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Institution:  
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### **Biography**

Aaron Woodcock is an EAP lecturer at the University of Reading. When he is not setting up or running ESAP courses, he is finding ways of promoting mediation within the university as a strategy for tackling plagiarism and deepening learning.

### **Presentation:**

**Ask the Expert: How mediation tasks have been used to assess ESAP language competence**

### **Abstract:**

Answering readers letters in an 'Ask the expert' column, giving a public lecture on your experiences in the lab or producing a poster showcasing research from your department — the authenticity of such assessment tasks may not be immediately obvious, but we have found them to be an effective approach to incorporating mediation into ESAP curricula. They require students to adopt strategies to explain new concepts and simplify technical texts for an audience that does not have specialist knowledge. This approach enables ESAP teachers to reliably assess students' language competence without being distracted by unfamiliar specialist knowledge. It also serves to deepen the learning experience of students by, for example, transforming the teaching of paraphrasing from the narrow, rather superficial activity of writing in your own words to avoid plagiarism to a deeper, more authentic social act that benefits both participants – the ESAP student and their audience. This talk will showcase a selection of mediation assessment tasks used on ESAP courses at Reading, discuss the benefits and drawbacks of incorporating such tasks, and invite the audience to reflect on how similar tasks could be used/are being used in their own particular setting.