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**A WORKSHOP PROPOSAL FOR EAP TEACHING WITH THE USE OF
TECHNOLOGICAL TOOLS**

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Isso tudo sem mencionar as pesquisas, essenciais para a descoberta da cura de doenças, redução de impacto ambiental em construções, melhoria de processos de energias renováveis, aprimoramento de técnicas de plantio, etc. Durante os anos em que fui docente no programa IsF, testemunhei alunos pesquisando o uso de nanotecnologia para redução de efeitos colaterais em pacientes com câncer, desenvolvendo experimentos para a melhora da eficiência de produção de energias renováveis, investigando o armazenamento de leite materno em bancos de leite, entre tantos outros estudos que me fazem orgulhosa de tê-los auxiliado nesses processos, compreender como a universidade pública pode ser um ambiente de reverberação de boas práticas e ter a mais absoluta certeza do quão imprescindível o investimento em educação é para toda a sociedade.

ABSTRACT

To address students' specific writing difficulties during a pre-service teacher experience at the Languages without Borders program at UFRGS, the adoption of technological tools helped to increase students' engagement and language learning. Considering the importance of sharing and discussing good teaching practices and also that experiencing is an essential part of the learning process, this paper aims at presenting a collection of digital tools that could be useful to the most common difficulties students have in academic practices and propose a workshop on the use of such tools to English for Academic Purposes (EAP) teachers(-to-be). From the collection gathered for this paper of fifty-two tools designed to assist EAP practices, six were selected to be tried by the participants in the workshop proposed. The six tools are described in terms of objectives, functions, purposes of using them in class (from the teacher's perspective), and availability. The workshop proposal includes a description of the participants' prerequisites concerning the use of technology, and of the activities elaborated. The activities aim at creating opportunities for EAP teachers to learn how to use the tools and evaluate their utility to their students and to different fields of study. It is expected that this work can provide insights for teachers to adopt these (and other) digital tools in their classes, and reflect on the importance to blend and overlap different perspectives on teaching to write in academic contexts (study skills, academic socialization, and academic literacies) (LEA; STREET, 2005). Another intended contribution is to offer suggestions for teaching practices that aim to enhance the students' engagement, develop their academic literacy practices, broaden their contact with the target language, provide them with resources to assist them in their reading and writing processes, and increase their awareness about the impacts of their writing choices on their academic settings.

Keywords: EAP; digital tools to assist writing; academic literacy; language teaching with technology; digital resources; online tools for language teaching.

RESUMO

Para abordar as dificuldades específicas de escrita dos alunos em uma experiência como professora no programa Idiomas sem Fronteiras da UFRGS, a adoção de ferramentas tecnológicas ajudou a aumentar o engajamento e a aprendizagem do idioma dos alunos. Considerando a importância de compartilhar e discutir boas práticas de ensino e também de que a experiência é uma parte essencial do processo de aprendizagem, este artigo tem como objetivo apresentar um conjunto de ferramentas digitais que podem ser úteis para as dificuldades mais comuns dos alunos nas práticas acadêmicas e propor uma oficina sobre o uso de tais ferramentas para (futuros) professores de inglês para fins acadêmicos (EAP). Da coleção reunida para este trabalho de cinquenta e duas ferramentas projetadas para auxiliar as práticas de EAP, seis foram selecionadas para serem testadas pelos participantes do workshop proposto. As seis ferramentas são descritas quanto aos objetivos, funções, propósitos de usá-las em sala de aula (na perspectiva do professor) e disponibilidade. A proposta do workshop inclui uma descrição dos pré-requisitos dos participantes em relação ao uso da tecnologia e das atividades elaboradas. As atividades visam criar oportunidades para (futuros) professores de EAP aprenderem como usar as ferramentas e avaliar sua utilidade para seus alunos e para diferentes áreas de estudo. Espera-se que este trabalho forneça subsídios para que os professores possam adotar essas (e outras) ferramentas digitais em suas aulas e para que reflitam sobre a importância de mesclar e sobrepor diferentes perspectivas sobre o ensino da escrita em contextos acadêmicos (estudo de habilidades, socialização acadêmica e letramento acadêmico) (LEA; STREET, 2005). Outra contribuição pretendida é oferecer sugestões de práticas de ensino que visem aprimorar o engajamento dos alunos, desenvolver suas práticas de letramento acadêmico, ampliar seu contato com a língua-alvo, fornecer recursos para ajudá-los em seus processos de leitura e escrita, e para aumentar sua conscientização sobre os impactos de suas escolhas discursivas em seus ambientes acadêmicos.

Palavras-chave: EAP; ferramentas digitais para produção escrita; letramento acadêmico; ensino de línguas com tecnologia; recursos digitais; ferramentas online para ensino de línguas

TABLE OF CONTENTS

1	INTRODUCTION.....	6
2	TECHNOLOGY IN THE EAP CLASSROOM.....	9
	2.1- Why and how to use technology	10
	2.2- The purpose of a teacher education workshop on the use of technology	11
	2.3- English for Academic Purposes.....	12
3	DIGITAL TOOLS FOR EAP	
	17
4	WORKSHOP DESIGN	27
	4.1- The participants	27
	4.2- Course design and activities	28
5	CONCLUSION.....	35
6	REFERENCES.....	37

1- INTRODUCTION

This paper started being conceived during the 24 months I worked as a pre-service teacher at the Ministry of Education's Languages without Borders Program¹ (Programa Idiomas sem Fronteiras - ISF), at the Federal University of Rio Grande do Sul (UFRGS). The tasks I conducted throughout this period included planning classes and teaching. In an attempt to tailor the course to the students' specific needs, I inserted digital tools in it. Those tools were selected to be integrated to the syllabus aiming at using technology to complement what was being done in the class, allowing the students to perform tasks in either a different or more complex manner than the paper would allow to (STANLEY, 2013). As a result, I noticed students' engagement and adoption of the tools into their academic life. Therefore, my work experience suggests that, if digital tools are used in an integrated manner, the students might engage beyond the classroom activities, broadening their contact with the language and becoming autonomous users: "when used properly, these devices [technological resources] make teaching and learning more enjoyable and also provide educational benefit to students" (HICKS, 2011, p. 190).

There seems to be an imbalance between the presence of technology inside and outside the classroom. Whilst the first has no sign of significant evolution, the latter evolves exponentially. The chalkboard started being used in 1890 and until 1959 there was no photocopier. However, if during this period of almost seven decades there was no significant evolution in terms of technologies, the same cannot be said about the last couple of decades. After the popularization of the personal computer in the 1980s, the evolution happened exponentially: laptop computers, wireless connection, smartphones, apps, and a huge variety of gadgets and possibilities that information technology made available for us to communicate, do leisure activities, order a meal or even date. Whereas in the classroom, 118 years later, the use of the chalkboard is still quite common. If the world is full of new

¹ According to Welp and Didio (2018), the Languages without Borders Program is an education program from the Brazilian government that aims at boosting the internationalization of Brazilian universities through the offer of free language courses for the academic community whilst investing in language teacher education by giving their language programs undergraduate (and graduate) students the opportunity to link the theory studies to pedagogical practice. More information about the program can be accessed at <http://isf.mec.gov.br/>; studies about the Languages without Borders program can be accessed at: <http://isf.mec.gov.br/historico-botoes/pesquisas-e-relatorios/33-pesquisas-e-relatorios/200-producoes-e-pesquisas>, last accessed 30 Dec. 2019.

technologies, it requires that human beings have new abilities to use them (HOCKLY, 2011), and this also applies to language teachers who are interested in updating their classroom tools and strategies to teach writing.

Academic literacy is a complex set of skills the students are expected to learn to succeed in Higher Education. In an attempt to provide them with these required abilities, a wide range of Reading and Writing courses are offered throughout a vast number of universities around the globe, as the International WAC/WID (Writing Across the Curriculum/Writing in the Disciplines) Mapping Project has illustrated (THAISS, 2012). Yet, in a search on Google Scholar for works from 2015 on containing the terms "technological tools", "English for Academic Purposes" and "workshop", 53 results were shown and only one (NASCIMENTO, 2019) was from a University in Brazil. Still, this Brazilian study does not provide digital tools for English for Academic Purposes (EAP). Similarly, in a search for works with the same terms on Lume (Digital Repository of UFRGS: <https://www.lume.ufrgs.br/>), there were 11 results but none of them presented technological tools for EAP. Likewise, during the 5 years I was an undergraduate student at UFRGS, there was only one workshop offered with the use of technological tools for EAP, and it provided tools to work with corpus linguistics, but not with those for reading and writing for academic purposes.

Based on the fact that there seem to be very few studies on the use of technology in reading and writing for academic purposes, especially in Brazil, and that I could not find literature that presents and analyzes the tools currently available for academic writing classes, this study aims to gather and present an array of technological tools for the teaching of academic writing and propose a workshop for EAP teachers, teachers-to-be, pre-service teachers, in-service teachers, instructors, lecturers, teaching assistants, professors, and any other professional that works (or intends to work) with EAP and who is interested in using technology in their classrooms. For the purpose of this work, I will use the term "teachers" from now on to refer to all of these professionals. Besides presenting useful digital tools for EAP writing and justifying the reasons they might be useful for teachers, I propose a set of activities to familiarize them with the use of digital tools to promote good practices in academic literacy, as, according to Hicks, "it is imperative that we as teachers [...] work to

integrate meaningful technology into the curriculum" (HICKS, 2011, p. 190) to enhance motivation and learning in the classroom.

This study intends to contribute to the boosting of the use of technology in an integrated way by suggesting useful digital tools and a workshop to get acquainted with them, thus offering an opportunity for teachers to learn about the tools using them with their peers, allowing them to foresee the difficulties the students will possibly face, and to check the technical requirements the tools demand (such as compatible browsers). This way, I believe the chances of the teacher to adopt the tools in the classroom are enhanced, considering that teachers' lack of experience with technology and confidence when using it is one of the leading causes for them to avoid using technology in the classroom (STANLEY, 2013). Further, the idea is to provide a set of activities as a suggestion to develop academic literacy by practicing the skills students need to deal with a world full of new technologies, increasing their contact with the language and with online tools in a way that complements what is being seen in the classroom.

The following chapters will be organized as follows: in chapter 2, Technology in the EAP classroom, the theoretical background to this paper is discussed: gadgets used in the classroom throughout history, the importance of teaching with technology and how it should be used, the definition of EAP and the type of courses that are currently being offered in academic contexts; chapter 3, Digital tools for EAP, will address how and why the tools were selected, and describe the characteristics and objectives of each tool; chapter 4, Workshop Design, presents the workshop proposed, projecting the participants, the objectives and the activities; in the conclusion, some implications of this study for future research are suggested.

2-TECHNOLOGY IN THE EAP CLASSROOM

As already mentioned in the introduction, the blackboard (or its most recent version, the whiteboard) is unquestionably one of the longest-established tools in the classroom. According to Buzbee (2014), the blackboard was invented in 1800 by James Pillans, a teacher from Scotland, and soon took over classrooms across the ocean: by 1809, all public schools in Philadelphia were using them. The striking speed at which the visual aid was popularized is due to being a “flexible and versatile visual aid [...] both textbook and blank page, as well as a laboratory, and most importantly a point of focus.”² (BUZZBEE, 2014). Such attributes make the blackboard live on in contemporary classrooms. However, other technologies have long appeared, and the classroom that only uses the blackboard does not reflect the times in which we live.

Throughout the years, especially in the 20th century, an array of educational tools were developed, such as the photocopier in 1959, which allowed “mass production of material” (PURDUE, 2019³) and the handheld calculator in 1972, providing quickness in mathematical calculation. It was after IBM (International Business Machines) released the first personal computer in 1982 that technology started evolving exponentially: “[with the release] the foundation of immediate learning capabilities had been laid” (PURDUE, 2019). The world wide web came out in 1990, then laptop computers, wireless connections, cellphones, smartphones, and a variety of possibilities that information technology allowed both inside and outside the classroom. As reported by Poushter (2016), 67% of adults use the internet worldwide, and this number is increasing. Surely there is still room for the blackboard considering how essential this tool is. Still, in a world full of new technologies, new abilities are required to use them (HOCKLY, 2011). Therefore, teachers should be prepared to bring technology into the classroom, and therein lies the need to inform EAP teachers about the digital tools available and to design courses to boost their ability to use them, objectives that this paper aims to achieve.

² [A history of the blackboard: How the blackboard became an ...https://slate.com › human-interest › 2014/10 › a-histor.....](https://slate.com › human-interest › 2014/10 › a-histor.....), last accessed 30 Dec. 2019.

³ <https://online.purdue.edu/ldt/learning-design-technology/resources/evolution-technology-classroom>, last accessed 30 Dec 2019.

2.1- Why and how to use technology

There is a growing body of literature describing a variety of advantages that teaching with technology can bring. Ahmadi (2018) claims that the use of technology has become a crucial part of education and that it helps and facilitates the learning processes. In the book "Teaching English with Technology", Graham Stanley states that: "Apart from its time-and-labour saving function, technology can also inspire creativity and bring new opportunities to people [...]" (STANLEY, 2013, p. 1). Stanley displays a list of reasons to use it in the classroom, such as the motivation and engagement it can foster. The author also mentions the access it gives to instant information, saying it "opens up learning to the real world" (STANLEY, 2013, p.4). Furthermore, McKnight *et al* (2016, p. 206) point that technology "provides [...] greater depth and 'richness' not otherwise available" and, based on the results of a study on the improvement of student learning through the use of technology, the authors found that technology "activated cognitive processes that learning science tells us enhance learning". Also, Hicks (2011) states that technology in the classroom can keep students' attention, since "digital natives" are more visual and have shorter attention spans. Therefore, it can be stated that technology can enhance the learning process.

The way the teacher uses it, though, is important, since the expansion in the availability of technology might lead to developing the Everest Syndrome (MADDUX, 1984). The expression is a reference to wanting to climb Mount Everest, compared to teachers' desire to use technology "because it is there" (STANLEY, 2013, p.3). In order to avoid it, Stanley (2013) presents some guidelines (based on HOCKLY, 2011 and LYON-JONES, 2011) that orientate a "principled approach" to using technology. According to the author, this term refers to a learning-driven approach in which teachers "question how and when to integrate technology in the classroom" (STANLEY, 2013, p.4). Stanley suggests a checklist containing the following questions to guide teachers in adopting technological tools:

- why use the technology,
- who is the technology best for,

- what is the technology best used for,
- where should it be used,
- when should it be used, how should it be used? (STANLEY, 2013, p. 4).

For this work, I would like to highlight why and when technology should be used. Stanley suggests the use of technology because it offers an improvement in the task you plan: "if learning is not enhanced by using the technology, then don't use it" (2013, p. 4). Likewise, it should not be disconnected to what is being seen in the classroom, but to "[...] complement, what you are already doing with the learners, rather than as an added extra." (STANLEY, 2013, p.5). Considering that it is crucial to use technology in an integrated and justified way, this paper will present and justify the tools suggested and the workshop proposed.

2.2- The purpose of a teacher education workshop on the use of technology

Hockly (2011) claims that essential digital literacies are developed when the teachers incorporate technologies into the classroom and that it is their duty to do so. Hence, teaching programs should enable teachers to "learn to meld technology into the curriculum more effectively" (ADCOCK, 2008 p. 38). However, only showing what technologies are available is not enough, since the main reason for teachers' avoidance of technology use in the classroom is the lack of training (STANLEY, 2013). Teachers come from different backgrounds and some of them might be more familiar with digital skills, so "teachers would benefit a great deal by having an opportunity to observe colleagues who use technology effectively, which would encourage them to experiment with technology as a tool for learning" (WINDSCHITL; SAHL, 2002 apud ADCOCK, 2008, p. 38).

Rust (1998) interviewed participants of several workshops delivered by the Oxford Centre for Staff and Learning Development, and 100% of them provided examples of changes they had made as an outcome of the workshop they participated. 35% stated that this type of practice gave them confidence. The author also cites a survey from Wright and O'Neil in which teachers from UK Higher Education ranked workshops as the third in a list of practices that can enhance their teaching methods (WRIGHT, O'NEIL, 1995 apud RUST,

1998). Rust concluded that workshops "can lead to changes in practices" and "provide participants with confidence to innovate" (RUST, 1998, p. 72). Therefore, a workshop can be a tool of change and confidence. Thus, the workshop proposed in this study is meant to give the participants an opportunity not only to learn from their peers but also to try the technology themselves, allowing them to foresee any possible technical difficulty, such as browser incompatibility, or students' difficulties in using it. Additionally, they would feel more confident to innovate and would adopt changes in their teaching practices. For all those reasons, I believe the proposal I make in this paper might be innovative and beneficial to EAP teachers and their students.

2.3- English for Academic Purposes

“Academic literacies” refers to “the diverse and multiple literacies found in academic contexts such as disciplinary and subject matter courses” (LEA; STREET, 2006, p. 227). According to Lea and Street (2006), there are three overlapping perspectives or models through which learning to write in academic contexts can be conceptualised: a study skills model, an academic socialization model, and an academic literacies model.

The first, the study skills model, sees writing and literacy as primarily an individual and cognitive skill. [...] The second, termed academic socialization, is concerned with students' acculturation into disciplinary and subject-based discourses and genres. Students acquire the ways of talking, writing, thinking, and using literacy that typified members of a disciplinary or subject area community. [...] The third model, termed academic literacies, is concerned with meaning making, identity, power and authority and foregrounds the institutional nature of what “counts” as knowledge in any particular academic context. It is similar in many ways to the academic socialization model except that it views the processes involved in acquiring appropriate and effective uses of literacy as more complex, dynamic, nuanced, situated, and involving both epistemological issues and social processes including power relations among people and institutions, and social identities. (LEA; STREET, 2006, p. 227-228)

According to the authors, the three models are helpful for the development of curriculum and instructional programs, once they offer parameters to reflect on course objectives and teaching practices. Considering the technological tools presented in this paper, as described in more detail in the next chapter, most of them propose assistance in the perspective of the skills model, once they focus primarily on the development of writing conventions (and some on speaking and reading) in different academic areas. Nevertheless,

considering that the proposal in this paper is to use the tools in class, the teacher can and should call students' attention to how the choice of discursive elements (study skills) connects to what is valued and considered as good writing in different academic contexts (academic literacy). By examining what was edited with the aid of the websites and discussing potential implications of these changes to meaning-making, the students have an opportunity to understand that academic writing encompasses a diversity of practices that vary according to the area of studies, setting, type of production, etc. and, this way, the class will blend the three models (study skills, academic socialization, and academic literacies) presented by Lea and Street (2006) and help students become more critical and autonomous⁴ in relation to their academic practices.

English for Academic Purposes (EAP) refers to "the language and associated practices that people need in order to undertake study or work in English medium higher education" (GILLET, 2011, p. 18). Gillet lists⁵ four key elements that should characterize language programme outcomes based on the QAA (Quality Assurance Agency for Higher Education) standards⁶:

- **Use of the target language:** The language skills needed to participate in lectures, group projects, examinations, etc. Those skills include, for example, listen for general understanding, ask for clarification, listen to instructions, write notes and reports, discuss, research and using sources, writing different text types as well as different genres.
- **Knowledge of language:** Knowledge of various types of texts and the features of diverse genres, linguistic and discursive repertoire (specific vocabulary, conjunctions and connectors), as well as reading and writing strategies, and

⁴ Students' autonomy is understood here as students' ability to choose to adopt the tools if and when they feel the need them, guided by (and as a complement to) the ability they are supposed to develop (with their teachers' aid) to evaluate the tool utility according to the writing task and purpose and the characteristics of a certain writing production in a specific academic setting within a given area of studies.

⁵ <http://www.uefap.com/bgnd/eap.htm>, last accessed 30 Dec. 2019.

⁶ Quality Assurance Agency For Higher Education is an independent agency responsible for monitoring and advising about standards and quality of higher education in the UK. The agency developed the UK Quality Code for Higher Education and encourages the constant increase in the quality control of higher education. (QUALITY ASSURANCE AGENCY FOR HIGHER EDUCATION, 2002). Available from: <http://www.qaa.ac.uk/>, last accessed 30 Dec. 2019.

the ability to understand both language and structure of questions encompassed in exams.

- **Culture and intercultural awareness:** Cultural and intercultural awareness concerning writing convention, the use of and values attributed to academic texts in specific areas, for instance, organisation and use of sources, what counts as relevant knowledge, use of names between lecturers and students, how and when to ask questions, how to deal with lateness and privacy.
- **EAP/Study skills:** The merging of general study skills (time management, developing study habits, filing and organising books, planning essays, etc.) and EAP skills, which involve the mastering of both general and specific academic language and language-related practices relevant in the learners' academic program, such as specific forms of writing abstracts, introductions, references, etc., which should be the central elements of EAP classes.

In order to design an EAP syllabus, Gillet (1989) proposes the combination of settings (lectures, seminars, tutorials, group projects, practical sessions, private study, and examinations) and instrumentality (the four abilities: speaking, listening, writing, and reading), resulting in a figure of communicative events, several activities in which students would be required to use the language in their academic life. By observing the figure below (GILLET, 1989, p. 4 of 14), it is clear how several activities are essential for diverse settings. Therefore, mastering these activities can affect the students' overall performance in the university.

Figure 1: Communicative events proposed by Gillet (1989) for an EAP syllabus

Setting	Lecture	Seminar	Tutorial	Group Projects	Practical Sessions	Private Study	Examinations
Spoken: Receptive	Listening for general understanding plus Specific points to remember						Listening to instructions
				Following instructions Understanding explanations			
Spoken: Productive	Asking for clarification or further information						Asking for clarification Or information
		Oral presentation Discussion			Making suggestions Discussion		
Written: Receptive	Reading - handouts - board - OHP					Reading - Intensively - for main information - for specific information Library skills	Reading and understanding examination questions
				Following instructions			
Written: Productive	Note taking (to be re-constituted)						Writing examination answers
				Writing - reports - instructions	Writing - reports - support of work	Writing - essays - reports	

Source: Gillet, 1989, p. 4 of 14

As shown in figure 1, the different academic settings demand proficiency in various subskills concerning listening, speaking, reading and writing. According to Thaiss et al. (2012), the processes of learning academic practices are not always easy for students, and the objective of an EAP course is to help those who need a better understanding of such complex praxis. This has been the aim of different EAP courses offered by several universities throughout the world, as described in the book *Writing programs worldwide: profiles of academic writing in many places* (THAISS et al, 2012). The book is a result of an ongoing international survey of writing programs and initiatives from 330 institutions in 54 countries, and gathers a selection of articles about the needs of university students and staff, experiences concerning the development of academic writing in different fields, staff development in the teaching of EAP, curriculum design and pedagogical practices to teach writing in undergraduate and graduate contexts.

However, as mentioned in the introduction to this paper, although a variety of EAP courses have been offered, surprisingly very few of them seem to use technological tools (or the description of the programs do not give information about whether such tools are used). Warschauer highlights that the use of those tools "can enhance effective instructional approaches that emphasize writing for mastery of relevant genre and development of student's academic language proficiency" (WARSCHAUER, 2010, p. 5). Considering the development of the field of education technology has had and the benefits these tools can bring, it proves to be something teachers should take advantage of. As stated previously, the purpose of this paper is to contribute to teacher education by gathering an array of online tools that could help EAP teachers to adopt technological aids for their writing classes and propose a workshop aiming at providing new insights for them on how to use these technological tools to help their students to develop academic practices regarding EAP.

In order to present the tools, in the next chapter I will explain the search I developed concerning online writing tools and describe the criteria I used to select the six ones that I propose to be covered in the workshop.

3- DIGITAL TOOLS FOR EAP

This chapter contains the sources I examined to find the digital tools for academic writing, the explanation on how Stanley's criteria were used to select them, a list of the ones I found useful for EAP in general, and the reasons for selecting the six tools included in the workshop proposed. The selected tools are described in terms of their objectives, the purpose of using them in the workshop, their availability, as well as a brief evaluation of their limitations based on my experience in using them. To conclude the chapter, I will compare the six websites, indicating why they can be useful for EAP teachers to enhance their teaching.

During the 24-month period I worked as a pre-service teacher at ISF, I taught several different courses, such as *Academic Mobility*, *Interviews*, *Preparation for the TOEFL test*, *Cultural Differences*, *Essay Writing*, *Reading and Writing for Academic Purposes*. In all of them, to different degrees and with diverse purposes, reading and writing skills were among the teaching objectives, and I was constantly planning activities to help students develop their proficiency according to their levels and needs. For the purpose of this paper and workshop proposal, I will focus on a few subskills I consider relevant for *Reading and Writing for Academic Purposes*, although students in other courses could also benefit from this practice. *Reading and Writing for Academic Purposes* is a 32-hours course and its syllabus aims at the development of both linguistic and communicative English language proficiency, reading and writing skills in academic context, including study and interaction skills in this environment. Drawing on the course objectives, on the students' demands and on my own as an undergraduate student (such as to evaluate sentence length balance, or to select adequate texts as references when those did not include an abstract) and on the online tools available and the skills required to use them (why and how to use the technology), I started searching for and trying out tools that I adopted myself and that I could recommend to my students so as to help them with general EAP skills. I searched papers on Google Scholar containing keywords related to the theme. These keywords comprised some broader combinations (digital tools/tools/technology/technological tools/websites + for teaching/to teach/to learn/to use with students/ to use in class/ for teachers) and more delimited phrases, by adding other terms or expressions (read, debate, develop students skills, study skills, summarize, skim read,

write, speak) to the previous ones. I also looked for webinars on the web, as well as books, and explored English teaching online forums. This way, I attended webinars offered by Cambridge (*Using digital tools to bring the outside world into the language classroom*⁷ and *Taking digital risks in the language classroom*⁸) and a workshop (*Supporting the Internationalization of Brazilian Research - Academic English Writing Masterclass* at the Federal University of Rio Grande do Sul - UFRGS), I read books and articles about EAP, language teaching and learning with technology and academic literacy, many of which are cited in this paper; and visited blogs and websites (*The digital teacher*⁹, *ECML/CELV Inventory of ICT tools from the European Center for Modern Languages of the Council of Europe*¹⁰, *Tools for teachers and learners*¹¹) dedicated to the theme. While searching for tools and bibliography, I started making a list of tools that might be useful and began using them in order to understand their objectives and evaluate their potential relevance to the students' demands. Table 1 shows the tools¹² that I gathered concerning the following uses: proofreading, word counter/text analyser, debating, news in different perspectives, pronunciation guide, readability analyzer, mind mapper, words in context, text to speech, transcriber, thesaurus, reading, summarizer, phonetics, and plagiarism detector.

I emphasize that by organizing and presenting the following table, my intention is to share helpful tools with my peers and other professionals or students who need to read and write in English. Due to the scope of this paper, it is not possible to suggest activities to the use of each of the 52 tools. However, from the experience I had teaching at ISF and learning to read and write in academic contexts, I share this collection with the readers as a valuable source to offer other teachers options they can choose from when they opt to insert technology in their classes.

⁷ <https://assets.cambridgeenglish.org/webinars/taking-digital-risks-in-the-language-classroom-presentation.pdf> last accessed 30 Dec. 2019.

⁸ <https://assets.cambridgeenglish.org/webinars/taking-digital-risks-in-the-language-classroom-presentation.pdf> , last accessed 30 Dec. 2019.

⁹ <https://thedigitalteacher.com/>, last accessed 30 Dec. 2019.

¹⁰ <https://www.ecml.at/ECML-Programme/Programme2012-2015/ICT-REVandmoreDOTS/ICT/tabid/1906/Default.aspx>, last accessed 30 Dec. 2019.

¹¹ <https://www.scoop.it/topic/tools-for-learners>, last accessed 30 Dec. 2019.

¹² These tools are recommended to be used in class (not in distance learning), for the face-to-face guidance of an EAP professional is imperative to avoid that students make choices based solely on the tools' suggestions. Machine-based technologies can be useless without a critical perspective on their utility in relation to the reading and writing tasks and purposes.

Table 1: Digital tools for EAP oral and written text production

Purpose	Tool	Link
Proofreading/ writing assistant websites	Free online proofreading and essay editor	https://typely.com/
	Grammarly: Free Writing Assistant	www.grammarly.com
	Free Online Proofreader: Grammar Check, Plagiarism Detection, and more	https://www.paperrater.com/
	WriteBetter: The Ultimate Writing Assistant - Imitate Experienced Writers	https://writebetter.io/
	Linguix: Free Writing Assistant	https://linguix.com/
	Hemingway Editor	http://hemingwayapp.com/
Wordcounter / text analyser	Text analysis, wordcount, keyword density analyzer, prominence analysis	http://textalyser.net/
	Word Frequency Counter	http://www.writewords.org.uk/word_count.asp
	Word frequency counter Keyword density counter	https://www.rapidtables.com/text/word-frequency.html
Debating	Mootish	https://www.mootish.com/
	Explore Popular Debates, Discussions and Critical Thinking	www.kialo.com
News in different perspectives	AllSides Balanced news via media bias ratings for an unbiased news perspective	https://www.allsides.com/unbiased-balanced-news
	The Perspective: There are at least 2 Sides to Every Story	https://www.theperspective.com/
	Read Perspecs News	http://www.perspecsnews.com/
Pronunciation guide	Forvo: the pronunciation dictionary. All the words in the world pronounced by native speakers	https://forvo.com/
	Howjsay: Free Online Audio English Pronunciation Dictionary -	https://howjsay.com/
Readability analyzer	EDIA Papyrus	https://papyrus.edia.nl/
	Text Helper	https://www.er-central.com/text-helper/

Mindmapper	Mind mapping software	https://www.mindmeister.com/
	Take charge of your ideas with a mind map.	https://www.mindmapper.com/
	Breakdown Notes	https://www.breakdown-notes.com/
Words in context	Playphrase.me: Largest collection of video quotes from movies on the web	http://playphrase.me
	Improve your English pronunciation	www.youglish.com
	GetYarn.io: Yarn Find video clips by quote	https://getyarn.io/
Text to speech	Free Text to Speech Online with Natural Voices	https://www.naturalreaders.com/online/
	Text to Speech Demo	https://text-to-speech-demo.ng.bluemix.net/
	TTSReader: Text To Speech Reader. Online, Accurate, Free & Unlimited	https://ttsreader.com/
	Automated human-like text to speech ~ Voicepods	https://www.voicepods.com/
Transcriber	oTranscribe	https://otranscribe.com/
Thesaurus	Power Thesaurus	https://www.powerthesaurus.org/
	Thesaurus.com	www.thesaurus.com
	OneLook Reverse Dictionary and Thesaurus	https://www.onelook.com/reverse-dictionary.shtml
Reading	ReadTheory: Online Reading Activities	https://readtheory.org/
	Telescopic Text	http://www.telescopictext.com/
Summarizer	SMMRY - Summarize articles, text, websites, essays and documents	https://smmry.com/
	Free Summarizer, an online automatic tool to summarize any text or article	http://freesummarizer.com/
	Text Summarizer - TextSummarization Text Summarization Online Text Summarization Demo	http://textsummarization.net/text-summarizer
	Online Text Summary Generator - Free Automatic Text Summarization Tool	http://autosummarizer.com/

	Summarizer to make an automatic text summary online	https://resoomer.com/en/
Phonetics	Sounds of Speech	https://soundsofspeech.uiowa.edu/main/english
Plagiarism checker	Plagiarism Checker 100% Free and Accurate - Duplichecker.com	http://www.duplichecker.com/
	Quetext: Plagiarism Checker	https://www.quetext.com/
	Plagiarism Checker Free Accurate with Percentage	https://plagiarismdetector.net/
	Plagiarism Checker	https://smallseotools.com/pt/plagiarism-checker/
	Plagiarisma: Plagiarism Checker	http://plagiarisma.net/
	Plagiarism Checker by Edubirdie	https://edubirdie.com/your-plagiarism-checker?utm_expid=.DeFnpV DATzS2bi0MQ1GmTg.1&utm_referrer=https%3A%2F%2Fwww.google.com%2F
Paraphraser	Paraphrasing Tool Article Spinner to rewrite text free	http://www.paraphrasing-tool.net/
	QuillBot Free Paraphrasing Tool - Best Article Rewriter	https://quillbot.com/
	Paraphrasing Tool - Free Online Text Rewriting Tool	https://paraphrasing-tool.com/
	Paraphrasing Tool - Best Sentence Rephraser	https://www.prepostseo.com/paraphrasing-tool
	Choose Paraphrasing Tool for Quick Results	https://www.paraphrasingonline.com/why-choose-our-paraphrase-tool/
	Paraphrasing Tool Online for Free	https://edubirdie.com/paraphrasing-tool

Source: created by the author

As can be seen in the table above, there are quite a few tools available for each purpose. I browsed most of them and, as a regular user, checked whether they were useful and user-friendly in terms of their function and interaction. After that, in order to select the most adequate websites for the workshop for teachers, I took into consideration students' needs and the construction of a useful repertoire of tools to teachers. Based on the first

criterion, I chose tools that could be used to help students in their reading and writing processes, considering some of the issues I noticed during the period I taught at Languages without Borders, such as repetition of words, difficulty finding sentence length balance, overuse of adverbs, unnecessary use of passive voice, difficulty to paraphrase, interrupt the reading process to look for the meaning of a word in a dictionary, high level of anxiety when facing a long text and consequent feeling of “need to know every word” to understand, lack of familiarity with a thesaurus; based on the second criterion, I selected tools that might be beneficial to the teachers, boost their use of technology in an integrated way in the classroom and stimulate them to create their own selection of tools.

The following table presents the six tools I propose as the content of the workshop I have designed for EAP teachers, their objectives, what they allow the user to do, the purpose of using them in class (from the teachers' perspective), their availability (all of them are free tools) and some recommendations considering a few limitations I observed while using them myself. The first tool, *Favinks*, is not related to EAP or English reading or writing in general; it is included in the workshop proposal with the objective to stimulate that the participants create their personalized list of web-based tools, based on the courses they normally teach and their respective syllabi. Two tools (*Text helper* and *Smmry*) focus on reading abilities; *Paraphrasing*, *Hemingway app* and *Quetext* focus on writing skills.

Table 2 - Free digital tools for EAP teaching selected for the workshop

Tool	Objective	Allows (user perspective)	Purpose of class use (teacher perspective)	Recommendations
Favinks - Collect, share and follow your links! https://favinks.com/	- Collect favourite links; - discover, share and follow top links from community.	- To make a collection of websites and tag them according to one's interests; - to access other users' collections by searching for a specific tag.	- To stimulate the students to make their own selection of links, increasing the use of these and other web-based technologies for EAP studies; - To allow the students to have access to a variety of similar links, also	Favinks does not have any connection to teaching reading or writing. The idea of suggesting this tool is to foster the participants to make their own collection of web-based tools. The participants can, however, suggest the tool for their

			aiming at the use beyond the classroom and consequent autonomous language users.	students to make their personal collection of websites as well.
Text Helper https://www.er-central.com/text-helper/	- Create an instant glossary for any chosen text.	- To have an instant glossary for any chosen text, according to the selected proficiency level;	- To call students' attention to their use of words in a text, allowing them to have access to the meaning of the unknown words (according to the students' proficiency level) in any given text, all on the same page. - To help students reduce the interruption to their reading flow and so read faster, once they will be able to avoid changing the window or tab of the browser in search for each and every unknown word.	The website is not supposed to be used to replace activities that use other reading subskills, such as understanding vocabulary from context or understand the meaning effects of specific vocabulary choices. Each of the reading subskills are essential and must be studied and practiced in reading classes.
Quetext: Plagiarism Checker https://www.quetext.com/	- Promote ethical writing practices through originality and correct citation.	- To verify if one has not forgotten to cite any of the sources in one's writings; - to feel confident that one's writing refers to the original authors when it presents information extracted from their sources.	- To raise students' awareness on the importance of avoiding plagiarism and how easy it is to spot this violation with the currently available tools; - to stimulate that the students adopt ethical writing practices in their academic lives.	Since the tool does not have access to all the texts ever written, the participants should be warned and also warn their students that it is not 100% reliable.
Paraphrasing Tool Article Spinner to rewrite text	- Rewrite the content without changing the	- To have instant access to synonym options for several words	- To make students aware of the possibility to use several words in the	It is crucial to emphasize that this tool must not be used to replace the

<p>free</p> <p>http://www.paraphrasing-tool.net/</p>	<p>actual meaning, using the best synonyms.</p>	<p>in the same sentence;</p> <ul style="list-style-type: none"> - to make the best paraphrase drawing on various suggested synonyms. 	<p>same sentence/paragraph, reducing the interruption of the idea flow that having to consult each word individually would create;</p> <ul style="list-style-type: none"> - to help students in the process of restating another author's ideas, stimulating the use of paraphrases and reducing the chances of students to adopt plagiarism. 	<p>students' ability to paraphrase. Paraphrasing is a skill to be developed and practiced having different writing purposes and interlocutors in mind. This tool is supposed to help when the writer is struggling to paraphrase a specific idea, needs to paraphrase the same sentence more than once, believes the selected choice altered the original meaning of the text and would like to try other combinations.</p>
<p>SMMRY - Summarize articles, text, websites, essays and documents</p> <p>https://smmry.com/</p>	<ul style="list-style-type: none"> - Summarize articles and texts in a number of sentences of one's choice. 	<ul style="list-style-type: none"> - To identify the relevance of a text for one's studies by providing an algorithm-based summary of the text of one's choice. 	<ul style="list-style-type: none"> - To allows the student to have instant access to a summary of any text, helping them to identify those who are relevant to their studies even when they do not contain an abstract; - give a general idea of what the text is about, reducing the students' anxiety generated by not knowing the general idea of the text and consequently reducing the need to translate each and every single word from it. 	<p>The ability to summarize is required in several academic settings. This tool is not supposed to be used to replace the students' summarizing skills, nor their skimming skills or other reading skills. Specific reading and writing purposes will lead to different summaries, so students should be able to evaluate the summary according to their purposes.</p>
<p>Hemingway Editor</p> <p>http://hemingw</p>	<ul style="list-style-type: none"> - Improve one's writing, based on the indication of 	<ul style="list-style-type: none"> - To analyse the text regarding the use of passive voice, adverbs, 	<ul style="list-style-type: none"> - To make students aware of possible text analyses: use of passive voice, 	<p>This tool makes suggestions that are not supposed to be regarded as a rule,</p>

ayapp.com/	lengthy, complex sentences and common "errors".	and sentence complexity.	adverbs and sentence length balance; - to increase students' awareness of these aspects in their writing, taking into consideration similar texts in their specific area of studies.	given that writing a text must consider a combination of several elements (purpose, interlocutor, genre characteristics etc.) to be able to identify if a certain structure is adequate or not. It is crucial that students use it only with their teachers' explicit instructions towards a critical evaluation of the tool suggestions.
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Source: created by the author

The tools included in the table above can all be used to stimulate good practices in EAP, taking advantage of the attention technology can prompt in the users, encouraging students to be autonomous users of the language and adopt the tools in their individual activities. All of them refer to writing conventions and practices that are commonly valued as good academic writing and, thus, evaluated in students' papers. Some critics, however, point out the dangers of adopting machine-based text analyser, such as the ones proposed. Benzie and Harper, for example, say that it might induce students to think all the corrections suggested by a text analyser should be accepted because it gives a generic "view of what 'good' writing looks like, divorced from the context in which the students are each trying to improve their writing" (BENZIE; HARPER, 2019, p. 12). This is why it is important to use these tools in an integrated way with peer work and the teacher's guidance in the classroom.

Based on the help provided by these tools, one can infer that "good writing" is being able to use general writing skills, for instance, paraphrasing, using a varied vocabulary repertoire, showing a certain syntax proficiency, avoiding "excessive use" of passive voice and not making "mistakes" concerning grammar and spelling. Although these and other discursive aspects should be observed in academic writing, one can not suppose that these tools are a "magical" solution to master writing abilities. The same is true for reading, considering that having access to the meaning of words in a text or reading a summary, for

example, are insufficient skills to read well. Drawing on my own experience, as I was writing this paper, I had to paraphrase the same phrase more than once. There came a time when I ran out of ideas on how to paraphrase and maintain the same message the original excerpt expressed. I checked the paraphraser for suggestions and, after considering what I already know about writing conventions in my own area, my writing purpose and interlocutors, I selected only one of the words it suggested from the five words it provided synonyms for.

Surely each area of studies has its particularities and each reading and writing task has a specific purpose, therefore there is no "one size fits all" when it comes to the required components of an academic text. However, I highlight that the idea is to introduce these tools in class so that experienced EAP teachers can guide their students concerning the adequacy of these suggestions to the students' specific areas of expertise and needs. This can be done, for example, by proposing the analysis of academic texts in groups organized by specific areas of study and then ask the groups to share their conclusions with the class so that the students can realize that each field has historically constructed and valued writing conventions and practices. As mentioned before, this way the teacher can link the approach of study skills with academic literacy, as proposed by Lea and Street (2006, p. 227), calling students' attention to discursive aspects and discussing how textual characteristics relate to "meaning-making, identity, power and authority" and to "what 'counts' as knowledge in any particular academic context". These opportunities to discuss their machine-based editing practices can foster students to learn that appropriate and effective academic writing is a "complex, dynamic, nuanced, situated, and involving both epistemological issues and social processes including power relations among people and institutions, and social identities" (LEA; STREET, 2006, p. 228). Next, I present the design for a workshop for EAP teachers with the objective of getting them acquainted with the tools described in this chapter. In order to use the tools in class, it is fundamental that they understand the function of the tools and be users themselves.

4- WORKSHOP DESIGN

As mentioned in the previous chapters, this paper intends to suggest some online tools for academic writing, as well as to propose a workshop for EAP teachers to get acquainted with them and to learn how to use them, considering that being familiarized with tools is essential for them to adopt online tools within their classroom practices. This chapter describes the participants the workshop is designed to, informs about course hours and prerequisites, and presents the activities planned for the interactions in class.

4.1- The participants

The objective of the workshop is to prepare EAP teachers to use online tools for academic writing in their classes. This proposal is designed for 20 participants with a C1 level of proficiency, in view of the fact that to comprehend academic English one has to have an advanced level of proficiency. Several universities require a B2 proficiency certificate from exchange students, so the teachers should have at least a C1 certificate. The Common European Framework of Reference (CEFR) describes C1 as:

Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. (CEFR, 2011)¹³.

There would be no age limit, given the aim is to boost the use of the tools by the participants, regardless of their age and familiarity with these or other similar technological tools. It would be required, though, that they have basic computer skills knowledge. The Computer Skills Assessment Framework from the University of New South Wales¹⁴ describes basic computer skills in several different aspects. For the purpose of this work, I selected the ones required to attend this workshop:

¹³ <http://ebcl.eu.com/wp-content/uploads/2011/11/CEFR-all-scales-and-all-skills.pdf>, last accessed 30 Dec 2019.

¹⁴ <https://www.unswglobal.unsw.edu.au/educational-assessments/>, last accessed 30 Dec 2019.

Figure 2: Computer skills required for the workshop

<p>For text editors: Create a new document: enter text; delete; save; save as; Use basic edit features: cut; copy; paste; Identify features: toolbar; icons; cursor.</p> <p>For internet use: Understand how to navigate using a browser; Understand simple search terms/conventions; Locate web address; Understand the concept of hyperlink.</p> <p>For basic software concepts: Distinguish what is software/hardware Understand menu bars; etc Understand basic terminology: file; application Locate and retrieve files in various directories.</p>
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Source: adapted from The Computer Skills Assessment Framework from the University of New South Wales (2013)

4.2- Course design and activities

The general objective of the activities is to allow the participants to get familiarized with the tools presented, to understand that there are several other tools available to blend technology in the classroom, and to use the tools in order to feel confident to help their students. Since Stanley (2013) claims that lack of confidence and knowledge are major reasons for teachers to avoid using technology in the classroom, these participants must try the tools themselves. This way they can solve potential questions, think of ways they could use them with their students, foresee common difficulties, and plan their lessons from a user perspective.

The workshop should be held in a laboratory with a computer connected to a projector and other 20 computers (or at least one computer for each of the participants), all of them with internet access. There will be one activity for each of the tools. The participants do not need to bring any gadget. The workshop hours are one encounter of 120-140 minutes.

The following table presents the activities planned for the workshop. There are seven activities, each of them is described in terms of objectives, dynamics sequence, the average time needed for the activity and the required materials.

Table 3: Workshop activities

Activity	Objectives	Dynamics	Time (minutes)	Materials
Warm-up	Activate previous knowledge about: <ul style="list-style-type: none"> ● use of computers ● writing practice ● teaching writing ● teaching with technology 	Group discussion: participants observe an image of hands using books, papers or other common stationery items, as well as computers to share their thoughts about the image with the group.	5-10	Image of hands using books, papers or other common stationery items, as well as computers.
Compiling tools' links	<ul style="list-style-type: none"> ● Get to know Favinks (https://favinks.com/): objectives, uses, organization, tags, utility; ● browse the Internet to find relevant websites for EAP classes; ● add links of websites and apps to an account; ● justify the choice of the websites and apps selected; ● adopt Favinks as a tool to make a collection of websites they find useful for using with their students. 	<ol style="list-style-type: none"> 1. The instructor opens the website on a computer connected to a projector. Participants browse and discuss the purpose and utility of the tool. 2. The instructor creates an account for the whole group and provides a username and password. 3. The instructor adds one website to exemplify how to insert a link on Favinks. 4. Participants insert a website or apps they already use with their students and explain to their colleagues how they use it. 	15-30 depending on the engagement of the participants	-
Words and proficiency level	<ul style="list-style-type: none"> ● Get to know Text helper (https://www.er-central.com/text-help) 	<ol style="list-style-type: none"> 1. The instructor asks how the participants define the words to be taught as pre-teach 	20	A text from the participant's choice.

	<p>er/): objectives, uses, utility;</p> <ul style="list-style-type: none"> • identify the words in a text that are inadequate to a given level of proficiency; • think of how anxious a student can get when they do not know the words that are required to comprehend a text and how having the definition to them on the same window can help from interrupting the reading flow. 	<p>vocabulary and the group discusses it in pairs.</p> <ol style="list-style-type: none"> 2. The participants are introduced to the website Text Helper. The instructor pastes a text onto the screen and, after selecting a proficiency level, shows the participants the list of definitions that is exhibited beside the text. 3. The participants paste a text they would like to work with their students onto the site. After selecting the proficiency level they want to work with and generating a glossary, they discuss with peers how they could introduce the words from the glossary to the group of students and the reason for their choices. 4. The participants are asked how they think this website could help their students and to share their ideas with the group. 		
Plagiarism	<ul style="list-style-type: none"> • Get to know a plagiarism detector https://www.quetext.com/: objectives, uses and utility; • Understand how the students' acknowledgement of these technologies can prevent them from plagiarizing or even help keep track of their sources while writing, therefore stimulating good ethical writing practices. 	<ol style="list-style-type: none"> 1. The instructor elicits from the participants if any of them has already faced a case of plagiarism and how they detected it. 2. The instructor shows them a plagiarism detector website and pastes a text that contains other people's texts to show how it works. 3. The participants are asked to insert a text, check for plagiarism and share any questions with their peers. 4. The instructor elicits from them how they could use this tool with their students. They think individually or in pairs and share with the group. 	20	A text from the participant's choice.
Break			10	
Paraphrasing	<ul style="list-style-type: none"> • Get to know the paraphrasing tool 	<ol style="list-style-type: none"> 1. The instructor asks only one-third of the group to return 	25	A paragraph of a text.

	<p>www.paraphrasing-tool.net: objectives, uses and utility;</p> <ul style="list-style-type: none"> ● understand how a tool can be useful to paraphrase when the writer is out of ideas; ● perceive the advantages and disadvantages of a paraphrasing tool compared to a thesaurus. 	<p>and the rest to wait 5 more minutes outside the classroom.</p> <ol style="list-style-type: none"> 2. The instructor presents to the ones in the class the website www.paraphrasing-tool.net and its instructions, asking them not to share with their classmates the information before the end of the activity. 3. The other participants are required to enter the room and it is explained to the whole group that they will have to rewrite a paragraph using their own words. 4. The instructor separates the group into three smaller groups: <ul style="list-style-type: none"> Group A: those who were introduced to the paraphrasing tool. They are allowed to use it during the activity. Group B: half of those who were outside the classroom after the break. This group is allowed to use any tool (gadgets, books, etc.) to perform the activity. Group 3: the other half of the ones that stayed 5 minutes longer outside the classroom. This group is not allowed to use any tool for the activity. 5. Each group is given the same paragraph. They have 3 minutes to rewrite the paragraph in pairs (pairs of people from the same group). 6. They share their writings with the whole group and also the experience of paraphrasing using (or not) a tool. The pairs that were allowed to use the paraphrasing tool show their peers how it works. 7. They are asked to select a paragraph (a sentence or even a text) and paste it onto the site to verify the suggestions of 		
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		synonyms. They are asked if they think those are good options of synonyms and how this tool differs from a thesaurus, in both positive and negative aspects.		
Summarizing	<ul style="list-style-type: none"> ● Get to know the summarizing tool https://smmry.com/ : objectives, uses and utility; ● perceive that the tool is machine-based and a summary made on it is not totally reliable, therefore should be used having this weakness in mind; ● understand how it can help students in the process of selecting sources that are related to their studies even when they do not display an abstract or summary; ● acknowledge that the tool is not intended to replace the act of reading, but to give the reader the gist of the text, especially for those who tend to get very anxious when facing a long text and tend to want to translate each word from it. 	<ol style="list-style-type: none"> 1. The instructor asks the participants how they select texts relevant to what they need that are quite long and do not display an abstract or summary when they are in a hurry. They share their ideas with the group. 2. The participants are then asked if they believe stress can influence the quality of their students' skimming abilities. Again, they discuss with the group. 3. The group is presented with the summarizer and asked to paste a long text onto the website, select a number of sentences and click on "summarize". 4. The group is asked how this website could help their students and which type of students (or situation) specifically. They share with the group. 	15	A text from the participant's choice.
Analyzing some aspects of the text	<ul style="list-style-type: none"> ● Get to know the machine-based text analyser http://hemingwaya pp.com/: objectives, uses 	<ol style="list-style-type: none"> 1. The instructor asks if the participants have already used text analysers. If yes, which and what aspects are analysed. The participants share their experiences with the group. 	20	A text from the participant's choice.

	<p>and utility;</p> <ul style="list-style-type: none"> ● Understand that the specific writing parameters of one's area of studies have to be taken into consideration; ● comprehend the importance of guiding students through the use of the tool, since not all the suggestions are adequate to academic writing. 	<ol style="list-style-type: none"> 2. The participants are asked if they believe that addressing one grammatical (or structural) issue at a time is a useful way to deal with students' writing issues. Also, if they believe that by highlighting a certain structure, the students can detect that type of structure more easily. 3. The participants are asked to access the website and paste a text they wrote on the designated area. The participants have to answer in which aspects this site analyses the texts (to what each colour refers to). 4. The instructor requests the participants to accept or not each of the suggestions and think if these suggestions are valuable for EAP and why. 5. The participants think of how this tool could help their students raise awareness of a specific writing issue. Then, they share their ideas with the group. 		
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Source: created by the author

One of the expected outcomes of this proposal is that the participants get more familiarized with technology in general and as a result adopt it more frequently in the classroom. It is also expected, according to Rust's (1998), to enhance their confidence to use the tools proposed, to get in contact with different tools and learn how to search for them, to help them understand that technology in the classroom must have a meaningful use, and ultimately promote opportunities for selection of tools that best adapt to the course they teach, taking into consideration their syllabus and the main goals of the EAP course. Another result this proposal intends to reach is that both the participants of this workshop and their respective students use these websites in their academic career, to enhance teaching and learning practices.

The impact these results might have are several. The first is the increase in students' participation in classes, given that teaching with technology may improve students' engagement (STANLEY, 2013). Another is that teachers and students that adopt those tools might be able to perform either different or deeper actions regarding their texts when comparing to the interaction only paper allows since the tools were selected having in mind Stanley's (2013, p. 4) principled approach: why use the technology, who is the technology best for, what is the technology best used for, where, when and how should it be used. This way, this work seeks to contribute to teachers' education, broadening their knowledge on tools to be used in the classroom as well as to promote good practices in academic writing and provide "rich learning experiences with which students can relate to" (HICKS, 2011, p. 189).

5- CONCLUSION

The objective of this study is to gather a collection of technological tools and propose a workshop aiming at providing EAP teachers with the expertise to use them in their classrooms, given that my work experience using technological tools for teaching EAP at the Languages without Borders program (IsF) suggests that these tools might have positive results, broadening the students' contact with the language. The reasons for this work are several. First, there is an imbalance between the evolution of technology inside and outside the classroom, and the contemporary context requires technological abilities. Second, there seems to be a lack of both studies and workshops offering this type of approach, especially in Brazil. Also, because it is important that teachers can insert technology in a meaningful way inside the classroom, and a workshop in which they can try the tools themselves seems to be a good opportunity for them to gain the confidence to start using these digital tools in their lessons.

After discussing the importance of teaching with technology, the concepts of academic literacy and EAP, and the type of courses that are currently being offered in academic contexts, a collection of digital tools for EAP was presented and some of them were selected to compose the workshop for teachers. The tools chosen for the workshop were described as to their potential uses in the classroom and, finally, the workshop design was presented as to participants, prerequisites and activities. The experience I had at IsF contributed immensely to my teacher education and was fundamental to writing this paper. Using the reading and writing difficulties that I observed the students had during the period I worked at the program, I was able to look for tools that could help them. At the program, I also learned the importance of promoting good teaching practices. Since the experience I had using technological tools for reading and writing in EAP was positive, I decided to organize this information to share with other teachers so that more students can take benefit from it.

This work displays a list of tools that can be useful in EAP practices and selects some of them to be studied through a set of activities proposed as a workshop designed for teachers to promote good practices in EAP and enhance motivation and learning in the classroom. The aims of this work is to boost the use of technology in an integrated way, by offering an opportunity for teachers to learn about the tools using them with their peers, allowing them to

foresee the difficulties the students will possibly face, and to check the technical requirements the tools demand, increasing the teachers' experience and confidence with regard to the use of technology and, this way, raising the chances of these tools to be adopted in the classroom. Also, this set of activities is planned to inspire the development of students' academic and technological literacies and, by sharing and using tools that can contribute to their academic life, broaden their interest and participation in the classes.

It is crucial to highlight that the tools presented here are machine-based and are intended to be considered questionable in their propositions, regardless of being a summarizer, a text analyser, or a paraphraser. There is no useful application of these tools in EAP contexts without either the guidance of an experienced teacher or a knowledge of the requirements and values associated to EAP practices in different fields of study. However, they can be quite beneficial to increase the students' awareness toward specific issues concerning their academic production and the possible implications of their discursive choices. Therefore, it is imperative that, in order to be able to make good use regarding the tools' suggestions, the students be introduced to them by someone that holds this knowledge and can point out their limitations.

This work does not intend to cover all the existing tools that can be used in EAP, neither does it claim that these are the only possible ways to use these tools. Certainly, there are plenty of other contexts in which they can be adopted and, as I write, a variety of other digital tools is being developed that will offer much more advanced technologies in the near future, making this work soon outdated. However, it is a valuable source of state-of-the-art digital teaching tools which can provide a basis for further research on the topic, as well as for other workshops addressing digital tools for teaching English.

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