

Building Teaching & Learning Corpora with the

BRITISH
LIBRARY

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



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Language Centre

Professional Self-study area - 2015

Module Announcements

Discussion Forum

You can use this space to post any comments or questions you may have about your studies for the professional community to respond to and answer. Staff and students can also use this forum to post suggestions or links for other resources they have found helpful and would like to see included on this page.

SELF-STUDY REQUIREMENTS FOR STUDENTS TAKING THE PRESSIONAL COURSES AT QMUL

TASK-BASED LEARNING: COURSE ASSIGNMENT DEVELOPMENT

SOME RESOURCES FOR WORKING WITH WORDS

EXPLORING EAP IN USE: DATA-DRIVEN LEARNING (DOL)

EXPLORING DISCOURSE, TEXT COHESION AND TEXT DISCOVERY ACTIVITIES

SPEAKING: LEARNING THE SOUNDS OF ENGLISH

SELF-STUDY SUGGESTIONS FOR COURSE A

Data-driven Language Learning

More exposure to good quality authentic academic writing in English will help you develop your own reading and writing skills. Using the FLAX system is a useful way to examine how **language patterns** (such as **collocations**) are used in **context**. Language practice **activities** have been integrated into the collections and you are also able to create your own.

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 examples of the use of English** by developing academic writers. The collection also demonstrates that the work you are doing during the preessional is genuinely part of an active field of research in UK universities.

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

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 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 preessional.



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PhD Abstracts (Life Sciences)

About Collection Search Browse by Discipline Collocations Wordlist Lexicallandmarks My Cherry Basket

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An investigation of soil water movement on drained and undrained clay gravels in south west England

Original

topic-specific words EPR

An investigation of soil water movement on drained and undrained clay gravels in south west England

The Rowden Moor experimental site (A.F.R.C. 1 G.E.R., North Wicks) provided an opportunity to characterise discharge regimes, elucidate runoff generation mechanisms and to consider applications for solute movement under natural and drained conditions. Research was conducted on a heavy clay gravels soil in an area of high rainfall (1018 mm a⁻¹) in South West England. A combined hydrologic and geomorphic study was undertaken within a nested experimental design (1 m² to 1 ha) on one undrained and one drained site throughout a drainage season (October to March). Results at the hectare scale demonstrated that drainage did not substantially alter the volume of field runoff (< 400 mm) but did change the dominant flowpaths. Drainage diverted water from surface near surface routes to depth so that drain mean runoff was lagged by some 10 minutes over undrained site discharge. The drained site also exhibited a more pulsed regime, with a maximum daily discharge of 41 mm being almost twice that for the undrained field. At the field and plot scale, the significance of macropore flow was tested. To investigate this in more detail, a tracer experiment was performed on an isolated soil block which had been both drained and/or had enhanced macropores. Macropore flow was generated under natural conditions (little matrix potential response and no water table was identified). Tracer engine concentrations were 1180 > 3.5 and > 5.8 in trace and background water respectively. Dataflow indicated that there was rapid interaction between applied tracer and soil water (peak flow 1180 > 1.1). Thus, the matrix-macropore interface was not a boundary between two separate domains of soil and pore water, high and low conductivity, but a site of rapid interchange and mixing. Temporal variability of soil matrix and matrix water composition, also indicated that limited areas of the matrix were capable of transmitting rapid flow. It became clear that even in a heavy clay soil such as that found at Rowden, where macropore flow was promoted by drainage operations, the matrix still had an important role to play. On the basis of potential, soil moisture and observations of tracers, it is proposed that discrete (finger-like) volumes of the matrix are capable of rapid water transmission. Although it was frequently impossible to relate moisture content and soil water potential because water-saturated moisture content varied with soil, by virtue of soil moisture behaviour over the drainage season was evident in both data sets. This study confirmed the importance of rapid generation mechanisms on drained soils, but noted that discontinuous transitory flow in the matrix and macropore flow occurred and that the two 'domains' were intricately linked. Further work should be undertaken at the detailed scale to elucidate the soil characteristics which promote rapid flow mechanisms, and the consequences for water table, especially when the soil collection is composed a more complex (i.e. hetero).

Browse Documents by Discipline

- Agriculture
- Animals (Zoology)
- Biology
- Fossils and prehistoric life
- Medicine and health
- Plants

- 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
- 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

EAP
&
ESAP

- Disciplinary specificity promotes learner engagement
- Challenging but achievable benchmark for novice academic writers/researchers in English
- Demonstrates patterns of academic discourse: SPRE; CCQH; CARS

- Institutional and social tensions
- Concerns over Plagiarism & IP

Sketch Engine



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Disciplinary specificity
The British Library's Academic Writing Corpus (AWC) is a unique resource for researchers and students. It contains a large amount of authentic academic writing from a wide range of disciplines, including the natural and social sciences, the arts, and the humanities. The corpus is available for free access to all users, and is a valuable resource for researchers and students alike. It is a unique resource for researchers and students alike, and is available for free access to all users.

SkEL

EFL
&
ESP

- Demonstrable authenticity of target language
- Supports both lexicogrammatical and functional analysis of target language
- Develops learners' awareness and control of collocation in English

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

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Browse Documents by Discipline

Abstracts
Abstracts: Chemistry
Abstracts: Biology
Abstracts: Physics
Abstracts: Medicine and Health
Abstracts: Law
Abstracts: Business
Abstracts: Education
Abstracts: Humanities
Abstracts: Social Sciences
Abstracts: Arts
Abstracts: Engineering
Abstracts: Environmental Sciences
Abstracts: Earth and Planetary Sciences
Abstracts: Mathematics
Abstracts: Computer Science
Abstracts: Interdisciplinary

- Replacement of with protein, carbohydrate
- Water quality and surface water resources in
- Comparative functional genomics of Hsp 70
- A strategic analysis of early culture development in Iran
- Exploitation and management of the artificial habitats in the riparian wetlands of Lake Victoria
- Investigating the genetic control of prothrombotic fibrinolytic and plasminogen activator in the human population
- Improving plant stress resistance in cauliflower (Brassica oleracea var. botrytis L.) by transgenic and agronomical mediated transformation

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

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

DDL methodology combines an emphasis on authentic language use with the development of discovery methods in the learner

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

Can conflict with established learning styles and expectations

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Data Driven Learning (DDL)



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Open Educational Resources (OERs)