

CSW Managing Diversity: Theory and Practice, May 2012

Clare Furneaux

Clare Furneaux is a British National Teaching Fellow and a Senior Lecturer in Applied Linguistics at the University of Reading, UK, where she teaches on MAs in English Language Teaching (campus-based and distance study) and an undergraduate programme in English Language for home students. She directs the MA ELT by Distance Study. She teaches modules on literacy and English language teaching, especially language curriculum design and written language. Clare's research interests are concerned with developing second language writing skills (especially in English for Academic Purposes contexts) and on-line/distance learning. She also supervises research in the areas of curriculum design. She attended CSW in 2006 and is delighted to have the opportunity to participate once more.

Plenary 1 Developing academic literacy skills

In this plenary I will discuss the development of academic writing in post-graduate students in an international context, where students come from a professional background and they have been out of study for some time. I shall talk about a study I conducted with a group of such students as they make the transition into Masters level study. The study explores how they learned what the academic writing requirements were for the first term, focusing on how they responded to advice from tutors, their reactions to the feedback provided and how they used it. Themes that emerged from the exploration of the development of academic writing in this context include: the influence of background (academic, professional, discipline, linguistic); personal characteristics (such as expectations and motivations) and the role of literacy brokers. I will argue that the issues raised apply to students in all academic contexts, not just the post-graduate one.

Plenary 2 Catering for a wide variety of student needs in an EAP context

English-medium universities now cater for students from a wide range of international backgrounds and studying in different discipline areas. How can pre-sessional courses help prepare students to go on to study their own subject in English? Drawing insights from teachers and students, I will ask you to engage with some of the central issues here, identifying challenges and offering some solutions.

Niina Hynninen

Since the autumn of 2007, Niina Hynninen has been working on her PhD thesis on language regulation in English as a lingua franca (ELF). Over the course of her studies, Niina has been involved in different ELF-related projects and research communities. Currently she participates in the Global English (GlobE) project (<http://www.uef.fi/globe>) and the Lingua Francas and Plurilingualism research community, and is a member of the ELF research team (<http://www.helsinki.fi/elfa>). Her research interests include English as a lingua franca, normativity in language, discourse analysis, and spoken interaction.

Plenary 3 English-medium programmes and the use of English as an academic lingua franca

In universities and other higher-education institutions outside English-speaking countries, more and more study programmes are run in English. On the one hand, this trend reflects the global use of English as a lingua franca – a shared language used for communication between speakers of different first languages. The use of English is defended as a prerequisite for the internationalisation of higher education institutions. On the other hand, the use of English also reinforces the status of English as *the* language of science and academia, and it is seen to weaken the position of national languages as the languages of science and higher education. But what does it mean for the students and teachers in the study programmes to use English as an academic lingua franca? And what implications does the use of English in international contexts have on the English language itself? In this presentation, I address these two questions by drawing on my research on English as an academic lingua franca.