



University of  
St Andrews

10th anniversary

**EAP conference 2021**

Saturday 27 February

# Transitions and Tribulations: EAP at the crossroads

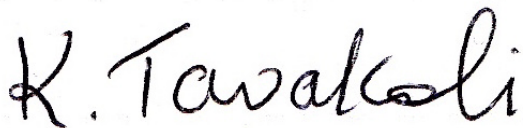
# Welcome

Welcome to the 10th annual EAP Conference, from the staff of the International Education Institute. We are delighted to welcome back many colleagues from around the globe, and also to all those joining us for the first time. This is, of course, a very different setting for our conference – so many of you have told me that you love coming to St Andrews, and for so many of us, the last St Andrews conference was the last live event we have attended. We are by now quite used to meeting on Teams or Zoom, and there is the small advantage that there are no travel or weather constraints, so I hope that you will enjoy our online conference.

This year our international attendees are joining us from a number of countries. The closest to home are our colleagues from Dundee, and the furthest from the USA, China and Japan. This year's topic, Transitions, can be interpreted from many perspectives. We used this theme to celebrate our 10th conference, and so our transition into a new decade of professional discussions. It is ironic that this has fallen into the very year that the academic world has made an amazingly successful transition to online teaching. We are also marking the 10th anniversary by welcoming five plenary speakers from previous events.

I hope that today's wide-ranging presentations will provide many interesting insights to current directions in EAP practice, resulting from empirical research, as increasingly EAP practitioners have opportunities to carry out research while remaining active in the classroom.

I would like to thank my colleagues, Mary Carr and Mark Carver, who have made a great contribution to the organising of this conference, and also Dinorah Imrie whose graphic design skills have produced this programme and the conference logo. Finally, thank you to all our colleagues worldwide for supporting this conference.



Kerry Tavakoli  
Conference Facilitator and Lecturer in Academic English and TESOL  
International Education Institute  
University of St Andrews

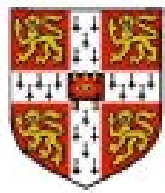
This conference will take place entirely online  
on Microsoft Teams

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# Timetable

9.15 - 9.30	<b>Welcome and introduction, Professor Lorna Milne</b> , University of St Andrews.			<b>General channel</b>
9.30 - 10.10	<b>Plenary 1: Diane Schmitt</b> , Nottingham Trent University, retired. <i>Transition, change, or alteration: the challenge of learning and using vocabulary at university.</i>			<b>General channel</b>
10.15- 10.55	<b>Plenary 2: Professor Steve Kirk</b> , Durham University. <i>Exploring 'transitions' in the design of teaching.</i>			<b>General channel</b>
10:55 - 11:15	<b>Coffee break</b>			
<b>Short talks (15 mins + 5 mins Q&amp;A)</b>				
	<b>Room A</b>	<b>Room B</b>	<b>Room C</b>	
11.15- 11.35	<b>Caitlin Coyle</b> University of Glasgow <i>Checking understanding and engaging online students when cameras are off</i>	<b>Alexander Gooch</b> Durham University <i>EAP With A Thousand Faces</i>	<b>Dr Blair Matthews</b> University of St Andrews <i>Structure, Agency and Transitions in Online Environments</i>	
11.40 - 12.00	<b>Cathy Benson and Cathy Holden</b> University of Edinburgh <i>International post-graduates' classroom participation on pre-sessional courses and Master's programmes</i>	<b>Michèle le Roux</b> Durham University <i>Exploring Practitioner Identity in Circles of Trust</i>	<b>Helen Lyttle</b> University of Glasgow <i>International students and UK argumentation: large-culture myths and small-culture reality</i>	
12.05 - 12.25	<b>Jill Northcott and Dr Donna Murray</b> University of Edinburgh <i>Bridging the gap in an online undergraduate transitions course for all</i>	<b>Professor Takeshi Kamijo</b> Ritsumeikan University <i>Examining L2 learners' argumentation: analysis through the knowledge-telling strategy</i>	<b>Niamh Mullen and Peter Matthews</b> University of Leeds <i>Voices in Higher Education: Transition to Academic Listening</i>	
12.25 - 13.00	<b>Lunch/Posters</b> Ria Rampersad, University of St Andrews. Daian Huang, University of St Andrews. Jennifer Cowell, University of St Andrews. Carmen Lucas, Universidade de Tras-os-Montes e Alto Douro. Helen Lyttle, University of Glasgow.			<b>Channel 5</b>
13.00 - 13.40	<b>Plenary 3: Professor Hilary Nesi</b> , Coventry University. <i>Let your imagination run wild: hypothetical scenarios as a feature of lecture discourse.</i>			<b>General channel</b>
13.45 - 14.05	<b>Lightning talks (6 mins + 2 mins Q&amp;A)</b> <b>1. Dr Olga Campbell-Thomson, Diana Al Haffar and Samantha Ryan</b> Abu Dhabi Polytechnic, Al Ain <i>Mapping the EAP territory: English for Engineering.</i>  <b>2. Jo Kukuczka &amp; Bogdan Tirtelnicu</b> University of Bristol, Anglia Ruskin University <i>Theory into Practice: How Systemic Functional Linguistics and Legitimation Code Theory can support Psychology students' critical thinking and academic writing</i>			<b>Channel 4</b>
14.10 - 14.50	<b>Plenary 4: Dr Nigel Caplan</b> , University of Delaware. <i>First, Second, Finally? The Murky Transitions to Academic Language in L2 Writing.</i>			<b>General channel</b>
<b>Short talks (15 mins + 5 mins Q&amp;A)</b>				
	<b>Room A</b>	<b>Room B</b>	<b>Room C</b>	
15.00 - 15.20	<b>Jill Haldane and Phil Davies</b> University of Edinburgh <i>Digital teaching and learning in Foundation EAP: preliminary evaluations</i>	<b>Olwyn Alexander</b> Heriot-Watt University, retired <i>Transitions for transferrable learning outcomes in EAP lesson planning</i>	<b>Dr Tatyana Karpenko-Seccombe</b> University of Huddersfield <i>Transition to teaching academic writing with corpora</i>	
15.25 - 15.45	<b>Rina Fokel de Vries, Sue Teale &amp; Kevin Haines</b> University of Birmingham & University of Groningen/University of Bristol <i>EAP in times of interculturalisation and internationalisation: moving towards inclusivity</i>	<b>Dr Geoffrey Nsanja</b> University of Leeds <i>Not yet Ubuntu: identity uptake in transitioning to university in Malawi</i>	<b>Dr Wayne Rimmer</b> University of Manchester <i>The evolution of the professionalism of the EAP practitioner</i>	
15.50 - 16.30	<b>Q&amp;A session with Plenary Speakers</b>			<b>General channel</b>
16.30 - 16.40	Wrap up/Raffle/Nigel judges the Great EAP Bake-Off!			

# Publisher stand



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**9:15 to 9:30**



**General  
channel**

**Professor Lorna Milne**

**University of St Andrews**

Welcome and introduction



**Plenary 1**

# **Diane Schmitt**

Nottingham Trent University (retired)

Transition, change, or  
alteration: the challenge  
of learning and using  
vocabulary at university

**9:30 to 10:10**

General channel



# Summary

Moving from school to university requires a number of transitions. For second language learners, a major shift comes in moving from lessons where learning general English has been the primary focus to one where using academic English is now the primary focus. However, framing this transition in terms of 'from' and 'to' is somewhat misleading because it can encourage learners and teachers to imagine that both language learning and general English are left behind when students enter university and the 'real' business of learning subject content begins. Over the past decade, the field of EAP has itself transitioned from a focus on skills to a focus on academic literacies and along with that has come the realisation that language development needs to have a bigger role in EAP instruction because language knowledge underpins virtually all learning at university. This presentation will focus on how EAP programmes can support students in recognising that language development is a lifelong process and a key feature of success at university. Specific focus will be given to vocabulary development. We will review the types of vocabulary used in academic contexts, its functions, and the nature of learning that needs to take place. Reference will be made to research on vocabulary learning and how that can inform both teacher-led vocabulary pedagogy and student-led learning activities.

## Biodata

Diane Schmitt was a Senior Lecturer in EFL/TESOL for 25 years at Nottingham Trent University and now works as an independent educational consultant. She has given presentations, workshops and seminars for students and teachers in over 25 countries. Her pedagogic and research interests include all aspects of English for academic purposes, vocabulary acquisition and pedagogy, writing from sources/plagiarism, materials development and language development in English Medium Instruction contexts. Her work has appeared in journals such as *Language Teaching*, *ELTJ*, *Journal of English for Academic Purposes*, *Reading in a Foreign Language*, and *Language Testing*. Together with Norbert Schmitt, she has co-authored *Vocabulary in Language Teaching* 2nd ed. (Cambridge University Press, 2000) and *Focus on Vocabulary Books 1 & 2* (Pearson, 2011).

Plenary 2

# Professor Steve Kirk

Durham University

Exploring 'transitions'  
in the design of  
EAP teaching

**10:15 to 10:55**

General channel





# Summary

As EAP practitioners we might often consider the transitions of our students, as they move from context to context or from one academic level to another. We perhaps consider less often the 'transitions' that occur in what they are learning, however: the shifts and changes that take place as, for instance, different EAP teachers on the same programme turn a lesson on the page into classroom practice or as insights from research become pedagogic materials. This talk explores these transitions and what may be gained and lost in the process, both for learners and for practitioners. Drawing on illustrations from published material and from EAP practice, I present three principal arguments. Firstly, the inevitable changes that occur in translating between principles, design and pedagogy also change the affordances for EAP teaching and learning and are therefore important to understand. Secondly, we do not know enough about transitions of this kind in EAP and this may represent something of a blind spot in the practitioner's knowledge base. Finally, becoming more aware of the journeys we (need to) take between research, design and teaching in our everyday university practice can serve both to warm us to the possibilities of theory and to increase teacher agency, opening up routes beyond replication of practices towards their development and creative transformation.

## Biodata

Steve is Head of Academic Development for Students (ADS) at Durham University's Centre for Academic Development, bringing together EAP and Learning Development under one roof. Steve also teaches a module in TEAP on the Centre's MA Applied Linguistics for TESOL programme.

**10:55 to 11:15**

**Coffee break**

# Short talks



**11:15 to 11:35**

**Room A**

**Caitlin Coyle**  
**University of Glasgow**

Checking understanding and engaging  
online students when cameras are off

**Room B**

**Alexander Gooch**  
**Durham University**

EAP With A Thousand Faces

**Room C**

**Dr Blair Matthews**  
**University of St Andrews**

Structure, Agency and Transitions in Online  
Environments



### ***Checking understanding and engaging online students when cameras are off.***

#### **Summary**

My proposal is to produce a poster based on a questionnaire that I recently conducted. The questionnaire is about the different methods (both digital and non-digital) teachers use to check understanding and engage online students when those students have their cameras switched off. In the three HE/FE institutions I have worked/ continue to work in since March 2020, I have noticed a contentious issue arising about whether students should have their cameras off or not. I also noticed teachers pledging on the BALEAP Jiscmail not to force students to put their cameras on. I also feel uncomfortable obliging students to do this when they are in their own personal/private space.

Nevertheless, I would concede many things for me do seem harder to gauge when I cannot see facial expressions/reactions. Moreover whilst I am familiar with recent research about the topic of measuring/ encouraging online student engagement (Dixson, 2015; Kahn, Everington, Kelm, Reid, Watkins, 2016), I think the current context is particularly novel. Many learners/ teachers who may have been initially reluctant to work online have found that they must do so.

Forty-four colleagues responded to my questionnaire, most of whom teach either or both EAP and EFL/ESOL. I also asked a scholarship group that I am part of as I was interested in hearing the perspectives of other teachers other disciplines in HE. My findings show a considerable amount of diversity among the methods used. Many teachers are making considerable use of diverse digital tools such as Padlet and Kahoot, whereas other teachers using more familiar concept checking and eliciting techniques. I believe my small-scale project could have direct implications for teaching practice, as it would allow me to share with even more colleagues the different practical techniques (digital and non digital) that can be used with online students.

#### **Biodata**

I have been teaching EAP for the past three years and EFL for the past seven years. I currently teach a Research module to Foundation EAP students at Glasgow International College, and I teach a General English Advanced C1 course at the University of Glasgow. I have taught Pre-masters' EAP students at the University of Glasgow's pre-session summer course for three years, and I also taught at the University of Edinburgh's summer pre-session course. This is my first research proposal for a conference but I am doing my own personal research into the use of learning technologies in online HE contexts.

## ***EAP With A Thousand Faces.***

### **Summary**

The first part of this presentation will present a correspondence between the structure of good academic essays and the 'hero's journey' narrative (as originally presented by Joseph Campbell in 'The Hero With a Thousand Faces', and later developed by various screenwriters and teachers of screenwriting), and make the case that good academic essays typically conform quite closely to this much older narrative form. I will then give an account of an attempt to put this idea into practice on the Durham University Summer Pre-Sessional 2020, as a strategy for teaching essay-writing, under the title 'Harry Potter and the Art of Essay Writing'.

### **Biodata**

I am an Assistant Professor (Teaching) at the Durham Centre for Academic Development, at Durham University. I specialize in EAP teaching and materials development, and have been deeply involved in Durham's Pre-Sessional and In-Sessional programmes for several years. I also teach on Durham's Foundation programme. My academic background is in the Humanities, primarily in Philosophy and Religious Studies, and I maintain an active involvement in these areas.

### ***Structure, Agency and Transitions in Online Environments.***

#### **Summary**

Sudden transition from physical to computational environments as a result of COVID-19 has compelled us to question our routines and practices related to learning and technology. Online learning environments are complex socio-technical systems that involve a myriad of software, interfaces and techniques, and simply converting a face-to-face course directly to an online environment is not possible.

Technical structures constrain and enable learners in different ways. For example, conforming to rules determined by the software can be an oppressive force, while at the same time students may also feel liberated by new opportunities to think and explore. This tension between structure and learner agency is of central importance in the design of all learning environments.

In this talk I present the design of an online induction course for PhD students (n=22) at the University of St Andrews. Using a conceptual framework of structure and agency to inform the construction of a computational environment, I offer ways of designing online spaces to structure learner agency. Concepts from social theory can help situate curriculum design within wider social processes in higher education.

#### **Biodata**

Blair is a teaching fellow at the University of St Andrews.

# Short talks

11:40 to 12:00

Room A

## **Cathy Benson and Cathy Holden**

**University of Edinburgh**

International post-graduates' classroom participation on pre-sessional courses and Master's programmes

Room B

## **Michèle le Roux**

**Durham University**

Exploring Practitioner Identity in Circles of Trust

Room C

## **Helen Lyttle**

**University of Glasgow**

International students and UK argumentation: large-culture myths and small-culture reality

## ***International post-graduates' classroom participation on pre- sessional courses and Master's programmes.***

### **Summary**

While on our pre-sessional courses there is a strong focus on encouraging student interaction, Chinese students tell us of a tendency to become more reluctant to interact once on their Master's programmes. We investigated this phenomenon using a combination of classroom observations of student volunteers (on both pre-sessional and Master's programmes) and subsequent interviews. The latter used an adapted "stimulated recall" technique, during which we sought participants' views on classroom participation in general, and their comments on selected clips from the recordings of the classes and workshops.

Our findings largely confirmed previously published findings regarding Chinese students' participation in UK university classes, for example, the influence of previous academic context, the presence of fellow nationals, a preference for small-group interaction. Where this study differed from previous studies was in investigating the comparison between pre-sessional EAP classes, and classes on students' academic programmes. In purely numerical terms (number and length of contributions) our volunteers all participated more in their EAP classes than in their academic classes. They attributed this mainly to the greater level of difficulty of the Master's content, but also in some cases to differing teaching methodology.

Participants had various suggestions about classroom management and tutor behaviour which they felt would promote participation in Master's workshops; these will be explored in the presentation. There were also recommendations for fellow students.

From the point of view of research design, we concluded that the combination of observing students' behaviour and seeking their perceptions is essential in order to obtain a rounded view of student participation. In particular, our own biases and assumptions were sometimes not borne out by what students told us, which was a valuable lesson to us as researchers and as teachers.

This project was carried out jointly with colleagues in Moray House School of Education and Sport.

### **Biodata**

Cathy Benson and Cathy Holden teach on a wide range of EAP courses at English Language Education, COL, University of Edinburgh. We are both involved in the summer pre- sessional programme, as well as in- sessional writing courses, both generic and tailored. Cathy Holden also teaches on year-round pre- sessional and in-sessional courses (including seminar discussion skills) and Cathy Benson teaches courses for doctoral students and supervises Master's and PhD students. Our research is very much rooted in teaching; other joint projects we have worked on have involved tracking students from pre-sessional courses as they proceed through their Master's programmes.



## ***Exploring Practitioner Identity in Circles of Trust.***

### **Summary**

An interim report on two research projects into EAP Practitioners' (PEAPs') identity and agency founded on the ethical imperatives for SoTL outlined by Gurung et al., 2007 (cited in Martin, 2013: 62-3): Respect for Persons, Beneficence, and Justice. The projects are rooted in the intentions to support PEAP autonomy and agency through the co-construction of the research; to contribute to PEAPs' wellbeing through the experience of participation; and to benefit PEAPs by creating opportunities to publish or present outcomes of the work.

Creating and holding safe space is necessary to enable PEAPs to articulate their experience from a place of authenticity and trust. The "vessel" for holding safe space is the Circle of Trust work, which integrates "soul and role" through supporting participants' capacity to "hear each other into speech", to attend to the wisdom of the inner teacher and to find an authentic voice within a community of truth (see: <http://www.couragerenewal.org/approach/>). The projects aim to contribute to the small but growing body of research which evaluates the impact of this work in HE contexts (Palmer & Zajonc, 2010; Michalec & Bower, 2012), and will be the first such studies conducted with PEAPs.

Each project will explore transitions in PEAPs' careers: 1. a year-long project exploring how PEAPs and PEAPs in Precarity experience the rhythm of the calendar/academic year; 2. a project focusing on the elder wisdom of mature PEAPs: their career/life stories, trajectories & thresholds. The process of engaging in this work is intended, in itself, to contribute to participants' wellbeing, regardless of other outcomes and outputs. My presentation will also explore the methodological challenges of making "public" a private and confidential process; the respectful situating of participants as co-creators of the research design; and the justice of supporting participants' agency to write up/publish/present on their experience.

### **Biodata**

I work as MATESOL supervisor and assessor for Durham University, as an online tutor for the Cara Syria project, and as EFL instructor at the Universitat Oberta de Catalunya. I research into the use of the Circles of Trust model in EAP Practitioner wellbeing, identity and development. I am also qualified in Spiritual Accompaniment and in the facilitation of Nonviolent Communication. I seek to position myself with integrity at the interface of these two professional identities and to build bridges, resilience and community.

## ***International students and UK argumentation: large-culture myths and small-culture reality.***

### **Summary**

I investigated the difficulties which international students experience in constructing argument on a UK masters course. My interview subjects were students on my own MSc in Applied Linguistics. I found that previous research did not focus on 'soft' disciplines, which require a high degree of linguistic sophistication (Neumann, Parry & Becher, 2002).

Based on theories of contrastive rhetoric (Kaplan, 1966; Connor, 1998), my hypothesis was that significant acculturation issues would be uncovered. Durkin (2008; 2011) and Wu (2015) suggest that Confucian-heritage students are from a high-context culture and have specific difficulties with critical thinking. They depict these students as seeking a 'middle way' (Durkin, 2011; Andrews, 2007) which avoids confrontation and extremes, and which is antithetical to academic writing on UK masters courses.

When I interviewed participants, however, I found that their issues were also experienced by home students: difficulties with assessment guidelines and feedback (Wingate, 2018), criticality (Andrews, 2009), disciplinary identity (Ivanič, 1998) and, to some extent, signposting and linking (Fløttum, 2012; Andrews, 2009). Contrastive rhetoric techniques were absent from their argumentation.

I interviewed five international students and one home student. As this was such a small group, the findings require further research. However, there are two main implications for EAP teaching:

- an academic literacy approach (Lea and Street, 1998), involving the whole cohort, is appropriate for 'soft' disciplines, in which international students are more linguistically adept.

- International students may be subject to stereotyping. It is no more appropriate to consider Chinese students as representative of Confucianism than it is to consider Europeans as representative of Christianity (O'Dwyer, 2017). It is important to treat each student as a capable individual rather than in terms of stereotypical lacks and deficits (Clark and Gieve, 2006). Each cohort forms its own 'small culture' (Holliday, 1999).

### **Biodata**

I have just completed a Masters in Applied Linguistics at the University of Glasgow and my proposed presentation is based on my dissertation.

# Short talks



**12:05 to 12:25**

**Room A**

**Jill Northcott and  
Dr Donna Murray**  
**University of Edinburgh**

Bridging the gap in an online  
undergraduate transitions course for all

**Room B**

**Professor Takeshi Kamijo**  
**Ritsumeikan University**

Examining L2 learners' argumentation:  
analysis through the knowledge-telling  
strategy

**Room C**

**Niamh Mullen and  
Peter Matthews**  
**University of Leeds**

Voices in Higher Education: Transition to  
Academic Listening



## ***Bridging the gap in an online undergraduate transitions course for all.***

### **Summary**

Changes in demographics and composition of student populations have meant that the conceptual distinction between first and second language education has become more difficult to sustain (Leung & Lewkowicz 2017). As a consequence developing academic skills for L1 as well as L2 university students has increasingly involved EAP units in addition to the more traditional skills development units. This should mean there is a greater wealth of available resources for developing academic skills, taking into account both the complexities of academic discourse and the diverse backgrounds of students (Wingate and Tribble 2012). When creating courses there is then a need to draw on different traditions to develop students' academic skills (Wingate 2012).

A collaborative course, Successful Academic Communication was developed this year by English Language Education at the Centre for Open Learning working with the Institute for Academic Development at the University of Edinburgh as one of a suite of online transition courses for UG students beginning their studies. Schools and departments were divided about the value of courses not provided within the specific discipline, given the widely held belief that academics with relevant disciplinary expertise might be best placed to facilitate the transition to undergraduate study and support students' academic skills development (e.g. Murray & Hicks 2017, Nesi & Gardner 2006, North 2005).

In this presentation we will demonstrate how the course and materials were designed to respond to these valid concerns as well as engage with some of the as yet unanswered questions concerning the best model for academic skills development in universities. The contradictions inherent in a generic approach will be explored, drawing on the relevant literature and debates within the different traditions which have contributed to approaches to developing academic skills leading to current organisational structures conferring responsibility for students' academic skills development. We will conclude with suggestions for possible ways forward.

### **Biodata**

I am currently Head of English Language for Arts, Humanities and Social Sciences in ELE at the Centre for Open Learning (COL) and have worked in ESP/EAP/ ESP Teacher Education for many years, both in Edinburgh and Malaysia. My teaching and research interests are ESP- focused and I have taught, developed courses and published in areas related to Legal and Business English. More recently I have focused more on academic writing feedback- related areas.

My co-presenter, Dr Donna Murray, is Head of Taught Student Development at the Institute for Academic Development (IAD).

***Examining L2 learners' argumentation: analysis through the knowledge-telling strategy.*****Summary**

For academic essay assignments in postgraduate education, second language (L2) students must be aware of the roles of critical reading and argumentation in academic debate, as well as the objective of knowledge building through essay composition. The construction of academic arguments is regarded as an essential intellectual process for L2 postgraduate students entering the academic community as novice writers. Despite the need for L2 postgraduate students to demonstrate familiarity with academic argumentation, little research has been conducted on this theme. Many research studies have focused instead on L2 learners' awareness of writing practices and strategies. Moreover, very little research has examined the cognitive processes of less successful L2 postgraduate students, which often reflect a knowledge-telling strategy model. To redress this research gap, the present study investigated the two less successful L2 learners' awareness and processes of literature review and argument construction for essay assignments on an MA course.

The author analysed interviews with the two participants based on Braun and Clarke's thematic analysis and Bereiter and Scardamalia's knowledge-telling model. The results suggested that these two L2 learners selected information for argument building based only on their previous experience and were unaware of relevant academic debates when they assessed their selected review articles. These are both key characteristics of the knowledge-telling approach. The author argues that when preparing for postgraduate programmes, L2 students should be encouraged to evaluate research critically as part of academic debate and to build arguments through their pre-sessional and in-sessional EAP programmes using a collaborative teaching approach involving content teachers.

**Biodata**

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.

## *Voices in Higher Education: Transition to Academic Listening.*

### **Summary**

While attention is often paid to the skills of reading, writing and speaking in a student's journey from pre-session study to graduation from a degree programme due to the direct links of these skills to assessed output, considerations of listening and the impacts of challenges in comprehension on student success can be neglected in comparison. However, transitioning to authentic listening situations can be an area of particular difficulty for L2 speakers in Higher Education in English-speaking countries (Briguglio and Smith, 2012). Mulligan and Kirkpatrick found that less than one in ten speakers from non-English speaking backgrounds said they understood lecture content very well, and twenty-two percent said they 'did not understand a lot' (2000: 316). According to Lynch (2011), listening receives relatively little scholarly attention in EAP compared to other skills.

This presentation will summarise the key findings from research which investigated student and lecturer perceptions of issues related to academic listening. Data was collected through a student survey, student focus groups and student individual case studies as well as a tutor survey and tutor focus groups. The results reveal the extent to which academic listening can challenge some students and also indicate when in students' studies listening challenges are at their height. Furthermore, the findings enable us to identify challenges which students face in academic listening.

In this presentation, we will relate our findings to EAP practice with regards to developing listening skills. We will argue that many of the issues which students encounter could be reduced with a place for explicit focus on listening development and exposure to a range of appropriate listening texts within the EAP curriculum. We will also argue that particular attention should be paid to supporting students in the transition to listening to English spoken at speed and in a range of different accents.

### **References**

Briguglio, C. & Smith, R. 2012. Perceptions of Chinese students in an Australian university: are we meeting their needs? *Asia Pacific Journal of Education*. 32(1) pp17-33.

Lynch, T. 2011. Academic listening in the 21st century: Reviewing a decade of research. *Journal of English for Academic Purposes*. 10 pp79-88.

Mulligan, D. & Kirkpatrick, A. 2000. How Much Do They Understand? Lectures, students and comprehension. *Higher Education Research & Development*. 19 (3) pp311-335.

### **Biodata**

#### **Niamh Mullen**

I am a Lecturer in EAP at the University of Leeds Language Centre and have worked in various roles since 2007, including as Director of Student Education. I also deliver the MA Language Teaching in Practice module at Leeds. I am a Leeds Institute for Teaching Excellence (LITE) Fellow and have investigated second language listening at PGT level at the University from both student and lecturer perspectives.

#### **Peter Matthews**

I have worked at the University of Leeds Language Centre as a Lecturer in EAP and programme leader since 2008. I am a Leeds Institute for Teaching Excellence (LITE) Fellow and have investigated second language listening in post-graduate study at Leeds and am co-lead for the Language for Communication and Society Pre-session programme.

# Lunch/Posters

**12:25 to 13:00**

Channel 5

## **Ria Rampersad**

University of St Andrews

*EAP for migrant children - adapting the Trinidad and Tobago National primary school curriculum for ELLs*

## **Daian Huang**

University of St Andrews

*How Chinese Master's Students Develop Their Academic Writing Skills During Their Studies in the UK*

## **Jennifer Cowell**

University of St Andrews

*Inclusive Learning Practices - EAP students with SpLDs*

## **Carmen Lucas**

Universidade de Tras-os-Montes e Alto Douro

*Enhancing Academic Writing from within: The Self and EAP Writing Portfolios as the trigger for Reflective Learning and Academic Development*

## **Helen Lyttle**

University of Glasgow

*International students and UK argumentation: large-culture myths and small-culture reality*

Plenary 3

# Professor Hilary Nesi

Coventry University

Let your imagination  
run wild: hypothetical  
scenarios as a feature of  
lecture discourse

**13:00 to 13:40**

General channel





# Summary

This talk introduces and provides examples of the way hypothetical scenarios are used in university lectures to transition quite complex theory to the everyday world, encouraging engagement by injecting a fantasy element, and often by presenting non-human entities in anthropomorphic terms. Rather than recounting real world events that occurred in the past, hypothetical scenarios describe events that were never actually expected (or desired) to occur. Listeners may be invited to imagine themselves as a bird with “a thin delicate beak”, for example, or to envisage a crowded dance floor where the dancers are atoms. In this respect they do not fit existing story schema (e.g. Labov & Waletzky 1967; Scholes 1982; Martin 2008), and perhaps because of this they have been largely neglected by discourse analysts and educators, in contrast to stories which have been studied in terms of their structure (e.g. Alsop et al. 2013), and as a means of helping learners engage with and remember lecture content (e.g. Flanagan 2015; Easton 2016). Hypothetical scenarios serve similar purposes to stories, and may be particularly useful to lecturers in the pure disciplines where extremely abstract subject matter cannot be illustrated by means of conventional narrative. Scenario creating is also a strategy that is open to lecturers who do not have their own gossip or personal experiences to narrate. The scenario examples offered in this talk come from spoken academic corpora: BASE, ELC and MICASE. They are fun, and are also worthwhile studying in EAP contexts because they contain quite challenging language, for example in terms of conditional structures.

## References

Alsop, S. Moreton, E. & Nesi, H. (2013) The uses of storytelling in university engineering lectures. *ESP across Cultures*. 10, 8-19.

Easton, G. (2016) How medical teachers use narratives in lectures: a qualitative study. *BMC Medical Education* [Online] 16 (3).

Flanagan, S. (2015) How does storytelling within higher education contribute to the learning experience of early years students? *Journal of Practice Teaching & Learning* 13(2-3): 146-168.

Labov W. & J. Waletzky 1967 (2003). Narrative analysis: oral versions of personal experience. In C. Bratt Paulston & G.R. Tucker (eds.), *Sociolinguistics: The Essential Readings* (2003). Oxford: Wiley-Blackwell: 74-104.

Martin J. R. 2008. Negotiating values: narrative and exposition. *Bioethical Inquiry* 5: 41-55.

Scholes R. (1982) *Semiotics and Interpretation*. New Haven: Yale University Press.

## **Biodata**

Hilary Nesi is Professor of English Language at Coventry University, UK. Her research activities mostly concern the discourse of English for academic purposes, and the design and use of reference tools. She is Editor in Chief of the *Journal of English for Academic Purposes* and the Elsevier *Encyclopedia of Language and Linguistics* (forthcoming).

She is also currently lead educator for the FutureLearn MOOC 'Understanding English Dictionaries'. She was principal investigator for the projects to create the BASE corpus of British Academic Spoken English and the BAWE corpus of British Academic Written English, and has published more than 100 articles and book chapters.

# Lightning talks

**13:45 to 14:05**

Channel 4

**Dr Olga Campbell-Thomson, Diana Al Haffar and Samantha Ryan**

**Abu Dhabi Polytechnic, Al Ain**

Mapping the EAP territory: English for Engineering

**Jo Kukuczka and Bogdan Tiritelnicu**

**University of Bristol, Anglia Ruskin University**

Theory into Practice: How Systemic Functional Linguistics and Legitimation Code Theory can support Psychology students' critical thinking and academic writing

## ***Mapping the EAP territory: English for Engineering.***

### **Summary**

This presentation traces the process of 'mapping' of language needs required for passing of certification exams in engineering. The site of our investigation is an engineering college in the Middle East with specialization in aviation maintenance. The European Aviation Safety Agency (EASA) which performs certification in the civil aviation sector requires that the candidates complete theoretical knowledge exams in writing. The main objective of the written task is to test whether the candidates have clear and concise writing ability and can demonstrate application of technical knowledge in maintenance scenarios. Low passing rate of the candidates has called into question the efficacy of English for Academic Purposes (EAP) tuition and prompted requests from the subject teachers to shift academic support towards English for Specific Academic Purposes (ESAP) with particular emphasis on technical vocabulary.

The investigation undertaken by the faculty of the EAP department thus aimed (1) to identify the causes of candidates' failure in written theoretical examination and (2) to map the foci of language tuition that might assist in passing of written examination by trainee engineers. These aims were met through (a) content analysis of students' writing and (c) linguistic analysis of students' writing. The results of the study indicated that language coordinates for meeting the EASA requirements of written exam matched the emphases of generic EAP training offered at the college.

The study revealed, however, the need to shift focus from traditional 'essay' format assessment to micro-analysis of language structures, which were shown to underlie meaningful production of written responses demonstrating technical knowledge. Practical recommendations on systematic analysis of linguistic and logical connections in teaching writing, which we propose, can be taken on board by practitioners in generic EAP training. It is also proposed that EAP tuition programmes diversify assessment formats of written tasks.

### **Biodata**

#### **Olga Campbell-Thomson**

Over the past thirty years, my career has encompassed research and teaching in the multilingual and multicultural environments in the United States, Cyprus, the United Kingdom and the Middle East. I have an enduring interest in language education but my research is interdisciplinary, bringing together strands from language pedagogy, social theory, philosophy and politics of education.

### ***Theory into Practice: How Systemic Functional Linguistics and Legitimation Code Theory can support Psychology students' critical thinking and academic writing.***

#### **Summary**

In this brief talk we will give an overview of a collaborative project exploring the feasibility of EAP instruction in Psychology classrooms. EAP has an established tradition of applying academic literacies across disciplines and brings many useful approaches that can be used with students to help them critically deconstruct texts and develop their writing. We investigate this through designing and delivering a theory-informed EAP intervention (co-delivered by a Psychology lecturer and EAP expert), and evaluating its effectiveness through student and tutor feedback, and assessment outcomes. Our findings will be used to explore further opportunities to embed EAP practices into disciplinary teaching.

#### **Biodata**

##### **Jo Kukuczka**

My EAP adventure began in the summer of 2016 when I taught on my first EAP pre-sessional at University of Northampton and immediately fell in love with the discipline. Between 2016 and 2019 I completed my PGCert in TEAP, PGDip in Education (TEAP), while teaching, module leading and designing curriculum at two UK HE institutions. I started at CALD in Bristol in September 2019 and my current role there is an EAP Subject Lead.

I am passionate about curriculum development, assessment and feedback, critical thinking, education for social justice, knowledge transfer, and the union of theory and practice in higher education. I am also a BALEAP Fellow, HEA Fellow, Journal of Learning Development in Higher Education (JLDinHE) peer reviewer, and an External Examiner for an overseas HEI.

##### **Bogdan Tiritelnicu**

I consistently developed an interest in understanding and analyzing how learning can be more effective for university students and employees within different organizations. For this basic reason, I started to develop my academic career around the idea of improving one's learning experiences in terms of how learning occurs and is enhanced, instructional delivery and intended learning outcomes. I was successfully awarded with a First Class Degree in psychology that was combined (as a minor subject) with business. However, I slightly shifted my professional focus on a specialization in Learning & Development (L&D), within the field of HRM. Currently, I study a postgraduate course in Human Resource Management at Anglia Ruskin University in the pursuance of becoming a L&D professional. Interestingly, before even proceeding to train employees or managers within organizations, I noticed that learning habits, patterns and techniques are mostly developed during the academic years and now I am involved in understanding how students make use of the information available to them and how they apply it in academic contexts and possibly in their future career choices.

Plenary 4

# Dr Nigel Caplan

University of Delaware

First, Second, Finally?  
The Murky Transitions to  
Academic Language in  
L2 Writing

**14:10 to 14:50**

General channel



# Summary

As EAP teachers, we see our students make progress in their academic writing as they expand their linguistic and rhetorical repertoires. Our curricula and even professional identities are often structured in ways that presume a transition point between “general” and “academic” English. However, charting the course of academic language development in second-language writers turns out to be elusive. In this presentation, I will review the research on the intersection of Second Language Acquisition and Second Language Writing in academic contexts by asking two questions: What is the target language to be acquired (if, in fact, it can be defined), and what do we know about the developmental trajectories of L2 learners in their academic writing? The findings have important implications for practice. The transition to academic writing involves learning new genres, new rhetorical techniques, new ways of organising information, new techniques for using sources, and new citation practices. But behind all these skills lies the language of academic writing, which far exceeds the ubiquitous list of transition words (first, second, finally). I conclude by arguing for a discipline-specific and dynamic view of language that incorporates both clause-level syntax and discourse semantics as a way of both researching and teaching language in and for academic writing.

## Biodata

Nigel Caplan, PhD, is an associate professor and the Online Program Manager at the University of Delaware English Language Institute in the United States. In addition to supporting the development of online courses, he teaches EAP and TESOL. His research and publications focus on second-language writing, functional grammar, and international students. Nigel’s most recent publications are *Changing Practices: Moving Beyond the Five-Paragraph Essay* (Michigan, co-edited with Ann Johns), and *Grammar Choices for Graduate and Professional Writers* (Michigan; 2nd edition).

# Short talks

15:00 to 15:20

Room A

**Dr Jill Haldane and  
Phil Davies**

**University of Edinburgh**

Digital teaching and learning in Foundation  
EAP: preliminary evaluations

Room B

**Olwyn Alexander**

**Heriot-Watt University, retired**

Transitions for transferrable learning  
outcomes in EAP lesson planning

Room C

**Dr Tatyana Karpenko-  
Seccombe**

**University of Huddersfield**

Transition to teaching academic writing  
with corpora



### ***Digital teaching and learning in Foundation EAP: preliminary evaluations.***

#### **Summary**

The global pandemic of 2020 has had implications for all sectors of society, primarily the disruption and risk to healthcare, social care, and the labour market. Yet the consequences of the need to maintain social distance as a result of Covid 19 has imposed a novel set of challenges for the education sector at primary, secondary and tertiary levels. As a response, the University of Edinburgh implemented a hybrid teaching model in September 2020-21. Hybrid teaching is a combination of digital and on campus teaching and learning, suitable for the content of a programme and the situation of the individual students in relation to time zone and internet connectivity.

The International Foundation Programme (IFP) at Edinburgh - a College of Arts, Humanities and Social Sciences pathway programme for pre-degree international students - responded to the hybrid teaching model by avoiding on-campus, in- person teaching for the most part and focused on digital teaching and learning activities. The Foundation EAP (FEAP) course, a core course on the IFP, addressed the dual issues of time zone and internet connectivity by digitising the course. Synchronous and asynchronous space was created, and within each space, there is flexibility for the student cohort to experience live teaching in real time on a digital platform as well as access supporting course materials and pre-recorded instructional videos on the university's moodle site.

This presentation aims to address preliminary evaluations from students, teachers and course designers about the efficacy of the synchronous and asynchronous dual provision of course materials in Semester 1, 2020-21 on the FEAP course with IFP. It is the formative assertion that despite the majority of teaching and learning occurring in the synchronous space, the inclusion of asynchronous space has had an important epistemic and affective impact. Asynchronous space will continue to be provided in Semester 2.

#### **Biodata**

Jill Haldane, M.A., Msc

Jill is a Teaching Fellow in EAP at Edinburgh University. She is currently a part-time PhD student in Linguistics and English Language at Edinburgh, focusing on the dialectical representation of language and identity. Her Masters in Applied Linguistics at Edinburgh University was a study into 'the orders of discourse' (Fairclough, 2014) in written feedback on postgraduate writing. She has presented internationally and in the UK on the systemic functions of English language, and teaching and learning practices in the multilingual classroom.

## ***Transitions for transferrable learning outcomes in EAP lesson planning.***

### **Summary**

Transitions in a lesson are those points where a teacher signals a move from one stage, or task or activity to the next. In order for a lesson to be coherent to learners, so that they understand what they might have expected to learn at that point, there needs to be a summary of the learning point and a link to the next stage or activity or task. These summaries can provide coherence for the lesson narrative in the same way that theme/rheme links provide coherence between sentences and paragraphs in texts. They support learners to develop metacognitive skills to notice the kind of thing they are learning and how it might transfer to other learning contexts such as their degree studies (Monbec, 2018). Although these transitions are particularly important for EAP learners, they are often missing in observed lessons as even experienced teachers expect learners to be able to fill this gap for themselves. In a critical review of lesson plan proformas, Anderson (2015) called for a move away from learning outcomes to learning opportunities or affordances in a lesson. Nevertheless, his suggested pro forma still did not include explicit metacognitive transition signals to support learning transfer. In this talk I will look at examples from a bank of recordings of online lessons, made on a Pre-session programme in 2020, to understand how transitions might be made an integral part of planning and teaching processes.

### **References**

Anderson (2015). Affordance, learning opportunities, and the lesson plan pro forma. *ELT Journal* 69/3, pp. 228-238.

Monbec, L. (2018). Designing an EAP curriculum for transfer: A focus on knowledge. *Journal of Academic Language & Learning*, 12/ 2, A88-A101.

### **Biodata**

I'm an author and researcher in the field of English for Academic Purposes (EAP). I collaborated with two friends and colleagues, Sue Argent and Jenifer Spencer, to write *EAP Essentials: a teacher's guide to principles and practice*, now in its second edition. Sue and I also wrote the course book series, *Access EAP: Foundations and Frameworks*.

Follow the link below to view more details on Olwyn's lesson, before the talk:

[Arguing from sources with writer's voice – EAP Essentials](#)

## ***Transition to teaching academic writing with corpora.***

### **Summary**

The classroom use of Concordancers is largely based on the principle of Data Driven Learning (Johns 1994) and discovery or serendipity learning (Bernardini 2000), one of the main tenets of which is the idea that students are more likely to retain and recall information which they discover for themselves as a result of collocational and frequency analyses.

I will look at classroom concordancing from two perspectives. The first is a transition from using corpora as a tool mainly for teaching vocabulary to exploring its potential in teaching rhetorical elements of writing. Secondly, I will also look at my own experience of the transition to teaching academic writing through use of corpora, through which I consider ways in which concordancers can be used by teachers to illustrate particularly challenging phenomena in academic writing.

The presentation will consider some practical corpus-based tasks and looks at ways of integrating these tasks into everyday classroom practice. The tasks are based on the use of several corpus tools, Lextutor concordance, SkELL, BNC-English corpora and MICUSP. They are targeted at upper-intermediate and advanced second language learners – senior undergraduates, postgraduates and researchers – and can be used across multiple disciplines.

### **References**

Bernardini, S. (2000). Systematising serendipity: proposals for concordancing large corpora with language learners. In: Burnard, L. & McEnery, T.(eds), 225-234.

Johns, T. (1994). From printout to handout. Grammar and vocabulary teaching in the context of data- driven learning. In: Odlin, T.(ed), 293- 313.

Karpenko-Seccombe, T (2020). Academic writing with corpora. A resource book for data-driven learning. Routledge.

### **Biodata**

Dr Tatyana Karpenko-Seccombe is a Senior Lecturer in EAP at the University of Huddersfield, UK. She extensively uses corpora and concordancers in her teaching of academic English. Her other interests lie in the area of corpus linguistics and discourse analysis. She has recently published a textbook, *Academic Writing with Corpora* (Routledge, 2020). Apart from that, she published papers in such journals as *English Text Construction*, *Journal of EAP*, *Women's Studies International Forum*, *CADAAD journal*, and a chapter in the book *Language of Conflict* (Bloomsbury, 2020).

# Short talks

**15:25 to 15:45**

**Room A**

**Rina Fokel de Vries,  
Sue Teale & Kevin Haines**  
**University of Birmingham and University of  
Groningen/University of Bristol)**

EAP in times of interculturalisation and internationalisation: moving towards inclusivity

**Room B**

**Dr Geoffrey Nsanja**  
**University of Leeds**

Not yet Ubuntu: identity uptake in transitioning to university in Malawi

**Room C**

**Dr Wayne Rimmer**  
**University of Manchester**

The evolution of the professionalism of the EAP practitioner



## ***EAP in times of interculturalisation and internationalisation: moving towards inclusivity.***

### **Summary**

The internationalization of higher education (HE) affects both learners and educators, creating opportunities and challenges. Non-native speaking students (NNSS) usually have to demonstrate English proficiency, with EAP courses acting as a gateway to the English-speaking university. Many English-speaking HE institutions take the deficit approach (Carroll, 2015) of expecting conformity to native English norms and Western academic culture (Jenkins & Wingate, 2015). Moreover, that many NNSS have only reached threshold language level when transitioning to the English-speaking university often remains unacknowledged, little allowance being made for different Englishes and culturally determined communication styles. Segregation may result between native and non-native speakers, where interaction fails and graduate attributes such as global employability and intercultural competence cannot be obtained.

To achieve true internationalisation, Jenkins (2015) advocates approaching academic English as a Lingua Franca. Interaction in the international classroom should be a shared responsibility (Leask, 2015), requiring adjustment from students and lecturers. In our presentation, we will show how EAP programmes can adopt a more inclusive approach of aiming at mutual intelligibility, and how EAP tutors can use their experience teaching international students to contribute to lecturers' CPDs for the in-session stage. Materials for lecturers' CPD can be found in EQUiP, a support platform for educational developers and lecturers aiming to ensure quality in the international classrooms, which offers materials on intercultural group dynamics and language use in international settings.

### **Biodata**

#### **Rina Fokel de Vries**

I am a Pre-sessional Coordinator, Curriculum Developer and EAP Tutor at Birmingham International Academy. I act as the BIA's EDI Champion, and am involved in the University of Birmingham's Inclusive Educator programme. My special interests are Decolonising Communication and Intercultural Learning and Teaching in the International Classroom.

#### **Sue Teale**

I am a Pre-sessional Coordinator, Curriculum Developer and EAP Tutor at Birmingham International Academy at the University of Birmingham. My interests lie in foundation student support through peer-assisted study sessions (PASS) and tailored 1 to 1s and the use of postgraduate subject- specialists in the teaching of EAP.

#### **Kevin Haines**

I work for the Department of Educational Strategy & Research at the University of Groningen, specializing in designing interaction between teachers and students in international classrooms. I have worked in international HE programmes in the Netherlands since 1992 and was academic lead for the EQUiP Erasmus+ project (2016- 2019).

***Not yet Ubuntu: identity uptake in transitioning to university in Malawi.***

**Summary**

The process of undergraduate transitioning to university life has important identity implications as novices seek to identify themselves as unique beings and at the same time align with institutional norms (Le Page and Tabouret-Keller, 2006). This process becomes a 'dialectic' or a clash of cultures (Hyland, 2012) as novice attempts to describe themselves and take up identity positions in their writing are affected by the 'portable resources' (Blommaert, 2005) or the identities they bring along to the academy (Baynham, 2015). Against this background, this paper reports on how a study exploring undergraduate transitioning to university life in a Malawian university brings to the fore important ramifications on what it means to be 'someone in education'; someone who is 'encouraged' and/or expected to identify with others who write in a particular way (Burgess and Ivanič, 2010).

Largely presented from the perspective of African onto-epistemological frames of Ubuntu, this paper highlights that novices to the academy are still not yet a person; they are an 'it' yet to be inducted to different ways of being (Louw, 2001). As they largely draw from and/or rely on the portable resources brought along, these novices engage in interim literacy practices (Paxton, 2006, 2007) which in turn produce unique hybrid discourses which should not be compared to the established discourses researchers and literacy practitioners are familiar with (Nsanja, 2018). Such problematising of the discourses of the liminal phase also further points to a problematising of student voice in academic (writing) research especially when we consider whose voice these novices speak through (Maggio, 2007). These will be highlighted in this paper alongside pedagogical implications on teaching novice writing in transition and critical perspectives to voice in academic (writing) research.

**Biodata**

I am an EAP practitioner currently with the Language Centre at the University of Leeds who is fascinated by the 'theory/practice' interface in EAP and how it impacts practitioner identity. Before joining the Language Centre at the University of Leeds, I worked with the Malawi Polytechnic, a constituent college of the University of Malawi. I hold a PhD in Academic Literacies in Higher Education and a MA in TESOL. My doctoral project explored the tensions between social essayist literacy traditions, on one hand, and the traditions novice academic writers bring to university in a Malawian university, on the other.

### *The evolution of the professionalism of the EAP practitioner.*

#### **Summary**

The growing dependence of HEI on international students has confirmed that EAP is integral to students' academic success yet the EAP practitioner occupies a marginal role in the sector. This is due to a complex of internal and external factors. Internally, HEI tend to have a silo mentality that isolates university language centres and puts them on the boundary of academia. Externally, the labour market is characterized by chronic precarity with only a minority of practitioners enjoying the benefits and status of permanent positions. This factor is of course exacerbated by the coronavirus pandemic with HEI facing falling student numbers.

The result is a challenge to EAP practitioners' professionalism, articulated here as their sense of identity as members of a community which recognises and values their work and input. On the positive side, over the last ten years advances have been made in the professionalism of practitioners. For example, there is growing participation of practitioners in research which connects EAP to the wider fabric of HEI. However, considerable barriers remain, many of which are connected to the poor articulation of EAP as a construct. For instance, assessment of EAP is over-reliant on standardised tests which create negative backwash and reflect badly on practitioners.

Several routes for EAP practitioners to demonstrate their professionalism are proposed and critiqued. The most important concern classroom practice for this is ultimately how professionalism is evidenced. Other measures relate to increasing the profile of EAP within HEI and casting off the mantle of EAP practitioners as service providers.

#### **Biodata**

I have done all sorts of qualifications (BA, MA, Dip TESOL, EdD) but I believe strongly that professionalism is based on practice not pieces of paper and I hope I demonstrate this in my current role as a language tutor at the University of Manchester. I am passionate about helping language learners achieve their goals and have benefitted enormously from experience of teaching in Germany, Moldova, Russia and Thailand, places which because of the students mean so much more to me than a list on a CV.



**15:50 to 16:30**



**General  
channel**



**Q&A with  
Plenary Speakers**





**16:30 to 16:40**

**Wrap up**

**Raffle**

**Nigel judges  
the Great  
EAP Bake-Off!**



# University of St Andrews

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