Building Teaching & Learning Corpora with the

NJAJJII BULIZH

ETHOS

Collection



A collection of 50,000 authentic PhD abstracts

Approximately 12.5 million words

A viable alternative to the BAWE for the study and development of academic language

Data Driven Learning (DDL)

EFL & ESP

Applied Linguistics of academic discourse

Contexts

EAP & ESAP

Sociolinguistics of academic discourse

Open Educational Resources (OERs)

Language use and disciplinary 'epistemic policy'

Developing an EThOS for EAP



flax

Chris Mansfield, The Language Centre, School of Languages, Linguistics and Film

PhD Thesis Abstracts on Tourism Studies and Water Politics (EThOS at the British Library) hosted by FLAX

c.mansfield@gmul.ac.uk

COURSE MATINGS

To State State Of the Course of Course o

their argument? what evidence is given in support of the ideas? what has the author been reading?). It is not considered good academic practice to cite abstracts or quote from them!

Four more disciplinary-related collections have been built for use by students following the different pathways to study offered during Course C of the presessional

This topic-based collection has been built to support your academic language development in English alongside your ongoing work on your Course B essay assignment. These short texts provide you with up-to-date

Please note: If you find the ideas presented in these texts helpful for developing your own response to your essay title, you should locate and read the original full texts to put them into context (how does the author develop

Agriculture

Animals (Zoology)

Biology

Fossils and prehistoric life

Medicine and health

■ Browse Documents by Discipline

Alannah Fitzgerald, Concordia University and the University of Waikato

alannahfitzgerald@gmail.com

🚵 My Cherry Basket

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- Replacement of milk protein, carbohydrate and fat in lamb milk substitutes
- Water quality and welfare assessment on United Kingdom trout farms
- Comparative functional proteomics of MAP kinase signalling in Magnaporthe oryzae
- A strategic analysis of carp culture development in Iran

PhD Abstracts (Life Sciences)

- Exploitation and management of the artisanal fisheries in the Ugandan waters of Lake Victoria
- Investigating the genetic control of postharvest shelf life and vitamin C content in broccoli (Brassica oleracea var. italica)
- Improving abiotic stress resistance in cauliflower (Brassica oleracea var. botrytis L.) by mutagenesis and agrobacterium mediated transformation



Disciplinary specificity promotes learner engagement

Demonstrable authenticity of target language, providing a challenging but achievable benchmark for novice academic writers/researchers in English

Demonstrates patterns of academic discourse: SPRE; CCQH; CARS

Moves away from subjective conclusions about language based on the internalized cognitive perception of native speakers and the influence of generic proprietary language learning resources

Enables greater access to the artefacts of the academy and professional domains



Concerns over Plagiarism & IP

Institutional and social tensions

Can conflict with institutional demands for proprietary/branded resources. The diffusion of open tools, resources and practices for domain-specific academic English can lead to structural discontinuities

The apparent complexity of corpus tools can inhibit student uptake. Need for considerable teacher mediation/Learner training

Can conflict with established teaching & learning styles and expectations



Queen Mary

University of London Chris Mansfield, The Language Centre, School of Languages,

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BRITISH LIBRARY

EThOS

Provides the opportunity for learners to obtain, organize, and study real-language data

language use with the development of discovery

DDL methodology combines an emphasis on authentic

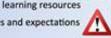
Data

Moves away from subjective conclusions about language based on the internalized cognitive perception of native speakers and the influence of generic proprietary language

methods in the learner

Driven Learning

Can conflict with established learning styles and expectations







Alannah Fitzgerald, Concordia University and the University

alannahfitzgerald@gmail.com



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Approximately 12.5 million words

A viable alternative to the **BAWE for EAP development**

Linguistics and Film

Demonstrable authenticity of target language

Supports both lexicogrammatical and functional analysis of target language

Develops learners' awareness and control of collocation



The apparent complexity of corpus tools can inhibit student uptake. Need for considerable teacher mediation/Learner training

Enable greater access to the artefacts of the academy and professional domains

Open linguistic datasets from open access publishing initiatives and informal online learning (eg. via MOOCs) can be re-deployed in formal classroom-based language education

Open initiatives converge in education, software development, publishing, data management and research

Can conflict with institutional demands for proprietary/branded resources. The diffusion of open tools, resources and practices for domain-specific academic English can lead to structural discontinuities

