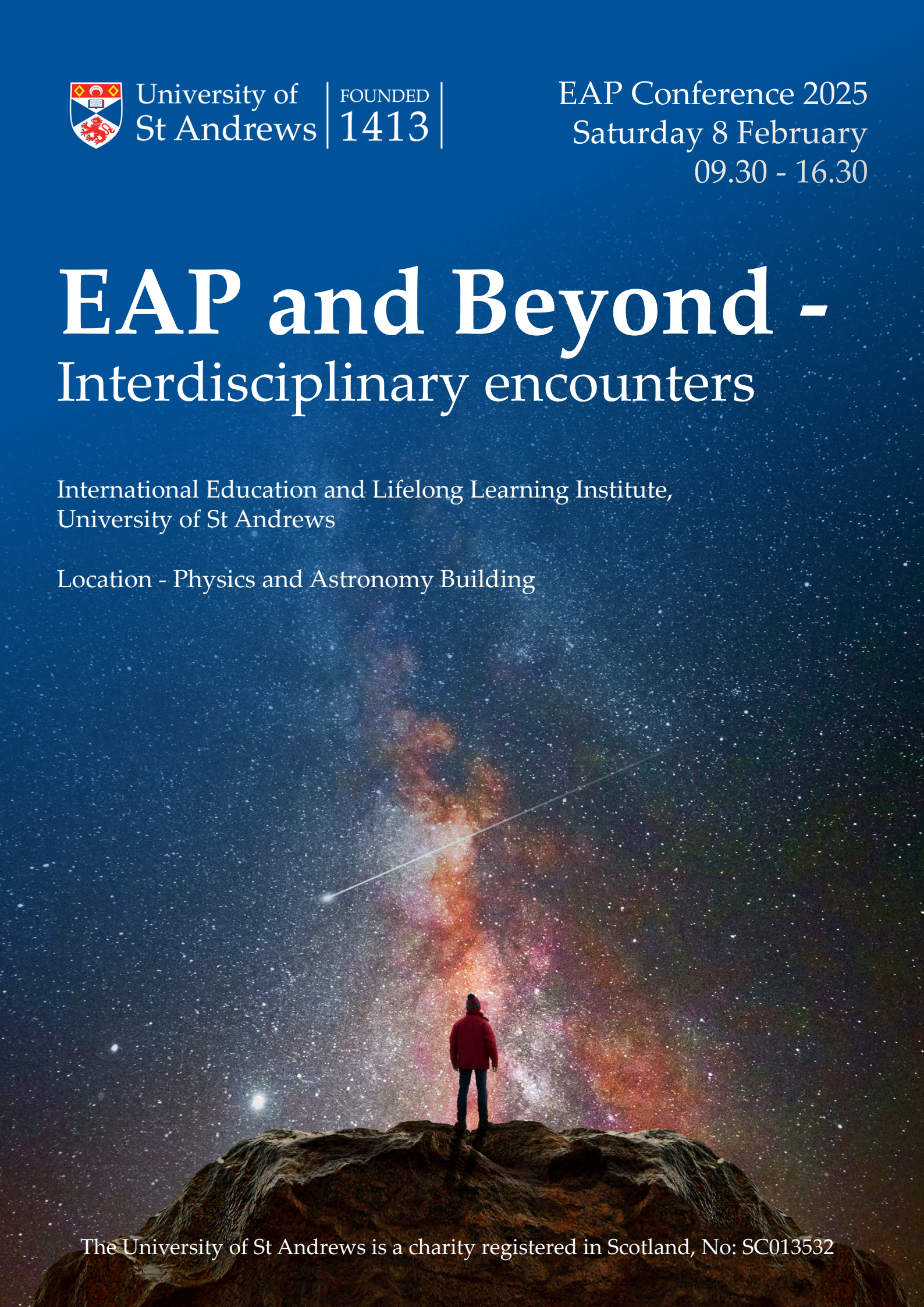
University of St Andrews | FOUNDED 1413

EAP Conference 2025
Saturday 8 February
09.30 - 16.30

EAP and Beyond -
Interdisciplinary encounters

International Education and Lifelong Learning Institute,
University of St Andrews

Location - Physics and Astronomy Building



WELCOME

On behalf of all staff at the International Education and Lifelong Learning Institute (IELLI), we would like to extend our warmest welcome to the speakers and participants of the 2025 annual EAP conference at the University of St Andrews. Since its inception, our conference has been a meeting place for EAP professionals around the world. The theme of the 2025 conference is:

EAP and Beyond: Interdisciplinary encounters

> Exploring teaching delivery in and beyond English for Academic Purposes (EAP). Shared benefits or challenges in the delivery of EAP, Academic Enhancement, and Academic Subjects.

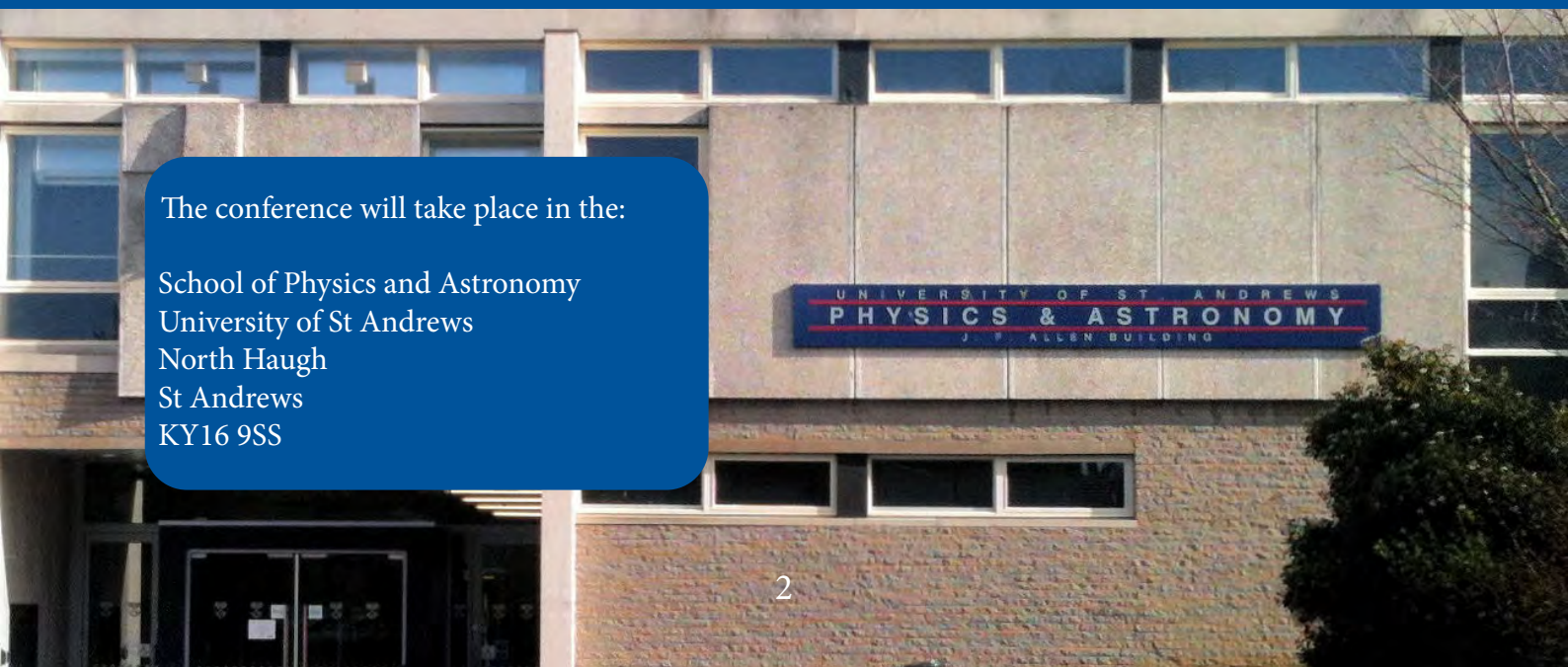
This theme provides an opportunity to explore and discuss EAP in its current form as well as the interplay between EAP and other areas of delivery across universities. Perhaps there will also be space to discuss where EAP can go from here.

The committee would like to take this opportunity to thank all colleagues at the International Education and Lifelong Learning Institute (IELLI) for their support at various stages of the conference, from reviewing abstracts and preparing facilities to volunteering to chair sessions. We are also grateful to our EAP colleagues globally for their continued support of the conference.

The Organising Committee of the 2025 annual EAP conference at the University of St Andrews,

Kirsty McCall
Izabela Handzlik
Xuan Minh Ngo

Visitor information - Please note that CCTV is present in the building.



The conference will take place in the:

School of Physics and Astronomy
University of St Andrews
North Haugh
St Andrews
KY16 9SS

TIMETABLE

Livestreaming:

Online attendees 09.30-13.10 - The Physics Lecture Theatre A sessions will be streamed and recorded.
All streamable sessions are highlighted in yellow in the timetable below.

Timetable entries are linked - clicking will take you to the relevant abstract.

08.45 - 09.30	Registration and Arrivals (Tea and Coffee)
09.30 - 09.35	Conference Opening
09.35 - 09.55	Welcome and Introduction by Professor Clare Peddie, Vice Principal Education (The University of St Andrews)
09.55 - 10.50	Plenary by **Dr Susie Cowley-Haselden** (The University of Warwick) *And the stars were aligned: the successes (and the failures) experienced by an EAP educator.*

Concurrent Sessions (15-20 mins + Q&A)					
	Physics Lecture Theatre A Capacity: 350	**Physics Lecture Theatre B** Capacity: 140	**Physics Lecture Theatre C** Capacity: 78	**Physics Room 233** Capacity: 25	**Physics Room 301** Capacity: 34
11.00 - 11.30 Session 1	**Stephanie Hoppitt (University of Leeds, UK)** **Syllabus Design for Interdisciplinary Identities: A Case Study of In-sessional Provision in the School of Civil Engineering at the University of Leeds**	**Laura Santini (University of Genova, Italy)** **Tailoring Academic Writing for PhD learners through genre-focused and project-based learning**	**Dr Paula Barrowcliffe & Dr Martin Mullen (University of the West of Scotland, UK)** **Tailoring and enhancing EAP to support students across the wider university**	**Jennifer Mac-Dougall and Neil McMillan (University of Glasgow, UK)** Task-based needs analysis: a vehicle for interdisciplinary curriculum development in a Transnational Education EAP context	**Jane Bell and Emma Guion Akdağ (Heriot-Watt University, UK)** **Enhancing Engagement in a Large-Scale Embedded EAP Course for Business School Students.**
11.30-12.00	Tea break and Posters (see page 37 for details of poster presentations)				

	Physics Lecture Theatre A Capacity: 350	Physics Lecture Theatre B Capacity: 140	Physics Lecture Theatre C Capacity: 78	Physics Room 233 Capacity: 25	Physics Room 301 Capacity: 34
12.00 - 12.30 Session 2	**Kevin Haines (University of Bristol, UK)** "Different ways of knowing". Respecting and responding to the experiences of international students	**Cathy Faulkner (University of Bristol, UK)** The place for creative writing within EGAP provision	**Mustafa Akincioğlu (University of Oxford, UK)** Recalibrating EMI University: Institutional Innovation and Interdisciplinary Teacher Collaboration	**Janine McNair (University of Glasgow, UK)** Creating knowledge collectively through EAP group talk	**Gareth Morris & Jinting Ye (University of Nottingham Ningbo China)** (Online presenters) Project Based Initiatives: Deliberate Practice and the Art of Writing
12.40 - 13.10 Session 3	**Stefan O'Grady (University of St Andrews, UK)** Untangling the knotted relationship between task effects and rater effects in task-based language assessment	**Amber Martin (Penn State University, USA)** AI and AI: Using Artificial Intelligence with Academic Integrity	**Michela Gronchi (University of St Andrews, UK; Ca'Foscari University of Venice, Italy)** Unveiling EMI Teacher Identity: Surprising Insights from the Classroom	**Yilan Xu (University of Edinburgh, UK)** Exploring Academic Genre Production in Chinese Higher Education: Mapping the EAP and Disciplinary Writing Practices of Aquaculture Master's Students	**Angus Cheung (University of St Andrews, UK; Hong Kong Baptist University)** (Online presenter) Connecting Cultures: A Hybrid Model for EAP
13.10 - 14.15	Lunch and Posters (please see p. 37 for details of poster presentations)				
14.15 - 14.45 Session 4 (Workshops)	**Gary Pathare (University of Leicester, UK)** Workshop: Decluttering EAP: how rules for decluttering the home can bring order to the learning environment	**Mark Carver (University of St Andrews, UK)** Workshop (Part 1 of 2): A 'social moderation' approach to designing AI-augmented assessments using Nominal Group Technique		**Aaron Woodcock (University of Reading, UK)** Workshop: Decoding the Hidden Language of Equations in STEM EAP	

	Physics Lecture Theatre A Capacity: 350	Physics Lecture Theatre B Capacity: 140	Physics Lecture Theatre C Capacity: 78	Physics Room 233 Capacity: 25	Physics Room 301 Capacity: 34
14.55 - 15.25 Session 5	**Aylin Ünaldi (University of St Andrews, UK)** **To what extent can automatic text analysis reflect the sophistication of text selection processes by EAP teachers?**	**Mark Carver (University of St Andrews, UK)** **Workshop (Contd. part 2 of 2): A 'social moderation' approach to designing AI-augmented assessments using Nominal Group Technique**	**Siriol Lewis (University of Glasgow, UK)** A Third Space for Science and Engineering PGR students.	**Katrin Schmid (University of Strathclyde International Study Centre, UK)** **EAP's encounter with Chinese epistemology: Challenges to English as an international language in Chinese TNE joint programmes**	
15.25 - 16.25	Panel Discussion with colleagues and presenters from the day				
16.30	End				

PLENARY

09.50 - 10.50

Physics Lecture Theatre A

9.50 to 10.50

Dr Susie Cowley-Haselden

University of Warwick

In this plenary, I will begin with reflecting on a talk I gave at this conference in 2014. The talk, 'Content Unplugged', detailed an approach to EAP my students, their department, and I had worked on and that felt like the perfect alignment of academic language, literacy, knowledge and skills development. In the decade since, I have rarely experienced this alignment in my EAP practice and collaboration. Perhaps this is due to changes in institutions and contexts that I work. This seems too simplistic though.

This plenary will explore why my EAP practice has not consistently been the perfect blend of academic language, literacy, knowledge and skills development, and ask, for me at least, what makes EAP work, and what makes it not work. To attempt to answer this question I will use Legitimation Code Theory to chart what has felt to me as successes and failures in my practice.

The plenary will conclude with a discussion of how any of us who teach within higher education might foster the perfect alignment of academic language, literacy, knowledge and skills within our practice.

Biodata

Dr Susie Cowley-Haselden is an EAP educator. Working in the UK context, she has experience teaching and leading on Foundation, Pre-sessional and In-Sessional programmes. Her research interests include, knowledge development in EAP, academic reading as social practice and engaged pedagogy.

Session 1: Abstracts

Stephanie Hoppitt

Laura Santini

Dr Paula Barrowcliffe & Dr Martin Mullen

Jennifer MacDougall & Neil McMillan

Jane Bell and Emma Guion Akdağ

Stephanie Hoppitt
University of Leeds, UK

11.00 - 11.30

Physics Lecture Theatre A

Syllabus Design for Interdisciplinary Identities: A Case Study of In-sessional Provision in the School of Civil Engineering at the University of Leeds

In the evolving landscape of EAP, there has been a notable transition from pre-sessional to in-sessional provision, prompting a shift in identity for both educators and learners. This forces a re-think of established patterns in EAP provision and syllabus design to absorb complex educational requirements and competencies as well as practical constraints. This includes accommodating a wide range of subject cohorts with differing assignments in the same session due to scheduling constraints, which, at the School of Civil Engineering, has led to academic skills and literacies being mainly taught online.

These considerations are further complicated by the multi-faceted realm of multiple hybridities, dualities, and confluences in terms of student identities. At the intersection of these multiple hybridities, complex needs emerge, prompting the necessity of thorough needs analyses as well as a highly context-driven yet flexible approach to syllabus design.

This presentation outlines two key aspects of the syllabus: a question-based approach to critical thinking and content/language production, and an approach that integrates pedagogical, andragogical, and heutagogical elements. It aims to illustrate the impact of hybrid identities on syllabus design and delivery using concrete examples of formative assessments, session content, and activities.

Biodata

Stephie Hoppitt is a Lecturer in EAP at the University of Leeds. She is currently the Lead for Language for Civil Engineering and the Lead for English for Academic Purposes within the School of Civil Engineering. She has been teaching since 2003, both in further and higher education and started her career in EAP at the University of St Andrews.

She is the co-author of "All carrot – no stick: an alternative award framework to enhance 'international' students' sense of belonging and engagement in the extracurricular" (London Review of Education, 2023).

Laura Santini
University of Genova, Italy

11.00 - 11.30

Physics Lecture Theatre B

Tailoring Academic Writing for PhD learners through genre-focused and project-based learning

Tailoring Academic Writing for PhD learners. This paper examines pedagogical strategies for enhancing the academic skills of a PhD audience with English as L2 in EAP courses. Recognizing that many academic writing resources focus on undergraduate-level tasks, typically essay writing, this course was designed to meet the advanced needs of early-career researchers. These include preparing abstracts, critically analysing journal articles, interpreting complex academic texts, and developing formal academic speaking skills for conference presentations as well as adhering to academic etiquette.

Drawing on social constructivism, learner autonomy, authenticity, and collaborative learning, the study highlights evidence-based approaches, including genre-focused instruction (Swales, 1990) and peer-learning, to develop both reading and writing proficiency. Swales' concept of genre analysis emphasizes understanding rhetorical structures and linguistic features to produce context-appropriate writing and presentations while fostering critical interpretation of scholarly work.

To strengthen academic speaking skills, the course incorporates a mock conference, where learners deliver presentations and engage in structured Q&A sessions, simulating real-world academic interactions through project-based learning (PBL) - fostering engagement with tasks designed to address real-world problems (Parker et al., 2013; Thomas, 2000; Blumenfeld et al., 1991).

Biodata

L. Santini is Associate Professor in English Language and Linguistics. Her research interests span a range of topics, namely Translation theory & practice, translation and teaching ("The World Café and the flipped class technique as collaborative learning methodologies", 2021) alongside linguistics and corpus-based linguistics, mainly metaphor studies ('Transition, transmission, translation: compounding in the Digital age. A corpus-based reading of Anthropocene and its language cloud', 2024).

Other areas of investigation and of teaching are pragmatics, EAP, ESP, TESOL, and CLIL. Literature plays a crucial role in her research work, teaching activities and publications – mainly contemporary British and North American Literature, as well as e-literature, IF, and born-digital narratives.

Santini has been teaching an EAP course addressed to PhD students since 2016 and published two papers on TED Talks as a reconceptualisation of expert discourse (2013 and 2020).

Dr Paula Barrowcliffe & Dr Martin Mullen
University of the West of Scotland, UK

11.00 - 11.30

Physics Lecture Theatre C

Tailoring and enhancing EAP to support students across the wider university

This presentation describes the evolution of a standalone, optional English for Academic Purposes (EAP) module into an integrated and compulsory element of a range of programmes across schools at UWS. It starts by outlining the original EAP module in terms of structure, content, and assessment, as well as the impact it has on student output. It then moves on to detailing the different versions of the EAP module which have come into existence through integration in a range of modules and programmes, including Educational Studies, Public Administration, and, subsequent to these successful implementations, the Nursing programmes.

The presentation provides information on the collaborative process through which the content, structure, and assessment has been tailored to best support students on each of these programmes. It will also highlight how this expansion of EAP content delivery has supported internationalisation of the university by offering academic support to a greater number of international students for whom English is not a first language, and who may face challenges producing work that meets both the linguistic and academic requirements of the institution and the specific programmes.

The presentation concludes with guidance on how this collaborative broadening of EAP support can be replicated at other institutions looking to support international students in this tailored way.

Biodata

Dr Paula Barrowcliffe is a Lecturer in English for Academic Purposes (EAP) at the University of the West of Scotland. She teaches on the BA in English Language programme and coordinates the internal English language testing. Her primary research interests encompass language teacher identity, social justice, and intersectionality in ESOL.

Dr Martin Mullen is a lecturer in English Language and TESOL, and is the programme leader for the MEd TESOL programme at UWS. He has more than 20 years of experience in language teaching and lecturing. His research interests include CALL, learner autonomy, and supporting learners in learning beyond the classroom.

Jennifer MacDougall & Neil McMillan
The University of Glasgow, UK

11.00 - 11.30

Physics Room 233

Task-based needs analysis: a vehicle for interdisciplinary curriculum development in a Transnational Education EAP context

When embarking on curriculum review in a Transnational Education context, a key challenge is how best to cross disciplinary boundaries and maximise the integration of EAP content and assessment with the demands of the students' degree programme. In our case, after two years of language provision, any claim that students are ready to complete their engineering degree has to be based on more than the intuitions of language specialists and the accepted practices of English for General Academic Purposes.

Our EAP courses were developed in close consultation with colleagues, and prepare students for their engineering programme. To further improve our provision, we are now undertaking an ambitious project involving in-depth interdisciplinary investigation to provide the strongest possible empirical basis for positive curriculum change, using an underexploited methodology in EAP.

Task-Based Needs Analysis aims to identify the principal target tasks the students meet in their engineering courses, the composition of these tasks, their discursive features and success criteria. This, we believe, will result in an improved curriculum benefitting student outcomes and engagement, and will become the foundation for supporting our engineering specialists when delivering content to students. In our talk we will explore this approach and outline our particular strategy.

Biodata

Jen MacDougall and Neil McMillan are EAP lecturers at the University of Glasgow. They work together on a transnational joint educational engineering programme with the University of Electronic Science and Technology of China, for which Jen is English Language Quality Lead.

They have previously collaborated in Further Education and for the Scottish Qualifications Authority, where Jen led a Scottish Government funded TESOL project. She also co-produced LGBT-inclusive ESOL learning materials through an ESRC project 'Developing engagement on LGBT and migrant equality', and is a BALEAP TNE SIG committee member, with interests in curriculum and materials development, and EDI.

Neil helped set up the language services cooperative SLB in Barcelona, for whom, under the guidance of the late Mike Long, he co-created and ran a successful online training programme on Task-Based Language Teaching.

Jane Bell and Emma Guion Akdağ
Heriot-Watt University, UK

11.00 - 11.30

Physics Room 301

Enhancing Engagement in a Large-Scale Embedded EAP Course for Business School Students.

This presentation offers insights from the coordination and delivery of Critical Academic Skills, a large-scale, embedded English for Academic Purposes (EAP) course tailored for first-year students at the Edinburgh Business School, Heriot Watt University. Delivered in Edinburgh and Dubai, the course supports over 650 students annually and is taught by a team of three lecturers and 11 tutors.

We will critically examine the challenges of designing and delivering an EAP course that is both meaningful and engaging for Year 1 Business School students. Particular attention will be given to strategies to enhance student engagement through alignment of course aims, content, assessment, and delivery with students' academic and professional aspirations. We will highlight how linking assessments to core Year 1 Business courses has fostered relevance and coherence across disciplines. We will also discuss the role of digital technologies in improving student engagement. Interdisciplinary collaboration has been central to the course's design and delivery. We will reflect on collaboration between staff from the Dept. of Languages and Intercultural Studies and Edinburgh Business School and on navigating distinct academic cultures.

This session will provide valuable reflections and practical strategies for enhancing large-scale, embedded EAP provision within disciplinary contexts.

Biodata

Jane Bell and Emma Guion Akdağ are Lecturers in EAP and in other areas of the Social Sciences, based in the Department of Languages & Intercultural Studies at Heriot-Watt University.

Jane is also a Programme Director, and her research interests include EAP, pedagogical strategies for enhancing student engagement in international and multilingual learning environments, intercultural communication, Scottish Studies and Affective Pedagogy.

Emma specialises in curriculum design, interdisciplinary teaching, and integrating EAP within disciplinary contexts. She is currently working on revisions for her PhD entitled 'Power and internationalisation in Scottish Higher Education: a critical analysis drawing on Foucauldian and decolonial thought'. They have been designing and teaching EAP courses together for over 20 years.

Session 2: Abstracts

Kevin Haines

Cathy Faulkner

Mustafa Akincioglu

Janine McNair

Gareth Morris & Jinting Ye

Kevin Haines
University of Bristol, UK

12.00 - 12.30

Physics Lecture Theatre A

"Different ways of knowing". Respecting and responding to the experiences of international students

This presentation focuses on a small-scale cross-disciplinary study at the University of Bristol, which has resulted in guidance for academics on the design and delivery of their courses for international students, highlighting the student voice. The project produced a guide for academics and posters illustrating how to respect and respond to the experience of international students.

The starting point for the RISE project (Researching the International Student Experience) was to interview senior academics across three Schools which deliver units to students with a diverse range of international backgrounds. Data collection took place at the Schools of Education, Engineering and Veterinary Science during the period January-April 2024, and was grounded in Lauridsen's (2015) 'Bermuda Triangle' framework. This framework explains how the complex set of relationships in international classrooms between the didactics or pedagogy, language usage and (inter)cultural influences are interwoven in different ways across different disciplinary contexts.

The data that the academics provided, informed observations of teaching and learning practices, as well as focus groups with students, so that we were able to gather both educator and learner perspectives on the same aspects. The strength of the RISE project is that it shares practical advice for lecturers on teaching international students in an accessible way, so that practices can be adjusted appropriately for different disciplines.

Biodata

As Deputy Director at the Centre for Academic Language and Development at the University of Bristol, I am responsible for the Centre's pre-sessional provision for taught post-graduate students. I also lead our Research & Publications Community of Practice, empowering teachers to develop their research interests.

My own research focuses on the experiences of academics and students in international educational contexts. I believe that diversity is a resource for learning in higher education, and my aim is to ensure that its potential is realised to the benefit of all. Previously, I was Senior Curriculum Developer for International Classrooms at the University of Groningen (NL), working closely with academic staff and students across the university on the development and implementation of quality education in international classrooms, with a focus on aligning policy and practices.

Cathy Faulkner
University of Bristol, UK

12.00 - 12.30

Physics Lecture Theatre B

The place for creative writing within EGAP provision

Drawing on my recent autoethnographic dissertation submitted to the University of St Andrews as part of my MSc in TESOL and shortlisted for the BALEAP Masters Dissertation Award, this presentation will explore ways in which creative writing might be used within EGAP provision. It will examine how creative writing tasks might fit within the main EAP pedagogies identified by Tibbetts and Chapman (2023), particularly Academic Literacies (Lea and Street, 1998) and Critical EAP (Benesch, 1993; Pennycook, 1994).

It will propose a wide variety of different possible classroom activities that aim to bridge the gap from General English to EGAP, raise awareness of genre, develop writer confidence and provide potentially transformative student experiences. It is hoped that these may provide food for thought to other creative EAP practitioners wishing to develop engaging new methods of teaching and learning.

References

Benesch, S. (1993). ESL, ideology and the politics of pragmatism. TESOL Quarterly,
27, 705-717.

Lea, M.R. and Street, B.V. (1998). Student writing in higher education: An academic literacies approach. Studies in Higher Education, 23(2), 157–172.

Pennycook, A. (1994). Beyond (F)utilitarianism: English "as" academic purpose. Hong
Kong papers in linguistics and language teaching, 17, 13-23.

Tibbetts, N. A., & Chapman, T. (2023). A Guide to In-sessional English for Academic Purposes: Paradigms and Practices. Routledge.

Biodata

Cathy has an MSc in TESOL from the University of St Andrews and an MA in Writing for Young People from Bath Spa University. As a published novelist and experienced teacher, she has a particular interest in creative and accessible approaches to teaching EAP.

Cathy has taught in the primary sector for ten years and in higher education for fifteen. She currently works as an EAP Coordinator at the University of Bristol, where she also completed her first degree in English Literature.

Mustafa Akincioğlu
University of Oxford, UK

12.00 - 12.30

Physics Lecture Theatre C

Recalibrating EMI University: Institutional Innovation and Interdisciplinary

This session explores the interdisciplinary collaboration between English for Academic Purposes (EAP) specialists and English-medium instruction (EMI) content teachers, addressing the need for effective partnerships in multilingual and multicultural higher education settings. Drawing on global trends in EAP and EMI, the session integrates a sociocultural theory perspective to propose a practical collaboration framework.

Key concepts such as EMI content teacher competencies, professionalisation, and institutional innovation will be defined and contextualised. Participants will gain insights into how universities can align EMI and EAP practices with overarching quality and policy frameworks, fostering a culture of collaboration that supports both teaching and learning outcomes.

The session will also present an institutional innovation model designed to guide universities in creating professional development pathways for EAP and EMI practitioners. This model emphasises the importance of aligning institutional goals with the evolving demands of international education.

By bridging theory and practice, the session offers actionable strategies for promoting interdisciplinary partnerships, contributing to the professionalisation of EMI and the enhancement of academic content learning in international classrooms.

Biodata

Dr. Mustafa Akıncıoğlu is a Research Associate at the University of Oxford and an expert in English-medium instruction (EMI) policy and quality management. He holds a PhD in EMI professionalisation and an MLitt. in ELT (Distinction) from St Andrews University. Mustafa's diverse research focus includes, critical discourse analysis, EAP student autonomy and motivation, interdisciplinary teacher collaboration and academic content learning in international classrooms, EMI policy and quality.

As the Founding Convenor of the BALEAP EMI Special Interest Group (EMI SIG), he has led initiatives to enhance EMI practices globally. Mustafa is also an experienced language teacher and educational training designer, skilled in creating tailored learning experiences. His expertise in qualitative and mixed-method research underpins his ability to develop impactful educational policies and training programs.

Janine McNair
University of Glasgow, UK

12.00 - 12.30

Physics Room 233

Creating knowledge collectively through EAP group talk

At universities throughout the UK and worldwide, the objective of working collaboratively is frequently emphasised. As a consequence of this, EAP students require abundant practice of group interaction and tutors may influence the conditions in which effective collaborative spoken interaction takes place (van Heijst et al., 2019), if they are informed about how spoken interaction can foster the construction of knowledge.

The focus of my study stemmed from the belief that more understanding of spoken interaction in EAP settings is important; first because much of EAP competence hinges on group work, and second because there is a need for more research into non-formulaic speaking in the EAP setting (Basturkmen, 2016).

The view that meaning and understanding are constructed (Borge & Rose, 2021) and even created (Stahl, 2002) through collective interaction, is a core premise underlying this project, which spans the fields of education, learning psychology and linguistics. The study explores how linguistic features and patterns found in the interaction may enhance effective collaborative talk.

Biodata

Janine McNair is a lecturer and researcher in EAP, having held positions at the University of Glasgow, City of Glasgow College and the University of Extremadura in Spain. She has devised and delivered teacher training courses in CLIL and Methodology in Spain. Her PhD at the University of Glasgow is on track for completion in early 2025, and explores how EAP students construct knowledge collectively through their spoken interaction when engaged in curriculum tasks.

Her main area of research involves Applied Linguistics and the Learning Sciences. She has conducted research into bilingual language acquisition and code-switching. She is a BALEAP Fellow and has presented her work at international conferences organised by organisations such as IAFOR; BALEAP; ALAPP, TESOL, and The City College of Glasgow.

Gareth Morris & Jinting Ye
University of Nottingham Ningbo China

12.00 - 12.30

Physics Room 301

Project Based Initiatives: Deliberate Practice and the Art of Writing

King (2010) highlighted how the writing craft is a process that is derived from experiences, habits and above all hard work, or 'grit' as Duckworth (2016) terms it. Writing is clearly a skill that can be honed through deliberate practice as Ericsson and Pool (2016) advocate. At a time when Open AI such as DeepSeek and ChatGPT are generating international headline news, many writers are deliberating how AI could rewrite the future.

While it presents both challenges and opportunities, as the Guardian Newspaper reported in 2023, it would appear as important as ever to ensure that students have the skills required to produce authentic work for themselves at a time when it is easy not to. Morris et al. (2024) drew on personal real-world classroom experiences to investigate the impact that creative writing could have on academic endeavours, as well as considering to what extent engaging with academic writing was possible prior to college.

This presentation builds on earlier practical classroom case study experiences and considers what happened when an undergraduate class was presented with the opportunity to pursue an academic book chapter publication. It will consider features such as the context, group dynamics and competing time demands, alongside training, autonomy, motivation, competencies and skills before critically reflecting on the end result. Here the implication is that with enough time and support high quality academic writing is possible, but in this instance conflicting time demands, cognitive load challenges and the requirement for additional scaffolding meant that this became an exercise in real world simulated practice.

Biodata

Gareth joined UNNC in July of 2023 and works within the Centre for English Language Education (CELE). Prior to joining UNNC Gareth worked for two years at the Perse School (Suzhou) where he also acted as an external examiner for the University of Nottingham.

Before moving into K12, Gareth spent a decade at Xi'an Jiao Tong-Liverpool University (XJTLU), and four years at Soochow University. During his time at XJTLU Gareth also completed his doctorate at the University of Exeter which is where he also completed his MEd and PGCE (QTS). His current research interests are in the areas of leadership and management, motivation and satisfaction, recruitment and retention, professional development, organisational and educational psychology, and health and wellbeing.

Jinting Ye has worked at the University of Nottingham Ningbo (China) since September 2023. She works with the Learning Academy in the Development and Engagement Team. This is part of the Human Resource Department.

Formerly an ESL teacher, Jinting graduated from Zhejiang International Studies University in 2016, before completing a CELTA in 2018 and master's in TESOL at Aston University in the UK in 2021. In her current role, Jinting delivers training to university staff and manages leadership programmes, including mentoring and coaching. With an interest in transnational higher education leadership, staff motivation, satisfaction, and engagement, she also collaborates with colleagues and students from a diverse range of backgrounds, fostering a holistic approach to professional and personal development.

Session 3: Abstracts

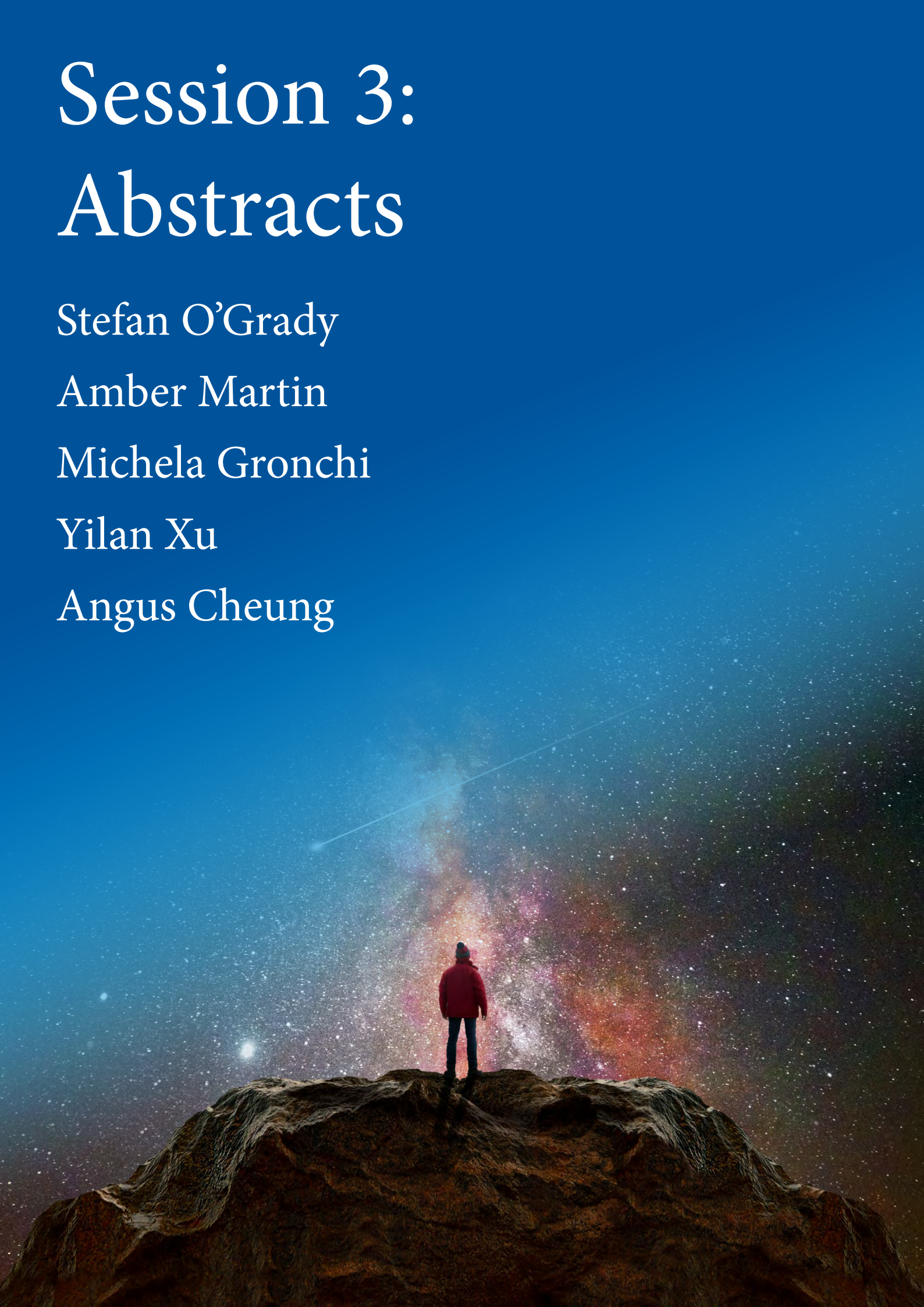
Stefan O'Grady

Amber Martin

Michela Gronchi

Yilan Xu

Angus Cheung



Stefan O'Grady
University of St Andrews, UK

12.40 - 13.10

Physics Lecture Theatre A

Untangling the knotted relationship between task effects and rater effects in task-based language assessment

The effect of systematic task design on second language speech features prominently in psycholinguist models of task based language learning. Research findings highlight a clear and consistent impact of task effects on speech production, leading researchers to question why similar task design does not transfer directly to tests of second language speaking ability e.g. within EAP.

Task based accounts of speaking assessment highlight the task over the influence of the rater on test results. This contrasts with language testing research in which rater effects are systematic differences between raters relating to bias leniency, inconsistency and preference that may determine test scores. Rater effects may cancel out the impact of careful task design at the score level as effects interact within the complex process of raters attempt to process rating criteria, test samples, and the exigencies of assigning scores within time constraints.

The current study investigates the impact of task design in the presence of rater effects using linear mixed modelling and many facet Rasch measurement. In the study 30 intermediate Turkish learners of English completed two picture narration tasks featuring different amounts of information and with different lengths of planning time. The samples were scored by two rater groups. Data were analysed for rater and task effects to determine the level of impact careful task design had on overall test outcome.

Biodata

Stefan O'Grady is a lecturer in academic English and TESOL at the University of St Andrews. His PhD was completed in language assessment and his research interests are in the development of language tests for university admissions. His research has been published in several journals and book chapters.

Amber Martin
Penn State University, USA

12.40 - 13.10

Physics Lecture Theatre B

AI and AI: Using Artificial Intelligence with Academic Integrity

While pursuing their various degrees, students are expected to figure out how to navigate their own writing workflows and the necessary tools for these mediated activities. These skillsets are not often directly taught. This disadvantages many international students who have been educated in systems with different expectations. But, like their domestic peers, they are still expected to "figure it all out" while mastering academic materials and skills.

Artificial Intelligence (AI) has impressively advanced some writing tools. Programs like ChatGPT can fully translate text, adjust and unify voice, fix grammar mistakes, smooth out diction, and even generate entire paragraphs. However, many universities view these features as violations of their academic integrity policies or are still trying to figure out where the line is between support and cheating. Instructors are concerned that students will not truly develop skills or apply critical thinking during crucial developmental periods. Students may be so focused on the product that they do not realize how important it is to engage with the process and are surprised when they are reported.

This presentation will explore some ways in which generative AI can effectively and ethically help students plan and revise their work. Features like "debating the AI" and "generating an outline" can help students generate ideas, consider new points, and find key terms for their research. AI can also generate a variety of summaries, which can help students connect to the research material or identify relevant points. It is equally useful in revision, since students can generate a "reverse outline" of their essays and even generate "professor-like" feedback.

Biodata

Amber Martin, whose professional foci are on teaching and program development, is an Associate Teaching Professor at Penn State University. Her classes and mentorships heavily feature skill development in writing, tutoring, and/or pedagogy. She contributes to program development as both curriculum designer and instructor across multiple programs – ESL, English for Professional Purposes Intercultural Center (EPPIC), and Penn State Learning.

Though she received her M.A. in Applied Linguistics and has taught at Penn State for nearly a decade, she has previous experience working with primary and secondary school children and in programs for non-native English-speaking adults.

Michela Gronchi

University of St Andrews, UK; Ca'Foscari University of Venice, Italy

12.40 - 13.10

Physics Lecture Theatre C

Unveiling EMI Teacher Identity: Surprising Insights from the Classroom

What makes an EMI (English as a Medium of Instruction) teacher truly effective? Drawing on the initial findings of an ongoing study, this talk dives into the surprising perspectives of Educational Linguistics students to uncover the untold stories of EMI teacher identity. For these students, studying through the medium of English feels entirely normal—so much so that they are often unaware they're even part of an EMI program and treat English as just "background noise" in their education. As a result, teachers' English for Academic Purposes (EAP) skills—blended seamlessly with subject expertise—are often invisible to them, a "hidden" competence that goes unnoticed.

Even more surprising, students reject translanguaging practices, sometimes with open disdain, despite their proven potential in multilingual classrooms. Instead, they value personal qualities like empathy, passion, and adaptability, and prioritise teachers who make complex content accessible through tailored, engaging instruction. Language skills are just an assumed baseline.

What truly stands out are teachers who can differentiate instruction, make complex content accessible, and actively support learning in a diverse, multilingual classroom. These initial findings flip traditional ideas of EMI teacher identity on their head. They challenge us to rethink teacher training programmes, shifting from a narrow focus on language competence to the art of responsive teaching.

Biodata

Michela is an adjunct professor in Educational Linguistics at Ca' Foscari University in Italy and a research fellow for the prestigious EU-funded EcoStories CLIL training project. Currently pursuing a doctoral degree at the University of St Andrews, Michela focuses on exploring EMI teacher identity, an area that bridges Socio-psycholinguistics and education.

Her research interests encompass teacher identity and development, CLIL, and the sociolinguistics of EMI settings. Michela has contributed to the academic discourse with her recent publication, "Language assessment in EMI: unravelling the implicit-explicit dichotomy" which examines the discrepancies between the official objectives of an Educational Linguistics module taught in English and its assessment criteria.

Passionate about advancing knowledge in Educational Linguistics, Michela engages in participatory and creative research and has a strong commitment to supporting EMI teachers navigating multilingual classroom environments.

Yilan Xu
University of Edinburgh, UK

12.40 - 13.10

Physics Room 233

Exploring Academic Genre Production in Chinese Higher Education: Mapping the EAP and Disciplinary Writing Practices of Aquaculture Master's Students

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 stage. 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 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. 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. Additionally, the study identified the genres that students produced across eleven academic courses in Aquaculture. By comparing the genres produced in the EAP writing course with those from academic courses, this research broadens the scope of EAP studies in Chinese higher education and enhances the understanding of academic genres in Aquaculture.

Biodata

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, academic writing, genre, and assessment.

Angus Cheung

University of St Andrews, UK; Hong Kong Baptist University

12.40 - 13.10

Physics Room 301

Connecting Cultures: A Hybrid Model for EAP

This presentation explores an innovative collaboration between the English for Academic Purposes (EAP) program and a Business Communications course. By integrating cultural exchange into a business communication module, it is illustrated that students' understanding of intercultural communication in a globalised environment in the technology era has been enhanced.

The session will introduce the structure of collaborative workshops and activities designed to foster dialogue and reflection among students from diverse backgrounds, emphasising the development of cultural sensitivity and adaptability in the workplace.

This presentation aims to inspire educators to adopt integrated pedagogical strategies that prepare students for success in both academic and professional contexts.

Biodata

Angus Cheung is an Assistant Lecturer at Hong Kong Baptist University and is currently pursuing a Master of Science in TESOL with a specialism in English for Academic Purposes at the University of St Andrews.

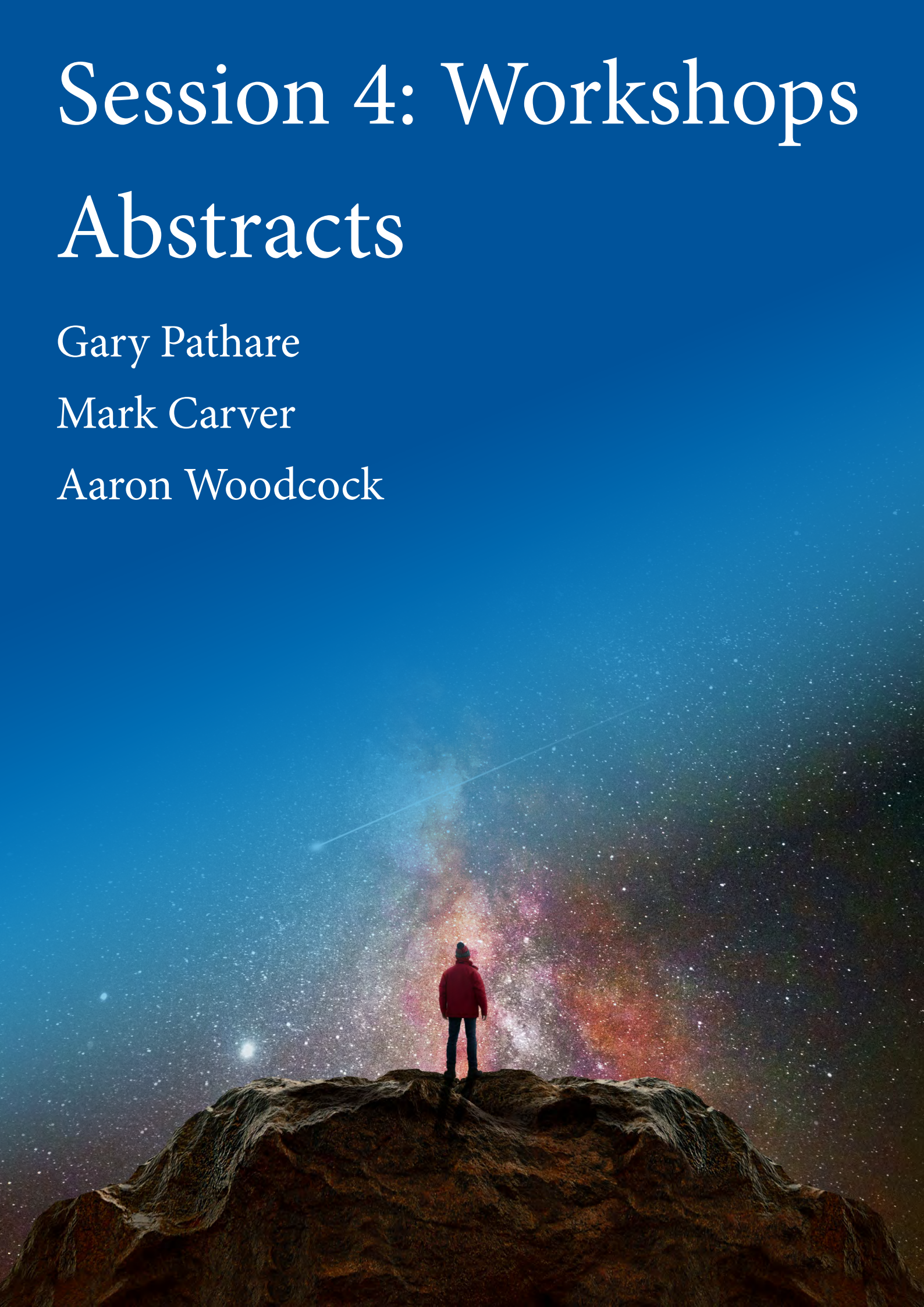
Previously, he held research positions at the University of Hong Kong as well as teaching positions at various language schools and tertiary institutions in Hong Kong, Chile and the United Kingdom. His research interests include English for academic purposes, second language acquisition and peer feedback in higher education.

Session 4: Workshops Abstracts

Gary Pathare

Mark Carver

Aaron Woodcock



Gary Pathare
University of Leicester, UK

14.15 - 14.45

Physics Lecture Theatre A

Decluttering EAP: how rules for decluttering the home can bring order to the learning environment

'Clutter' can be defined as 'a collection of things lying about in an untidy mess'. The issue of accumulated clutter was brought to international attention by the celebrity declutterer Marie Kondo, whose simple 'decluttering' strategies have had a profound impact on the way many people organize their homes. However, it is not only homes that become cluttered over time. In this workshop, Gary will demonstrate how educators adopting a decluttering approach can enable students to better engage with and contextualize their learning.

The evolution of the current EAP learning environment has meant that new ideas have been introduced without discarding old ways of thinking, and the demands of context-specific curricula have resulted in an inconsistent and sometimes unhelpful distribution of language items and skills. Working within these processes may have made us oblivious to the resulting clutter, or perhaps accustomed to and comfortable with it.

Using Marie Kondo's decluttering strategies as a starting point, Gary will demonstrate how we can adopt a mindset that moves us towards an environment which only contains items that have clear and immediate value, purposefully arranged for maximum learning efficiency. Participants will experience examples of 'decluttering' materials and teaching strategies that can help busy EAP students engage with their learning more effectively.

Biodata

Gary Pathare (M.Ed. TESOL, Trinity Diploma) has taught EAP and general English for 34 years. He started teaching in Barcelona in 1990, spent 18 years at HCT in the UAE, and is currently a coordinator on a University of Leicester TNE program in northern China. Gary is author and co-author of many course books including Reflect and Voices (National Geographic Learning), Headway Academic Skills, Step Up, On Track, Wide Angle and Milestones (OUP), Unlock Basic Literacy (CUP) and Skillful (Macmillan).

Gary has published on many aspects of the profession, is an item writer for Cambridge and British Council exams, and has wide experience as an IELTS and Cambridge examiner and CELTA and Trinity trainer. His main current professional interest is in developing and sharing innovative teaching ideas and materials. Gary has presented at international conferences in China, Japan, England, the UAE, Oman, Bahrain and Spain, often as a plenary and featured speaker.

Mark Carver
University of St Andrews, UK

14.15 - 14.45

Physics Lecture Theatre B

A 'social moderation' approach to designing AI-augmented assessments using Nominal Group Technique (Part 1)

Last year, I facilitated a session using Nominal Group Technique to crowdsource ways to develop assessment rubrics that reframe GenAI misuse as a validity issue, building on Dawson's (2024) argument that broadening the concept of assessment validity was more fruitful than seeking ways to detect or punish inappropriate AI use. My aim was to use assessment criteria to help explain to students where AI won't help them, and to avoid policies overly focussing on detection or punishment.

One year on, and building on work at Xi'an-Jiatong Liverpool University and my arguments in Bannister and Carver (2024), I would like to explore the opposite perspective - what might the very best academic writing look like when students are supported by effective AI tools and the AI literacy to make the most of them? In this workshop, we will use the Nominal Group Technique to crowdsource a range of perspectives on what the future of academic writing might look like if we imagine that AI will eventually live up to its promises.

The method is designed to elicit breadth or views and then identifies priorities in a diverse group, making it an ideal method for interdisciplinary consultation and developing institutional policies. By the end of the session, you should have a sense of the priorities of colleagues and a wider menu of phrases to draw from when designing your own assessment tasks in a post-AI environment.

Biodata

Mark Carver is Director of Postgraduate Research at the International Education and Lifelong Learning Institute, University of St Andrews, where he runs the Professional Doctorate in TESOL. His research focuses on teacher professional learning, formative assessment, and writing development.

Aaron Woodcock
University of Reading, UK

14.15 - 14.45

Physics Room 233

Decoding the Hidden Language of Equations in STEM EAP

STEM students often struggle with academic English as it intersects with the specialised "language" of their disciplines. This workshop zeroes in on one specific challenge: helping students verbalise equations to enhance oral interaction during the learning phase of their studies.

Participants will:

-Explore strategies for teaching the "hidden language" of equations in STEM EAP contexts.

-Discover practical activities to help students verbalise equations in lectures, seminars, or practical sessions.

-Discuss how these approaches can support meaning-making and vocabulary development in STEM disciplines.

The session will feature a brief introduction to the concept, a sample activity demonstration, and an interactive discussion to share challenges and strategies. Participants will leave with a clear, practical takeaway to integrate into their classrooms, helping students confidently engage with technical language in spoken contexts.

Biodata

Aaron Woodcock is a Lecturer in Transnational Education and English for Specific Academic Purposes (ESAP) at the University of Reading. With over a decade of experience in EAP, Aaron specialises in supporting STEM students to develop the academic language and skills required for success in their disciplines.

As a member of the BALEAP STEM SIG, he is passionate about exploring the intersection of language and technical knowledge. Aaron has presented at national and international conferences on topics ranging from integrated EAP strategies to the challenges of teaching STEM-specific language.

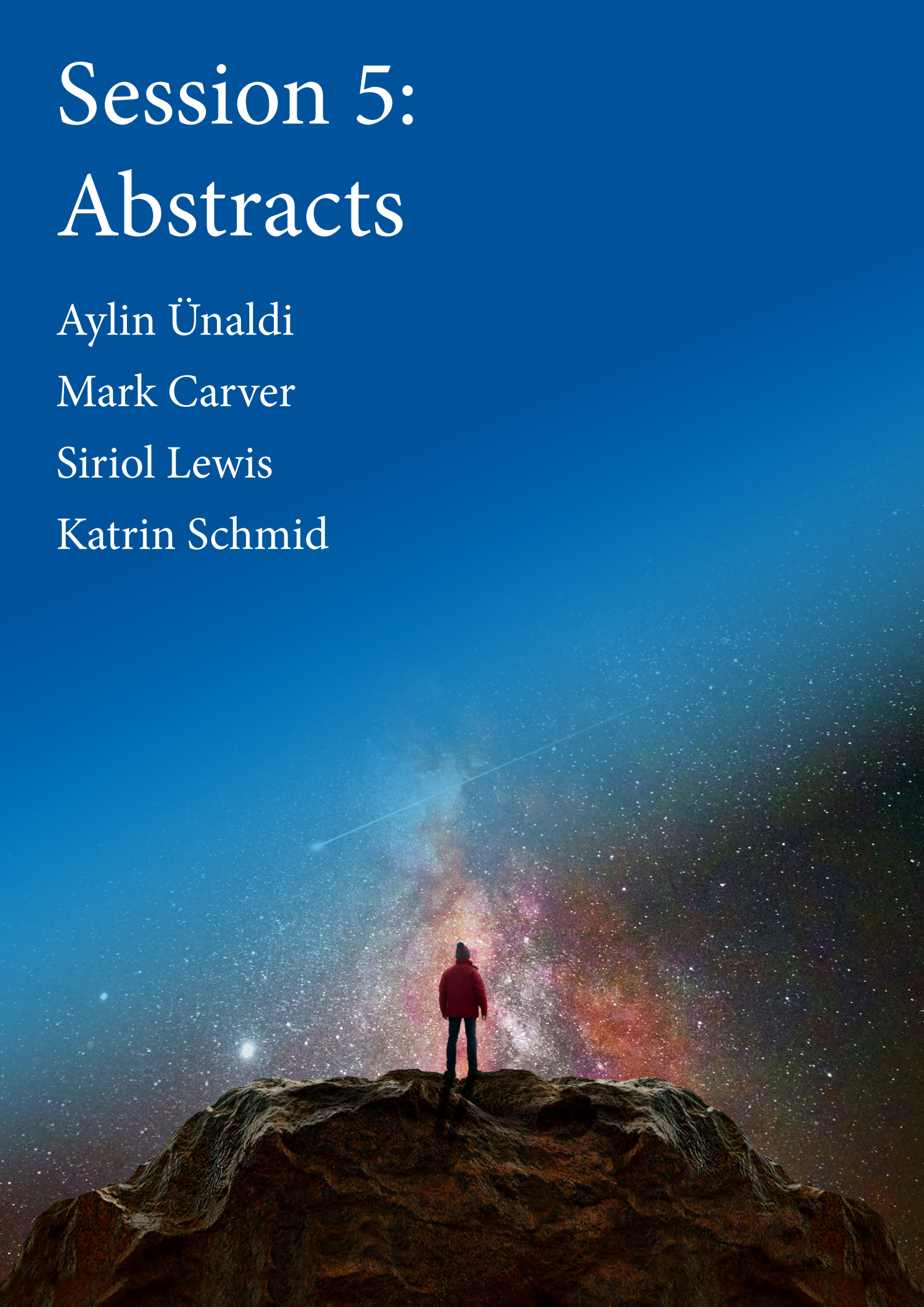
Session 5: Abstracts

Aylin Ünaldi

Mark Carver

Siriol Lewis

Katrin Schmid



Aylin Ünaldi
University of St Andrews, UK

14.55 - 15.25

Physics Lecture Theatre A

To what extent can automatic text analysis reflect the sophistication of text selection processes by EAP teachers?

Several alternatives to simple readability formulas have been offered. EAP material and test developers are already using these tools to establish objective standards. However, while such tools are consistent, reliable and easy to use, it is not investigated whether they reflect the cognitive sophistication of a human judge in selecting a text for a particular purpose.

This study was primarily set out to determine the automatic text analysis indices that can correspond to textual features important in text selection for EAP materials and tests, and then to evaluate the strength and weaknesses of these tools by correlating them to human evaluation of text difficulty and suitability for assessment. Dependability of experts' text evaluation is also evaluated. 42 experts were given 10 excerpts from university text books which they evaluated in terms of contextual validity features (Green, et al., 2010). Their judgment was compared through regression statistics to automatic analyses yielding that while experts agreed with certain indices consistently, in certain cases, automatic tools could not detect what humans could. Human judgment, on the other hand, was found more holistic, incapable of distinguishing each textual feature from each other reliably. The study has shown us which automatic analysis tools can be used readily and which should be combined with human judgement.

Biodata

Aylin Ünaldi has an MA in Applied Linguistics (University of Reading), a PhD in Applied Linguistics (Bogazici University) and a PhD in Language Assessment (University of Bedfordshire). She is currently working as Lecturer in TESOL and International Education at University of St Andrews.

Aylin has extensive experience in foreign language teaching, teacher training, test development and validation. Her research interests include language test validation, academic literacy (reading and writing) in foreign language, reading comprehension across multiple texts and reading into writing as an integrated academic skill.

Mark Carver
University of St Andrews, UK

14.55 - 15.25

Physics Lecture Theatre B

A 'social moderation' approach to designing AI-augmented assessments using Nominal Group Technique (Part 2)

Last year, I facilitated a session using Nominal Group Technique to crowd-source ways to develop assessment rubrics that reframe GenAI misuse as a validity issue, building on Dawson's (2024) argument that broadening the concept of assessment validity was more fruitful than seeking ways to detect or punish inappropriate AI use. My aim was to use assessment criteria to help explain to students where AI won't help them, and to avoid policies overly focussing on detection or punishment.

One year on, and building on work at Xi'an-Jiatong Liverpool University and my arguments in Bannister and Carver (2024), I would like to explore the opposite perspective - what might the very best academic writing look like when students are supported by effective AI tools and the AI literacy to make the most of them? In this workshop, we will use the Nominal Group Technique to crowdsource a range of perspectives on what the future of academic writing might look like if we imagine that AI will eventually live up to its promises.

The method is designed to elicit breadth or views and then identifies priorities in a diverse group, making it an ideal method for interdisciplinary consultation and developing institutional policies. By the end of the session, you should have a sense of the priorities of colleagues and a wider menu of phrases to draw from when designing your own assessment tasks in a post-AI environment.

Biodata

Mark Carver is Director of Postgraduate Research at the International Education and Lifelong Learning Institute, University of St Andrews, where he runs the Professional Doctorate in TESOL. His research focuses on teacher professional learning, formative assessment, and writing development.

Siriol Lewis
University of Glasgow, UK

14.55 - 15.25

Physics Lecture Theatre C

A Third Space for Science and Engineering PGR students

What do Science and Engineering PGR students learn from a course which 'focuses on developing every day, non-academic, oral communicative skills to support [their] acculturation and integration in Scotland'? It 'will help [...] develop knowledge of vocabulary needed for communication in a defined range of social and public situations relevant to non-academic life in Glasgow' (University of Glasgow, 2024).

Following an earlier informal classroom survey, I conducted formal research with a second cohort which supported earlier perceptions that the gains from the course exceeded both student and tutor expectations, confirming that this course met its Intended Learning Outcomes and offered a unique Third Space which fostered a sense of belonging to the city, and a more solid connection with the local academic community. It also helped form friendships and create opportunities for cross-fertilisation in research.

The emphasis on code-switching between everyday English and the local vernacular generated much mirth and TEFL-based activities allowed the students to 'step away' from their research. The value of such courses is not quantifiable in academic terms, but rather in its essential support of and investment in the students' well-being. Results show that student satisfaction was high, gains were multi-faceted and often personal, and there is a need for further HE investment in such eclectic courses.

Biodata

Siriol Lewis is a lecturer in English for Academic Study at the University of Glasgow. She teaches on a variety of insessional courses, is a dissertation supervisor and is involved in language assessment and quality assurance within the university.

Katrin Schmid
University of Strathclyde International Study Centre, UK

14.55 - 15.25

Physics Room 233

EAP's encounter with Chinese epistemology: Challenges to English as an international language in Chinese TNE joint programmes

The presentation is based on my dissertation, which thematically analysed seven policies published by the British Council on TNE programmes. The research discussed the Chinese TNE student experience and how socialisation theories can be applied. The focus was on collaborative TNE provisions, where a UK university delivers an academic programme with a Chinese institution.

In socialisation theories, learning means participating in a community. In academic socialisation, students enter an academic environment and acquire genre practices of their discipline (Zhang, 2022). However, TNE sites complicate this model as two academic cultures are present.

The discourse in the policies described the Chinese TNE student experience as "international" due to English-taught modules. The characterisation of English as the only international language has been criticised in EMI courses and universities policies (Bonacina-Pugh et al., 2022). This raises questions about what constitutes an "international" experience on TNE sites, given the privileging of one language. According to socialisation theories, disregarding students' previous cultural knowledge would hinder learning.

In my presentation I will problematise English as an international language on TNE sites, and to what extent integrating Chinese language and academic practices in EAP could alleviate this. For TNE practitioners this might mean including translanguaging practices to incorporate students' cultural knowledge.

Biodata

Katrin Schmid has a MSc in TESOL with a Specialism in EAP from the University of St Andrews and an MA in English Studies from the University of Nottingham. She has worked for in-sessional and pre-sessional courses for the University of St Andrews, University of Dundee and University of Strathclyde. Currently, she is based in Glasgow and works as an Academic English Tutor at University of Strathclyde International Study Centre.

Panel Discussion

Discussion with colleagues and presenters from the day.

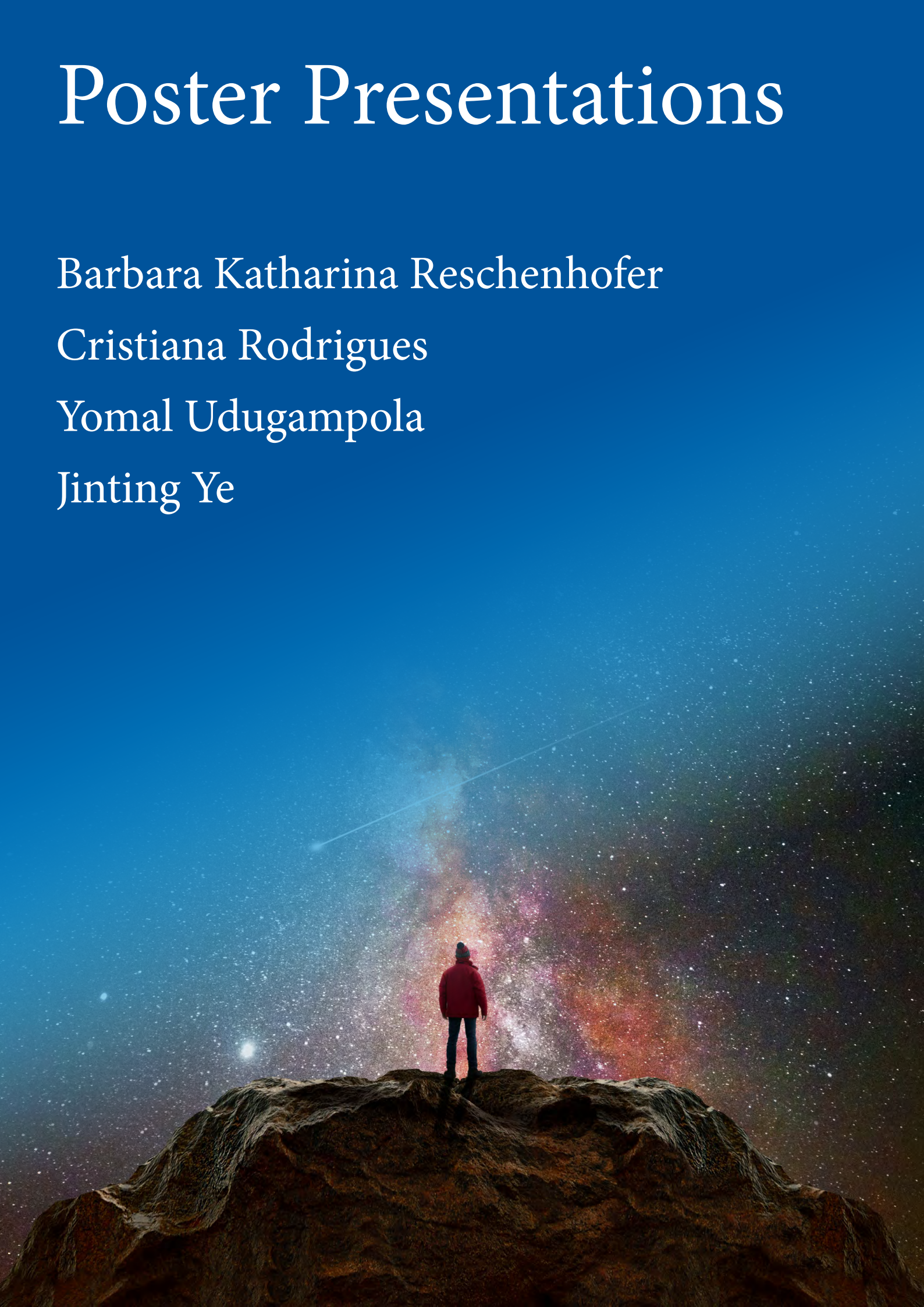
Poster Presentations

Barbara Katharina Reschenhofer

Cristiana Rodrigues

Yomal Udugampola

Jinting Ye



Poster Presentations

Barbara Katharina Reschenhofer
Maynooth University, Ireland

INTO EAP: A framework for practitioner development in EAP

Within the field, it is well understood that EAP extends far beyond the development of English language skills. To practitioners newly transitioning into the field, however, the role and purpose of EAP is not always self-evident. Newly transitioned EAP practitioners with a background in TEFL may, for instance, focus too much on language accuracy, whilst those with a research- but not necessarily education-focused background may lack the pedagogical knowledge (see Shulman 1986) to facilitate student-centred learning. Although there are numerous resources available which delve into the theories, concepts, and academic communities that have shaped scholarship and practice in EAP, a newly transitioned practitioner cannot be expected to efficiently navigate said resources without clear guidance.

For purposes of teacher training and induction, I thus propose the INTO EAP framework, which consists of four stages: Integrating new knowledge and existing schemata; Navigating new concepts and environments; Teaching based on evidence and research; and Observing one's own practice and that of others. The framework draws on ideas from Wallace's (1991) Reflective Model of Professional Development and highlights the importance of giving new practitioners a structured overview of EAP-relevant theories, concepts, and spaces to help bring to light the similarities as well as differences between EAP and their previous research and/ or practice.

Rather than solely focusing on what the practitioner can take onboard from EAP, the INTO EAP framework also outlines how the practitioner can offer new perspectives to the field of EAP, thus paving the way for interdisciplinary research opportunities. Across the four stages, the practitioner's sense of academic identity and prior experiences play a key role as they encounter and interact with concepts, practices, and communities of EAP.

Biodata

Barbara Katharina Reschenhofer obtained her PhD in English and American Studies at the University of Vienna in 2024. She has been active in the field of English for Academic Purposes (EAP) since 2018 and has previously taught at universities in Austria and the United Kingdom. In her role as Assistant Professor in EAP, which she will commence in January 2025 at Maynooth University, she is primarily responsible for research and teacher training in EAP. Her main research interests include but are not limited to multimodal materials design, principle-oriented programme development, as well as student motivation and well-being.

Cristiana Rodrigues

Arden University / University of St Andrews, UK (DProf student)

Setting up a micro-scale collaboration project between EAP and subject degree lecturers

Collaboration between EAP and subject lecturers is infamously fraught with difficulties. The literature outlines different models of collaboration (Dudley-Evans & St. John, 1998; Sloane and Porter, 2010; Wingate and Tribble, 2012) and highlights the benefits of collaboration between EAP and subject lecturers to build relevant and motivating resources (Hakim and Wingate, 2024; Hyland 2006; Wingate et al., 2011).

This poster presentation reports on the process of setting up a small-scale collaboration project between EAP and subject degree lecturers to design an Academic English workshop on Poster Presentations, involving a survey and semi-structured interviews. The EAP and subject lecturers jointly identified task requirements, defined the scope of the workshop, and decided optimal delivery dates, aligned with students' deadlines and workload.

While small, the process was straightforward and delivered positive results. The EAP team gained a deeper insight into the assignment requirements and the subject lecturers seemed to enjoy the chance to discuss student needs and difficulties. The discussion afforded lecturers the opportunity to critically examine assumptions, leading to a realisation that a range of factors beyond language issues impact student performance.

The project conveniently lays the groundwork for larger scale collaborations to inform the design of programmes such as a PSE course. This presentation will be useful for EAP practitioners looking to set up collaboration projects with EAP lecturers.
Research questions:

- How can small-scale collaboration projects between EAP and subject lecturers be effectively established?
- What lessons from this project can inform larger-scale EAP course design initiatives, such as Pre-sessional English programmes?

Biodata

Cristiana is a Senior EAP Lecturer at Arden University and a DProf TESOL student at the University of St Andrews with a particular interest in EAP course development and assessment.

Yomal Udugampola
Oxford International Education Group, London, UK

Perceptions and Beliefs on Generative AI in Academic Writing: Exploring Educators' and Students' Perspectives

The increasing integration of generative AI tools in academic writing presents both opportunities and challenges for students and educators. This action research study examines the perceptions and beliefs of students and educators regarding the ethical and practical implications of AI in academic writing. Through survey data collected from both groups, the research investigates patterns of AI usage, concerns related to academic integrity, and the perceived benefits and challenges of AI-assisted writing.

The findings highlight a divide in perceptions, with educators expressing concerns over originality and critical thinking, while students view AI as a valuable support tool for improving their academic work and emphasise the need for guidance on its ethical use. Attendees can expect to gain an understanding of emerging trends, current attitudes towards AI in academic writing, and how these can inform institutional policies. The findings will also encourage discussion on best practices and future considerations for academic integrity and assessment design.

What began as a small, curiosity-driven study now aims to contribute meaningfully to the ongoing dialogue on AI's role in education. It seeks to explore potential suggestions on developing forward-looking academic integrity policies and adapting curriculum and assessment design to meet evolving educational needs. It is hoped that this research will serve as a foundation for further exploration and meaningful contributions to the field.

Biodata

I am an Academic Manager at Oxford International Education Group, overseeing an RQF Level 3 International Foundation Programme in Business validated by the University of Greenwich. With over a decade of experience in English language teaching, including general English, IELTS preparation, and EAP, Business English and other ESP's, I specialise in supporting international students (having been an international student myself) in developing academic skills and preparing for higher education.

In regard to education, I hold a TESOL Certificate (2017), an MBA (2019), and the Cambridge DELTA (2021). As my next endeavour in professional development, I hope to work towards the Senior Fellowship of the Higher Education Academy (SFHEA) through the university of Greenwich.

Jinting Ye
University of Nottingham Ningbo China

Adopting a learner centred approach to critical thinking development

This study examines the dynamics of self-assessment and critical thinking among mature students in English for Academic Purposes (EAP) classrooms, focusing on six skills based on Bloom's Taxonomy: remembering, understanding, applying, analysing, evaluating, and creating. Data was collected using questionnaires, class recordings, and self-assessment forms.

The findings reveal that while self-assessment can enhance reflection and learning, it also presents challenges such as overconfidence and inaccuracies in self-assessment. The study highlights the need for structured guidance to help students develop accurate self-assessment skills and enhance their critical thinking abilities.

The results provide valuable insights for EAP practitioners on how to improve teaching practices and support mature students in developing essential critical thinking skills, emphasising the importance of fostering a growth mindset and providing clear, structured feedback.

Biodata

Jinting Ye has worked at the University of Nottingham Ningbo (China) since September 2023. She works with the Learning Academy in the Development and Engagement Team. This is part of the Human Resource Department. Formerly an ESL teacher, Jinting graduated from Zhejiang International Studies University in 2016, before completing a CELTA in 2018 and master's in TESOL at Aston University in the UK in 2021.

In her current role, Jinting delivers training to university staff and manages leadership programmes, including mentoring and coaching. With an interest in transnational higher education leadership, staff motivation, satisfaction, and engagement, she also collaborates with colleagues and students from a diverse range of backgrounds, fostering a holistic approach to professional and personal development.

The 2025 EAP Conference has been hosted by the International Education and Lifelong Learning Institute (IELLI) at the University of St Andrews.

For more information on the Institute, including the range of courses offered, please visit our website at https://www.st-andrews.ac.uk/life-long-learning