

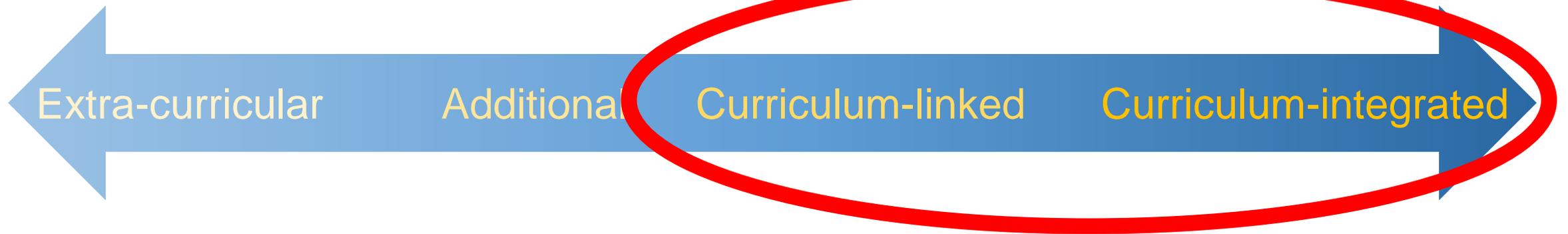
# In-session EAP: New Beginnings?

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and  
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# *A Guide to In-sessional EAP* (provisional title)

- The audience for our book.
- Our research.
- The term 'in-sessional' (NOT pre-sessional or pathway)
- Wingate (2015) outlines four broad approaches on a continuum:



- CEM (Contextualised, Embedded, Mapped) principles (Sloan and Porter, 2010).

# What's so interesting about ISEAP?

- **Academic literacy development** - Interface between language and content (Bond, 2020; 2021)
- **Collaboration:** interdisciplinary relationships in the university and beyond (e.g. Carr et al. 2021)
- **Teaching: Positioning** - teaching as a non expert- not sage on the stage (McWilliam, 2009)
- **Professional/ Personal level-** More rewarding than other EAP contexts?

Bee Bond BAAL CUP SIG - in-session EAP should be a 'beautiful, natural, useful and enriching addition to the curriculum',  
... 'intersected and interwoven and interconnected with everything that students are doing in their curriculum' (Bond, 2021)

# Beginnings for students

## **Threshold concepts**

= *“Critical moments of irreversible conceptual transformation in the educational experiences of learners, and their teachers”* (Meyer and Land, 2005: 373)

**Identity shift** *“The shift in perspective may lead to a transformation of personal identity”* (Meyer and Land, 2003:4)

## **Liminal space/liminality**

Land et al. (2014) discuss:

- Re-authoring the self
- Mimicry
- Questioning/ Role of reflection

# Beginnings for practitioners

Many of the 'old standbys' of EAP may be suddenly be found absent:

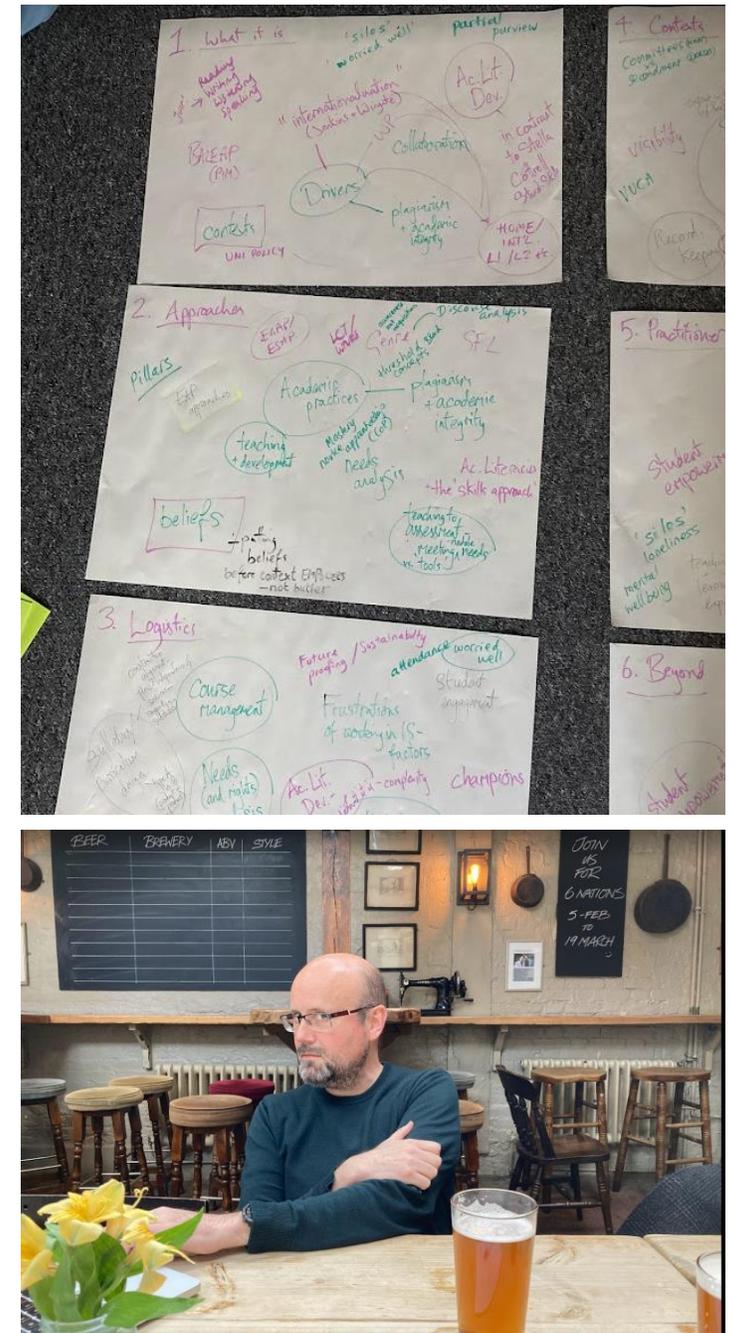
- Not positioned as an 'expert'; Students are experts – an awareness of the limits of our expertise;
- Mostly little to no input in assessment;
- Need to be agile; responsive to circumstances and shifting needs;
- Highly context-dependent;

'While EAP research firmly suggests the need for a disciplinary focus, there are very few openly available teaching resources for practitioners that meet this need.' (Bond, 2020: 91)

The territories of an institution can be hard to negotiate. More likely to be on one's own.

# Our beginning as writers

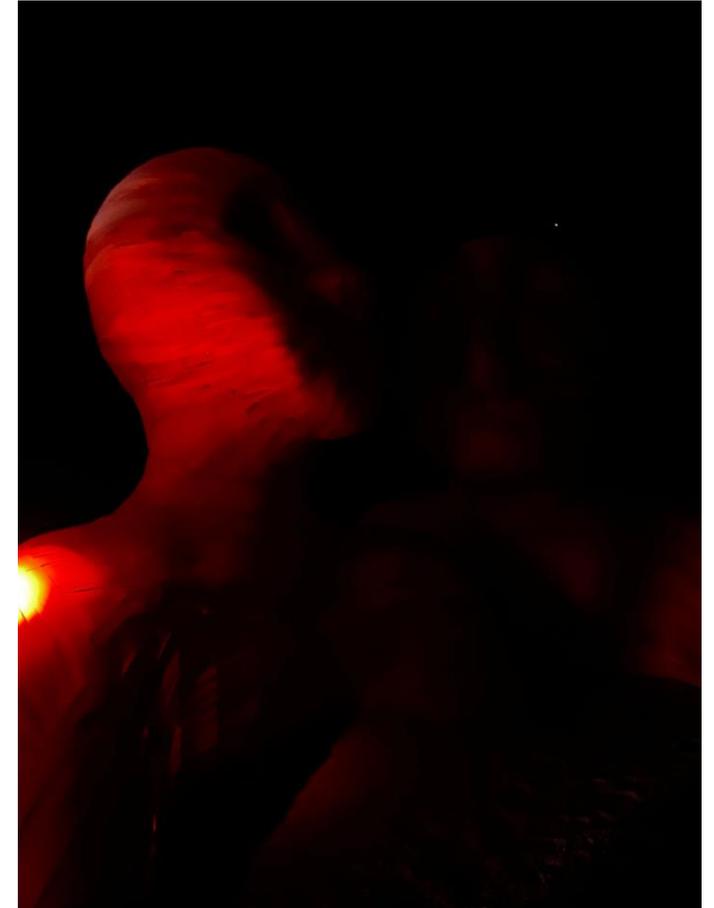
- > Interviews
- > Collaborative writing/Shared docs (Carr et al., 2021)  
*'we are rewriting ourselves'* (TC, in our notes 2022)
- > Visualising - seeing the whole book
- > Talks/conferences
- > Meeting up
- > Reflecting...
  - ...EAP + AcLits - 'stepping out' of our boundaries? (McGrath and Kaufhold, 2016)
  - ... the 'joy of collaboration' - 'Collaboration through the process of co-authoring, (...) can provide unique opportunities for learning for all parties involved' (Heron et al., 2021)



# Crossing the Threshold; empathy with student writers

EAP intensely concerned with **writing**: positioning practitioner as expert.

- **'The EAP practitioner conundrum'** (Ding & Bruce, 2017): teaching and coordination focus limits time and space for research and writing.
  - (Webster (2022): positive effects of incorporating scholarship into workload allocation - not the norm!)
- Our own **writing trajectories**...
- **Our process of writing mirroring student journeys**; our relationship with our editor.
- Trying to cross the Threshold 'can...be personally disturbing' (Bond, 2020: 143). Not linear. Territory at times ill-lit.



Latifa Echakhch: *The Concert*, 2022, Swiss pavilion, Venice Biennale.

## What is the EAP teacher's role?

*“teachers explode a pyrotechnic in the sky and all for a moment you can see the landscape, where you come from, where you could go”*

*Tony Benn*



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