

An A to Z of technologies

A survey of tools and resources with
potential uses for EAP

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www.elanguages.ac.uk

10 November 2012

A

CAMBRIDGE APPS

for Learners of English



Education

Grammar

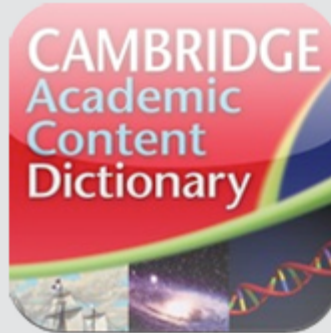
Exams

Dictionary

General

Pronunciation

Home | Dictionaries | Academic Content Dictionary



Academic Content Dictionary

The Cambridge Academic Content Dictionary defines the vocabulary students need to succeed in high school and beyond. Its entries include more than 2,000 key vocabulary items from the content areas of math, arts, chemistry, earth science, physics, American and world history, social studies, language arts, and other disciplines, as well as the more general vocabulary used in academic writing and speech, such as "analyze," "derive," and "subsequent." The dictionary also provides full coverage of the everyday words and phrases students need to know. It is based on extensive Corpus research and developed with the needs of English learners in mind.

English
Word Carrot

Practise ▶
Play 🎮
Test 📄
Words 📖

Available on the App Store

DIGITAL ENTREPRENEUR AWARDS FINALIST

The advertisement features a smartphone displaying the Word Carrot app interface. The app screen shows a purple rabbit character holding a carrot, with buttons for 'Practise', 'Play', 'Test', and 'Words'. The background is dark with Halloween-themed elements like bats, a skull, and a pumpkin. A badge on the right side of the phone reads 'DIGITAL ENTREPRENEUR AWARDS FINALIST'.

apps



Teaching EAP

About Us

Polemical. Questioning, debating and exploring issues in EAP

What's disciplinary epistemology got to do with EAP?

Posted: July 20, 2012 | Author: Alex | Filed under: Uncategorized | Tags: academic writing, discipline specific EAP, epistemology | 18 Comments >

The blog post for this week was written by a colleague of ours – **Julio Gimenez**. Julio has two main research interests; academic literacies and communication in the workplace.

In a recent article in *Studies in Higher Education*, Kerri-Lee Krause (2012) has offered yet another chapter of the debate on disciplines and generic skills in higher education which in the UK started in the mid 90s with the adoption of 'transferable skills' recommended by the Dearing Report. Based on interviews with twenty-two academic staff in history and mathematics, Krause concludes, inter alia, that debates on "the merits, or otherwise, of embedding generic skills and graduate attributes into disciplines on epistemological issues that lie at the heart of it.

Supporters of discipline-specific skills maintain that skills are discipline-specific and attributes that they don't transfer that easily (as with dichotomous entities has not only a number of misconceptions. It'd be a good idea to be generic to discipline-specific, which would also to clarify misconceptions.

Authors



Alex



Julie



Martha

Recent Posts

- Revisiting two of the top 20 myths about EAP
- Nursing EAP
- Objections to Critical Thinking
- Curriculum as knowledge practice
- How to become a usefully ignorant EAP teacher?

Blogroll

- an A-Z of ELT
- An excellent example of how to stimulate and generate discussion through blogging.

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Posts Tagged 'EAP'

Approaches to writing in EAP

Published 18 September, 2012 Adults / Young Adults, Business & English for Specific Purposes | 1 Comment
Tags: EAP, English for Academic Purposes, Louis Rogers, Oxford EAP, Writing



Louis Rogers, part of the writing team of the new Oxford EAP series, looks at the challenges and practicalities of teaching writing on an academic English (EAP) course. Louis will be hosting a webinar entitled 'Approaches to Teaching Academic Writing' on the 26th and 28th September.

Since the rise of the communicative approach, writing has probably been the skill given the least time in classroom. In many general English courses writing would often simply be a simple output task in the final rubric, or consigned to further practice in a writing bank at the back of the book. Arguably, this is changing today as more and more mainstream courses are starting to acknowledge and reflect the amount of communication that occurs in written form. However, when students and teachers move into an EAP environment they notice a number of changes in the approach to writing.

One of the most obvious changes people are confronted with, when moving from general English to Academic English context, is the dominant role that writing begins to play. My own personal shift as a teacher was from Business English to Academic English and the main difference that jumped out was

Latest from Twitter

I uploaded a @YouTube video
youtu.be/z1YNEL59sZD?a Family and Friends - Serbia Specific Edition
43 minutes ago

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- Can informal testing methods be as beneficial as formal ones?
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- Brain-based learning: teaching that reflects

blogs

Eshine's EAP Blog

A Blog Of Mine--

WEDNESDAY, DECEMBER 2, 2009

Delicious bookmark

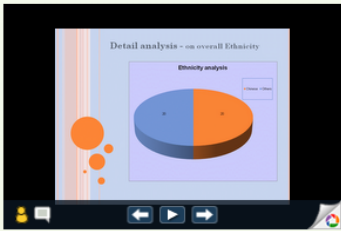
6:58 PM — Eshine — 0 comments

My Delicious Bookmark about Domestic Violence:
<http://delicious.com/eshine.zhang>

THURSDAY, NOVEMBER 12, 2009

Acupuncture Group Presentation

4:15 PM — Eshine — 0 comments



In computing class, we (Shelly&Ali&Sara&Eshine) did a survey and presentation of acupuncture. It is hard to do the group work because most of us have different opinion and it is difficult to management time. However, we completed it and learnt the skill of problem-solving.

THURSDAY, OCTOBER 1, 2009

Excursion

6:54 PM — Eshine — 0 comments

EAP Class

- Sanghi's EAP
- EAP teacher

Blog Archive

- 2009 (6)
 - December (1)
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 - October (1)
 - August (3)



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Tools, Post Labels, E-Books

Curation

ANA CRISTINA

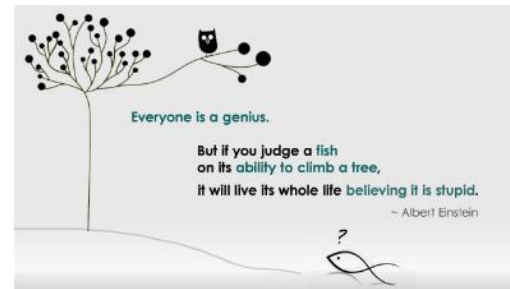


View my

complete profile



EAP



Here you can find sites and links related to English for Academic Purposes.

- Academic Earth
- Academic Skills Centre - UC
- Centre for Independent Learning
- ConneXions

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"Academic writing for English language learners"

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5, 5:20 PM

Literature and Latte • View topic - 1.2.6 Scrivener for Linux RELEASED

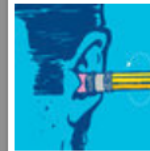


From www.literatureandlatte.com - September 23, 2:48 PM



Scooped by Benjamin Stewart

Writing Rules! Advice From The Times on Writing Well



From learning.blogs.nytimes.com - September 23, 1:07 PM

"Recent Times features, including a new series on the art of writing, inspire us to create this list of 10 "rules" for writing well. In it you'll find links to advice on everything from using punctuation to reading the way writers do."

Storify

Install the new bookmark



@QwertyValentine @sobookonline also have a look at annotationstudio.org, and try out app.annotationstudio.org (MIT's tool)! #rattakenote



MIT HyperStudio

4 days ago

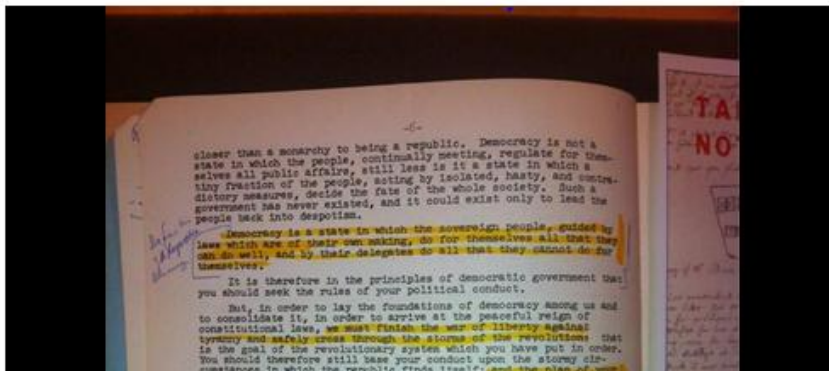


@joebiden, with notes, on the big screen at #rattakenote



MIT HyperStudio

4 days ago



Content curation tools



eltclinks / Group items tagged EAP

Group items tagged

4

people

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grammar.ccc.commnet.edu/...nova8.htm - Preview

[school](#) [junior english](#) Saved by [Emily Leventhal](#) on 2008-01-31

1

people

[Essential Academic Vocabulary-Student Tools](#)

elt.heinle.com/...course_products_wp.pl - Preview

[Academic-Vocabulary](#) first saved by [Jay-jay Wong](#) on 2009-02-19

61

people

[Using the Academic Word List](#)

www.nottingham.ac.uk/...index.htm - Preview

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people

[ReadWriteThink: Student Materials: Alphabet Organizer](#)

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PRODUCTS | NOTEWORTHY BLOG | THE TRUNK

Remember everything.



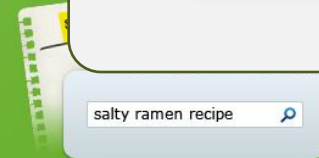
Capture anything.

Save your ideas, things you like, things



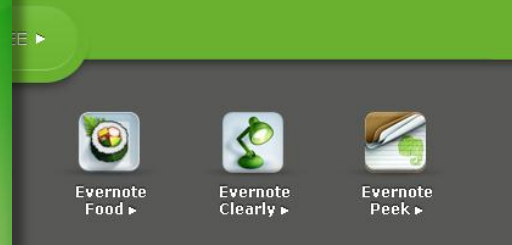
Access anywhere.

Evernote works with nearly every



Find things fast.

Search by keyword, tag or even printed and handwritten text inside images.



Evernote – data capture tools

F



**free audio/video making tools
(shareable recordings)**



The Gong Project
A Voice for the Web World - Free!

HOME Information > Gong & Moodle > Try It! > Downloads > Documents >

GONG 5

Real-time Web Voice Communication Tool

A Voice for the Web World - Free!

What is Gong?

Gong is a free system for voice communication on the Web. It allows groups of people such as students and teachers to participate in discussion groups using their computers, using both synchronous (real-time) and asynchronous chat. It is commonly used by schools and universities for providing a 'voice board' for teaching purposes.

There are several different ways you can use Gong. All are free and unlimited:

Use Gong as a Standalone System

You can use the Gong system by itself. After you set up the Gong server users can use their browser or the Gong program to use the Gong system. Participants can then leave text and voice messages on voice boards. They can listen to and reply to text and voice messages left by other people. A group of people can join a **real-time text/voice chat** which can be recorded on voice boards. Any messages can be quickly played back by **streaming the voice** from the server. In addition, there are some powerful features such as **personal messaging, support for multiple languages, styled text editing, voice editing, voice speed up/slow**



A Gong Discussion Board

Use Gong with Moodle

Gong is available as a **free module** for the Moodle free course management system. By using Gong with Moodle your courses can have a voice board system where participants can leave text and voice messages on course voice boards. They can listen to and reply to text and voice messages left by other people. Any messages can be quickly played back by **streaming the voice** from the server. In addition, when using Gong as a Moodle module these powerful features of Gong are available: **support for multiple languages, styled text editing, voice editing, voice speed up/slow down, selective word/phrase**



A Gong Board in Moodle

Download FREE! ➔

NanoGong

HOME Information > NanoGong in Moodle > Try It! > Downloads >

NANO GONG 4.2

Free and open source!
Moodle 1 and Moodle 2 integration!

What is NanoGong?

The NanoGong Applet

oGong Demonstration

With NanoGong applet you can:

- record your voice
- acknowledge
- speed control to speed up/slow down your voice
- record voice to hard disk

Basic features of the NanoGong applet

NanoGong is an applet that can be used by someone to record their voice, play it back and save their voice, in a web page. When it is played back the user can speed up or slow down the playback without changing it. The speeded up or slowed down playback can be saved to the user's hard disk if the user wishes [More Details](#).

There are special features for programmers, such as the ability to show or hide parts of the NanoGong interface [More Details](#). You can also completely control what the applet does [More Details](#).


The NanoGong applet has been released as an open source project since version 3. The picture below shows the NanoGong applet with all components shown.



An image of the NanoGong applet

Recorder

- Record yourself, listen back and save (if you like).



Gong/ NanoGong

H



in ELT
BY TYSON SEBURN

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#EAPchat

#EAPchat is an **hour-long discussion** on Twitter, on the **1st and 3rd Mondays of every month**, around relevant topics in **English for Academic Purposes contexts**. To participate, log on to Twitter during the chat in your timezone and search for tweets with the #EAPchat hashtag. Use the hashtag at the end of your tweets to send your comments to the everyone involved. This can be fast-paced and a little confusing to a first-time tweeter, so alternatively, try out [Tweetchat](#).

Topics are chosen from an ongoing collaborative brainstorming session on Google docs. If you'd like to suggest a topic, please feel free to add it [here](#).

Topic chart

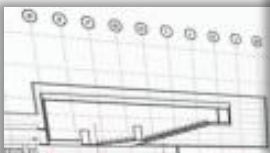
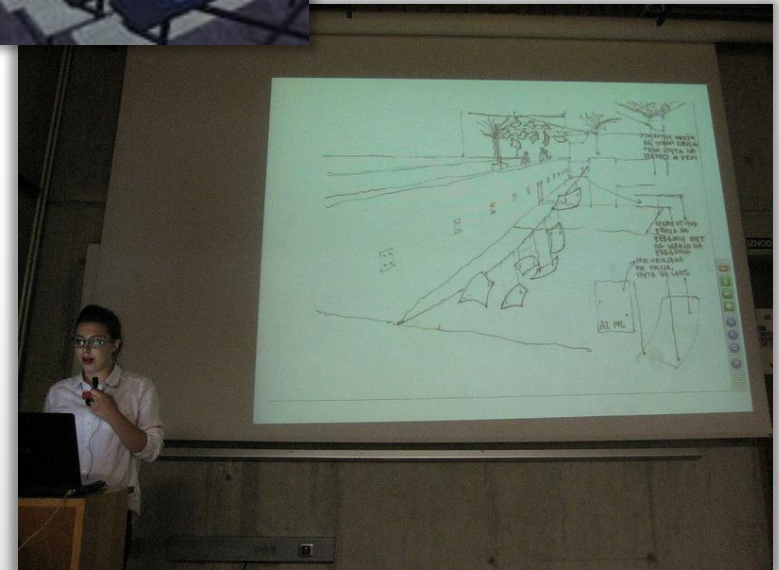
DATE PLATFORM TOPIC STATUS

-  **Tyson Seburn** @seburnt 1 Oct
If reliable, we could have Ss redo subtitles themselves i.e. universalsubtitles.org/en/ and compare @AlannahFitz #eapchat
[View conversation](#)
-  **Joe Pereira** @creedpatton 1 Oct
@seburnt #eapchat Just passing through :)
[View conversation](#)
-  **Joe Pereira** @creedpatton 1 Oct
#eapchat As much as I hate to promote the man, Paul Brett has done a lot of acclaimed research in the area of subtitles in EFL.
Expand
-  **Alannah Fitzgerald** @AlannahFitz 1 Oct
issues of speaker quality, accent etc still big with trans tools for auto subtitles - spindle project tinyurl.com/8w3vyfb #eapchat
Expand
-  **Sharon Turner** @Sharonzspace 1 Oct
Please join us on Twitter for #EAPchat right now! Topic: Would lectures with subtitles help or hinder?
Expand
-  **TESL Toronto** @TESLToronto 1 Oct
Plagiarism? Check out how authors are even getting caught red-penned. bit.ly/PQJFgy #EAPchat
Expand

#hashtag (twitter)

I

Archi21 Project in Second Life



Immersive virtual worlds

J

The screenshot shows the Jing website homepage. At the top, there is a navigation bar with links for Store, Products, Support, and Community, along with a search box. The main header features the 'Jing' logo. Below the header, there is a breadcrumb trail: Home > Products > Jing. A list of product links is visible: Snagit, Camtasia, Camtasia Relay, and Morae. A large yellow banner with a play button icon contains the text 'Share Ideas Instantly' and a sub-headline: 'Simple and FREE, Jing is the perfect way to enhance your fast-paced online conversations. Create images and videos of what you see on your computer screen, then share them instantly!'.

The screenshot shows the Screenr website homepage. At the top, there is a navigation bar with links for RECORD, MY SCREENCASTS, PUBLIC STREAM, and GO PRO!. The main header features the 'screenr' logo. Below the header, there is a large blue banner with the text 'Instant screencasts: Just click record'. A sub-headline reads: 'Screenr's web-based screen recorder makes it a breeze to create and share your screencasts around the web.' Below this, there is a video player showing a 1-minute tour. A yellow button at the bottom of the banner says 'Launch screen recorder now!'. On the left side, there is a list of features:

- ✓ Nothing to install or download
- ✓ Record on your Mac or PC
- ✓ Plays everywhere, even on iPhones
- ✓ Start now—it's completely FREE!

The screenshot shows the TechSmith Camtasia Studio website homepage. At the top, there is a navigation bar with links for Store, Products, Support, and Community, along with a search box. The main header features the 'TechSmith' logo and 'Camtasia Studio'. Below the header, there is a breadcrumb trail: Home > Products > Camtasia. A list of product links is visible: Snagit, Camtasia, Features, What's New, How It's Used, Case Studies, Accessories, System Requirements, Version History, Upgrade, Free Trial, and Buy Camtasia Studio. A large green banner with a play button icon contains the text 'Screen Recording and Video Editing Software' and a sub-headline: 'More than a simple screen recorder, Camtasia gives you the tools you need to truly customize and edit your videos. Record on-screen activity, add imported media, create interactive content, and share high-quality, HD videos that your viewers can watch anytime, on nearly any device.' Below this, there is a video player showing an overview video. At the bottom, there are two product sections: 'Camtasia Studio' (NEW! Latest Software Version: 8.0) and 'Camtasia for Mac' (NEW! Latest Software Version: 2.2). Each section has links for 'Explore Features' and 'Download Free Trial'.

Jing - screencasting tools

K



Kindle



prepare for success

home | study pathways | FAQs | FE | requirements & conditions | teachers/institutions | send feedback

Learning activities to prepare you for study in the UK

[watch demo](#)

- 1** **About Prepare for Success**
Find out how you can use Prepare for Success.
- 2** **Differences in university study**
Listen to international students talking about differences in study they experienced when they came to the UK. Find out what differences there might be for you.
- 3** **The language challenge**
How prepared are you for the language challenge ahead? Watch a video to learn how other international students faced the challenge when they arrived and find out how you can prepare yourself.
- 4** **Ways of being taught on your course**
Explore four common ways of being taught on academic courses.
- 13** **Your relationship with your tutors**
Listen to a British student talking about his relationship with his tutors. Do a quiz to find out what to expect of tutors and lecturers in the UK.
- 14** **Using study time effectively**
Discover what the best study routine for you might be. Practise organising a day's timetable for an international student on a university course in the UK.
- 15** **Managing your course work**
Consider how you would manage the production of a 2000-word assignment.
- 16** **Taking part in seminars**
Listen to a British tutor talking about what seminars are like and explaining what is expected of students.

[study pathways](#)
[FAQs](#)
[further education](#)
[send student feedback](#)

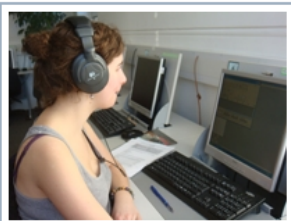


eLanguages.ac.uk

EAP Toolkit

[Go to accessible version](#)

Practising listening skills for lectu



Listening practice

It is important to practise your listening skills. Most of the lectures on your course will be in English. Use these activities to increase your understanding of English and to predict what you are going to hear. This is useful for listening to specific information.

In these activities you will practise predicting content when listening to a presentation in which a business entrepreneur is talking about a small business. You will also practise listening to understand the main point of a presentation.

Activity 1: Predicting content when listening

You are going to listen to part of a presentation in which a business entrepreneur is talking about a small business. Before you listen, predict what you are about to hear.



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reusable learning objects

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(reusable) learning objects

M



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Title	Journal	Authors	Keywords

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EULEAP

European Lecturers of English for Academic Purposes

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MEMBERS



PURPOSE

Welcome to EULEAP, a professional social network for European lecturers engaged in teaching English for academic purposes.

FORUM

MEETINGS AND AGENDA

Plan meetings and discuss agenda
2 discussions

DISCUSS AND RECOMMEND EVENTS

Discuss and recommend relevant events. You can announce your events using the

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LATEST ACTIVITY

 Nicola Hargreaves left a comment for Anne Hodgson
Tuesday

 Zubda Ali is now a member of EULEAP

NING

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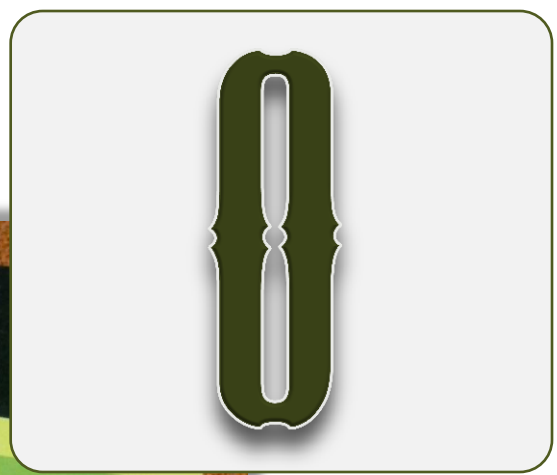
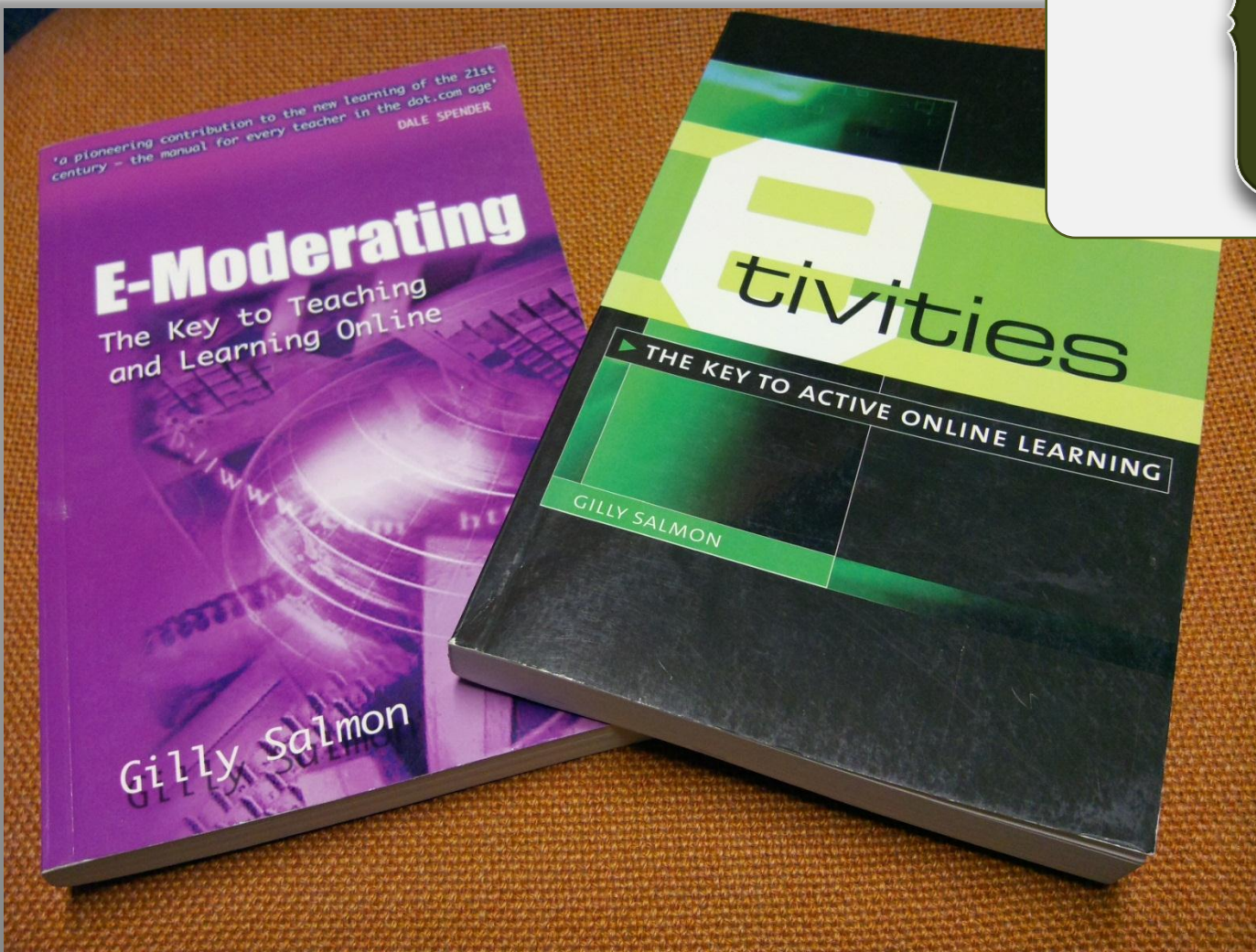


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Ning –social network community platform



Online tutoring



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Panopto makes it easy for anyone to capture, manage, search, and view multimedia presentations online.


[Panopto: Online MA intro](#)



Slides Screen Capture

UNIVERSITY OF Southampton BRITISH COUNCIL

MA in English Language Teaching: Online



Modern Languages Faculty of Humanities


1/13

0:08 Modern Languages Faculty of Humanities

Panopto – video capture management system

Welcome to SurveyMonkey!

Active Surveys

TITLE	MODIFIED	RESPONSES	ACTIONS
Get Ready for Southampton 2012 A Created October, 09 2012	10/23/12	44	  
Study Skills Toolkit 2012 - Tell us what you think! Created December, 14 2011	10/22/12	5	  
Get Ready for Southampton 2012 C Created October, 09 2012	10/21/12	37	  
Get Ready for Languages 2012 Created September, 27 2012	10/19/12	16	  
Get Ready for Southampton 2012 B Created October, 09 2012	10/16/12	53	  



SurveyMonkey – online questionnaire making tool



Language Box

is a new way of storing, publishing your Language on the web. Share handouts, exercises, podcasts, videos and anything else you can imagine!

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Giving feedback on student written work

Student Anthony

Does the term of 'food miles' help the consumer to choose food? **'food miles' defined and why ~~is~~ it important and (relevant)**

According to Professor Tim Lang, **the food miles describe the distance of food ~~is~~ was** transported from the farm to consumer in the early 1990s in the United Kingdom (Organiclinker, 2011). Due to **the economic** globalization, the food miles increased. This means that the import and export are gets grows. Nowadays, since the amount of stores is increasing in difference places of the city, the food miles also increase. Why with the purchase online that has sending the foods to your home, the distance further and further. This article **researched-~~considers~~ in three slides referring miles in three sections**. The first one is to assess the environmental influence **the social effects** and **finally the economic issues**.

The assessment about environmental influence of food because of the food. Basically, the process of food transport will produce the Carbon Dioxide **we** may accelerate the speed of global warming. For example, **the food** transport 19 million tons of carbon dioxide into the atmosphere each year (Climate c

Comment [GR1]: Think about how the lecturer has given you guidance here about how to complete the essay. How does this help you to structure your writing? Can you answer this essay in 2 places?

Comment [GR2]: Be careful about tenses here - this should be the past tense.

Comment [GR3]: Use of articles here

00:26 / 10:35

giving feedback on student written work 1 Download

Description

the video explains feedback on academic English essay writing. The pre- feedback presentation theory to help with this feedback presentation provides student could do to improve identified.

Resource details

Added By:  mr richard galletty
Added On: 19 Jan 2012 19:09
Creators: richard galletty
Tags: academic english, feedback, academic written english
Languages: English
Downloads: 

Languagebox Activities

Language Box is being used by participants in the Community Cafe project. This project is funded by the JISC and is working to create a collection of resources for use by community languages teachers across the UK. If you are a teacher of a community language, working in a supplementary school or Saturday school, please join the site and share your work!

LanguageBox and the FAVOR project

Repositories of open content/ OER



elp

Search...

Advanced search

HumBox

Added By: Carol Bailey
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Languages: English
Tags: Ukoer, Academic Writin, FAP, Feedback.

Added By: Mr Emmanuel Godin
Added On: 18 Jan 2010 09:33
Languages: English
Tags: Ukoer, Oerllas, Grammar, Academic Stile.

Added By: Dr Will Baker
Added On: 28 Oct 2009 18:41

Added By: Dr Will Baker
Added On: 02 Sep 2009 15:06
Languages: English
Tags: Ukoer, English Lanouage, English

Feedback shortcuts for assessing writing

Here is a set of comments I use frequently when giving feedback to students. It's designed for EFL writers with an English level equivalent to IELTS 5.5 or above. The links are to sites I regularly use in teaching, and the recommended books are available in my university library. Feel free to adapt according to your students' level, needs

[> Read more...](#)

Grammar and Academic Style for EAP (English for Academic Purposes)

This series of six two-hour classes looks at areas of grammar and academic style important for non-native speakers of English who are expected to produce written assignments such as essays and dissertations. Areas covered include the division of time (verb tense/aspect work), cautious language (hedging), text cohesion (discourse

[> Read more...](#)

Oral presentation language MC

A short multiple choice exercise on the language of oral presentations in English

Style in academic writing

These materials offer an introduction to using appropriate style in academic writing. They are designed for postgraduate international students, specifically in applied linguistics/ELT, although they could also be used with undergraduate students. The materials consist of a reference handout, an accompanying PowerPoint, a handout

all HumBox users!

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Repositories of open content/ OER

A large, stylized red letter 'S' with a white outline and a slight shadow, set against a light gray background with rounded corners.

wallwisher



murally

Pinterest

**Social Walls
(virtual cork boards)**



Products Resources Customer Support

Products

GET A QUOTE

Overview

OriginalityCheck

GradeMark

PeerMark

What's New

Demos

Prevent Plagiarism. Engage Students.

Turnitin Improves the student writing cycle by preventing plagiarism and providing rich feedback to students.

The screenshot displays the Turnitin interface for a document titled "To Speak or To Sign". The document is analyzed for plagiarism, showing a 31% match rate and 79% originality. The match overview table is as follows:

Match	Source	Percentage
1	hearingloss.org Parental source	8%
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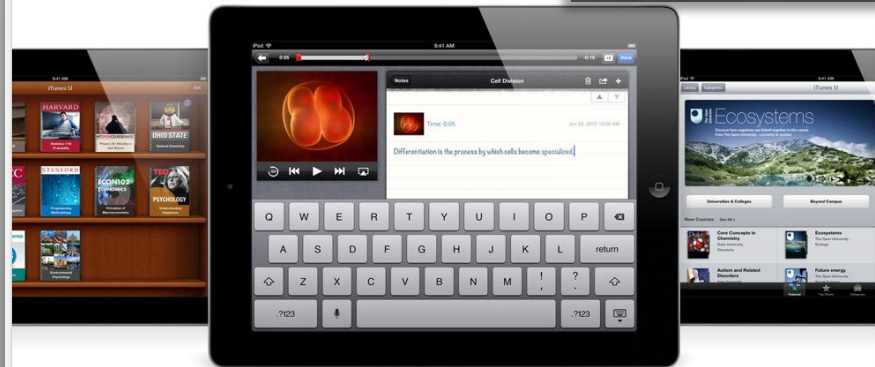
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A large, dark blue, stylized letter 'V' with a white outline, centered within a light gray rounded square.

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The Moodle logo, featuring the word 'moodle' in orange, lowercase letters with a 3D effect, and a black graduation cap icon above the 'm'.

edmodo

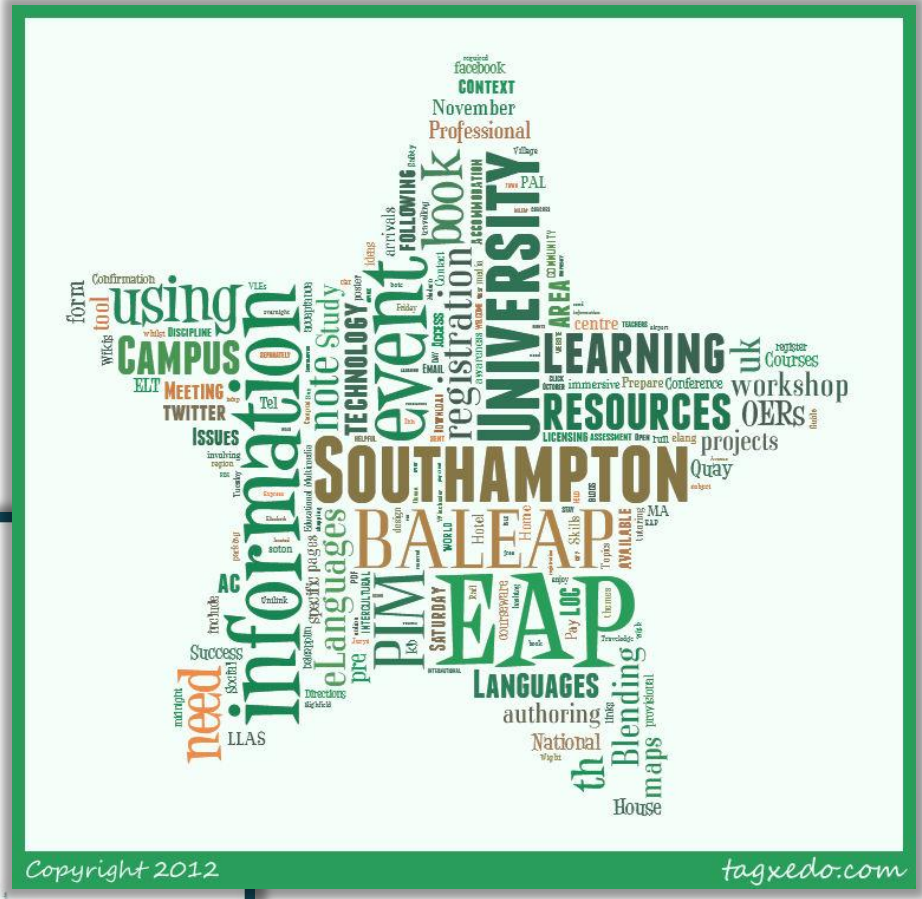
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W



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The screenshot shows the Xerte website homepage. At the top, it says "Xerte open source elearning" and "The University of Nottingham". A navigation bar includes links for Home, Xerte, Xerte Online Toolkits, Xerte 3.0, Xpert, Community, Resources, and Contact Us. The main content area features a "Welcome to the Xerte Project" section with a "Download" button for "XERTE v2.17 Setup.exe (17.0 Mb)" and a "Last update: August 23rd 2011". Below this is an "Introduction" section with a small image of a forest. On the right side, there is a "Documentation" sidebar with links for "Getting Started", "Dynamic Templates", "Toolkits Launch Event", "Toolkits Presentation", and "Xerte Examples".

The screenshot shows the GLO Maker website. The header includes the GLO Maker logo and navigation links for HOME, ABOUT GLOs, DOWNLOADS, GLO SAMPLES, GUIDES, and COMMUNITY. The main content area is titled "GLO Maker Authoring tool for learning objects" and describes the tool as an authoring tool for creating rich, interactive learning resources. It mentions that the tool is open source and free for educational use. There are buttons for "DOWNLOADS" and "GUIDES". A "NEWS" section at the bottom lists several updates, including the availability of the GLO Player for Android mobile phones and the launch of GLO Maker 2 in August 2009.

The screenshot shows the LOC (Learning Object Creator) website. The header includes the LOC logo and navigation links for Log In, Browse, and Search. The main content area is titled "What is LOC?" and describes the tool as a piece of authoring software designed to help educators create effective online learning materials with little or no technical knowledge. Below this is a "How can I use it?" section that mentions the tool was developed by the LLAS Centre for Languages, Linguistics and Area Studies at the University of Southampton. There are two prominent buttons: "Apply to join LOC now" and "Take the tour". A quote from Carole MacDiarmid, University of Glasgow, is displayed in a speech bubble. At the bottom, there is a "Recently published" section with a link to "La carta fatta a mano ad Amalfi" and a "Browse more..." button.

Xerte and other authoring tools for learning objects



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