OSLOMET

NFEAP Conference June 15th and 16th, 2023
Abstracts and biographies

PLENARY SPEAKERS

Bronwyn T. Williams

No Time Like the Present: The Experiences of Student Writers During the Pandemic

Time and place are inescapable factors in shaping how we write, and how we experience writing. Yet, in teaching writing, students may only get general advice to "leave yourself enough time" and "find a comfortable place" to write. Even so, students' develop, in their writing processes, habits and preferences around place and time that have significant impacts on how they experience writing and how they construct their literate identities. The disruptions of the COVID-19 pandemic were disruptions of place and time, leading students to improvise and remake their processes and places of writing. Exploring students' affective responses and material adaptations to the unusual conditions of the pandemic, both at home and in the classrooms and public spaces on the university campus, can help highlight the ongoing role of time and place in writing, and have implications for how students approach writing in the future. In this talk I will discuss a research project undertaken during the pandemic in which I conducted a series of interviews with more than 30 US university students between April 2020 to January 2022 about their experiences navigating and adapting to their altered writing and learning situations. I have turned to rhetorics of place, socio-material theories, and psychological research on concepts such as temporal disintegration to explore the ways students experienced the pandemic physically, narratively, and emotionally. Understanding students' experiences and practices during the dramatic events of the pandemic offers insights into how they construct their identities as learners and writers, as well as how they perceive their relationships to their instructors and to the university itself. Regardless of how long the pandemic lasts, the practices and perceptions of education developing now will ripple and resonate for years to come.

Bio
Bronwyn T. Williams is Endowed Chair of Rhetoric and Composition and Director of the University Writing Center at the University of Louisville. He writes and teaches on issues of literacy, identity, digital media, sustainability, and community engagement. He is currently at

work on a book about student experiences during the first two years of the pandemic, titled, Literacies in Times of Disruption: Living and Learning During a Pandemic, His previous books include Literacy Practices and Perceptions of Agency: Composing Identities; New Media Literacies and Participatory Popular Culture Across Borders; Shimmering Literacies: Popular Culture and Reading and Writing Online; Popular Culture And Representations of Literacy; and Identity Papers: Literacy and Power in Higher Education.

Alke Gröppel-Wegener

How to mix a 'Productive Distractini'

The ideal palate cleanser for when time is of the essence but you are stuck on an aspect of your academic writing, let mixing this cocktail of ideas provide a delightful – but also productive – change of perspective.

Take equal measures of content and academic format familiarity

Add a dash of hidden academic practice

Strain through a visual analogy framework

Vigorously stir in creativity to taste

Garnish with a dose of interpretation

Enjoy!

Bio
Dr Alke Gröppel-Wegener is passionate about Learning and Teaching and particularly explores the links between creative and academic practice. As part of this she has developed a number of visual analogies and creative activities to help students understand 'hidden' academic practice, which have been collected in Writing Essays by Pictures, a workbook for students, and two companions: The Boardgame Blueprint (a visual overview of the process of essay writing in the form of a board game) and a series of Visual Soundbites postcards. Alke has explored this work within the theoretical framework of re-genring including experimenting with different ways of dissemination, including the Choose-Your-Own-Adventure format to present an academic article. She is also working on a project that uses the Hero's Journey storytelling framework within curriculum design. In 2015 she was recognised by the Higher Education Academy and awarded a National Teaching Fellowship. Alke currently works as Associate Professor of Creative Academic Practice at Staffordshire University, a position she is leaving in summer 2023 in order to go on a gap year to figure out what she wants to do when she grows up. She occasionally blogs at
www.tactileacademia.com

Tijen Aksit and Necmi Aksit

Conceptions of Time in Higher Education Context: Challenges and Affordances in EAP Provision

This presentation aims to use various conceptions of time stemming from multiple disciplines to explore, interpret, and bring to the fore various challenges and affordances observed and experienced during the process of EAP provision in an EMI university in Türkiye.

There are numerous factors in action simultaneously, affecting the efficient and effective functioning of EAP provision at tertiary level. Similarly, there are usually established systems and procedures to provide support, resolve any unintended outcomes, and develop alternative means when and if needed.

Time is one the factors inexorably integrated into formal education settings. In the context of the EMI university in question, time is typically experienced by administrators, for example, in the form of strategic planning as to how to invest time and resources, by instructors in the form of planning, implementing, and assessing courses to fit in the academic calendar, and by students in the form of meeting task requirements by the deadlines given.

However, time is an elusive and multifaceted concept, operating concurrently on multiple layers. This sometimes makes it difficult to utilize effectively, identify the root cause of any challenges faced, or propose any worthwhile solutions. For example, while the structuring of time may be regarded as desirable to increase the impact of the teaching and learning process by some, it may also be regarded as restricting for allowing limited room for growth by others. Still, any such challenges do provide platform for fusing inherently conflicting conceptions. For example, in the context where this EAP program operates, in the outer culture, there is tendency towards a present-oriented temporal modality, such as in the form of living in the moment. However, the institution puts emphasis on a future-oriented temporality, giving importance to, for example forward planning, and this is reflected in the process of the EAP provision.

Bios

Tijen Aksit is Assistant Professor at Faculty of Education, and Director of Faculty Academic English Program at Bilkent University. She teaches graduate level teacher education courses in teaching English as a foreign language. She researches, and is published, in the areas of EAP, EMI and quality assurance in higher education.

Necmi Aksit is Assistant Professor at Faculty of Education, and Director of Teacher Education, and MA in Teaching English as a Foreign Language programs at Bilkent

University. He teaches pre-service and in-service graduate level teacher education courses. He researches, and is published, in the areas of EAP, and comparative education.

Hana Atcheson

The challenge of good timing: how to schedule assignments to motivate, not to demotivate for writing in task-based and process-oriented syllabi
It is generally understood that students have to find their own approach to writing and gradually become aware of the fact that learning to write may be a longer process. It is also believed that the teacher´s part is to guide the students through this learning process. They should provide feedback that allows a writer to see how they achieved the desired performance. Generally, the nature of feedback has some influences on the impact (Parr & Timperley, 2015). Moreover, the time allocated is mostly limited and framed with strict deadlines.

This paper will discuss a complementary nature of task-based syllabus and process-oriented syllabus with a special focus on development of communicative competence in academic writing with students enrolled in Ph.D. study programmes in creative arts disciplines. From the first formulation of the problem, collecting information, preparing an outline, drafting and revising, to peer and teacher constructive feedback, students are guided through a process that should have a pragmatic goal. This goal goes beyond establishing the sentence patterns (Hyland, 2006, p. 130). To experience active learning, students need a meaningful motivation while the timing can be one of the key elements. When to assign tasks for home and when to start sharing the time of writing in class? When to provide feedback on the contents of the text and when to point to the structure, cohesion and coherence?

The paper is supplemented with a survey that collected data via students´ reflective writing which focused on their understanding of short term and long term learning goals in academic writing in EAP classes at a graduate level. The use of reflective writing tasks can contribute to the students' understanding of the learning process. Last but not least, negotiating in the process-oriented syllabus contributes to building learner´s autonomy (Huang, 2006).

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Bio
Mgr. Hana Atcheson has taught EAP to PhD students at the Faculty of Multimedia Communications since 2012. She is a guarantor of English curricula for Bachelor´s, Master´s and PhD study programmes in the industrial, product, shoe, fashion, graphic and digital

design, in the film production, and marketing communications. Currently a PhD student in English teaching methodology, Faculty of Pedagogy, Masaryk University, Brno, CR Republic.

Xinyi Chen

Fostering learner autonomy in academic English education: a reflective writing approach based on Ebbinghaus forgetting curve

To forget or not to forget? When the Ebbinghaus forgetting curve comes into play, that would no longer be a question. The Ebbinghaus forgetting curve suggests that information is forgotten over time unless it is periodically reinforced. The theory suggests that the more often information is reviewed, the better one will be able to remember it. In academic English education, what students learn in their EAP classes tends to be lost over time if the knowledge is not reviewed or reinforced. Thus, teachers should provide students with tools and strategies to help them retain and recall information. This situation can serve as a favourable situation where learner autonomy can be fostered and enhanced. In this presentation, the researcher will explore how the Ebbinghaus forgetting curve can be used as a framework to foster learner autonomy. One possible teaching practice is to introduce reflective writing tasks as part of a portfolio assessment. Just like how Neville was sent a Remembrall by his grandmother in his second week at Hogwarts, EAP learners should also be introduced to a Forgetitnot Reflective Writing Journal at the very beginning of a semester. This presentation discusses the possibilities of adopting a reflective writing approach to foster learner autonomy in an EMI university. The researcher will present an overview of the Ebbinghaus forgetting curve, methods to challenge it, and reflecting writing tasks as part of a portfolio assessment in an EAP module in order to foster learner autonomy.

Bio
Xinyi Chen is an Assistant Language Lecturer at Xi'an Jiaotong-Liverpool University. She has a science educational background; she completed her Master's Degrees in International Relations and TESOL and has since been involved in EAP teaching and research. Her research interests are critical literacy and learner autonomy.

Deborah Des Jardins and Becky Kato

Exploring the notion of time in an ESP course for architecture and urban design students

The concepts of time and prioritization are inextricably linked for all university students. However, in an ESP course for Masters students in Architecture and Urban Design at a large research university in the U.S., time is of particular relevance, and what is prioritized is an interesting question for contemplation. Over the last twenty years, course design has evolved as a result of changing student demographics, expectations, and needs; however, the time pressures students experience have not diminished. Comparing the amount of time dedicated to studio work, content courses, and language skills, it's vital to explore what students prioritize and why. Understanding that students' time is limited, this presentation examines the pedagogical decisions made through a discussion of how teaching practices have been adapted to students' real and perceived notions of time. Taking a closer look at the most important genre in Architecture, the design review (also referred to as crit, critique, or design jury), we examine the concept of time and how this impacts this high-

stakes speaking task. The genre of the design review has been analyzed by many scholars (Swales et al., 2001, Morton, 2009; Melles, 2008; Dannels, 2005). As Swales has noted, the final review is a fundamental 'rite of passage' (2001) for students in architecture and urban design. Developing oral fluency and presentation skills for the design review is essential and may, at times, feel overwhelming for students. How do students learn this genre? Do they see the ESP coursework as related to their performance? Do their ideas change over the course of the semester? This presentation will end with a discussion of how takeaways from this teaching context may guide pedagogical decisions in the teaching of ESP given time constraints faced by both learners and educators.

Bios
Deborah Des Jardins is a lecturer at the University of Michigan's English Language Institute, where she teaches courses in the areas of English for Academic Purposes, English for Specific Purposes, engaged and service learning, and teacher training. She has also been involved in course development and program coordination.

Becky Kato has been a Lecturer at the University of Michigan's English Language Institute since 2019 supporting multilingual learners' oral and written communication. Her teaching focuses on academic listening and speaking skills, pronunciation, and teacher development. She also teaches an ESP course for graduate students in Architecture and Urban Design.

Olga Dontcheva-Navratilova

Academic identity development over time: authorial voice and audience engagement in L2 (Czech) master's theses
The development of one's academic identity during graduate studies is closely connected with the factor of time. As students advance through their program, they not only acquire knowledge and skills but also socialise over time to disciplinary norms and conventions. For L2 graduates, a major challenge is to develop an academic identity in English-medium discourse within the time constraints of their studies.

This contribution explores how L2 graduates in the field of humanities claim and construct academic identities at the end of their master's studies. The study focuses on linguistic resources which index different aspects of authorial voice and audience engagement in L2 (Czech) English-medium master's theses (cf. Flowerdew & Wang, 2015). It analyses patterns of author and reader reference pronouns that students employ for interpersonal positioning. The aim is to reveal how Czech graduates use these linguistic resources to modulate the degree of visibility and authority they convey and how they construct proximity when negotiating claims and views with readers (cf. Hyland 2010). The contrastive corpus-based investigation compares a corpus of Czech English-medium master's theses with two reference L1 corpora representing learner and published academic discourse to examine differences pertaining to variation along culture and expertise dimensions. The findings indicate that realisation patterns of author and reader reference pronouns and preferences for specific rhetorical roles vary significantly across the corpora. Czech graduates seem reluctant to display a high degree of visibility and authority and tend to invest less rhetorical efforts to construct proximity than L1 writers. The contribution argues that the academic identity that L2 graduates display in their master's thesis is highly fluid, as

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it reflects the outcome of their efforts to blend the L1 and the Anglophone academic conventions, their continuous rhetorical development, and the audience addressed in the context of the master's thesis finals.

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Hyland, K. (2010). Constructing proximity: Relating to readers in popular and professional science. *Journal of English for Academic Purposes 9*, 116-127.

Bio
Olga Dontcheva-Navratilova is Associate Professor of English Linguistics at the Faculty of Education, Masaryk University, Czech Republic. Her research interests include English for academic and specific purposes and political discourse. She has published the books Analysing Genre: The Colony Text of UNESCO Resolutions (2009), Coherence in Political Speeches (2011) and co-authored Persuasion in Specialised Discourse (2020).

Claudia Doroholschi

Student time and university timetables: finding the time to write your bachelor thesis
In the final year of their undergraduate programs, students of English at the West University of Timisoara, Romania are required to write bachelor theses in English for graduation. They are engaged in writing their thesis at the same time as studying two languages full time; if they wish to qualify as language teachers, they simultaneously take teacher training courses and engage in teaching practice in schools. In addition to the thesis defense, they are also required to take a comprehensive final examination. The students' workload is structured according to the European Credit Transfer and Accumulation System (ECTS), used in the European Higher Education Area (EHEA) to encode the number of hours normally required to complete a study program (European Commission 2015). In practice, however, official workloads do not always coincide with students' actual workload.

The present paper looks at data obtained from student interviews and questionnaires, and compares different types of schedules, such as the students' own work plans and official documents such as curricula and timetables, to tease out tensions between institutional expectations of student time management and the time pressures students actually face. It discusses to what extent the credit system is consistent with students' actual workload, how the students' timetable overlaps and conflicts with institutional timetables and the timetables of their supervisors, and how the students themselves navigate these various timelines and deadlines. Finally, the paper addresses potential areas of institutional improvement and pedagogical intervention.

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Bio
Claudia Ioana Doroholschi is a lecturer at the West University of Timișoara, where she teaches literature and academic writing. She is coordinator of her faculty's Centre for Academic and Professional Writing and has been involved in research regarding writing practices and the teaching of writing in Romania.

Malgorzata (Gosia) Drewniok

Is there ever a good time?: how time affects EAP module design.
Designing a new embedded EAP module creates many challenges, and some of these have to do with time. There is often limited time to design and implement such a module. When considering the students' needs and these of other stakeholders, some questions emerge, including the timing of the specific content of such modules, and whether we see it as a standalone course or an integral part of the degree programme.

In this presentation, I want to discuss two examples that illustrate this relationship between module design and time. One example will be a discipline-specific EAP module on the International Foundation Programme which I designed for the IFP Business and Economics pathway. Previously on this IFP, there were 5 pathways but only one generic EAP module for all. It was then decided that pathway-specific modules would be developed, and I was appointed the lead for the Business and Economics EAP. To design this course, I worked closely with subject colleagues – both to identify student needs at specific points in term, and to avoid over-assessment.

My second and more recent example will focus on an EAP module embedded in a new Business International Year 1. Student needs in the wider context (their other modules and their transition from home country to the UK) have influenced this module's syllabus and its assessment. I will discuss how it was originally designed, then adjusted during its run, and finally reviewed at the end of its first year. Overall, in this paper I'd like to explore how various aspects of time (its limits, alignment with the wider context, and our perspective) could impact EAP module design.

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Bio
Malgorzata (Gosia) Drewniok has a PhD in Linguistics from Lancaster University, UK. In the past, she worked at University of Portsmouth, University of Southampton, and University of Warwick. In 2019 she joined University of Lincoln, UK as the In-sessional Programme

Manager, and is now the Head of the International College at Lincoln, which offers in-sessional, pre-sessional, and degree preparation courses. She is a qualified EFL teacher, and is research active, with interests in the language of popular culture.

Ann-Marie Eriksson and Kathryn Kaufhold

Representing writing and positioning multilingual students in instructional models of academic writing

Representing writing and positioning multilingual students through instructional models of academic writing across stages of higher education During their time at university, students in Scandinavia often develop academic literacies in at least two languages, first in the local language and then in English. Academic writing at bachelor level implies writing in the local language whereas academic writing at masters level implies writing in English. The teaching of academic writing in these two languages often employs distinct pedagogical approaches and models for writing, which might have consequences as students over time transition from undergraduate to graduate studies. From a sociocultural perspective, such models are understood as cultural, mediating tools (Säljö, 2019) through which people, who draw on these tools in their writing process, are invited to specific literacy practices. The study to be reported aims to investigate what entrance points to literacy practices for academic purposes students are provided with through such instructional models in printed and digital teaching materials. More specifically, how are such models introduced at different times of students' progression through their studies? How are they given meaning in relation to students' needs? How are students discursively positioned as learners of academic writing? Are there consequences for multilinguality? The initial selection of data entailed surveys of course literature and writing centre webpages at 30 Swedish universities, which resulted in an overview of the most frequently used textbooks and online material on academic writing. From this material, 'the IMRaD' structure and 'the text triangle' were identified as two specific, recurring models. To approach what entrance points to literacy practices are provided through these models, we developed an analytical framework which combines mediation (Säljö, 2019) and socio-material analysis (cf. Ennser-Kananen & Saarinen, 2023). The discrepancies found so far indicate that pedagogical challenges are distinctly different in English writing instruction compared to Swedish writing instruction. Making such discrepancies visible opens up for analytical and theoretical dialogue as well as potential innovation of teaching and learning practices.

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Bios
Ann-Marie Eriksson is Senior Lecturer at the Department of Education, Communication and Learning, University of Gothenburg. Her research focuses writing and learning in higher

education and concerns literacy practices, dialogism and pedagogical innovation. She is co-editor of Language Matters in Higher Education Contexts: Policy and Practice (Brill, 2022).

Kathrin Kaufhold is Associate Professor in English Applied Linguistics at the Department of English, Stockholm University. Her research interests include academic writing across languages, institutional communication, and qualitative research methods. She is co-editor of Language Perceptions and Practices in Multilingual Universities (Palgrave Macmillan, 2020).

Andreas Eriksson and Anthony Norman

Collaborative writing in STEM higher education: development of a phenomenographic study over time

Education in science, technology, engineering and mathematics (STEM) often includes collaborative work, with one aim being to train and prepare students for teamwork in professional life. Consequently, a significant portion of students' written work is done in groups. To develop effective collaborative writing sequences, it becomes important to understand what collaborative writing is, how students experience collaborative writing and how they act in collaborative writing contexts. Research on collaborative writing has underscored that defining what collaborative writing is remains challenging (Ede & Lunsford, 1990; Lowry, Curtis, & Lowry, 2004; Gimenez & Thondhlana, 2012), as does the investigation of student experience. One method for exploring participants' experiences is phenomenography, an empirical, interpretivist approach aimed at capturing variation in how people experience and think of a phenomenon. In our presentation, we highlight the gradual development of a phenomenographic study aimed at eliciting student experiences of writing in groups. One central, recurring question has been "what exactly is the phenomenon we are exploring?" Our understanding of the object of research and how to study it has changed over time, informed by reading, discussion, and several pilots, affecting contextual and conceptual choices in our empirical design. We aim to shed light on how this iterative process helped guide further exploration and design choices, including its impact on the interviews. In the presentation, we role-play the decision-making process between supervisor and PhD candidate, and then present some preliminary results from a pilot study. Some of the keyquestions are:
- What interview questions are appropriate in a phenomenographic interview for STEM students (the development of an interview protocol)?
- How do we talk to students about collaborative writing?
- What are some experiences of STEM students writing in groups?

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Bios
Andreas Eriksson is associate professor and head of division at the Division for Language and Communication, Chalmers University of Technology. His main research interests are within the fields of writing research, writing pedagogy and the integration of content and language in higher education (ICLHE).

Anthony Norman is a PhD student at the Division for Language and Communication, Chalmers University of Technology. His research focuses on collaborative writing, with broad interests connected to communication, group dynamics, and pedagogy.

James Fenton

How the use of time can facilitate autonomy in EAP
Autonomy is widely seen as a key provision of a university education (Henri et al., 2018). The proposal is that time is an important and underutilised method of introducing and encouraging autonomy in an EAP context. There is evidence that how successfully learners organise their time outside of an institutional timetable has a positive effect on their both their learning and autonomy (Hsieh and Hsieh, 2019). In addition, research has revealed how focusing on concepts that underpin success but are not explicitly part of the curriculum, e.g., metacognition, can also develop autonomy (Smith and Darvas, 2017). Time has been identified as such a concept and its management is tied to positive student outcomes, particularly within moves to a greater emphasis on online learning (Fidalgo et al., 2020; Spiel and Schober, 2021).

Views on autonomy can be broadly divided into: 1) an individual-based perspective where it is more static and related to a person's inherent characteristics, e.g. self- efficacy (Scott et al., 2015); and 2) a more developmental perspective that views autonomy as something which can be supported to facilitate progress (Wilson et al., 2016). The question emerges of the best ways to bridge the gap between the two perspectives and allow autonomy to develop through EAP provision. Like the increasingly widespread use of reflection, time directly accesses a salient life feature (Veine et al., 2020), and also addresses a central paradox of any attempt to increase autonomy: how to enable students to take control of their own autonomy while at the same time providing instruction that "tells" students what to do. This presentation provides practical suggestions for how time can provide that link between a recognised feature of everyone's life and greater autonomy, both in the EAP classroom and beyond.

Bio
James Fenton has over 25 years' experience of English language teaching in 11 countries. He currently lectures in Academic English at the Centre for Education and Teaching Innovation and has previously lectured in Language Acquisition and Clinical Linguistics. His recent published research explores multilingual language assessment and access to education.

Hana Gustafsson

Exploring the timeline of a scaffolded writing path: how linear is the students' development over time?

In this talk I am going to explore the timeline of a scaffolded developmental path – part of a locally tailored pedagogy - for the writing of scientific abstracts in English. The focus is on final year Master students in engineering disciplines working on research projects, who need to develop their research writing skills within a relatively short period of time. This is a challenge for the students as they are not only novice research writers but also novice researchers, with only a partial grasp of their research fields and projects. How can a novice researcher, for example, describe the gap in the research field and the contribution of own research while lacking awareness of both? Without the necessary experience, what sense can a novice researcher make of abstract writing guidelines based on generic abstract structure? To address these challenges, we have designed a scaffolded writing path that runs throughout a semester-length course in scientific communication. The path includes thinking-writing tools (Gustafsson et al, 2022), feedback, and writing milestones (some of which are part of the formal course assessment). Students are encouraged to continually adjust their abstracts so that they accurately reflect the current stages of their research projects. A crucial aspect of this pedagogical design is, somewhat paradoxically, the timelessness and non-linearity of the developmental path. For example, most students do not neatly and gradually proceed over time from notes or skeletal structure to a complete running text of the abstract. Also, many need to re-draft their abstracts throughout the semester, as their research projects change or take a different direction. Finally, while all students must submit a polished, final abstract at the end of the semester, we still encourage them to think of their abstracts as drafts, ready to be molded for the next audience, purpose, or outlet.

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Bio

Dr Hana Gustafsson is Associate Professor at NTNU, Norway, where she teaches and researches the area of science communication, especially writing. Her research background is in language acquisition from a usage-based and cognitive linguistic perspective. She also has qualifications and experience in TEFL as a teacher and teacher trainer.

Nicole Ivarsson-Keng and Linda O. Enow

The politics of EAP time for doctoral students - a comparative case study between Finland and the UK

Time in doctoral English for Academic Purposes (EAP), albeit central, is '*othered*' and typically situated outside of research skills development. The politicisation of doctoral EAP time garners *'othering'* of spaces for support beyond skills development, and outside of research supervision (see Calle-Arango and Reyes, 2022). The intricate nature of research and research report writing, it can be argued, demonstrates the centrality of EAP. Literature on the temporal elements focuses on completion delays (e.g. van Rooij, Fokkens-Bruinsma and Jansen, 2021) rather than time dedicated to EAP. Institutional policies and practices (McAlpine and Amundsen, 2012; Aittola, 2017) entrench skills development requirements mandating timetabling, evaluating, and recording of progress. However, how much time doctoral students allocate to EAP is relatively unknown. Ward and Brennan (2020) declares there is no research on the relationship between doctoral completion and academic writing, with Waight (2022) emphasising time, as well as space, is overlooked in academic writing. This research therefore utilises influences from Foucault's discursive resistance (Mona Lilja, 2018) as a theoretical framework to establish the centrality of doctoral EAP. Understanding time sharpens students' self-evaluation, including independent management of EAP needs, refines supervisors' approach and centres EAP in doctoral skills development. The rhizomatic learning approach (Advance HE, 2020), as an example, captures the essence of doctoral EAP demonstrating one of many outcomes of discursive resistance around doctoral EAP practices. This comparative case study will explore doctoral students' perspectives on their time allocated to EAP during their doctoral journey in Finland and the UK. Qualitative survey, interview and reflective journal will be used to discover the challenges and the key areas of need to support doctoral students and supervisors including focused provision for EAP in doctoral skills development.

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Bios

Nicole Ivarsson-Keng has a wealth of experience teaching EAP to students of all levels in China, the UK and Finland. Her recent teaching and research interests in digital education and EAP are interdisciplinary, including online collaborative projects with partners from different countries to develop internationalisation and digitalisation at universities in Finland.

Linda O. Enow is an educationalist with specialisms in English and Education studies. For many years she has taught English in UK schools, EAP at various UK universities, and intensive EAP courses at three universities in China. EAP is intrinsic in her current university teaching and supervision at undergraduate and postgraduate levels.

Takeshi Kamijo

Examining L2 doctoral students' argument-building in the processes of qualitative research writing

For L2 doctoral students, research writing is essential to their academic work since they present arguments as knowledge construction. Many studies have examined L2 doctoral students' research writing based on the linear process framework, which includes reviewing the literature, collecting and analysing data, and building arguments. In qualitative research writing, however, L2 doctoral students must critically assess their theoretical beliefs, re-examine the data analysis, and carefully develop arguments with literature that can fit a context. As a result, researchers should examine the characteristics of doctoral students' induction and abduction (Kelle, 2013) for academic argumentation. These processes have remained largely unexplored.

The author conducted a study with two Japanese L2 doctoral students who wrote research articles on social justice in education. The author applied text history analyses (Curry & Lillis, 2010; Lillis & Curry, 2006) to evaluate the drafts and revised versions of their texts and interviewed the participants. In the presentation, the author provides the data from one of the L2 doctoral students who used narrative inquiry to investigate three female high school graduates in a local context.

The L2 doctoral student intended to examine regional inequality. In her draft text, she wrote a proposal with an explicit rationale. However, after conducting an assessment, she realised that regional inequality would not necessarily be relevant to the context. As she critically evaluated her researcher bias, she re-examined the participants' experiences. Her data

analysis via Trajectory Equifinality Modelling (Sato et al., 2009) showed that the participants struggled with meaningful identity construction. In her revised text, she described the lack of near-peer role models as a neglected educational constraint and added theories to support her claim. Doctoral educators are recommended to facilitate L2 doctoral students' critical assessment and abduction for argumentation due to the recursive nature of qualitative research writing.

Bio
Takeshi Kamijo is currently a professor at the College of Business Administration, Ritsumeikan University, Japan. His research interests include English for Academic Purposes, reading and writing strategies, sociocultural theory and learner development, classroom research, and language testing and assessment.

Bente Kristiansen

The willingness to spend time on writing for academic purposes
As an academic developer, I often deal with the issue of time:
- Faculty ask me to facilitate extra-curricular workshops with the purpose of 'fixing' the students' writing. Just a few hours.
- I ask faculty to spend time on incorporating academic writing into their teaching. Just a few hours.
- Students ask faculty to spend time on giving feedback on texts. Just a few minutes.
- Faculty ask students to spend more time on writing. Just a few hours more.

I will describe how time was spend in a specific case, where the time for text feedback in a course has decreased for more than ten years. This lack of time was the reason for establishing some writing interventions. The evaluation of these showed that by the end of the course, the students were still confused about how to write a 'discussion', although several of the writing interventions were instructions for how to write a discussion. It also turned out that the teachers had difficulties explaining what they consider as a discussion. Students' confusion might reflect faculty's confusion. Based on this insight, the teachers and we tried to "decode" (Pace & Middendorff, 2004) and demystify the institutional practices (Lillis 2001) around 'discussion', and reformulated the instructions for the assignment. From the perspective of time, I will compare this case with other initiatives on improving students' writing, and discuss under what circumstances teachers as well as students are most likely to spend time on teaching/learning writing for academic purposes? The following initiatives will be included in the discussion:
- Faculty and writing specialists co-teaching (e.g. Jonsmoen & Greek 2017; Wingate 2015)
- Generic extra-curricular writing workshops for students (e.g. Born & Brock 2022)
- Writing integrated in the disciplinary teaching (e.g. Carter 2007; Gram-Skjoldager 2023)
- Automatized text feedback (e.g. Knight et al 2020)

Bio
Bente Kristiansen, PhD, senior consultant at Centre for Educational Development, Aarhus University, Denmark. Conducts pedagogical courses, and cooperates with faculty on

development projects, mainly about supporting reading and writing competencies. Has published articles and two books (in Danish) about teaching reading and writing in academia.

Linda Lin

Challenges in academic writing and timing of interventions: a study of L2 postgraduate Engineering students
English academic writing presents a challenge for many writers of English as a second language (L2). This challenge is greater for students at the postgraduate level due to various higher-level conventions required in academic writing. Views about academic writing challenges of graduate students and faculty differ. However, there is a dearth of research on the extent and nature of these differences, particularly in the disciplines of science and technology. This paper aims to amend this absence by examining the perspectives of students and faculty on the major academic writing challenges encountered by L2 postgraduate students.

Drawing on both quantitative and qualitative data gathered from 82 graduate students and 24 faculty members in Engineering in three universities in Hong Kong, this study examined the different views and found that the primary concern of most L2 graduate students was difficulties at the sentence level (i.e., local language features) whereas that of most faculty members was challenges at the discourse level (i.e., global language features). The study also revealed that some student strategies for managing academic writing challenges (e.g., employing Google Translate) do not fully meet faculty expectations. These findings have significant pedagogical implications. They point to the need for raising students' awareness of global language features at the outset of their postgraduate studies. Timely interventions, via scaffolding writing interventions and providing appropriate writing models, can help to foster higher order thinking, which is essential for academic writing as well as lifelong learning of L2 graduate students in Engineering.

Bio
Linda Lin holds a Ph.D. in applied linguistics and works in the Hong Kong Polytechnic University. Her research interests include academic writing, vocabulary learning, and corpus studies. She has published articles in journals such as English for Special Purposes and books such as The Routledge Handbook of Vocabulary Studies.

Christina McDonald and Emily Miller

***Carpe Diem*: Developing Reflective Writers through ePortfolio**
Fostering meaningful opportunities for students to engage in reflective, integrative thinking in the humanities requires both time and space. Institutional constructions of time (e.g., fifty- minute classes, fourteen-week semesters) often result in students completing one writing project and moving on to the next without sufficient time to reflect on the significance of their learning experience. Instructors cannot stop that clock. But we can help our students make the most of the time they have by 1) building opportunities for such reflection into a curriculum with common learning outcomes, and 2) scaffolding opportunities for reflective learning throughout this curriculum to cultivate their

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metacognitive and writing abilities over time. Such an approach has the added benefit of creating meaningful opportunities for faculty development and programmatic assessment.

In this presentation, we will describe the affordances and challenges of an ePortfolio in the major that gives students a digital space to post assignments and compose reflective "tags" that help them document the stages of their development over the course of their studies. We will focus especially on the culminating project, an ePortfolio Showcase, that serves two key purposes. First, drawing on artifacts from prior coursework, students curate a digital collection to demonstrate their achievement of the learning outcomes in the major. Second, in revisiting these artifacts and reflective tags, students identify prior knowledge and works that could grow into meaningful capstone projects. We will also discuss methods of assessing reflective learning in the major using ePortfolio. Finally, we will share examples of faculty development activities designed to foster a culture of teaching reflection.

By offering a brief but comprehensive overview of this approach, we hope to invite audience members to discuss seizing all opportunities to develop reflective writers despite constraints of time and place.

Bios
Christina Russell McDonald is a professor of English and Institute Director of Writing at the Virginia Military Institute in Lexington, Virginia. She teaches courses in first-year composition, classical and contemporary rhetoric, composition theory and pedagogy, and the rhetoric of scientific discourse, health, and medicine. Her current research and writing focus on reflective learning and ePortfolio, as well as writing assessment.

Emily Miller is a professor of English and Head of the Department of English, Rhetoric, and Humanistic Studies at the Virginia Military Institute in Lexington, Virginia. She teaches courses in Shakespeare, British Literature, and first-year composition. Her research has been focused on Shakespeare, assessment, and curricular development.

Laura Miller

Integrating language support into a peer coaching program
This presentation explores the relationship between time and a learning intervention. As opposed to the linear notion of time (or "chronos"), this presentation applies the classical rhetorical concept of "kairos," meaning *timeliness*—or what Sharon Crowley and Debra Hawhee describe as "a certain kind or quality of time, a period during which opportunities appear to those who are prepared to take advantage of them." The speaker will invite participants to consider how the timing of potentially competing priorities can create opportunities for new learning interventions.

Numbers of international students and English Language Learners at my institution are at an all-time low. The COVID-19 pandemic has dramatically interfered with recruitment efforts, significantly lowering our international student body. At the same time, pressures to increase student support through tutoring, advising, and other initiatives are increasing. These initiatives seem to result from deeper concern for increasing equity and supporting students from underrepresented groups, as well as evidence of the mental health crisis. Students report feeling underprepared due to pandemic-era online instruction, and mental

health challenges have affected students' class attendance, course performance, and general motivation, among other things. Thus, there is growing awareness that students need more support, but language support seems to be low on the list.

The timing of these two phenomena—decreasing international students and increasing needs for student support programs—has led us to consider reframing English language support as peer coaching. With these competing trends, we believe shifting how we support English Language Learners will enable us to attract and reach more students and to continue to legitimize our work. Doing so is particularly important during times of budget cuts, when we are at risk of discontinuing our English language support services. We seek to take an integrated approach to supporting multilingual students, rather than relegating them to a separate service line. We hypothesize that framing our programming as peer coaching, a model that is clearly defined and operationalized through training and certification programs, will enable us to evolve our support for multilingual students into a more inclusive and popular program.

This presentation will share the roadmap we have created to develop a peer coaching program that is inclusive and attractive to students. Results from our literature review, needs analysis, and program proposal will be shared, in addition to descriptions of our training curriculum. Participants will be encouraged to discuss their own unique contexts and to envision how a peer coaching model might fit within their institutional priorities.

Bio
Laura Miller (she/her) directs James Madison University's Learning Centers and is an Assistant Professor in the School of Writing, Rhetoric and Technical Communication. She holds a Ph.D. in Composition and TESOL from Indiana University of Pennsylvania. Dr. Miller conducts research on tutoring efficacy, writing mindsets, and composition practices.

Hoang Duy Nguyen and Tuan Vu Phan

Moving from grammar-based curriculum to English for Academic Purposes: a case study of Vietnam
English for Academic Purposes (EAP) skills play a critical role in the success of Vietnamese students in the global academic landscape. Despite being taught how to write grammatically correct sentences in high school, Vietnamese students often lack the necessary EAP skills, such as researching, reading, and writing for academic purposes (Nguyen, 2020; Vu, 2019). The traditional grammar-based curriculum of Vietnamese high schools does not adequately prepare students for the demands of EAP. Yet after a grammatical university entrance exam, Vietnamese students only have a few months until they are introduced with academic writing in their first semester at university (Khuong, 2017).

This shortage of preparation can hinder their ability to produce academic-level writing that effectively compares and contrasts different viewpoints for their readers, conduct research, write articles, and succeed in international academic settings (Galloway et al 2020). Through in-depth interviews and surveys, this study examines the challenges and reasons for Vietnamese students' struggle when they begin using EAP at university level, highlights the importance of early exposure to EAP skills, and considers the amount of time needed for EAP

acquisition. The study then proposes strategies for integrating into the traditional grammar-based curriculum of Vietnamese high schools to enhance students' academic writing abilities.

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Bios

MA Hoang Duy Nguyen is a graduate at the University of Northampton and a lecturer of academic writing at the Diplomatic Academy of Vietnam.

MA Tuan Vu Phan is a graduate at the University of Northampton with an interest in reading and writing as well as a passion in English literature.

Karen Nicholls and Sarah Procter

Changing conceptualisations of academic language and literacies – a longitudinal study based on collaborative action research

We will report on a three-year collaborative action research project in which academic language and literacy development became embedded in the curriculum of a professionally focused undergraduate course. Students on the course come from 'widening participation' groups and all work (paid or voluntarily) in childhood settings. Vocational students have a particular shift to make from demonstrating their practice-based knowledge towards proving their theory-based knowledge in higher education (French 2009). Successful students display "a more 'professional habitus' built on a professional and academic discourse", and students state that they need explicit teaching in the latter (Erixon & Erixon Arreman 2019). This collaboration to embed academic language and literacies into the curriculum began with questions about the efficacy of lecturer feedback and evolved to include diverse issues of language and literacies including discourse knowledge, student confidence, anxiety, and identity. The focus of this presentation is the changing nature of the subject lecturer's conceptualisation of academic language and literacies. Analysis of semi-structured interviews with the subject lecturer across the three years through the lens of language as a social semiotic (Coffin and Donohue 2014 based on Hasan 2005, 2009, Bernstein 1996 and Vygotsky 1986) demonstrates how understanding of language and literacies evolved over time.

Bios

Karen Nicholls is Head of TESOL at Sheffield Hallam University. She is also responsible for the university-wide Academic Language and Literacies project which aims to embed language development for all into the curriculum.

Sarah Procter is a Senior Lecturer in the Early Years Department at Sheffield Hallam University. She is also Course Leader for the PGCE with Early Years Teacher Status. Her research interests include professional learning, early years teacher identity and leadership

Laurent Nizeyimana

Use of English as a medium of instruction in education in Rwanda: Outcomes, challenges and perspectives

The aim of this paper is to assess the effectiveness of English language use in academic setting in Rwanda after 12 years of shifting from French to English as a medium of education. Switching was done abruptly in such a way that up to now students and teachers are not prepared to use this language as a medium of instruction. This is evidenced by the fact that they still face difficulties especially in speaking skills. When students and teachers face these difficulties, they resort to the use of Kinyarwanda, the mother tongue, instead of using a language they struggle with. In addition, they resort to mixing languages in formal and informal situations. English use, therefore, in academic setting is detriment to many factors such as taking it for granted while ignoring teaching it as a subject in upper level of secondary education. The impact of this low proficiency in English language by both teachers and students cannot be undermined since it is negatively affecting students' performance in examinations as indicated by respondents. This is the reason this study has put forward recommendations including in-service teacher trainings in English language, putting in place policies to promote English as a medium of instruction namely organizing debate competitions, strengthening English club for students, continues teaching of English for academic purposes in tertiary education, etc. All in all, the paper shows that the use of English for academic purposes has not been effectively developed among students and teachers in Rwanda and this leads to failure of students in different subjects. It is therefore important for educational stakeholders in Rwanda to address this issue, otherwise, linguistic failure will continuously lead to educational failure.

Bio

Laurent Nizeyimana is a lecturer of English Language and Linguistics at INES-RUHENGERI, Rwanda. He also teaches English and French communication skills and language for specific purposes. His research interests include language contact, language education, translation, etc. He has worked as Dean of the Faculty of Education and academic Director.

Goeffrey Nsanja

Identification through time: interim literacy practices, hybridisation and academic writings

Academic writing is social semiotic identity work (Ivanič, 1998) as writing in a particular way is a performative attempt to align with others who write in a certain way. Thus, the composing of academic writings involves a marshalling of socio-academic practices

(Molinari, 2022) as writers make recourse to portable literacy resources brought along to make sense of and take up new identity positions in each writing episode. Examining writing in this way strongly suggests that the process of becoming an academic writer is unfinalizable as switching across different writing episodes throws up new opportunities to take up new identity positions. Against this background, this paper will endeavour to respond to the question: what does an analysis of writing trajectories through time scales index about the nature of novice writing? This is key as writer identities do not exists outside the social context of interaction (Burgess and Ivanič, 2010). In responding to this question, I will elucidate that the socio-academic practices which novice writers marshal to write ought to be considered as interim literacy practices (Paxton, 2006, 2007) as they are a hybrid of discourses brought along to each writing episode. These interacademic discourses (Nsanja, 2018) need to be treated as unique. Thus, I will argue that academic writings of novices are a unique hybridization of 'home' and 'school' discourses which indicate their academic writing habitus. This in turn implies that academic writing research and pedagogy should endeavour to take a socio-individual approach; one which places the student writer's actions as the locus of attention if we are to understand what happens when students sit down to write for us across time scales (Scott, 1999).

Key words: writing, identity, time, scaler view, interim literacy practices

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Bio
Geoffrey Nsanja is a Lecturer of EAP at the Language Centre, University of Leeds. He has taught EAP for over ten years having started his career with the University of Malawi. His research interests are in academic writing, identity, interculturality and positioning in discourse. He holds a PhD in Academic literacies in higher education from the University of Leeds.

Sanchia Rodrigues

The past is a foreign country: the Discourse-Historical Approach as a toolkit for understanding EAP's colonial present

EAP has engaged with the movement to "decolonise education" to varying degrees. While I make no claims that the discipline can ever be truly decolonised, I do argue that 'language teaching, learning and research are actively interpreting the past, knowingly or unknowingly' (Tupas, 2016, p. 49). As such, any attempt to displace coloniality in our present must begin by addressing our past. In this presentation, I look to Critical Discourse Studies – and in particular, the Discourse-Historical Approach – as a powerful methodological toolkit that uses historical context to understand how EAP's colonial past has created and continues to create its present.

Like other branches of Critical Discourse Studies, the Discourse-Historical Approach (DHA) holds that discourse and society both produce and are produced by each other (Wodak, 2020). Unlike other approaches, the DHA emphasises the socio-historical as a key component of analysis and thus offers the opportunity for an unflinching analysis of EAP, predicated on the understanding that we cannot fully understand what the discipline is and does without this socio-historical context (Reisigl, 2018; Wodak, 2015). It is therefore only by exploring this history and mapping its reach into the modern day that we can begin to construct meaningful critiques of the present state of EAP.

To demonstrate this, I outline the methodological framework I have designed for my own doctoral research into UK pre-sessional courses. Talking through my chosen methods of text selection, preparation and analysis, I explain how histories of language education in university settings might be leveraged to better understand the ways in which discourse can produce, perpetuate and/or contest social structures in pre-sessional contexts. My overall aim is to illustrate the potential of the DHA to connect EAP with its past and thus meaningfully acknowledge its colonial present.

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Bio

Sanchia Rodrigues is a Teaching Fellow in EAP at the University of Warwick and a PhD student at UCL. She works primarily with students of the mathematical sciences. Her

doctoral research examines linguistic and racial hierarchies in pre-sessional courses, reflecting her wider interests in identifying and displacing coloniality in EAP.

Natalia Tager

Effective time management in EAP classes
Time management is the skill that language educators have to master early on in their career to meet the requirements of the institution they are working for and satisfy the needs of their students. However, in the pursuit of effectiveness EAP educators often feel the need to speed up the learning process and overwhelm their students with learning materials that are meant to be covered in the scope of a single class and then studied further at home. EAP coursebook authors seem to be in agreement with this approach as their sheer volume suggests that this demanding pacing schedule is what makes learning effective. In my presentation, I would like to challenge this idea of effective time management and remind my colleagues that less is often more.

First, I am keen to demonstrate how much material EAP coursebooks expect us to cover in one 90-minute lesson and what it means in terms of timing for each task. I would then show an alternative approach, where students spend 90 minutes exploring just one text in depth and explain why this makes for more effective learning and time management.

The purpose of my presentation is to give my colleagues a simple and easy-to-use tool that they could apply in their classes, thus giving themselves and their students a chance to slow down and work with materials in depth.

Bio
Natalia Tager has been teaching English in different countries all over the world for 15 years. Currently, she is working at RWTH Aachen University and specialises in EAP and ESP.

Sumei Karen Tan

Is it Retrograde and Regressive? Revisiting, Reviewing and Revising our Understanding of Threshold Concepts in short EAP programmes

Helping students understand and master key principles in any module is the underlying premise and goal of taught programmes in universities. Thus the primary purpose, if not the ideals, of any EAP programme is the seamless transition of students into their institution's educational context where students are confident agents in their own educational learning. For EAP educators facilitating this transition has been and is perceived as the primary aim by many universities. In practice, this transition is often not seamless with hard-pressed educators frantically adjusting to the many demands of the admitting institution, EAP programme and learner requirements. Given time, EAP pedagogy in practice can account for these challenges. But with time at a premium, EAP educators are left 'scrambling' for solutions and sometimes engaged in scattershot approaches and methods. All this done in a genuine desire, however misguided the attempt(s), to continue, if not maintain quality in their own teaching practices.

By interrogating the idea of the widely used 'Threshold Concepts' in which assumptions of what is considered core knowledge and therefore must be mastered before any meaningful student progression, this paper flips this notion and proposes that transfer of learning takes place backwards: instead of students achieving learning outcomes, teaching starts from the final objective or goal. In short, learner attainment in this scenario leads to final ideal hypothetical results. This reversal is both a hook and a motivation for engaged learners. Strategic implementation of such teaching practices can serve to increase learner motivation, agency and positive adaptation.

Borrowing from different fields, this presentation will re-examine the role of the EAP educator and context in addressing competing challenges while complementing and supplementing current understanding in this old/new conceptual theorisation.

Bio
Sumei Karen Tan is a teaching fellow at the Winchester School of Art, University of Southampton where she teaches research. Her PhD is in English. Previously, she was the lead coordinator for reading and writing in the university's 6-week EAP programme. Her research interests have expanded to include digital literacies.

Odette Vassallo and Analisa Scerri

All in good time: rethinking academic literacy through a multilingual and multicultural lens
This paper presents the evolution of the conceptual planning and practical implementation of an EAP programme in a multilingual context. On an island state where two languages, English and Maltese, have been inhabiting a shared linguistic space for the past two centuries, minimal attention has been given to how cultural thought (Kaplan, 1966) permeates writing and how this influence is often confused with linguistic interference. A five-year time span was necessary for the EAP programme to achieve a balance that respects cultural thought while nurturing good practice in academic literacy.

Through the planning and implementation of a new programme, we show how the start of a language-oriented academic programme targeted at some students with perceived linguistic shortcomings progressed and evolved to a novel academic skills-based university-wide programme. This development reflects not only a nationwide cultural change, but also an institutional shift in mindset. Only time, by means of a slow adaptation process, could affect incremental gradual change in the collective consciousness of an institution, students, tutors and the public for the successful introduction and implementation of the programme.

By combining English as the language of instruction within the context of Maltese-dominant cultural thought, the new programme moved away from a deficit L1-norm approach and embraced academic literacy tailored to and reflecting the needs of the multilingual students. This paper presents a perspective on EAP with roots in two languages that converge to deliver the academic standard within the diversity of four broad academic disciplines (Nesi and Gardner, 2012). We report on the five-year long study which demonstrates how a change was gradual and incremental. It started with a pre- and post-course test and an external review which included classroom observation and interviews with tutors. After a two-year interval, a survey was conducted with 50% of the student year cohort who had completed the final part of the course. This was followed by interviews with

35 academics where data collected provided insight into the practices and disciplinary differences expected in professional academic writing. Findings from the study led to the design and implementation of the new academic programme.

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Bios

Odette Vassallo is Senior Lecturer of Applied Linguistics at the University of Malta. Her research prioritises academic literacy, language assessment and corpus-based analysis of writing in a multilingual context. She is leading two corpus projects on multilingual English users. Her publications focus on reading processes and assessment of pre-service teachers.

Analisa Scerri is Assistant Lecturer of academic writing at the University of Malta and has taught English for Academic Purposes for the past 5 years. Her research interests are in academic writing and academic literacies. She is reading for a PhD investigating academics' expectations of students writing in the discipline.

Ana-Cristina Vivas-Peraza

The production of science crowdfunding videos (SCVs) as multimodal literacy practice.
Abstract

At a time of rapidly changing technologies and explosion of the *Open Science* movement, online science communication is becoming a major skill for scientists. The Internet and the Web 2.0 allow them the production of digital genres to disseminate their research worldwide and enable the participation of society in scientific issues (Luzón & Pérez-Llantada, 2019, 2022). Regarding EAP pedagogy, these digital genres have given rise to new needs for learners, such as the composition of multimodal forms of communication. A digital multimodal genre that is gaining prominence online is the science crowdfunding video (SCV), consisting in an edited short videoclip in which scientists aim to convince the Internet audience to donate money for a scientific experiment. Communication through science videos requires attending to different meaning-making resources that go beyond spoken or written language, including visual images, sound, body language, or filmic effects (Luzón, 2019; Valeiras & Bernad, 2022).

This leads to a change in the traditional notion of academic literacy, which in addition to mastering reading and writing about academic subjects, now involves the production of multimodal texts (Kress, 2003; Mills & Unsworth, 2017, Hafner & Pun, 2020), such as the SCV. This paper provides a case study of three SCVs from the crowdfunding website *Experiment.com*. Drawing on multimodal social semiotics (Kress, 2010), these videos were analysed to observe the modal affordances that the medium offers to communicate science. In addition, the author scientists who made the videos were interviewed to validate the

findings. The results show the potential of science crowdfunding to not only finance scientific research, but most importantly, to practice science communication and develop multimodal literacy among scientists. This ongoing research thus seeks to contribute to a better understanding of current needs in EAP and digital science communication, in particular to multimodal literacy development.

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Bio
Ana Cristina Vivas-Peraza is a PhD Candidate in English Studies at the University of Zaragoza, Spain. Her main research areas are genre analysis, rhetoric, and multimodal communication. For her doctoral thesis, she is studying digital genres for science communication, with a special focus on the strategies that scientists use to engage diversified audiences in their research projects.

Xiqiao Wang

Strategic silence as strategy for survival-listening to polyphonic temporal rhythms of multilingual writing
This study draws on connective ethnographic data (Leander & Sheehy, 2004) gathered at a midwestern university in the United States to explore one Chinese international student's distributed, mediated writing process in and beyond a first-year writing class. It extends current understanding of transnational, multilingual writer's literacy practices across languages, modalities, and contexts (Christiansen, 2017; Fraiberg & Cui, 2016; Lam, 2009; Wang, 2020; Yi & Hirvela, 2011) by complicating a celebratory stance towards multilinguals' development as the ability to progressively marshal dynamic semiotic repertoires for

strategic gains. Working with Bakhtin's notion of chronotope (1981) and ecological conceptions of polyphonic temporal rhythms (Sheldrake, 2020; Tsing, 2015), I challenge conceptions of time as neutral, reliable unit of measurement and engage with time as political acts of world-making that is experienced differently and operate with distinct rhythms.

Listening to polyphony of times in interview, participant observation, literacy artifacts, social media tracing data, I examine (in)determinate ways in which Leo's (focal participant) literacy and identity practices unfold at the intersection of individual, interactional, familial, national, and transnational discourses/times for performing and censoring second-generation privileges. Specifically, I analyse moments of strategic silence in Leo's composing process as he eliminated certain life experiences, hushed personal and professional aspirations, and erased his own digital footprints. Listening to the polyphony of multiple lived and imagined times, I unravel how such practices reverberate with narratives, controversies, and practices associated with his class identity. Strategic silence allows those in positions of privilege to survive intensified public scrutiny and government surveillance against the backdrop of Increasing social and economic disparity and intensifying social discontent in China. In contrast to a linear, progressive narrative of multilingual writers' development as forward-looking march, temporal polyphony offers a lens for noticing the productive mess resulting from shifting entanglements of languages, literacy brokers, writing technologies, texts, and historical trajectories.

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Bio
Xiqiao Wang is an assistant professor in the University of Pittsburgh's Composition, Literacy, Pedagogy, and Rhetoric program. Her research examines transnational students' literacies across academic, social, and professional contexts. Her research has appeared in flagship journals (e.g. Research in the Teaching of English, Journal of Second Language Writing, College Composition and Communication).

Albert Cleisthenes Wong and Sumie Chan

Writing instruction for discipline-specific science communication at a time of disruption and possibility: how EAP should respond to the emergence of AI-assisted writing
AI-assisted writing tools such as ChatGPT have generated some debates about the future of higher education teaching and assessment in recent months. Widely perceived as disruptive technology in instructional processes while embraced by some for its highly innovative potential in processes of learning and teaching (Rudolph et. al., 2023), it is apt to consider whether the anxiety surrounding this technology may be replaced with more positive responses. It is high time that EAP practitioners examined how writing instruction should respond to the emergence of AI tools such as GPT and the necessary pedagogical measures to address issues arising from the potential use of abuse of such tools.

Arguably, specific features and authentic interpersonal engagement strategies in academic and professional writing taught in EAP classrooms are not always immediately replicable with current AI technology. Therefore, the distinctive role of EAP teaching is consistently manifested in the great importance that is often attached to the clarity of author's messages measured in terms of audience awareness, particularly where academic writing instruction seeks to ensure originality and facilitate the spontaneous communication of meaning (Hyland, 2003). In this presentation, we present an analysis of the use of engagement markers in a collection of texts including research articles, student-produced popular science articles, published popular science articles featured in science magazines as well as AI-generated popular science texts.

Utilising the approach adopted in recent research on popular science communication that investigate readerwriter interactions (see, for instance, Saidi & Saiedi, 2020), this presentation seeks to examine the extent to which EAP instruction needs to continue to enhance learners' ability to explicitly connect with their readers in the writing of academic and popular scientific texts, alongside many other important pedagogical objectives in promoting originality. As such, it proposes key implications for the teaching of popular science communication at the historical juncture of the rise of AI-assisted writing. Key words: EAP, AI-assisted writing tools, ChatGPT, popular science articles, engagement markers, assessment practices, science communication, audience awareness.

Bios

Albert Wong teaches EAP courses at The University of Hong Kong. He currently coordinates the Faculty of Science English-in-the-Discipline programme. His academic interests include rhetorical analysis of academic and popular writing in medical and nutritional sciences as well as the teaching of English for specific academic purposes.

Sumie Chan is currently teaching EAP at The University of Hong Kong. She has experiences in teaching a variety of EAP and ESP courses for different disciplines. Her research interests are Shakespeare, literatures and digital technology.