KEYNOTE SPEAKERS

Theresa Lillis & Carolyn McKinney

Working with/at the 'unforeseen' in research and teaching: Towards critical and decolonial perspectives on academic and professional writing

In our presentation, we will argue that engaging with the 'unforeseen' and 'unexpected' in our teaching and research may constitute a fundamental corrective to dominant institutional discourses and practices surrounding academic and professional writing. However, the extent and ways in which we each engage with the unforeseen and unexpected– and indeed what we recognise as familiar/expected, strange/unexpected –are fundamentally nested within our individual and geolinguistic histories and may shift according to our ideological, methodological and epistemological trajectories. Recognising these histories and trajectories is therefore central to any attempt to articulate what constitutes the 'unforeseen' and how we might act upon such recognition. We will argue that intellectual tools drawn from critical and decolonial approaches to language and epistemology are useful in enabling us to recognise and legitimise the 'unforseen' and 'unexpected' within dominant evaluation regimes of academic and professional writing.

Our focus will be on writing as a semiotic resource for learning and knowledge making, highlighting ideologies which are fundamentally exclusionary, privileging colonial languages, notably English in the current global context. Drawing on data extracts from empirical research and reflections from our practice in a number of sites and domains – teacher education in South Africa, academic writing for publication in Southern and Central Europe,

student writing in higher education in the UK, professional social work writing in England – we will illustrate the specific ways in which orientations to writing, as configured through dominant evaluation regimes, work towards exclusionary practices in academic and professional knowledge making. We will argue for the importance of critical and decolonial approaches in challenging such practices, in particular the value of 'delinking' (Quijano, 1992; Mignolo 2007), whereby assumptions and expectations sustaining dominant practices– including the imposition of standard varieties, dominant genres and monolingual/monomodalism – can be made visible and reconfigured from the perspective of ethically and epistemically legitimate academic and professional practice.

Quijano, A. (1992) Colonialidad y modernidad/racionalidad. Perú indígena 13 (29): 11-20.

Mignolo, W. (2007). DELINKING. The rhetoric of modernity, the logic of coloniality and the grammar of de-coloniality. Cultural Studies, 21(2): 449–514.

Bios

Theresa Lillis is Professor Emerita of English Language and Applied Linguistics at The Open University, UK. She has taught across educational levels and has been researching academic and professional writing for over thirty years with a principal focus on the politics of production and participation. She has published extensively on academic and professional literacies, and ethnographic methodologies.

Carolyn McKinney is Professor of Language Education (School of Education, University of Cape Town). Her research and teaching focus on racialised ideologies of language and literacy, and bi/multilingual education in the Global South. She recently co-edited the Routledge Handbook of Multilingualism (2nd ed, 2024) and Decoloniality, Language and Literacy: Conversations with Teacher Educators (2022, Multilingual Matters). Carolyn has collaborated with Theresa Lillis on the politics of writing and research methodologies for language and literacy.

Judith Hanks

Exploring The Unforseen in EAP

At the heart of our EAP profession lies a paradox. For decades, the field has focused on ways to control learning, teaching, research, using frameworks of aims, competencies, and objectives to predict and manage the future. But in doing so we miss a wealth of unforeseen moments. In this paper I will play seriously with the notion of the unforeseen in EAP: what if we make space for those chance moments, accidents or surprises? What if we explore disruptions? I will probe the sense of threat that often accompanies 'the unforeseen', arguing that many of our planning activities are efforts to control what cannot be controlled. Instead,

I argue that unforeseen moments can be embraced, thus enabling new knowledge and understanding in our field.

I will draw on case studies of EAP teachers, learners, and researchers in a range of international settings, who fruitfully puzzled about issues central to the (co-)construction of academic knowledge. Giving space to these unforeseen moments, including learners and teachers as co-researchers of their own praxis, provides an opportunity to develop mutual understanding(s) across disciplines. Such work involves multimodal, intercultural and interdisciplinary creativity, requiring little more than confidence and imagination to proceed. I end by considering how we need to adjust our practices in research and pedagogy to allow for curiosity to explore the unforeseen in EAP.

Bio

Judith Hanks is Professor of Applied Linguistics, at the University of Leeds, UK. She is a PhD supervisor, lecturer and teacher educator in EAP and TESOL. She has been Programme Leader for MA TESOL & Teacher Education and MA TESOL(China) and is currently Chair of the cross-Faculty Research Ethics Committee for Business, Environment, Social Sciences, and Scholarship. She is a founder member of the Exploratory Practice international network, and since 2017 she has convened the Fully Inclusive Practitioner Research Network (https://www.fullyinclusivepr.com/) spanning five continents. Her research interests include co-production, inclusive practitioner research, and intercultural issues in EAP.

Baraa Khuder

Teaching in the Age of Uncertainty: Technological Disruptions and the EAP Classroom

From the early adoption of word processors and online reference tools to the rise of automated writing evaluators, technology has continually reshaped English for Academic Purposes (EAP) practices. Each wave of technological innovation challenges educators to adapt and create new approaches. This talk examines the latest generation of digital tools, particularly those powered by artificial intelligence, and their impact on EAP pedagogies.

A challenging area of EAP teaching is scaffolding academic reading. Thus, critical questions arise: How do traditional models of critical reading adapt to contemporary practices when faced with sophisticated yet sometimes nonsensical AI-generated texts? How can educators adjust their approaches to foster meaningful engagement with such content? In terms of pedagogies of academic writing, the conversation shifts to skills: What new competencies do students need to navigate this evolving landscape? How can writers draw on their existing knowledge of writing to develop feedback-seeking skills and respond effectively to writing prompts?

Drawing on two research projects with undergraduate and postgraduate students, this talk reflects on the importance of building on and challenging existing pedagogical knowledge to remain relevant. By examining how EAP practitioners have historically navigated technological shifts, it highlights the ongoing interplay between innovation and improvisation. The talk concludes with practical insights and strategies for embracing technology's unexpected twists as opportunities for pedagogical creativity, deeper student engagement, and renewed dialogue about academic communication. In doing so, it underscores the potential for these disruptions to reinvigorate EAP teaching practices, offering fresh pathways to support students in an increasingly digital academic world.

Bio

Baraa Khuder is a Senior Lecturer in the Department of Communication and Learning in Science at Chalmers University of Technology, where she teaches writing for publication for doctoral students. Her research explores interdisciplinary collaborative writing among students and EAL scholars, with a focus on power dynamics, writer identities, feedback literacy, and AI literacy. Her recent work has been published in Assessment & Evaluation in Higher Education, Higher Education, Applied Linguistics, and other journals.

SPEAKERS
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Lutasha Abrahams-Ndesi and Parveen Parker

"I can buy myself flowers!": Improvised and unconventional transformative multimodal method(s) used in learning and teaching to enable first-year commerce students' literacies skills and practices

Literacy rates among the youth in South Africa has continued to decrease. This decrease can be attributed to various factors in the home, at basic and tertiary levels of education. Local and international studies have established that reading at all levels of education is imperative for academic success. South Africa's racial segregation and deprivation continues to impact the youth negatively due to high levels of illiteracy among past generations. This paper explores the use of creative improvisation and 'unexpected' unconventional innovative multimodal methods in enabling first-year students to improve their comprehensive and critical reading of academic texts. The main research question was: Are first-year students' reading skills and practices being enhanced through

innovative multimodal pedagogical methods at a historically disadvantaged university? This study was positioned in a qualitative research paradigm where a case study research design was employed. The theory and model underpinning this study is that of Gutiérrez's (1999), three-tiered scaffolded hybrid-learning and teaching spaces as employed in the hybrid academic literacies model. Students are heavily influenced by pop modern culture that is infused with modern technology and digitisation. This offers them rich visual and auditory stimulation that is not only useful to encourage and motivate them to read regularly but also to improve their comprehensive and critical reading skills and practices.

Bio

Dr Lutasha Abrahams-Ndesi is a senior lecturer and teaches academic literacies collaboratively alongside discipline specialists for commerce students at a historically disadvantaged university. She is currently a Junior Research Fellow (JRF) at the University of Pretoria (UP). Her research is interdisciplinary focusing on decolonisation and transformation in higher education.

Miss Parveen Paleker is a lecturer and teaches academic literacies collaboratively alongside discipline specialists for commerce students at a historically disadvantaged university. She is an entrepreneur and her research interests include embedding literacies into cognate disciplines, entrepreneurship for youth in national and international contexts and small business ownership and management.

Ingrid Rodrick Beiler

Writing about researcher positionality across privilege and precarity

This paper seeks to explore the ambiguity of writing about researcher positionality in times of rising reactionism and political precarity in Western academic institutions. Grounded in the premise that the researcher is an active agent of knowledge construction, statements of researcher positionality seek to lend transparency and credibility to much qualitative research. Within feminist, critical race and disability, and decolonial approaches, marking researcher positionality can furthermore serve to unmask and deconstruct the supposed neutrality of research (e.g., Grosfoguel, 2007; Haraway, 1988; Hill Collins, 2000). However, these approaches also recognize the differential privilege and, thus also, position of precarity from which researchers write. This presentation draws on dis/ability critical race studies (Annamma et al., 2013) to investigate the role of privilege and precarity in self-representations of the researcher within ethnographic research. Specifically, my aim is to self-reflexively analyze how privilege and precarity, notably with respect to whiteness and invisible disability, have shaped my writings about researcher positionality, both semi-privately (e.g., in field notes) and publicly (e.g., in journal articles). Methodologically, the

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paper aligns with autoethnography (Holman-Jones et al., 2005) and consists of a reflexive discourse analysis of field notes and published methods sections from two periods of ethnographic fieldwork, five years apart, which correspond to different stages of my health trajectory and employment status. With respect to fieldnotes, I find a tension between writing enough to explain changes and limitations caused by poor health and yet little enough not to compromise the appearance of ability. In published methods sections, health and dis/ability are entirely absent, while I increasingly account for whiteness. I trace these developments in relation to the relative safety of reflecting openly on researcher positionality within academia. In conclusion, I reflect on the partiality of researcher positionality statements and what this means for their function within ethnographic writing.

Bio

Ingrid Rodrick Beiler is an associate professor of English at Oslo Metropolitan University. She researches classroom multilingualism, translingual literacy, writing in English as an additional language, and the status of English, with a particular interest in social and epistemic justice. Her current projects investigate multilingual and digital approaches in adult basic education.

Eva Braidwood and Susan McAnsh, (University of Oulu, Finland), Jolanta Rutkowska and Natalia Szymaszek (Jagiellonian University, Poland)

The best-laid schemes of mice and men – reflections on the upturning of expectations in a virtual exchange course (Knowledge Co-Creation session)

EAP course design has evolved to foster the skills expected from graduates to face the collaborative nature of working life. Currently, trends in academic curriculum design emphasise the development of generic skills to complement discipline-specific knowledge, thus equipping students to tackle both disciplinary and societal problems. In this session, we present a case where international students from several universities embark on goal-oriented collaboration in teams, typically in weekly online meetings. Each team makes autonomous decisions regarding their timetable, processes and choice of problem, using online communication tools for collaboration.

Independent assignments in teams can provide participants with stimuli to develop agency, a skill essential for pro-active engagement with issues both in one's field and in society. Yet, teamwork can be very demanding. These demands are exacerbated when the teams are "culturally diverse, geographically dispersed, electronically-communicating workgroups" (Daim et al., 2012). To replicate these typical challenges of professional and academic life, we designed the English Communication through Transnational Online Projects (EnComTOP) course.

Many participants responded positively to the difficulties arising from the autonomy offered through the course design and exigencies of virtual border crossing. Nevertheless, we noted that our carefully composed teams did not guarantee that the work proceeded smoothly, even though each team successfully completed their assignment. However, after major seismic disturbances in teamwork, the course feedback revealed unexpected responses.

In this session, we shall invite the participants to reflect with us on how to ensure that teams are sufficiently resilient to cope with obstacles en route to achieving their goals. In particular, we would like to consider

- selection of individuals for teams in virtual exchange
- scaffolding for multicultural teamwork
- students' concerns about exercising autonomy and agency while collaborating with team members
- how colleagues assess the value of virtual exchange.

Bios

Dr Eva Braidwood has considerable experience in ESAP, curriculum development and research into academic writing and AI in education. She participated in international projects (METLA, EntreSTEAM, For21), presenting innovative language teaching methods and shared best practices in national and international forums and conferences, such as CercleS, FINELC, and EATAW.

Susan McAnsh is a Lecturer in English at the Centre for Languages and Communication Lingua, University of Oulu, Finland. In her EAP/ESP teaching, she strives to promote interdisciplinary collaboration, internationalisation at home and fostering a sustainable mindset through partnerships at home and abroad.

Jolanta Elżbieta Rutkowska is a senior EFL lecturer at Jagiellonian University, specializing in EFL, ESP and EAP. She coordinates international cooperation and EFL teaching. With extensive experience in academic training, mobility programs, and curriculum development, she actively contributes to international education initiatives and professional development in language teaching.

Natalia Szymaszek, an English lecturer at Jagiellonian University, specializes in ESP and Academic English. Holding Master's degrees in English Philology and Piano Performance, she contributes to curriculum development, interdisciplinary education, and professional training. She has presented at the University of Tampere and the University of Arts in Helsinki.

Maria Cervin-Ellqvist

Piggy in the middle? Industrial PhD students as brokers across discourse communities

There is currently a push for doctoral education and research to be more relevant and applicable to the wider society. Universities must increase collaboration with non-academic organisations, and doctoral education must prepare students for careers both in and outside of academia (Compagnucci & Spigarelli, 2024). Consequently, professionally integrated doctorates are on the rise, including the industrial PhD (IndPhD) where a doctoral project resulting in a PhD is conducted in collaboration between an employing organisation and a university. IndPhDs places the students in between two discourse communities in a knowledge brokering role (c.f. Swales, 2016; Wallgren & Dahlgren, 2007; Wenger, 1998), where they face both foreseen and unforeseen challenges and have to communicate both in and across the two communities. In this project, we examine communication practices, communities, challenges, and support for IndPhDs from a student perspective, using data from 152 survey responses and 12 interviews from 5 Swedish STEM universities. Findings show that IndPhDs communicate in a variety of genres to both communities. Surprisingly, the main challenges are related to communication in industry and adapting across audiences. While communication and brokering were described as learning opportunities, participants also reported a lack of support in these areas and some expressed feeling alone in their PhD. Moreover, many interviewees were only peripheral members of the industrial community, though the nature and extent of their participation varied along with their background, motivations, and organisational changes in industry over time. In this presentation, we propose points to address throughout an IndPhD to ensure effective collaboration between industry and academia and a positive learning experience for the student. A PhD project is full of unforeseen events, but with better awareness of potential issues in IndPhDs, as well as preparations, training, and continuous follow-up we believe that many of the reported issues can be mitigated.

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Bio

Maria Cervin-Ellqvist is a PhD student at Chalmers University of Technology, Gothenburg. Originally from a STEM (science, technology, engineering, and mathematics) background, she holds degrees in both bioengineering and teaching. Her interdisciplinary research explores communication, learning processes, and learner experiences in higher education, currently focusing on industrial PhDs in STEM.

Peter Gee

AI and the Unforeseen (Knowledge Co-Creation session)

As an established English for Academic Purposes (EAP) teacher with a longstanding interest in technology, I initially felt confident when I first encountered generative AI. My experience in creating with this technology, conducting research on my students' use of it, and navigating the disappointments arising from its misuses, has shaped my journey thus far. This roller-coaster of (mis)adventures will be the background for the various points of discussion I want to introduce during the knowledge co-building session. I plan only to discuss the issue of gen AI and academic integrity obliquely.

The points of discussion are:

- My journey in creating ESAP learning materials, particularly texts. Can AI overcome an ESAP teachers lack of subject knowledge?
- My student's means of accessing electronic materials varies greatly, as does their access to gen AI tools. I will introduce some ideas about EAP and multimodality and Gen AI use.
- To counter Gen AI, I have incorporated a pen and paper assessment element. Can this really replicate the really research process?
- Prompt engineering is essential to Gen AI. To what extent can we train students to use this as a knowledge building tool , or even use it as assessment tool?
- Gen AI's is often touted as a study guide for autonomous learning. I share different student's reflection on this and explore the tutor's continuing role.

Bio

I have been working for Lazarski University in Warsaw since February 2009. Since 2012 I have also taught pre-sessional courses at various UK universities. I have an MA in TEAP from Nottingham University. I have published research on Gen AI and ESAP.

Takeshi Kamijo

L2 postgraduate students' citation practice in MA essay assignments: examining the rhetorical process of students' argumentation and citation blending

In recent decades, the topic of citation practice has garnered significant attention in the context of L2 postgraduate students' academic writing. Students are required to incorporate sources and articulate their arguments with an authorial voice in scholarly discussions. The process of constructing arguments through citations presents unforeseen challenges, as many L2 postgraduate students have primarily been trained in writing argumentative essays for general purposes during their earlier education. To date, prior research on citation practices among L2 postgraduate students has predominantly focused on classifying citation functions, without exploring how these students utilise citations to formulate arguments in scholarly debates. This study aims to address this gap by examining two L2 postgraduate students' MA essay assignments at a UK university, analysing the rhetorical processes involved in argumentation and citation use within their essays.

The results indicated that both L2 students effectively conducted a critical analysis of research, forming an authorial voice, and applied appropriate citations. The citations that illustrated existing research, the maintenance of intertextuality, and comparisons between sources and experiences, were applied. One L2 student argued that motivation is crucial for teaching L2 children. She presented the Critical Period Hypothesis as a counterargument, which she subsequently refuted, proposing the alternative L2 Self-system theory. By comparing this theory with her teaching experience, she offered a novel perspective on language learning for L2 children. Another L2 student, who learned English through input, critically assessed input-based learning and introduced an alternative theory 0f interaction. By evaluating input and interaction theories through her learning experiences, she identified motivation as a vital additional factor in language acquisition.

Educators are recommended to support L2 postgraduate students in mastering unfamiliar, yet essential citation use, encouraging them to integrate critical writing with citations and effectively present their arguments in scholarly debates.

Bio

Takeshi Kamijo is currently a professor in 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.

Kirsten Lawson

Harnessing Serendipity: Reframing AI Literacies in EAP

The integration of Artificial Intelligence (AI) in academic contexts presents unprecedented opportunities and challenges for EAP. This paper explores how a serendipitous social encounter profoundly shifted my perceptions of how students interact with AI tools in their studies. AI is considered to be a disruptive technology (Păvăloaia & Necula, 2023; Bower & Christensen, 1995) consequently, there are concerns about its impact on student work, paralleling past anxieties about the internet's impact on traditional research skills. Drawing from personal experiences and current practices, this study examines the evolving development of AI literacies within the framework of Academic Language and Literacies (ALL) (Lea & Street, 1998; Černy, 2024).

Today's apprehensions about AI in academic writing underscore the necessity to cultivate robust AI literacies among HE students (Biagini, 2025; Andocilla-Oleas et al., 2025). This paper argues that AI, when harnessed correctly, can enhance students' research and writing capabilities rather than diminish them (Carolus et al., 2023). Utilising theories from Lea and Street's model of academic literacies (1998), emphasising the contextual and disciplinary aspects of literacy practices, this study proposes a framework for integrating AI literacy into EAP curricula. It explores how AI can be used not just for language correction or data analysis but rather as a collaborative tool that engages with critical thinking and creativity, thus enhancing academic literacy (Velander et al., 2024).
Informal conversations in a social setting with undergraduate students on their AI interactions suggests the potential for AI to become integral and innovative components in academic practices (Bongiovanni et al, 2024). This paper calls for a paradigm shift in EAP, advocating for an educational approach that addresses AI literacies systematically, ensuring that students are equipped to navigate, critique, and these technologies effectively in their academic work (Tadimalla & Maher, 2024).

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Bio

Dr Kirsten Lawson is a Teaching Fellow in EAP at the University of Edinburgh. She teaches across undergraduate, PGT, and PGR levels, focusing on Academic Language and Literacies, for Design and the Edinburgh School of Architecture and Landscape Architecture. She completed her PhD in Linguistics at the University of Milan.

Lynn P. Nygaard (Knowledge Co-Creation session)

Gender and the windy path through academia: a quiet revolution?

The archetypal academic is revered for their singularity of focus, lack of interruptions, and devotion to work that extends into the wee hours. There is little wonder that most "successful" academics have been men – with women in their lives who are able to keep them fed and cared for. Women in the academy continue to be seen as "less than", with reference made to their apparent lack of productivity compared to men (e.g., Larivière et al. 2013). However, research shows that when we compare men and women within the same scientific fields and same academic positions, almost all the difference seems to disappear (Nygaard, Aksnes, and Piro 2022). When we also take into account absences longer than two weeks, the differences disappear entirely (Aksnes, et al forthcoming). Moreover, it also appears that within (Aksnes et al. 2024) the same cohort of doctoral candidates, men and women are equally likely to achieve professorship – although women take longer. Women aren't doing less than men, but they seem to have lives outside of academia that challenge expectations of what the archetypal academic should look like. And the increasing number of women in academia at all levels can revolutionize how we understand academic life. Rather asking how women can be more like men, this session looks at the value of the windy path – for all genders: what is gained when we do not race to professorship? When we have lives that extend beyond the walls of the university? What kind of benefit does a deeper participation in different aspects of life beyond the ivory tower have for the research we do?

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Bio

Lynn P. Nygaard is a special advisor at the Peace Research Institute Oslo (PRIO), guiding both early career academics and seasoned professors in their project development and publication activity. She conducts research on gender and research productivity and has a doctorate from UCL in Higher Education.

Kathryn Redpath

Embracing neurodiversity and difference: unplanned disclosure and transformation in a UK EAP classroom

The term 'neurodiversity', coined in the late nineties (Blume, 1998; Singer, 1999), is now understood to include conditions such as dyslexia, dyspraxia, dyscalculia, autism, and ADHD (Clouder et al, 2020). Currently, it is estimated that around 1 in 7 people are neurodivergent (Farrant and Owen, 2023) and it is increasingly accepted that there is no such thing as a "standard" human brain from which neurodivergent brains deviate (Clouder et al, 2020). Rather, diverse neurological variations influence how individuals think, learn, and process information and, indeed, neurodivergent people bring unique strengths and perspectives. It is imperative that universities do more than just pay lip service to this (Breslin and Currant, 2024).

In this presentation, I will share how an unplanned and somewhat spur of the moment decision to open up and reveal my own neurodivergence to students in my current EAP cohort, inspired by one teacher's experience of doing something similar in her own classroom (Shrestha, 2025), transformed my own English for Academic Purposes (EAP) practice in unexpected ways.

I hesitated to disclose my neurodivergence due to concerns about judgement about my abilities or stigmatisation (Wallbank and Page-Towers, 2024). However, committed to a pedagogy of care (Compton and Lindner, 2022) and compassion (Gilbert, 2016), I took the plunge anyway. Students responded very positively, sharing their own needs and perspectives and taking care to extend their embracing of difference to their peers and their needs. This, in turn, sparked meaningful conversations about diversity and personal

experiences that strengthened class connections. Openness about difference, particularly neurodivergence, initially from me and then from them, enabled me to make my teaching more empathetic and flexible, enabling us to tackle challenges together. The class has become one of the most engaged and cohesive I have taught in nearly 20 years of teaching, suggesting that impromptu and bold actions can enrich academic identities and create inclusive EAP classrooms.

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Bio

I am a Lecturer in EAP within English Language Education at the University of Edinburgh, specialising in teaching and managing credit-bearing courses for undergraduate and foundation year students. My current interests include how we can work with pedagogies of care, compassion and embrace neurodiversity in EAP classrooms.

Eve Smith

Using a co-construction curriculum to address unforeseen disengagement in a low-stakes elective module: Exploring the tensions between student agency, engagement and co-creation.

Student agency is a significant factor in student engagement. Low stakes modules, which do not impact on student progression are notorious for poor attendance and low levels of engagement. Co-construction pedagogies require engagement and facilitate agency (Naylor, Dollinger et al. 2021, Greenhouse, Goldstein et al. 2022). While a co-constructed curriculum may be desirable in promoting a more democratic educational system (Matthews, Tai et al. 2021), this presentation presents a case study where a co-construction approach was taken in order to promote engagement in module where engagement was at risk (Matthews 2016).

A "Language in Context – Drama" module was offered as an elective. A combination of low stakes and students not engaging with module choice information led to a majority of students in the class being reluctant to engage in the module they had selected. The negotiation of an alternate version of the module emphasising activities that students felt were of benefit to them led to an increased level of student engagement reflected in attendance and the proportion students engaged in the unassessed written assignment and the end of module exhibition presentations. This presentation will discuss the sense of agency in this renegotiation of the curriculum led to a buy-in to activities similar to those that students had previously rejected. While individual students did not get what they had thought they wanted, as a group the students benefitted from the negotiation and

compromise of the whole class co-construction (Bovill 2020, Godbold, Hung and Matthews 2022). While co-construction is prone to various pitfalls it is particularly conducive to creating engagement in low-stakes activities.

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Bio

Eve Smith is a Lecturer in EAP at the University of Leeds. She leads an online pre-sessional programme and contributes to teaching at the University of Leeds/South West Jiao Tong University Joint School in Chengdu, China. Her research interests include COIL, Translanguaging, Co-creation and Terry Pratchett's Discworld.

Odette Vassallo & Analisa Scerri

How 'think-aloud' strategies and multimodal approaches mediated the sudden impact of AI tools

OpenAI's release of the first version of ChatGPT coincided with the launch of an academic literacy programme at a higher education institution, a requirement for all first year students. Like the rest of the academics, we grappled with an unprecedented tsunami of

information about this revolutionary AI tool. Since November 2022, we have grown to accept and accommodate AI's role in our work, it reshaped our thinking as academic literacy practitioners. However, the journey has been froth with the challenge of maintaining focus on core skills while exploring AI tools in our classrooms.

We set out to answer a fundamental question: How can we ensure that first year students develop critical thinking and writing skills in an era of easily accessible AI tools?

In the presentation we demonstrate how we embraced the challenges, and highlight the increased relevance of targeting core academic skills. Byl focusing on two principal strategies adopted in the programme, we report on the experience shared by the academic literacy practitioners. First, a series of 'think aloud' activities are introduced as a metacognitive strategy to facilitate the breakdown of academic texts that ensures a focus on students' comprehension. This strategy moves students away from heavy reliance on source texts, leading to naturally-occurring paraphrasing, thus validating students' own thoughts and reflections towards a deeper critical engagement.

 While 'think aloud' became the foundational pedagogical tool for developing academic core skills, we experimented with less traditional approaches to academic writing pedagogy by introducing multimodality in the classroom. Through the integration of visual and auditory prompts students were encouraged to create original texts that reflected their own thoughts, decisions and voices, limiting their reliance on AI-generated content while writing in their discipline. During this talk we will share our experience of how multimodal strategies saw more engagement with the writing process.

Bios

Odette Vassallo is Associate Professor in Applied Linguistics in the Faculty of Arts and Director of the Centre for Academic Literacies and English Communication Skills of the University of Malta. Her research focuses on academic literacies within a multilingual and cross-cultural context, corpus linguistics, second language acquisition, and language assessment.

Analisa Scerri is Assistant Lecturer of academic writing at the University of Malta and has taught English for Academic Purposes for the past 7 years. Her research interests are in academic literacies and academic writing. She is reading for a Ph.D. investigating academics' expectations of students writing in the discipline.

Edit Willcox-Ficzere and Deborah Carpenter

Making the Invisible Visible: Portfolio Assessment and the Unforeseen Dimensions of Academic Listening

Of the four skills in English language learning, listening remains the least understood and hence the most challenging to develop and assess in learners. Field (2008) notes that listening 'takes place in the hidden reaches of the learner's mind' (p.1), making it an elusive skill to observe and measure. While listening is essential for academic success, enabling students' critical thinking and meaningful engagement with disciplinary content, traditional listening assessments tend to focus on comprehension and knowledge recall, often in isolated tasks. Moreover, the increasing availability of simultaneous translation tools risks diminishing learners' motivation to actively develop their listening abilities. Nevertheless, effective listening remains fundamental for students to fully participate in academic discourse which highlights a need for pedagogies and assessments which promote active and reflective listening.

The most effective assessments engage students by highlighting the task's relevance to their future careers thus providing intrinsic motivation. One approach to testing listening is the use of portfolio assessment which offer learners the opportunity to reflect on their listening development, apply metacognitive strategies, and engage in tasks with clear relevance to their academic futures. As Lin and Gan (2014) have shown, students who use effective methods to succeed (metacognitive strategies), in addition to being more active in their learning and discovering their strengths and weaknesses, ultimately develop stronger listening skills.

This presentation discusses the implementation of a portfolio assessment task on a pre-sessional English programme in the UK. We will report on the process taken to reposition the learner as the evaluator of their own listening development at the same time as balancing institutional requirements to measure competency from a gate-keeping point of view. Delegates will have the opportunity to reflect on an innovative approach to testing listening, as well as the issues we faced, brought about by unforeseen developments in technology.

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Bios

Edit Willcox-Ficzere (Dr., Lecturer) is currently working at the University of Westminster. Her research interests include pragmatic competence, politeness and language assessment. ORCID ID: https://orcid.org/0000-0003-4544-3449

Deborah Carpenter is currently Subject Coordinator of the Pre-sessional English programme at Oxford Brookes University. Her research interests include the student experience, especially Academic Advising, and developing skills for lifelong learning.

Joseph Wilson

Embracing the Unforeseen: Translingual Revisions as Productive Disruption

This presentation considers how translingual orientations to writing can transform language and writing teaching through productive disruption of pedagogical plans. I argue that translingualism, which emerged from concerns about inequalities within and across languages, requires us to embrace the unforeseen ways students contribute to language maintenance and revision. The concept of translingual labor indexes how student contributions are unevenly valued within capitalist educational frameworks, particularly in late-capitalist contexts like United States universities, creating unexpected moments that demand pedagogical improvisation.

The framework of translingual revisions I propose embraces these disruptions as productive accidents that paradoxically couldn't be avoided in authentic language learning environments. While EAP typically privileges careful planning through needs analyses and disciplinary alignment, translingual revisions productively respond to the unplanned—moments where students engage in anticapitalist inquiry to challenge normalized linguistic hierarchies embedded in curricular designs and assessment frameworks.

Drawing from an action research methodology involving reflective field notes and collaborative memos with two graduate instructors, I present approaches that explicitly engage students in critiquing economic conditions and power dynamics shaping academic writing and (as) language instruction. This methodology captures how anticapitalist dialogues with students generated unforeseen insights about language valuation. Rather

than seeing student translingual practices as problems to solve, I demonstrate how we collectively restructured assessment to honor students' concrete labor and resist capitalist logics undergirding standardization.

The presentation outlines implementation strategies specifically designed for graduate students and teacher-trainers who seek to create space for productive linguistic disruption through anticapitalist pedagogies. I describe a portfolio method curated specifically toward an anti-capitalist ethos, and conclude by considering how this framework operates across diverse institutional settings. I suggest that by planning for the unplanned—by creating intentional space for linguistic accidents and collective anticapitalist resistance—we might develop more responsive, equitable approaches to teaching.

Bio

Joseph Wilson is Assistant Professor of Composition and Literacy at Syracuse University. His research has been published in Across the Disciplines, English for Academic Purposes, Technical Communication and Social Justice, and multiple edited collections.

Peter Wingrove

An Unforeseen Driver of English as the Medium of Instruction European Higher Education

Between 2009-2017 there was a fifty-fold increase in English-medium instruction (EMI) Bachelor's degree programmes in European universities in countries which do not have English as an official language. EMI, once a novelty, is now becoming the norm. As a result, English for Academic Purposes has become an increasingly urgent and important field. However, the driving factors behind this expansion remain understudied, and its unforeseen consequences are only beginning to emerge. Existing theories point to globalisation, neoliberalism, and post-colonialism, but few studies have tested political reform.

This study examines whether university autonomy—promoted through market-driven 'steering at a distance' reforms, which have swept across Europe over the last three decades—predicts EMI. Using multilevel regression, we analyse data from 1,815 higher education institutions (HEIs) across 26 European education systems. University autonomy is operationalised using the University Autonomy Scorecards, which measure four dimensions: academic, financial, staffing, and organisational autonomy. EMI is assessed based on the number of English-taught degree programmes (ETPs) listed on Study Portals.

Findings reveal that overall autonomy significantly predicts EMI in public universities (p = 0.002), with a one-point increase in autonomy above the mean raising the likelihood of offering EMI by 9.5%. Academic, staffing, and organisational autonomy are significant predictors, while financial autonomy is not.

This study is the first to quantify a link between university autonomy and EMI, offering new insights into the governance dynamics shaping language policy in higher education, giving us insights as to why the field of English for Academic Purposes is growing. By bridging applied linguistics, language policy, and higher education studies, it highlights an interdisciplinary approach and proposes new directions for research.

Bio

Peter Wingrove is a Postdoctoral Researcher at Chalmers University of Technology in Sweden. Prior to this position, Peter worked as a postdoctoral researcher at the Open University, wrote his PhD in Applied Linguistics at the University of Hong Kong, specialising in corpus linguistics and EAP, and worked as an EAP instructor in China, Korea, and Japan.

Yilan Xu

Mapping and Relevance of Chinese Master's Students' Academic Genre Production

Although Chinese higher education has shown increasing interest in English for academic purposes (EAP), the development of EAP pedagogy in China is still in the early stages. Moreover, from a research perspective, few studies have investigated the genre-specific issues faced by Chinese students when they produce written academic genres. My doctoral research aims to explore the understanding of Chinese Master's students' academic written genre production in Aquaculture. As part of my research, this study aims to: i) map the specific written academic genres students were primarily taught in their EAP writing course and those they produced for their academic courses in Aquaculture; ii) examine different stakeholders' understandings of the relevance of the genres that students were primarily taught in their EAP courses to facilitate their academic and professional lives.

A qualitative approach was employed, involving the collection of teaching materials, assignment guidelines, and students' writing samples from both EAP and Aquaculture courses, as well as semi-structured interviews with three stakeholder groups: Aquaculture Master's students, EAP teachers, and Aquaculture lecturers. The presented findings will highlight the specific input genres used by the language teachers, the actual academic genre that Aquaculture students were taught, and the specific written genre students were

asked to produce in their EAP writing course. Meanwhile, the study identified the written genres that students produced across eleven academic courses in Aquaculture. This study further shed light on the relevance of the primarily taught academic written genre in the EAP writing course to students' academic and professional lives. Overall, this research broadens the scope of EAP studies in Chinese higher education and enhances the understanding of academic genres in Aquaculture.

Bio

Miss Yilan Xu is a PhD candidate in Education at the University of Edinburgh, UK. She obtained her MSc in TESOL from the University of St Andrews in 2021. She is particularly passionate about exploring the areas in English for academic purposes, genre, and assessment. She is also working as the Master's Dissertation Supervisor in Language Education at Moray House School of Education and Sport.