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Name: **Tim Dittmann**

Institution:
Technische Universität Braunschweig

Biography

Tim Dittmann (M.A., PgCert TEAP) is the coordinator of the English Support Program (A1-B1) and is the coordinator and supervisor the Language Tandem Program. He is a lecturer at the Technische Universität Braunschweig. His areas of specialisation are English for Social Scientists and English for Academic Purposes, and he is currently undertaking his PhD.

Name: **Anne Jänsch**

Institution:
Technische Universität Braunschweig

Biography

Anne Jänsch (DipEd. BA – Hons), is a lecturer in the Technische Universität Braunschweig in Germany. Her areas of specialisation are English for Academic Purposes and English for Architects and Civil Engineers. Her current research interests include multimodality, social semiotics and second language literacy, and she is a doctoral student at The University of Wollongong in Australia.

Presentation:
Mediation in the Context of English for Academic Purposes (EAP)
Abstract:

'Mediation' has become an important concept in English language education in recent years, and in the European context in particular, with mediation included in the core criteria of the CEFR. The popularity of the term itself, however, has also contributed to its mystification, and 'mediation' has come to mean a number of different things. To help ground mediation in context, we would like to discuss and answer questions about how we have integrated mediation into a textbook-free C1 English for Academic Purposes (EAP) course we designed and implemented at the Technische Universität Braunschweig over the past three semesters.

In this presentation, the process by which the students mediated between their general 'everyday' English usage and the discourse of academic English will be described, with reference to a variety of strategies based on functional understandings of texts. We will then explore how the students mediated between each other in task-focused research groups to produce group-written literature reviews, and how social mediation through collaborative interactions can improve language learning. The process of mediating between text types or genres will then be discussed, illustrated by an examination of how the students transformed their literature reviews into group presentations.