**Abstracts**

***Bronagh Rolf***

**Topic of the presentation:** Integrating technology with language assessment: developing Writing automated assessment

**Abstract**: This presentation will look at the automated assessment of Writing and consider the implications connected with this. It will move on to look at a couple of practical examples of how Cambridge English Language Assessment is using an automated writing tool is used in online tests and how it can be used to provide detailed feedback to learners on their performance. It will also consider future developments in automated assessment of Speaking.

***Jeffrey Kuhn***

**Topic of the presentation:** A Case Study in Online Design: Lessons Learned in Blackboard Course Development

**Abstract:** Building online courses requires a shift in design and approach when compared to traditional face-to-face classes. This shift in direction of design and approach can be challenging to implement for instructors new to teaching online. In this presentation we will do an analysis of a university-level writing class redesigned to be fully online and highlight the challenges faced during its development. Over the course of the presentation, we will explore how user-centered design and an iterative design process can assist in creating a student-centered online environment.

***Akiva Weiss***

**Topic of the presentation**: Writing for publication

**Abstract:** As university rankings become more and more essential to obtain funding and raise admission standards, academics are under increasing pressure to publish. The result is a landscape glutted with qualified researchers, vying for a spot in an ever-growing corpus of journals. This session discusses how to select an appropriate journal, edit your research to the journal’s needs, and navigate the revise and resubmit process.

***Wayne Rimmer***

**Topic of the presentation**: EMPOWERing students with grammar

**Abstract**: Grammar is essential to language competence and methodologies which deem phasise grammar in favour of a purely skills-based approach fail learners. This interactive session will demonstrate how the three components of the grammar resource, accuracy, fluency and complexity, can be taught through a cognitively-engaging approach.

***Ludmila Minaeva***

**Topic of the presentation:** Interaction of Corporate and National Cultures in Business Communication

**Abstract**: The paper considers crisis communication against the background of national and corporate cultures interaction. Many managers and employees work in multinational organizations, but know little about what constitutes multiculturalism, often equating cultural diversity with communicating with people belonging to other nationalities. At the same time it should be emphasized that it is only one aspect of multicultural communication. Although PR-professionals consider culture a key element of crisis communication, they are not prepared to handle the challenges of a multicultural crisis. The research makes important connections between “the organizational voice” typically represented in corporate culture and national identification of personnel in the course of crisis communication in situations of acquisitions and mergers, interaction of headquarters and local branches.

***Ben Knight***

**Topic of the presentation**: How can research help improve our teaching of English?

**Abstract**: Giving various examples of research improving our understanding of language teaching and learning, and how those have been applied to some course materials and could be applied to teaching.

***Craig Thaine***

**Topic of the presentation**: EAP learners and pronunciation: Dealing with comprehensibility

**Abstract**: In many EAP programmes, there is a strong focus on vocabulary, grammar and discourse, but phonology appears to have a lower profile. Recent discussion of non-native English speaking university students and the degree to which they are comprehensible to content faculty instructors has signalled increased interest in issues associated with pronunciation. This workshop will explore what it means for an EAP learner to be comprehensible and focus on some particular phonological needs that can support these learners when they move on to undergraduate and post-graduate study. It will look at practical teaching ideas for both a receptive and productive focus on phonology that aim to make learners more effective communicators in tertiary study environments.