

Ana Frankenberg-Garcia (University of Surrey, UK)

Simone Sarmento (UFRGS)

Supporting the internationalization of Brazilian research: combining EAP tutor training and academic writing autonomy

25 February 2021

How it all began

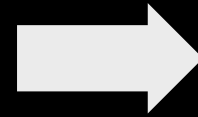
February 2018

- Tavares Pinto (UNESP)
- FAPESP 6-month fellowship at Surrey
- Frankenberg-Garcia (Surrey)



May 2018

- Frankenberg-Garcia (Surrey)
- Santander Staff Mobility Award to UFRGS
- Sarmento (UFRGS)



June 2018

- British Council Collaboration Call
- Tavares Pinto (UNESP)
- Sarmento (UFRGS)
- Frankenberg-Garcia (Surrey)

The opportunity

British Council UK-Brazil collaboration call

- Projects aimed at improving the teaching of English in Brazilian secondary & higher education

Brazilian team

- Languages without Borders programme at
 - Federal University of Rio Grande do Sul (UFRGS)
 - São Paulo State University (UNESP)

UK partner

- ColloCaid project at University of Surrey
- Common interests
 - Corpus Linguistics
 - Academic Writing

General Context

- Publishing in English can help researchers disseminate their work more widely
 - Most read and cited research papers are in English
- But many researchers across the world have difficulties writing up their research in English
- They would benefit from academic English writing support

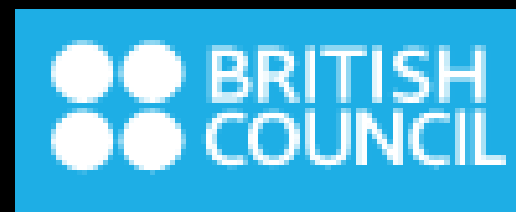
The Brazilian situation

- Portuguese-speaking country, Portuguese used at universities
- English taught in schools, but not always to a satisfactory level
 - Some researchers have very low proficiency in English
- Few researchers have the opportunity to work or study in English-medium institutions
 - Little exposure to academic English
- Academic English support available at universities
 - But taught mostly by undergraduates studying languages
 - Fullbright language assistants
 - Can help researchers with grammar and general English questions
 - Tutors have no experience of specialized subjects
 - Let alone experience of high-level research writing

The plan

- Support L2 English research writing in Brazil
- Combine support for researchers and English tutors at the same time
 - Collaborative learning
 - Corpus linguistics materials & tools to foster autonomy
- Four workshops
 - UFRGS, April & June 2019
 - UNESP, April & June 2019

Funding Awarded!



Planning








- Discuss Brazilian situation
- Observe EAP classes @Surrey
- Prepare workshop



Workshop materials: dictionaries


- Dictionaries used mostly for definitions, translations and games (Frankenberg-Garcia 2020)
- Corpus-based dictionaries can help writers with phraseology, syntactic patterns and collocation (Frankenberg-Garcia 2015)
- How to use dictionaries when writing

Macmillan English Dictionary Online

research - definition and synonyms ★★★

NOUN [UNCOUNTABLE]  Pronunciation /rɪ'sɜː(r)tʃ/  Pronunciation /'ri:sɜ:(r)tʃ/

 [Contribute to our Open Dictionary](#)

the detailed study of something in order to discover new facts, especially in a university or scientific institution

Recent research shows that babies in the womb can be influenced by music.

She teaches a lot of classes and doesn't have much time for her own research.

medical/historical/linguistic research

research into: *research into the causes of schizophrenia*

research on: *There is clearly a need for further research on this topic.*

carry out research: *Government scientists have carried out extensive research into the effects of these drugs.*

Workshop materials: academic phrases

MANCHESTER
1824

Academic Phrasebank

The University of Manchester

Introducing Work

Referring to Sources

Describing Methods

Reporting Results

Discussing Findings

Writing Conclusions

(Morley, n.d)

Recent evidence suggests that

Ex X, Y and Z are linked (Smith, 2008).

St X A major advantage of X is that (Smith, 2007)

It X T What stands out in the table is

Se X X C This study confirms that X is associated with

Pr X X I This finding was also reported

Da Th A T This finding is consistent with

T I Comparison of the findings

A V T I This also accords with our evidence

A V A V These results reflect those of

In general, therefore, it seems that ...

The results of this study indicate that ...

These findings suggest that in general ...

The findings of this study suggest that ...

Taken together, these results suggest that ...

An implication of this is the possibility that ...

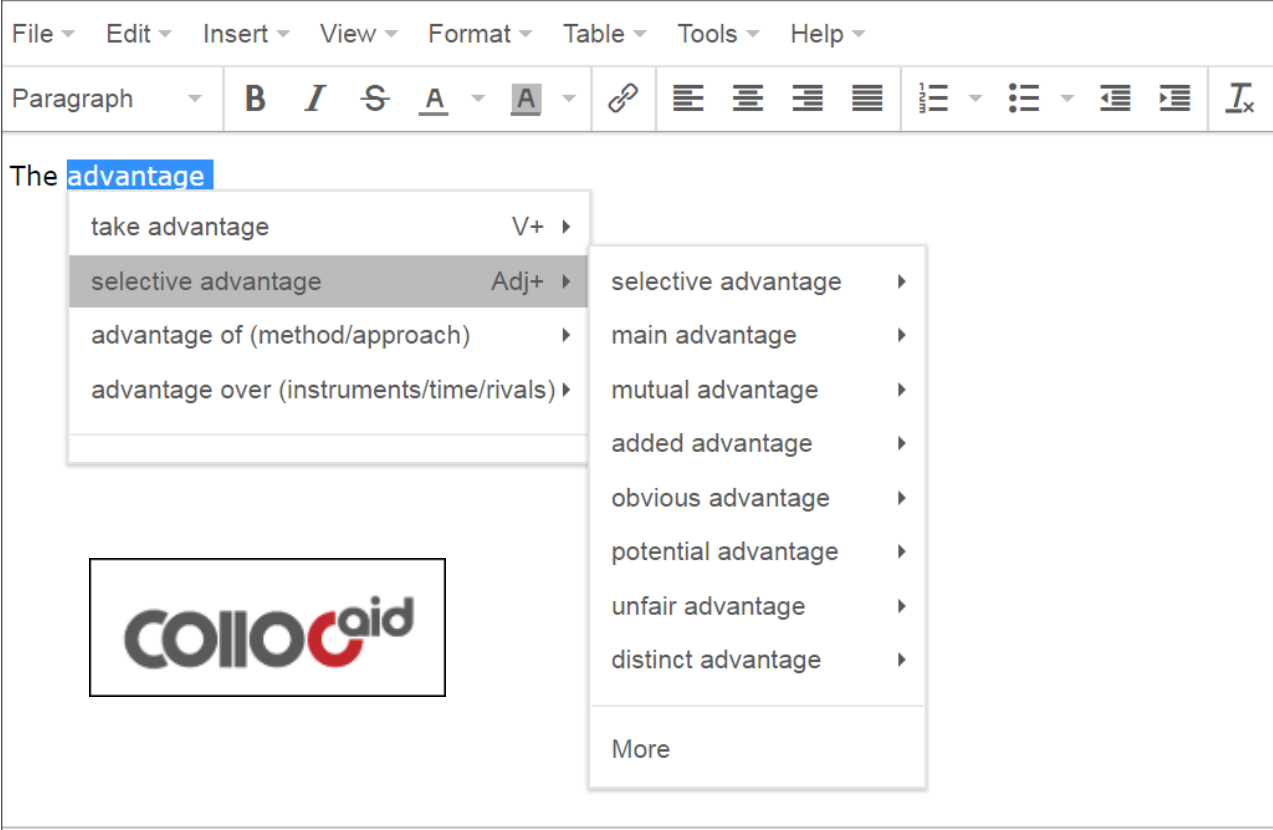
The evidence from this study suggests that ...

Workshop materials: collocations

Tavares Pinto et al. (2021) study of Brazilian publications

- Less varied repertoire of academic collocations
- Atypical collocation priorities
 - + This study corroborates
 - This study supports
- Avoid certain L1-congruent collocations
 - empirical study
 - estudo empírico (PT)

www.collocaid.uk (Frankenberg-Garcia et al. 2019)



The screenshot displays the CollocAid web application interface. At the top, there is a menu bar with options: File, Edit, Insert, View, Format, Table, Tools, and Help. Below the menu bar is a toolbar with various icons for text formatting, including Paragraph, Bold (B), Italic (I), Strikethrough (ABC), Underline (A), and a link icon. The main content area shows the text "The advantage" with "advantage" highlighted in blue. A dropdown menu is open, listing several collocations with their grammatical structures:

- take advantage V+ ▶
- selective advantage Adj+ ▶
- advantage of (method/approach) ▶
- advantage over (instruments/time/rivals) ▶

Below the dropdown menu, there is a logo for "COLLOCAID" in a black box. To the right of the dropdown menu, a secondary list of collocations is displayed, each with a right-pointing arrow:

- selective advantage ▶
- main advantage ▶
- mutual advantage ▶
- added advantage ▶
- obvious advantage ▶
- potential advantage ▶
- unfair advantage ▶
- distinct advantage ▶

At the bottom of this list, there is a "More" button.

Workshop materials: corpora

- SkELL (Baisa & Suchomel 2014)

The screenshot shows the SkELL website interface. At the top, there is a search bar with the word 'research' entered. To the right of the search bar are navigation links: 'Examples', 'Word sketch' (which is underlined in red), 'Similar words', and 'More features'. Below the search bar, the word 'research' is displayed with a 'noun' tag and a 'switch to research (verb)' link. A 'Context' button is also visible. The main content area is titled 'verbs with research as subject'. A list of verbs is shown on the left, with 'suggest' circled in red. To the right of this list is a table of example sentences, numbered 1 through 8. Each sentence contains the word 'research' in red and the verb 'suggests' in green. The sentences are: 1. Some research suggests moods are related to overall job satisfaction. 2. Additional research suggests the social component of ritual. 3. Further research suggests cosmic dust might have skewed the results. 4. Other research suggests that later training is associated with problems. 5. Some research has suggested that exercise may have antidepressant effects. 6. This research suggests independence of episodic and semantic musical memory. 7. Some research suggests alternate estimates to the accepted workforce size. 8. Some research suggests an association between personality and job satisfaction.

Workshop materials: corpora

Kilgarriff et al. (2014)

- English Web 15
- DIY corpora of discipline-specific target publications
- Term extraction
- Terms in context

All this without
extensive corpus
linguistics training!



Workshop materials: DIY corpora



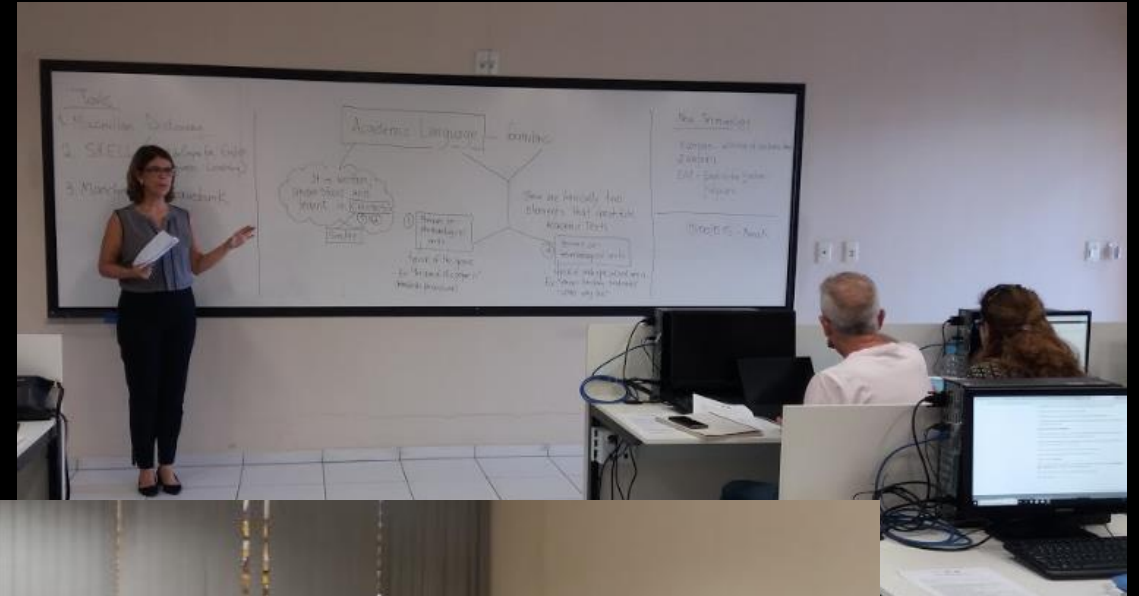
Workshop materials: DIY corpora

Established drivers of carcinogenesis in COPD include oxidative stress and sustained chronic inflammation. Mitochondrial dysfunction is a key driver of these processes and recent evidence links increased oxidative stress in COPD patients to mitochondrial damage. Mitochondrial damage in COPD patients leads to increased oxidative stress and chronic inflammation, thereby increasing the risk of lung cancer. Dysfunctional mitochondria are a source of oxidative stress and inflammasome activation. In COPD, the NLRP3 inflammasome is a key driver of these processes. NG KEE KWONG ET AL. Oxidative stress and inflammation as the link between COPD and carcinogenesis Multiple mechanisms, such as oxidative stress, chronic inflammation and genetic factors, have been reviewed elsewhere [44– 46]. Of those, oxidative stress and sustained chronic inflammation are well-established drivers of carcinogenesis. However, COPD patients have an increase in oxidative stress compared with non-COPD smokers. The airway epithelium of COPD patients is characterized by increased oxidative stress on carcinogenesis may also be mediated by the induction of reactive oxygen species and reactive nitrogen species. As well as increased oxidative stress, cell senescence is also known to be induced by mitochondrial dysfunction. In this context, mitophagy has a positive role in controlling oxidative stress and inflammation. Damaged mitochondria are not currently known. Mitophagy Increased oxidative stress Pink1/Parkin Pink1/Parkin pathway disrupted Cancer risk in COPD Chronic obstructive pulmonary disease (COPD) lead to increased oxidative stress and inflammation, drivers of carcinogenesis. This will require the development of animal models to study the incidence of lung cancer in COPD by reducing oxidative stress. Established drivers of carcinogenesis in COPD include oxidative stress and sustained chronic inflammation. Dysfunctional mitochondria are a key driver of these processes and recent evidence links increased oxidative stress in COPD patients to mitochondrial dysfunction. The increased oxidative stress in COPD patients has been linked to mitochondrial dysfunction and chronic inflammation in COPD and lung cancer and the NLRP3 inflammasome. The increased oxidative stress in COPD patients has been linked to mitochondrial dysfunction and chronic inflammation in COPD and lung cancer and the NLRP3 inflammasome. Bhattacharyya S, Saha J. Tumour, oxidative stress and host T cell response: cementing the dominance. O'Neill RA, et al. Expression of genes involved in oxidative stress responses in airway epithelial cells of smokers with COPD. Nogal A, Molina-Pinelo S, et al. Identification of oxidative stress related proteins as biomarkers for lung cancer and chronic obstructive pulmonary disease.

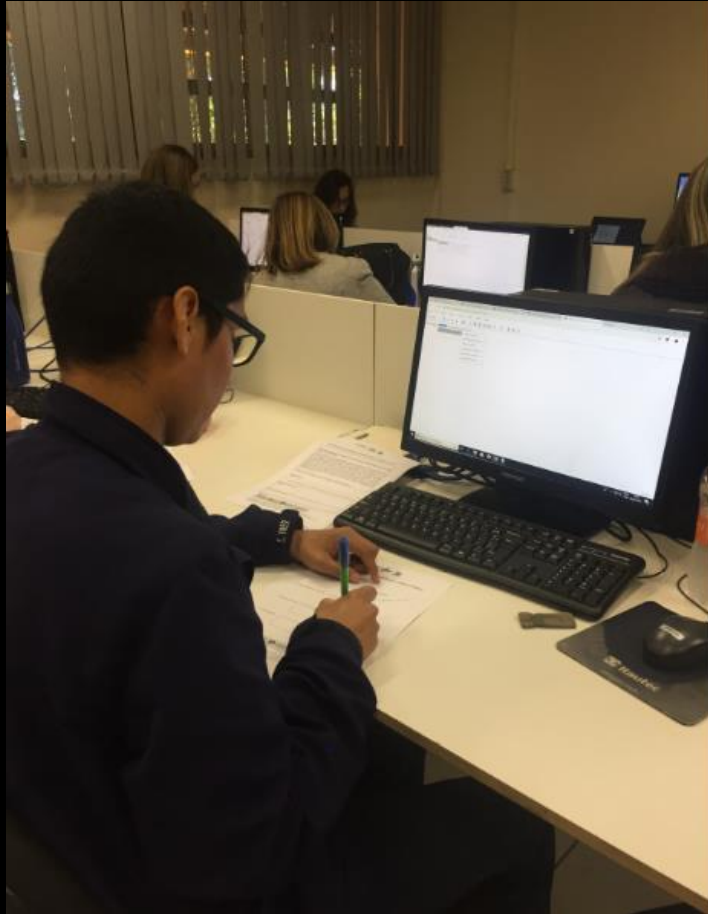
Delivering: warm up



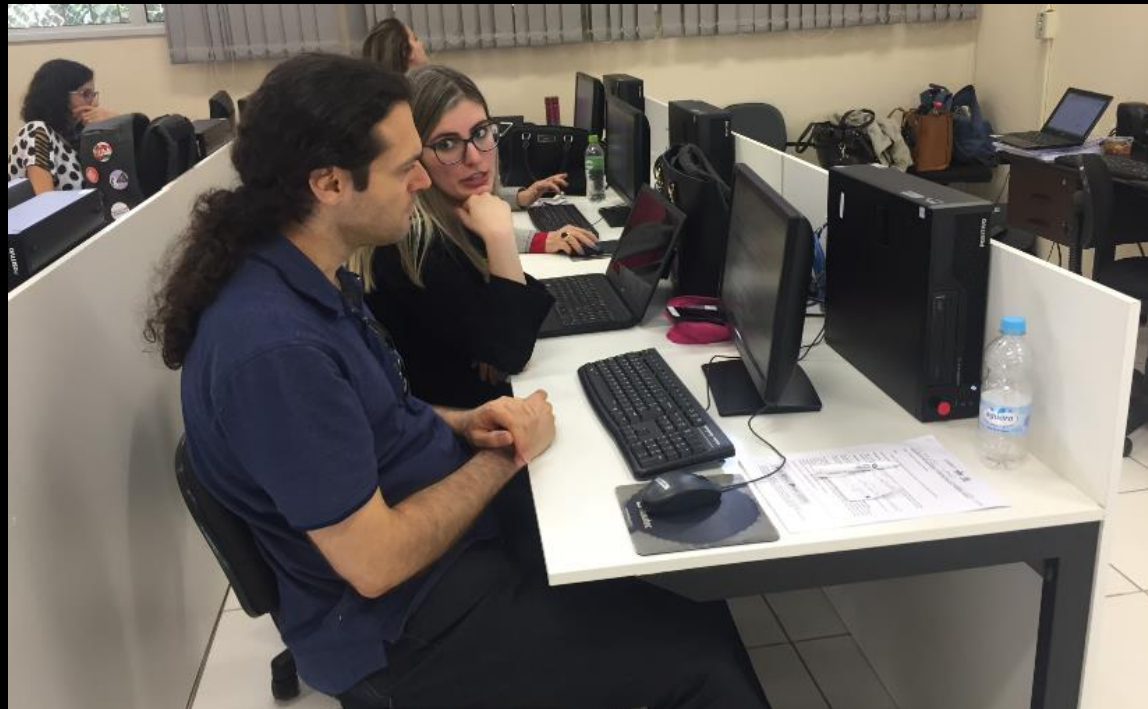
Delivering: presentation



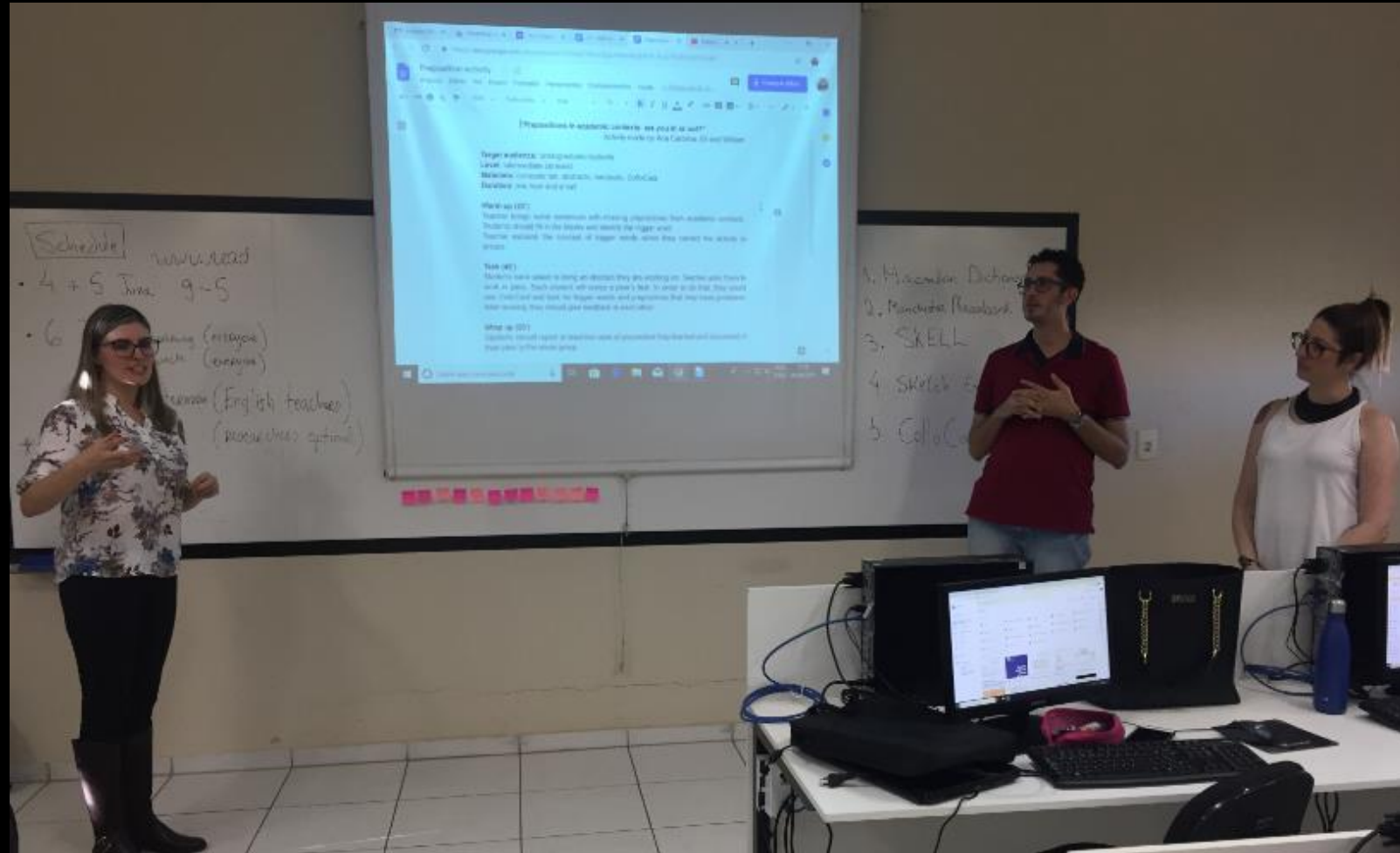
Delivering: guided exercises



Delivering: collaborative writing



Delivering: shared insights



Analysis: participants

- 272 applications from 30 higher education institutions
 - Despite late advertising
- 125 participants
 - Limited places, classrooms full (>30)
- A few participants travelled from other states or commuted very long distances
- 52 English tutors (B2 level and above)
- 63 researchers from Astronomy to Zoology (B1 level and above)
 - 52.4% PhD students
 - 25% lecturers/professors
 - 22.2% Master's students

Analysis: English tutors

- Level of English of a few was lower than that of some researchers
- A few tutors had too little experience of teaching
 - Less proficient/experienced teachers paired up with more proficient/experienced colleagues
- In future:
 - Give preference to more experienced teachers
 - Plan more time for teaching how to teach with corpora

Analysis: researchers

- Many lecturers/professors were too busy for 3-day workshop
- Lecturers/professors working on actual papers for publication were the most engaged
- A few postgraduate students were in too early stages of their work
- In future:
 - Reduce workshop days or plan less intensive programme
 - Give priority to researchers working on a paper for publication

Analysis: end-of-workshop questionnaires

- Expectations about the workshop
 - 100% exceeded or met
- Workshop materials (1 – 5 scale)
 - 4.72 (researchers)
 - 4.85 (English tutors)
- Likelihood to recommend to colleagues (1 – 5 scale)
 - 4.94 (researchers)
 - 4.96 (teachers)

Analysis: one year later

Fewer respondents (26.9% tutors & 47.3% researchers)

- 92.9% of English teachers used some or all of the tools in their teaching
- 36.7% of researchers managed to publish internationally
- 33.3% of researchers working on a paper

Analysis: one year later comments

Anonymous English teacher

The tools are now part of my bag of tricks for teaching, which means that every now and then I go and use those tools whenever I need real-life examples of English to find patterns I could teach my students, or even answer their questions regarding grammar. It's easy, fast and I can draw many conclusions just from observing the patterns. I also encourage my students to use those tools for independent learning, especially SkELL, which is more user friendly.

Analysis: one year later publications








remote sensing



Article

An Incongruence-Based Anomaly Detection Strategy for Analyzing Water Pollution in Images from Remote Sensing

Maurício Araújo Dias ^{1,*} , Erivaldo Antônio da Silva ², Samara Calçado de Azevedo ³ , Wallace Casaca ⁴ , Thiago Statella ⁵  and Rogério Galante Negri ⁶ 

Resources

Academic Phrasebank <http://www.phrasebank.manchester.ac.uk/>

ColloCaid <http://www.collocaid.uk/>

Macmillan English Dictionary <https://www.macmillandictionary.com/>

SkELL <https://www.sketchengine.eu/skell/>

Sketch Engine <https://www.sketchengine.eu/>

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