robin**  
*Centre for Academic Writing, Central European University, Hungary*

**Granger, Marie Pierre**  
*Department of Legal Studies, Central European University, Hungary*

**Improving Originality in Postgraduate Research: Identifying and Expressing Contribution**

In the introduction to academic articles, authors identify their contribution to justify their choice of research in different ways (Swales 1984, 1990). Dudley-Evans (1986) showed that this also holds true for introductions in Dissertations, while Ridley (2000) looked at this area in relation to the literature review. In addition, many journals, in their notes to contributors, explicitly ask the author to highlight the ‘novel’ aspect of their paper. However, students frequently fail to specifically point out the contribution of
their writings, often as a result of weaknesses within their review of previous literature. This can have serious consequences for the final product. This presentation looks at how Science Direct’s “hottest” 25 articles in the social sciences identify their contribution and compares this with how masters students in Legal Studies and Political Science at the Central European University (CEU) in Budapest express theirs. It also examines the relationship between the review of literature, the contribution and the thesis statement, particularly in student writings, and makes some suggestions as to how writing instructors and faculty could deal with the problems in this area.

Blückert, Ann  
Department of Scandinavian Languages, Uppsala University, Sweden

Teachers’ Written Comments as Guidance Into a Discourse Community

In an ongoing PhD work I study the writing training of law students. I analyze how the education deals with the task to develop the students’ ability to write in accordance with academic and legal demands.

In my presentation I will focus on the written comments that teachers give to the students’ papers during their first year of education. In what way do the teachers comment on language and style? What linguistic ideals can be seen? Do the teachers’ comments in some way connect with rhetorical notions and insights, such as factors in the rhetorical situation? In some well-known articles by Aviva Freedman, the theme is the role of explicit teaching in the learning of new genres. For the law students that she examined the learning was mostly an implicit process. In my study I want to see if any aspects on genre are made explicit in the teachers’ comments.

I am much interested to hear from other conference participants about findings on how teachers’ comments – marginalia – are and can be used to give the students a deepened meta-perspective on their discipline-based language use.

Chaopricha, Sangrawee  
Teaching Development Center, Mae Fah Luang University, Thailand

Teaching and Learning a Specialized Discourse

The researcher used the case study approach to assess what constituted success or failure in teaching and learning how to write in a disciplinary knowledge. The study focused on how three novice writers acquired requisite knowledge to think and write as biochemists based on the socio-cultural theorists’ and social interactionists’ perspectives: Vygotsky and Bakhtin, and Nystrand’s theory of reciprocity. The report described how novice writers learned to demonstrate the processes of composing demanded by the biochemist community. Several methods are used in collecting data: in-depth interviews, stimulated interviews, and verbal protocols. The analysis included Discourse and Conversation Analysis. Experienced biochemist professors used co-authorship and conferences as a means of teaching novices how to write their first research papers. These methods were similar to the traditional apprenticeship. The experts implemented the strategies of modelling, coaching, and scaffolding to empower the novices to contribute their personal findings to be established as new scientific knowledge to scientist community. The study shed new light on the social and cognitive views of composing a specialized discourse: novelty, intertextuality, and argumentation. The strength of this study was the information added on the pedagogy of how to teach a specialized discourse. It would be applicable to the design of a more effective curriculum and instruction in teaching academic writing.

Crème, Phyllis - McKenna, Colleen  
Centre for the Advancement of Learning and Teaching, University College London, UK

A Student Writing Mentoring Programme: Individual and Institutional Concerns

The Writing and Learning Mentor (WLM) Project is a small funded project located within an Academic Communication programme at a research intensive UK university. It draws on both a USA Writing in the Disciplines and a UK Academic Literacies model of writing: the one emphasising the essential relationship between writing and knowledge construction, the other encompassing issues of social identity and institutional power.

The aim of the project was to support student writing on different levels. As potential academic tutors, PhD students and researchers are provided with a cross-disciplinary programme of support to work in a mentoring relationship with undergraduates in their own disciplines. At the same time they are able to explore their own writing practices at a crucial moment in their careers as they tried to find their own voice and contribution to their discipline. To date the project has involved seven different...
disciplines, including history, pharmacology, archaeology and architecture. We will look at both the impact of the project on individual student mentors as they explored and re-conceived their disciplinary writing identities and at institutional issues that the mentors’ work in their departments brought up, particularly at possible tensions as different conceptions of student writing support were brought into play.

Dell’Aversano, Carmen
Dipartimento di Anglistica, University of Pisa, Italy

**Textbook Design for Academic Writing: the PISA Program**

The presentation will deal with the problems and solutions encountered in the process of designing the first Italian textbook for the teaching of academic writing. Because of the conditions of university teaching in Italy, and because of the writing tasks Italian students are faced with at various levels of the curriculum, the Pisa program, the first in Italy to offer instruction from the undergraduate to the postgraduate level, displays an almost entirely original approach to the teaching of writing. The pedagogy of the program, a constructivist approach to thinking and writing which models knowledge as an active and personal relationship between a unique human subject and an object that has the potential of responding to an infinite variety of practical and methodological preoccupations, will be outlined and its implementation in textbook design will be demonstrated. The use of the textbook in various kinds of academic writing courses will also be discussed.

Dysthe, Olga
Institute of Education and Health Promotion, University of Bergen, Norway

**How a Reform Affects Writing in Higher Education**

The theme of the paper is how “the Quality Reform” in Norwegian higher education has affected student writing and the teachers’ role. The reform, which was implemented from 2002, was a direct result of the Bologna Declaration, and included structural, financial and pedagogical changes. Three important aspects of the pedagogical reform demands were student active teaching, close follow up of each student and integration of teaching and assessment. The result was that while Norwegian universities previously demanded very little undergraduate writing before the traditional sit-down exam, virtually all courses now include student essay writing, feedback and in many cases portfolio assessment.

The paper will present some preliminary results from an evaluation of the reform and then focus on some specific issues, for instance: 1) Why did such a major change in writing practices happen so quickly? 2) To what extent are the changes in writing practices similar/different across disciplines and across institutions? 3) How have the changes in writing practices affected students and teachers? 4) What are critical factors for future development of writing in the aftermath of the reform? The discussion will relate to literature both about reforms and about writing in higher education.

Edwards, Harriet
Royal College of Art, UK

**Survey of Good Practices From ‘Writing Purposefully in Art and Design (PAD)’: a UK project Focused on Art and Design (A&D) Student Practitioners (2002-2005)**

‘Writing PAD’ promotes the adoption of models of good practice that encourage inclusive approaches to the purposes and possibilities of writing at BA and MA levels. The published survey of such practices (April 2005) detailed in case studies across 21 institutions (see website) forms the basis of this presentation. The project emerged partly from a sense of disjuncture caused by an art historical component imposed on (A&D) institutions since the National Advisory Council in Art Education reports (Coldstream, 1960, 70s). Such an intention to ‘lend credibility’ to A&D colleges in part contributed to a gap between studio-based practice and academic theory (Wood, 2000, Raien, 2003). Notions of the ‘reflective practitioner’ (Schon, 1985) have served useful in reviewing approaches that might prove more relevant today, especially in Design. The project also emerged from the understanding of the ever-increasing visual nature of all students’ culture, not just in A&D; dyslexia research (Pollak, 2001) and increased numbers of international students (Turner, Street, 1999; Lea & Stierer, 2000) both areas with particular challenges and contributions.

Topics discussed will include, for example, integration between studio, theory and support; the place of peer learning; the contribution of virtual learning environments, and the nature of assessment. While some of the practices pinpointed are A&D specific,
many are transferable to a wider teaching and learning context. The presentation concludes by pointing to further issues and future directions.

**Timár, Eszter**  
*Center for Academic Writing, Central European University, Hungary*

**What’s in an Academic Title?**  
*A Comparative Analysis of Journal Articles and Student Theses*

According to Swales “[t]itles consist of only a few words, but they are serious stuff …” It is also true that “[g]etting students to work with titles… is under-recognized as an entertaining and enlightening set of rhetorical tasks” (Swales1990:224). However, little research has been done on successful titles and even less on drawing students’ attention to their function in “informing the reader about the paper and attracting him/her to read it” (Haggan, 2003).

Based on examining 75 published articles in Social Sciences, Psychology and Environmental Science, I will identify certain characteristics of academic titles and their relationship to the paper. In my analysis, I will first draw conclusions about length, structure and vocabulary; second I will examine how experienced writers apply the title in their Introduction, section titles and Conclusion, arguing that the title is one of the main cohesive forces uniting a paper.

The second part of my presentation will examine a total of 75 MA theses submitted by Central European University students from departments corresponding to the journal disciplines (Sociology, Gender Studies and Environmental Science). Analyzing students’ titles and their unifying force (or lack of it), at the end of my presentation I will make some pedagogical recommendations on how to give titles the attention they deserve.

**Arani, Mahmoud - O’Dowd, Elizabeth**  
*Saint Michael’s College, USA*

**Teaching Writing as Information Management**

In the last few decades, the process approach to teaching writing has become well-established in TESL. In this approach, the creation of meaning and the importance of generating, formulating and refining one’s ideas have been emphasized. Thus, the prewriting and revising stages have become the main components of instruction, with a central focus on the writer.

The presenters argue that while the process approach is quite an improvement over traditional product-oriented approaches to writing instruction, it does not address the major issues that culturally, educationally, and linguistically diverse international students face when writing in English. The presenters propose a more comprehensive model which goes beyond process. This model emphasizes the importance of product and of skill-building in the drafting stage, with a focus on elements of information management. These elements include shared schematic knowledge, discourse purpose, thesis development, rhetorical structures, and information quantity in intercultural written communication. After the discussion of the model, participants will have the opportunity to see and to do some of the writing activities that this model proposes, to discuss their instructional value, and to suggest ways to adapt and extend them.

**Antoniadou, Mariella - Petropoulos, John**  
*The Writing Center, Deree College & The Junior College, The American College of Greece, Greece*

**Student Diversity and the Writing Center: Not an Obstacle but a Challenge!**

The student body of Deree College and the Junior College at the Downtown campus of the American College of Greece is characterized by considerable diversity in relation to the students’ age, cultural and educational background, and competence in the English language. While some are typical 19-24, live-at-home, full-time students, others are adult learners with full-time jobs. Due to this lack of uniformity in the student body, we, as tutors at the American College of Greece (ACG) Downtown campus Writing Center, have found it necessary to adopt a variety of tutoring approaches and practices, tailored to the students’ individual needs, in order to help students become better writers and communicators. Being a tutor at the ACG Writing Center is a challenging and creative experience that requires flexibility, intuition, collaboration and constant search for effective tutoring methods and approaches, suitable to the diverse student population of the ACG.

The purpose of this round table is to share the tutoring experiences we have acquired at the ACG Writing Center. Through examination of sample student assignments and discussion of techniques we have developed to cater to the needs of our learners,
we will present and exchange views on how to approach a diverse student audience successfully.

**Cook, Jill**  
- English Language Centre, University of Sharjah, United Arab Emirates  

**Stephenson, Lauren**  
- Center for Professional Development of UAE Educators, College of Education,  
  Zayed University, United Arab Emirates

**The Working Model: An Approach to Teaching Academic Writing**

We wish to present a four stage model to teach writing, which is a developmental and interrelated learning/assessment cycle that can be applied to individual lessons as well as specific programs. Drawing on best practice literacy theories, it is a learner/learning centred approach which encourages the learner to self-reflect while allowing for alternative methods of assessment.

While the theories of Systemic Functional Linguistics and Critical Discourse Analysis behind this approach are not new, we aim to offer participants an effective, learner-centred approach to the teaching of academic writing while illustrating how accepted theory can inform classroom practice. This in turn gives the learner a more authentic and therefore beneficial learning experience that can improve reading and writing performance.

The workshop will focus on each stage of our Model in turn with continual reference to how the notions of self-reflection and assessment can be realised and what the role of both learner and teacher is throughout the learning/teaching cycle. Using a loop input approach, participants will be given a model text for deconstruction using previously prepared worksheets and they will then be shown how to reconstruct a similar text type using techniques such as brainstorming and mindmaps to identify possible content and paragraphing.

**Milton, Jane**  
- Nova Scotia College of Art and Design, Canada  

**Childers, Pamela**  
- The McCallie School, USA  

**Childers, Malcolm**  
- USA  

**Orr, Susan**  
- School of Arts York St. John, College of the University of Leeds, UK

**Visual Arts to Enhance Written Communication**

This workshop examines the interrelation of writing programs and writing centres within all disciplines through the use of the visual arts. The presenters will focus on epistemological considerations among art, design, and writing, moving students from visual to written language, and using visual experience as the creative engine for academic writing.

By examining the complex relationship of art/design education to writing, one must consider such assumptions as respect for the holistic, status of the individual interior world over the social one, the privilege of ambiguity, and contesting the traditional relationship between theory and practice. Students who see themselves as visual learners and express themselves through visual arts often don’t see themselves as writers. By connecting the process of art making and design to a similar process of writing a paper, using visual representations of sentence structure and argument, and using design and curatorial projects to stimulate written works, students begin to see their writing and themselves in new ways. Practices include freewriting, writing process, and writing in the disciplines. By using actual photographs, participants will learn how to apply visual experiences to trigger connections between the visual and verbal across disciplines in their classrooms.

**Turlik, John**  
- Zayed University, Dubai, United Arab Emirates

**Lexical Richness, Grammatical Accuracy and Holistic Scoring in Academic Writing-Factors in Writing Development**

The presenter’s longitudinal research is concerned with academic writing development in English of first language Arabic university students, from their first essays written as part of their secondary school leaving certificate/university entrance examination, through their foundation (readiness) programme to the academic writing in their various pre-degree and degree courses. The research is to determine if there is a correlation between external, examiner based holistic scores and ‘mechanical’ computer generated measures of lexical richness and grammatical accuracy in academic English writing, over a period of two to four years.

"Teaching Writing On Line and Face to Face"

In this workshop, a very brief outline of the research, its background and rationale will be given after which the focus will move specifically to samples of written work. EATAW participants will be asked, either individually or in small groups (depending on numbers) to:

• Arrange some short authentic texts (extracts from essays by one student) in what they think is the sequence in which they were written
• Give their reasons for the selected sequencing

We will discuss and compare:

• The basis on which the sequences of the texts were determined by participants
• Factors which would appear, based on the texts, to contribute to writing development
• Participants’ sequences with the actual sequence of the same text.

It is the presenter’s hope that the session will offer much that is helpful to participants, will complement their teaching experience and own research, and stimulate further thoughts on the development and grading of academic writing.

Vassiliades, Maria
The Writing Center,
Hellenic American Union & Hellenic American University, Greece

Writing Effective Paragraphs with Evidence: Documentation and a Smooth Incorporation

As a student, I struggled with one aspect of writing: the inclusion of outside evidence in my body paragraphs. As the years passed, I found ways of eliminating this problem, ways of strengthening my writing to result in the smooth incorporation and documentation of outside evidence within my own text. Once I started teaching at the college-level, I found that many of my students faced the same problems with their writing as I had. The following, thus, became clear: the writing process, while not a formula, needs occasional guides.

Consequently, I developed a five-step guide to help my students with this writing challenge. As part of this guide, I make it clear to writers that the trick to writing effective paragraphs (with outside evidence) is providing a smooth transition for the inclusion of a quote from an outside source into one’s own writing. It must not stick out like a sore thumb—it must not seem forced. Rather, it must be well introduced and explained through adequate analysis. The writer must make sure the reader is not left wondering what the function of the quote is or how it feeds into the point the writer is trying to make.

As part of this workshop/round table discussion, I will share the guide I developed with the audience, as well as show examples of its implementation. Furthermore, I will show students’ paragraphs written prior to their exposure to the guide and the same paragraphs rewritten to reflect the guide I provided them with. In the process, and as part of one of the five steps of this guide, I will provide the audience with a brief MLA in-text citation workshop.

Gholami Mehrdad, Ali - Hamedan Islamic Azad University, Iran
Rahnama, Akbar - Shahed University, Iran

The Effect of Writing Diaries on English Students’ Writing Skills

Despite the crucial role writing plays in learning a foreign language, many students do not show much interest in taking an active part in writing classes for different reasons (Mint, 1997). Thus different activities have been proposed to motivate the students to write and to make the task interesting to them. One of the activities proposed is diary writing and the present work is trying to investigate the effect of writing diaries on writing ability of a group of English students at Islamic Azad University of Hamedan, Iran. To do this, students are asked to take part in the structure section of the TOEFL test adopted from Longman Preparation for the TOEFL Test (1996). Then 50 students whose obtained scores are 1 and 2 on the TWE scale are picked up and randomly assigned in two groups: experimental and control. The students in both groups are taught the general structure of a paragraph and the basic concepts associated with a paragraph such as unity and coherence. Afterwards, the students are asked to write paragraphs on a weekly schedule and hand them in to the teacher. These all are corrected and returned to the students. But in the experimental group the students are asked to write down their daily activities throughout the week and hand them in to the teacher. The teacher tells the students what is important here is their writing and that the mistakes they make in the diaries are not considered in the final evaluation. After 4 months the students in both groups take part in a writing exam in which they have...
to write two paragraphs. The comparison of the means at p<0.05 shows a better performance in the experimental group.

**Gillespie, Paula**  
*Ott Memorial Writing Center, Marquette University, USA*  

**An Argument for Peer Tutoring:**  
The Peer Tutoring Alumni Research Project

As the demand increases for writing assistance in universities worldwide, writing center directors consider issues related to training peer tutors to share in the work. Harvey Kail and I discuss these issues in our chapter in the 2003 EATAW proceedings. This session will focus on one of these issues: the value of tutoring for tutors. Effective tutor training fills a unique educational niche in the formation of competent professionals who use the skills, values, and qualities they develop after graduation to their jobs and their personal lives. Tutoring helps equip them to succeed not only in the university, but in an impressive range of occupations. While tutoring is excellent preparation for future teachers, it benefits other students as well. Research by writing center directors at the University of Maine, the University of Wisconsin, and Marquette University yields convincing evidence that can be used to argue for either establishing or continuing a program of peer tutoring. I will explain the Website that functions as a research kit, allowing anyone to conduct this study or modify it for an institution’s unique needs. I will discuss the results of focus groups and summarize some early findings of the research.

For more information: [http://www.mu.edu/writingcenter/PeerTutorAlumniPage.htm](http://www.mu.edu/writingcenter/PeerTutorAlumniPage.htm)

**Girgensohn, Katrin**  
*Linguistische Kommunikations und Medienforschung, European University Viadrina, Germany*  

**How to Make a Virtue of Necessity:**  
Teacherless Writing Group Work at the University

At most German universities there are no composition courses nor any other support for writing. Furthermore most of the students do not write any paper at all during the semester and then, during the vacation, have to write large papers without the help of their lecturers or peers. No wonder that they get frustrated and fear writing! This presentation explains how and why a new course model, based on teacherless writing groups and student created assignments, helps students to write regularly, to make them think about writing processes and to adopt a positive attitude to writing. The course focuses on creating a strong learning community within the groups. It offers a way especially for those who deal with big classes and low budget.

For my research I try to leave the teacher’s perspective and examine this course model from the student’s point of view by using Grounded Theory Methodology. Data like interviews, group discussions or proceedings help me to explore the student’s needs. First results confirm that the social dimension of the writing group work is vitally important to them and show parallels to publications on collaborative learning or writing center theory.

**Harbord, John**  
*Center for Academic Writing, Central European University, Hungary*  

**The Role of Models in Developing Writing Skills**

The importance of model texts in writing teaching has long been debated, and models have played different parts in different theoretical approaches. The product approach saw a key role for good models which were to be copied mechanically in ‘boiler-plate’ fashion (eg. Jordan 1980) The subsequent process approach rejected this copying role and relied more on students’ ability to generate their own texts based on intuition and reflection (cf. Zamel, Raimes). More recently, the genre approach has seen a renewed role for models as providing samples of given genres for analysis (see Bizzell, Swales, Johns). It remains unclear, however, just what happens when students ‘use’ a model for guidance in their writing, regardless of the intentions of the approach, and whether the consequences of this are entirely positive. Based on a change in approach to the teaching of one genre in academic writing courses at the Central European University, this presentation will assess, on the basis of analysis of two groups of student critiques, one taught using models, one not, the impact and limitations of models on the written product.
Henderson, Fiona - Dixon, Julie  
Student Learning Services, Victoria University of Technology, Australia

Connections, Transitions and Cross-Cultural Differences:  
Teaching Writing in China

Victoria University (Australia) teaches English for Academic Purposes both prior to teaching diploma programs and concurrently at a number of locations in China. Where the EAP program is taught prior to a diploma then there is the opportunity to embed a variety of materials, models and information that will assist the students to transit into an Australian-style teaching and learning environment. This English learning environment in China is difficult to support but attempts are being made at a number of levels.

The writing genres that have been appropriate at senior secondary school in China are narrative and descriptive. The transition to analytical and evaluative genres is enormous. It is important to explain and show the students both the ‘what’ and the ‘why’. At one level, broader and different vocabulary skills are required; at a much more complex level is participation in the traditions and debate of an academic community. Another difference is the emphasis on relating theory to practice.

Research and discussions for improving the teaching of writing are being held with a study tour of Chinese lecturers of English from Lanzhou University visiting Victoria University. Their ideas for smoothing the transition will be the focus of this presentation.

Khonsari, Soraya  
Department of Language, K.N.T. University of Technology, Iran

EAP Writing Instruction and Students’ Writing Needs

Writing instruction in many English for Academic Purposes (EAP) is based on the assumption that what is taught and learned in writing classes will help EFL students function well across the curriculum. However, this is difficult to be determined because many academic writing requirements may be implicit in the curriculum. Furthermore, we also need to know how much of EFL writing courses comes to mind of EFL students—in other words, what elements of EFL writing instruction will be useful and available to them in their content courses! This article reports on a survey of postgraduate students’ perceptions of the relationship between the writing instruction the students received in EFL and the actual writing tasks they found in their content courses. The results illustrate that the students’ perceptions about the most practical skills useful in dealing with the writing demands of their content courses do not overlap with that of instructors.

The results also demonstrate that we as EAP writing teachers and researchers should make greater efforts to consult more with EFL students about their needs and ways in which their EAP writing training articulates with their cross-curricular writing demands.

Knudsen, Sanne  
Department of Communication Studies, Roskilde University, Denmark

What’s Your Problem?  
Constructing and Developing Problem-oriented Writing at University

In order to teach writing and to facilitate reflective learning, we need to know and to understand the actual writing and writing processes of our students - and in order to do so, we need research on what students think, want and write. Fostering critical thinking is one of the central aims of university, and during the last decades we have experienced a boom in student-oriented learning approaches specifically aiming at generating and supporting critical thinking and writing. As a result, new genres are born, in which students are expected to use and transform knowledge in a manner which is different from or even contradictory of their previous writing experiences. Or, as Maggi Savin-Baden concludes; “It is naive to assume that it is possible to adopt problem-based learning with ease”. Nevertheless, there is little research on students’ generic competence in negotiating and constructing problem-based genres, nor in how these generic competencies develop during their time at university. In this paper, I intend to present and discuss a genre analysis of problem-oriented student reports focusing in particular on how problem-oriented elements are represented in this writing and on how the composition of these texts change and develop during the first two years at a Danish problem-oriented university.
Szymanska, Jolanta Alicja
English Philology Institute, Opole University, Poland

The Structure of the Clause and the Structure of the Text

The presentation focuses on teaching writing on academic level. More specifically, it discusses students’ difficulties recognising the relationship between the grammar of the clause and the structure of a short text. The theoretical background is language pragmatics. In its theoretical part the paper discusses the issues of context, cohesion, coherence and binding propositions. The audience will be provided with handouts including texts produced by students and suggested exercises to help students determine the relationships between the grammatical structure and the pragmatic value of the text.

Kam, Angeniet
Expertisecentrum taal, onderwijs en communicatie, Rijksuniversiteit Groningen, The Netherlands

AlaBaMa: Online Good Practices for Teachers in the Sciences

Redesigning curricula in such a way that students better learn the academic skills that are expected of them, is a hot topic in Dutch higher education. Academic skills are often academic writing skills. Teachers in the disciplines are often unsure how to teach academic writing, let alone how to integrate the teaching of academic writing in the teaching of their discipline. Therefore, the Faculty of Science of the Rijksuniversiteit Groningen, in collaboration with the Hanzehogeschool Groningen, has started to collect good practices and examples of the teaching of academic (writing) skills in the disciplines. These are published through AlaBaMa, an online support site for teachers of the sciences. Each good practice consists of a description of the method the teacher devised for teaching the academic (writing) skill and contains examples of the teaching materials the teacher has developed. This way, teachers provide ideas for other teachers how to improve their teaching. The practices and materials are also discussed in teacher workshops that are conducted to support the redesigning of the curricula. In this presentation, the site will be demonstrated and we will discuss the question whether online exchange of teaching materials will work to improve the teaching of academic (writing) skills.

Lange, Ulrike
Johannes Gutenberg-Universität Mainz, Institut für Slavistik, Germany

Connecting Workshops and Writing in the Disciplines

Voluntary writing workshops which concentrate on basic skills for managing the writing process (as described by Ruhmann 1999), often have little connection to specific writing assignments in the disciplines. A question frequently asked at the end of such a workshop is: “How do these techniques work in real life?” Reacting to this question, I suggest using journal writing combined with an analysis of the writing process while students work on a research paper. Journal writing can bring material from the disciplines to the writing workshop and reflection of real writing processes deepens the transfer from theory to praxis (cf. Bräuer 2000) and forms a bridge to writing in the disciplines. Essential to the success of both journal writing and reflection of the writing process are how to maintain the students’ privacy and how to reduce the pressure of evaluation. The particular setting will be of special interest for those German universities, where writing classes are introduced (new B.A. courses).

Lea, Mary
Institute of Educational Technology, Open University, UK

Teaching Academic Writing: Teaching the Academics

Teaching academic writing is now central to university provision for supporting learning. Despite many innovative approaches, including attempts to integrate writing support into the mainstream, for example, through ‘Writing in the Discipline’ programmes, the focus is primarily on the student. This presentation takes an alternative approach. Focusing on Law lecturers charged with writing Law course materials for undergraduate students studying at a distance, it explores a project from the Open University
which supports faculty as academic writers. The project uses principles from research into academic literacies (Lea & Stierer, 2000, Lea & Street, 1998) to enable the lecturers to consider notions of genre, meaning and identity in their own writing. The findings suggest that provision of this kind can help academics understand more about the complex ways in which writing is implicated in the construction of their own disciplinary knowledge and – by association - that of their students. In addressing the theme of research and innovation in the teaching and tutoring of writing, the presentation explores the possibility for a teaching model where writing is foregrounded not just in relation to student learning but also in terms of academics’ own disciplinary practice.

Lee, K.C.
Centre for English Language Communication, National University of Singapore, Singapore

The Impact of Face-to-Face Versus Online Discussion on Writing

The process writing model (White & Arndt, 1991) has been adopted by many writing instructors in their classes. Central to this approach is the pre-writing stage involving collaborative brainstorming/outlining of ideas. Although there have been studies conducted and textbooks written based on the approach, little has been done to investigate if transfer of knowledge occurs between the pre-writing stage and the writing draft; and if it does, what are some significant patterns that can be observed. This paper reports on a case study that investigated the impact of face-to-face (F2F) versus online synchronous chat (SC) brainstorming sessions on the content and organization of individual students’ drafts. Quantitative measures such as percentages and the t-unit were used to compare time on task; idea threads discussed and used, depth of discussion, and ownership of ideas. Qualitatively, the relational structure between ideas and the degree of coherence in each essay were established using Mann and Thompson’s (1986, 1988) Rhetorical Structure Theory. Preliminary results suggest that in both modes of discussion, there is transfer of ideas from collaborative brainstorming to individual drafts, ownership of ideas, and focus and structure in the discussion. However, there are some observable differences in terms of the depth of discussion and quality of draft.

Logotheti, Anastasia
Department of English, Deree College, The American College of Greece, Greece

From the Challenged to the Challenging: Competent Writers and the Writing Center

As Wingate (2001) documents, Writing Centers in Institutions of Higher Education have established themselves by serving the academically challenged learners. Typically, tutoring focuses on remediation, assisting weaker students acquire the communication skills required in the college classroom (Avinger 1998). The issue that remains largely unexplored relates to the role the Writing Center can play in assisting competent writers who can improve but seldom seek assistance. When I became Coordinator of the Writing Centers at the American College of Greece (ACG) in 2003, I realized that if ACG Writing Centers were to grow, we should address the needs of learners with varying levels of competencies. In my presentation I will briefly present various initiatives, such as tailored workshops and a poetry reading group, undertaken at ACG in an effort to reach students across the disciplines and challenge stereotypical views of the Writing Center. I will describe in more detail the successful collaboration between the writing program courses and the Writing Centers: designing assignments that range from writing a thesis statement to composing a brief literary analysis, instructors require all students in writing classes to seek tutorial assistance. Such assignments allow all students, from the challenged to the challenging, to acquaint themselves with the Writing Center, identifying it as a friendly, supportive learning environment to which they return throughout their years at ACG.

Lorentzen, Anita
- English Department, University of Nebraska at Kearney, USA
Schneider, Jeremy
- Writing Center, University of Nebraska at Kearney, USA
Schultz, Darcy
- English Department, University of Nebraska at Kearney, USA

“Just Tell Me How to Fix It!” The Banking Concept vs. Problem Posing in Writing Tutorials
College students faced with paper revision prefer a “banking concept” approach, or one-way learning paradigm in which they are told what is wrong with their papers and how to fix them, to actively re-envisioning the paper holistically, because the former requires no mental energy or creation of meaning on their part. This preference logically extends to their expectations when conferencing with Writing Center tutors. Unfortunately, this approach becomes problematic when students “fix” their “mistakes”—often with minimal effort—based upon the suggestions of the tutor, assuming that correcting a few mechanical and grammatical errors, and changing and adding a few words will result in an “A” paper.

Unfortunately, most students rarely grasp the rigor of writing revisions, falling dramatically short of their instructors’ expectations that often necessitate the “problem posing” approach (which runs antithetical to the “banking concept”), or intense dialogic strategies such as evidence and follow-through of a precise thesis, reorganization, elaboration with succinct, relevant, and carefully selected examples, etc.

Our proposal endeavors to present the results of a semester long observation of consultations between students and Writing Center tutors, where composition instructors give several focus groups/classes a specific instructional set of revisionary guidelines to dialogue and complete prior to turning their revision into the instructor, versus classes that are not afforded this opportunity. We also intend to note the differences between these strategies in online composition courses where students utilize online writing center tutors and seem to rely even more on the “banking concept” approach to “fixing” their papers because of the lack of visual contact. Thus, because writing instructors are constantly striving toward a more dialogic/problem posing” learning construct, writing centers, on-ground and online, need to work toward this goal as well.

(“The Banking Concept” of education is a theory espoused upon in Paulo Freire’s book Pedagogy of the Oppressed, which we will abridge prior to our presentation. Freire identifies opposing modes of teaching; “The Banking Concept” and the “Problem Posing” approach. When the pedagogical approach relies heavily on the Banking Concept, students are passive receptors of information that is handed to them by the teacher, the owner of the knowledge. The expected outcomes are objective knowledge and rote memorization, with no originality of thinking or application of the material on the part of the student. In the Problem Posing construct, the student becomes an active participant in the learning process, asking questions and creating his or her own meaning out of new knowledge based on past experiences and personal repertoire.)

El Badri, Hassan
English Language Center, Hail Community College, Saudi Arabia

Understanding Learners’ Difficulties Using Computer-Based Writing Assignments: What’s at Stake?

The introduction of Computer Aided Instruction (CAI) in the area of English Language Learning and Teaching has had a positive impact on students’ academic performance. While a great deal of research has investigated the usefulness of computers and online resources in EFL classrooms, fewer studies have discussed the readiness or the difficulties students encountered while working on their assignments using computers and the Internet which, of course, are most of the time ‘almost’ unfamiliar to them.

The purpose of this paper is to address some of the factors that have been hindering students’ progress in writing on-line assignments at Hail Community College. Part of this paper is a culmination of the overall benefits English 101 students (about 36 freshmen students) at HCC have gained through Internet and Computer Aided Instruction (CAI), which has indeed improved the students’ academic writing skills; however, a larger part of this paper will particularly focus on the issues related to the difficulties students encountered during the Computer Aided Instruction program. Though the disadvantages of CAI has always evolved around the problems of networks, Internet connections and machines technical glitches, less has been said about students’ unfamiliarity with the information technology and the anxiety they face when they have to use computers.

Mourelatos, Evangeline
Department of English, Deree College,
The American College of Greece, Greece

The Ethical Tutor: Plagiarism and the Role of the Writing Center

Research on academic integrity indicates that increasing numbers of students are plagiarizing as a means of fulfilling writing requirements for their academic courses (McCabe 2000). When such students seek assistance at the Writing Center and the tutor discovers inadvertent or inadvertent plagiarism, then two complex issues emerge: 1) the confidentiality of the tutor-tutee-instructor relationships being jeopardized; and 2) a discrepancy between writing center practices and institutional academic integrity policies. When these complex issues arise in the context of an American institution of higher learning geographically located outside the US, then further cultural/ethical issues compound the plight that tutors face in practice.

"Teaching Writing On Line and Face to Face"
As a past tutor of the Writing Center of the American College of Greece, an instructor of academic writing for almost two decades with longstanding interest and research in academic integrity, I plan to explore this largely unaddressed area (Gruber 1998). I will be recommending that the college community is better served when proactive policies are followed by writing center tutors. By being proactive, tutors assist tutees with their individual writing challenges while also advancing academic integrity within the institutional community.

Olivier, Lawrence  
*Centre For Higher Education Development (CHED),  
Durban Institute of Technology, South Africa*  

**Using Writing to Learn in a South African Context**

The Paper focuses on the theme research and innovation in the teaching and tutoring of writing. Many first time entry South African students have not experienced the ways of thinking, reasoning, reading and writing in the university. In addition many of these students learn using English as an additional language. Also many of these students come from disadvantaged educational, economic, and social backgrounds, a legacy of a historical colonial and apartheid system. This suggests that the South African higher education classroom is unique, highly complex and has students from diverse backgrounds. In this context methodology does matter and how students are socialised into the different ways of thinking, reasoning, reading and writing (the community of academic practice) becomes a critical issue. The writer/researcher of this paper reports on how he uses student writing to develop learning. Informing his report is the literature on and the practice of both academic development and academic literacy development. A conclusion of the paper is that in a South African context, university teaching cannot only be about transmitting disciplinary conceptual knowledge.

Pallant, Anne  
*Centre for Applied Language Studies, School of Linguistics  
and Applied Language Studies, The University of Reading, UK*  

**Conforming to Convention:  
the Challenge of Diversity in Academic Writing Skills**

In an increasingly globalised world, in which UK universities receive increasing numbers of international students, there is much debate as to what standards are expected, and acceptable in students’ academic writing. Students arrive with their own expectations, resulting from their own cultural and educational backgrounds, and are faced with the need to adapt to new conventions. Focusing on the area of academic writing in UK institutions, this presentation will examine the extent to which non-native speakers of English need to conform to the expected academic conventions in their subject area, in order to be part of their particular discourse community. It will look at the historical background and the reasons why they need to conform. Links will be made to how classroom practice should reflect and respect such conventions.

Overall the paper will argue that the foundations of UK academic conventions in academic writing have stood firm for hundreds of years, and that too much leniency in accepting other styles and traditions could change the nature of university assessment and study.

Pinder, Janice  
*Language and Learning Services,  
Centre for Learning and Teaching Support,  
Monash University, Australia*  

**What Does L2 Writing Pedagogy Have to Offer L1 Students?**

This paper addresses the issue of developing effective writing pedagogies for postgraduate research students. Drawing on experience tutoring both native and non-native writers of English in the academic support unit of a large Australian university, I consider the differences and similarities of the two groups, and examine some elements of L2 writing pedagogy and their theoretical underpinnings, to find what it has to offer L1 writers. At the graduate research level, although individual linguistic problems have different origins for native and non-native speakers, lack of control of the linguistic code often has a negative impact on self-esteem for both groups. Teaching methods like consciousness-raising, that make explicit the points of loss of control, can empower student writers.
Rai, Lucy  
School of Health and Social Welfare, The Open University, UK  

Integrating Contextualised ‘Effective Study’  
Teaching in Distance Education  

In July 2004 a new short course, Understanding Children, won the Commonwealth of Learning award for Excellence in Distance Learning Materials. Understanding Children is a new addition to an Open University suite of short courses intended to prepare non traditional students for higher education. In developing the course priorities included reaching a diverse audience of learners and enabling them to develop the ability to study effectively. Moving away from previous models of skill development through generic resources, Understanding Children drew upon research based upon a social practices approach to literacy (Lea & Street 1998, Lea 2002, Lillis 2001; Fairburn & Fairburn 2001; Créme & Lea 2002, Rai 2004). Implementing a social practices approach created particular challenges such as using written materials encourage reflection and dialogue between students and tutors. The categorisation of study areas was also needed to make explicit disciplinary conventions which students needed to understand in order to participate in written assessment.  
As a short pre degree course, Understanding Children is a step forward in applying a socio cultural understanding of student writing to specific teaching contexts. Drawing upon this experience, this presentation opens up the debate on embedding and contextualising the teaching of writing both in the discipline and for the individual student context.

Recke, Renate  
Department of Scandinavian Studies and Linguistics,  
University of Copenhagen, Denmark  

How to Elbow Your Way through Academic Writing  

Peter Elbow’s concept “community of writers” indicates fellowship, cooperation and dialogue to be at the very core of the writing process.  
This workshop investigates the Elbwonian principle of freewriting from a cognitive perspective and presents an academic writing tool kit by means of which the rapidly, indeliberate and uncensored freewritten text produced is brought to form the basis of well-structured argumentation by means of displays.  
The display which communicates an understanding of writing as a dialogue between relatively fixed structures and cognitive dynamics can also be employed as an academic reading tool.

Rochecouste, Judith  
Language and Learning Services Unit,  
Centre for Learning and Teaching Support, Monash University, Australia  

Constructing Taxonomies for Graduate Writing  

This paper introduces a teaching/tutoring model for developing an understanding of the research culture of universities in English speaking countries. It encourages graduate students to be reflective about their research experience in order to manage reviewing the literature, collecting data, analysing results and writing their thesis and scholarly publications.  
The model is based on the view that academic writing in English contains taxonomies which reflect the way we understand our disciplines of knowledge. Frequently these taxonomies are not made explicit to the reader, but rely on a shared understanding of how knowledge is structured in our culture. The paper describes how building an understanding of the way knowledge is structured by speakers of English can assist graduate writers from other linguistic and cultural backgrounds.  
The notions of ‘common’ and ‘uncommon’ knowledge from Systemic Functional Linguistics will also be used to demonstrate how research frequently involves the collection and collation of patterns of everyday behaviours (common knowledge) which are then embedded within a higher order theoretical framework to generate uncommon knowledge. Such a new framework is frequently classificatory or hierarchically structured and becomes the contribution of new knowledge to the field of study which is the basic requirement of doctoral research.
# Individual Conference Schedule

*(Use this page to create your own schedule.)*

<table>
<thead>
<tr>
<th>Wednesday, 22 June 2005</th>
<th>Thursday, 23 June 2005</th>
<th>Friday, 24 June 2005</th>
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<tbody>
<tr>
<td>08.30-09.30 Registration</td>
<td>08.30-09.15 EATAW General Assembly/Elections</td>
<td>09.00-10.30 Keynote speakers: Dr. Mahmoud Arani – Dr. Elizabeth O' Dowd</td>
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<td>09.30-10.00 Opening Session</td>
<td>09.30-10.30 Keynote speaker: Prof. Constantine Stephanidis</td>
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<td>Prof. Lotte Rienecker</td>
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<td>16.45-17.20 Parallel Presentations</td>
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<td>(3rd fl.)</td>
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<tr>
<td>18.15-18.45 SIG German-speaking Writing Teachers</td>
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<td>(SMR Rm-4th fl.)</td>
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Layout of 4th Floor
Hellenic American Union Main Building