THE UNIVERSITY *of* EDINBURGH

English Language Education

BALEAP

The global forum for
EAP professionals

BALEAP PIM at the University of Edinburgh
Saturday 15 November 2025
The EAP Student: identity, community and belonging

The PIM is sponsored by Oxford English Language Level Test

OXFORD ELLT

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Outwith 'A poem by Katie Ailes

'outwith': preposition: outside; beyond. A term unique to Scotland.

Revising my visa essay,
applying for three more years
here, I read my own scribbled words:
Comparable opportunities for critical study
do not exist outwith Scotland.
Outwith: a term unfamiliar, yet
scrawled in my own hand,
doubtlessly mine, and I wonder:
I came here all rude American brass, all
trash can, fanny pack, Where's the castle?
Then Glasgow rolled itself under my tongue,
a grey marble lolling my mouth open with Os:
Glasgow, Kelvingrove, going to Tesco,
then thistling my speech wi sleekit lisps,
wee packets a crisps,
my lips like the lids
of those glass bottles of sand
I used to collect from every beach:
my mouth a shore holding each grain
that altered the flow of my speech,
my pen flowing 's' into the cursive waves
of 'socialised,' 'civilised,' 'acclimatised,'
answering Aye! by accident
then smiling.
I may be from out
but I am now with.

from Glasgow Women Poets
(Glasgow: Four-em Press, 2016)

Welcome to the PIM

It's a great pleasure to welcome the BALEAP community to the Centre for Open Learning for our PIM focused on the EAP Student. We are proud of our themes of identity, community and belonging, which are so important to the work at the Centre for Open Learning, where our vision is to be a place of welcome for all, regardless of background or destination, and to champion access and community through providing pathways into and through the institution for our students and our wider local and global communities.

For our broader field as EAP practitioners, reflection on these themes feels both timely and vital. Our work to understand how we foster identity formation and help students navigate their communities and feel a sense of belonging can go a long way towards amplifying the crucial role that we play in student success and the broader mission of universities.

The themes have inspired a rich variety of presentations, including some by students, and I am looking forward to seeing how these explore, reflect on and critique the themes, empowering both students and EAP practitioners to shape our field.

A warm welcome!

Hannah Jones
Director of English Language Education at the
Centre for Open Learning

Important Information for attendees

Exhibitors
- Oxford English Language Level Test
- Oxford University Press
- BALEAP Social Justice Special Interest Group

Getting to the Venue

The PIM is being held in Paterson's Land at the University's Holyrood Campus which sits between the historic Royal Mile and Holyrood Road. The campus is a short 10–15-minute walk from Waverley Railway Station, and there are several bus routes along North and South Bridge, which intersect with the Royal Mile.

University of Edinburgh Campus Maps

All of the rooms being used are in the same building over two floors. There is a lift. One room will be set aside for bags and suitcases.

Sustainability Statement

Our conference is dedicated to sustainability. We have implemented eco-friendly practices by reducing waste, encouraging digital materials, utilising renewable resources wherever possible, and we have chosen sustainable catering options. Delegates are encouraged to bring refillable water bottles and reusable cups for hot drinks. While we won't be providing cloth bags, attendees are invited to bring their own tote bags, with the option of bringing your institutionally branded bag for an institutional-tote-bag-swap. Together, we aim to create an environmentally responsible and impactful event that inspires an ongoing commitment to sustainability.

Wi-Fi

Internet can be accessed through Eduroam using the same username and password as you use at your home institution. Alternatively, as a guest and visitor, you can connect to VisitEd. Look for 'Visit-Ed' under the available Wi-Fi networks on your device. Tap on 'Visit-Ed' and your device should launch the sign-in/registration page.

View of the entrance to Paterson's Land building

Image shows the front entrance to our Paterson's Land building in Holyrood Campus.

Scan the QR code to access the Holyrood Campus Map

https://www.ed.ac.uk/maps/maps

Image shows Holyrood Campus courtyard benches and surrounding buildings.

Programme of Events

09:30-10:00	Registration Welcome Coffee and Pastries **Location**: G1, Paterson's Land
10:00-10:15	Housekeeping Welcome to the PIM: Jenny Hoy, Head of Centre for Open Learning **Location**: G1, Paterson's Land
10:15-10:55	Opening Plenary: Shirley Tian, UG Student Year 3, University of Edinburgh **Location**: G1, Paterson's Land
10:55-11:00	1-minute Poster Pitch **Location**: G1, Paterson's Land

Location	Room G21	Room 1.19	Room 1.21	Room G42
11:10-11:40	This is Your New Life: Identity Development in International Contexts *Dr Jenny Steele, University of Edinburgh*	Voices Through the Machine: Identity and Inclusion in Higher Education *Laura Richards, University of Leeds*	Narrative Inquiry into MSc TESOL Chinese Students' Acculturation journey to living and studying at university in Scotland: the role of friendship and social support *Aneta Marren, University of Glasgow*	Perceptions of Authorship and Confidence in AI-Assisted Academic Work (online) *Yishi Lin & Xingyi Ouyang, Xi'an Jiaotong-Liverpool University*
11:50-12:20	Developing Students' Academic Identities in an EGAP Pre-sessional *Michelle Nixon & Claire Everett, University of Manchester* Workshop 11:50-12:35	The Relationship Between Chinese Teacher-Students' L2 Doctoral Writing and Identity *Jun Chen, University of Edinburgh*	From Learners to Contributors: Using Preprints to Cultivate Students' Agency and Belonging *Katia Dowdle, University College London*	Student Researchers as Knowledge Co-Creators (online) *Kuiyin Chen, Xiaoxue Zhao, Bin Xiang, Anying Wan, Jiayi Zhang, Xi'an Jiaotong-Liverpool University*

12:20-13:30	Lunch **Location**: Room G21, Paterson's Land		
12:20-13:30	Poster Presentations **Location**: Room G43, Paterson's Land		
13:40-14:10	Circling In: Reimagining EAP Writing through Reading and Writing Circles *John Hughes & Paula Villegas, University of St Andrews*	Listening in a social world: How interactions with listening and being listened to impact L2 students' and their transitions to living and studying in the UK *Niamh Mullen, University of Leeds*	From Belonging to Mattering *Alice Smith & Chris Smith, University of Edinburgh*	**Lightning Talks** Empowering the Silent Student (online) *Andrea Tang, University of Nottingham Ningbo China* (Re)constructing Identity: Women International Students in STEM *Fiona Ritchie, University of Sheffield*

14:20-14:50	<u>Relatable Voices: Peer Mentoring for Foundation EAP Students</u> *Judith Gorham, Diana Adjei Nyarko, Annabel Charles, Harri Williams, & Mohammad Ali Khazali, Heriot-Watt University*	<u>Building Inclusive Academic Communities (Displaced Backgrounds)</u> *Amelia Harker, University of Edinburgh, Kamila Dolejsi OELLT, Nadin Akta, University of Edinburgh*	<u>Belonging on Queer Terms</u> *Micky Ross, University of Glasgow*	<u>Critical Conversations with EAP students: Issues and Reflections</u> *Michelle Evans & Susie Cowley-Haseldon with students Samantha Baah, Sean Okamoto, Kimika Iijima joining online*

| 15:00 -15:30 | | **Lightning Talks**

The role of EMI students' disciplinary identity and learning experiences in shaping their expectations of new learning contexts.
Clark Girdlestone, Jenna Bodin-Galvez, Simon Webster

Beyond "thinking like a lawyer": supporting resilient transitions to law school.
Emnani Subhi, QA Pathway, Northumbria University

Supporting access to HE for students in Gaza: a case study at King's.
Suzie Coates, King's College London | Motivation vs Personality: What Drives Belonging for International Students?
Vincent Li, University of Edinburgh | Connecting Across Cultures Exploring Identity, Community, and Belonging in an Intercultural Communication Course (online)

Trisha Dowling and Judy Dyer, University of Michigan-ELI |

Programme of Events

15:30-15:50	Refreshments **Location**: G1, Paterson's Land
15:50-16:30	Closing Plenary: Tina Harrison, Deputy Vice Principal Students (Enhancement), University of Edinburgh **Location**: G1, Paterson's Land

Plenary Speakers

Shirley Tian

Shirley Tian is a third-year History and Politics student at the University of Edinburgh, currently on exchange at Sciences Po Paris. Originally from China, she has studied across China, New Zealand, and the UK, shaping her passion for international student experience, language transitions, and belonging.

Shirley has worked as a tutor, mentor, and student representative at committees such as Internationalisation and Global Partnerships supporting learners across age groups and cultures.

Her work spans teaching, student engagement, and policy advocacy, with a focus on amplifying student voice and fostering inclusive academic communities.

Plenary Abstract
Fluid Identities, Hybrid Belonging: Reflections from an International Student Journey

For many international students, the process of adjustment does not end at arrival but begins at the crossroads of belonging, not as a fixed state, but as a continual negotiation across languages, systems, and evolving selves. Drawing on my lived experiences moving independently across five education systems since the age of 10 (China, the US, New Zealand, the UK, and now France), this plenary explores how international students construct and celebrate the fluidity and hybridity of identity while redefining what it means to belong in a community.

I reflect on how belonging is not solely shaped by institutions but created through connection, negotiation, and meaning-making within the in-between spaces of culture and language. As Bhabha (1994) and Gale & Parker (2012) describe, these "third spaces" are where students bridge cultures and carry lessons, languages, and values across borders, reassembling identity in dialogue with their surroundings.

Building on my roles as a student representative on Edinburgh's College Committee for Education and Internationalisation, and on collaborative reflections with academics on international student transitions, I connect my personal journey to my later teaching and policy experiences in higher education. These reflections suggest that belonging for international students is not a singular act of fitting in, but a continuous process of self-authorship, of learning to construct meaning, connection, and comfort within cross-border classrooms. It is through this fluid process of becoming that identity is reassembled through dialogue between self, culture, and institution, reminding educators that belonging is not merely felt but co-created — a shared responsibility that transforms both the learner and the learning environment.

Plenary Speakers

Tina Harrison

Tina Harrison is Deputy Vice Principal Students (Enhancement) at the University of Edinburgh, with responsibility for quality assurance and enhancement, and Professor of Financial Services Marketing at University of Edinburgh Business School.

Tina recently led the development of the University's Learning and Teaching Strategy. She is co-leading the University's work on enhancing students' sense of belonging, which has included a Guide for Schools on Fostering a Sense of Belonging, and an upcoming resource on building belonging in the classroom.

Plenary Abstract
Creating the Conditions for Belonging

A strong sense of belonging is recognised in the research as a critical foundation for student success, wellbeing, and engagement in higher education. It encompasses students feeling accepted, valued, and connected as members of their academic and social communities.

Belonging is a feeling that we cannot directly control, but we can create the conditions that enable it to flourish. Belonging can be (indeed should be) intentionally fostered through inclusive practices, supportive environments, and meaningful learning relationships.

Building a sense of belonging is both a collective responsibility and a practical endeavour that is fostered through the actions we take as educators every day. Taking a research-informed perspective, I will explore what fosters a sense of belonging and consider how this can be translated into practice - hopefully leaving participants with practical tips to take away.

Drawing on the work of the University's Sense of Belonging task group, I will share our framework for fostering a sense of belonging, with a particular focus on belonging in the classroom, recognising that this is where students primarily interact with the University, and where day-to-day experiences of inclusion, community, and mattering are felt most acutely. I will highlight strategies that colleagues can use in their everyday teaching to pay attention to, and actively build the conditions for community and belonging to flourish.

Abstracts

Location: Room G21

Abstracts Room G21

This is Your New Life: Identity Development in International Contexts. Dr Jenny Steele, University of Edinburgh

Against a backdrop of continuing internationalisation in higher education, it is important to question what it means to belong. Far from being a linear process of 'integration', building a life in an unfamiliar setting is a complex process which presents both opportunities and challenges. Identity itself is not a fixed construct, but is dynamic, changeable, and a potential site of tension.

My doctoral research investigated how EAP students (re)constructed a sense of self during their time at university in Scotland. The theoretical framework combined positioning theory (Davies & Harré, 1990), investment (Darvin & Norton, 2023) and cultural capital (Bourdieu, 1977) to demonstrate the significance of power relations: people cannot always choose how to 'fit in' but may be constrained by sociocultural factors. In this talk, I discuss data from semi-structured interviews with focal participants, comparing perspectives of international postgraduates and teachers. I also address discrepancies between the qualitative results and information provided in an initial attitudinal survey.

The findings indicate a potential mismatch between students' expectations of 'belonging' and the reality. Specific pressure points included beliefs around classroom participation, teacher feedback, and social interactions. Individuals adopted different coping strategies to establish a place in the new community.

Completing a pre-sessional programme increased their confidence to engage in intercultural encounters, suggesting that EAP tutors can empower students. However, the focus on preparing them to meet university requirements could mean that their own attributes are under-valued. Therefore, I argue that we may need to challenge assumptions around what 'successful' adjustment looks like.

Dr Jenny Steele is a Teaching Fellow in English Language Education at the University of Edinburgh. Her research interests include Language & Identity, EAP, and the Internationalisation of Higher Education.

Abstracts Room G21

Developing Students' Academic Identities in an EGAP Pre-sessional. Michelle Nixon & Claire Everett, University of Manchester

Throughout their university career, students can develop a range of 'academic identities', including as members of an EAP cohort and as participants in a disciplinary community. The development of such academic identities is an aspect of study that EAP practitioners can support students with at the pre-sessional stage and beyond.

The University of Manchester's pre-sessional programmes, delivered to a majority postgraduate student body, take an English for General Academic Purposes (EGAP) approach, in which course materials and assessments are common to participants entering the full range of disciplines.

Within the EGAP context, opportunities for students to apply their learning to a more specific disciplinary focus are provided by means of activities oriented towards an English for Specific Academic Purposes (ESAP) approach and suggestions of how to make connections to the chosen discipline in terms of transferable skills.

In this workshop, Michelle and Claire from Manchester's University Centre for Academic English (UCAE) will explain the rationale behind the Centre's pre-sessional approach and present examples of 'ESAP' activities from our pre-sessional courses. Through discussion, participants will be invited to make comparisons with their own provision and collaborate on the furthering of good practice with respect to fostering academic identities in pre-sessional students. The surfacing and co-creation of takeaway ideas for EAP practitioners involved in the design and delivery of pre-sessional courses is the workshop's desired goal.

Michelle Nixon and Claire Everett are colleagues in the University Centre for Academic English at the University of Manchester, where both contribute to the development and delivery of pre-sessional courses.

Abstracts Room G21

Circling In: Reimagining EAP Writing through Reading and Writing Circles. John Hughes & Paula Villegas, University of St Andrews

This presentation explores a two-phase pedagogical intervention that bridges Academic Reading Circles (ARC) and what we have termed Academic Writing Circles (AWC) in a UK foundation EAP programme. Designed to support multilingual learners in navigating academic literacy, the approach moves beyond a pedagogy of belonging, which can imply assimilation into a dominant culture, toward a pedagogy of mattering, where learners feel seen, valued, and impactful within their academic communities (Seary et al., 2024).

In the first half of the semester, learners engage with academic texts through structured ARC roles (e.g. Summariser, Connector, Critic/Analyser), fostering critical reading and peer dialogue. These roles are revisited in the second half of the semester through Academic Writing Circles, where students use the same framework to give and receive feedback on their own writing.

The familiarity of the structure provides an inclusive scaffold for peer interaction, while the evolving roles reflect students' shifting academic identities. Framing the classroom as a dialogic and collaborative space positions learners as knowledge co-creators. Drawing on academic literacies theory (Wingate, 2015) and the concept of mattering (Gravett et al., 2024), this session shares practitioner reflections and practical guidance to illustrate how role-based circles cultivate community, agency, and recognition in meaningful ways. Participants will leave with practical strategies for fostering mattering through structured, student-centred interaction in EAP contexts.

John Hughes and Paula Villegas are Associate Lecturers at the University of St Andrews, where they teach in the Foundation programme. Their research interests include learner-centred pedagogies and engagement.

Relatable Voices: Peer Mentoring for Foundation EAP Students. Judith Gorham, Diana Adjei Nyarko, Annabel Charles, Harri Williams, & Mohammad Ali Khazali, Heriot-Watt University

An undergraduate EAP course can productively include academic socialisation, an induction into academic culture through genre-based pedagogy (Storch, Morton and Thompson, 2016). We broadened this notion of academic socialisation by embedding a peer mentoring intervention in the EAP class, to support Foundation students' transition into higher education and to foster belonging. Former Foundation students, both home and international, who had progressed to degree programmes at Heriot Watt University, were recruited as mentors across two academic years during timetabled EAP classes, following Petrescu et al., (2021). Mentors served as constructions of capability that make success feel attainable for students with similar starting points (Meehan and Howells, 2019).

Working with tutors, mentors organised interactive quizzes to help mentees familiarise themselves with the university, shared their own experiences as undergraduate students and responded to questions. Later on, they also supported Foundation students with their EAP research projects.

The focus on relationships aligns with evidence that relationship rich environments are central to student success and integration (Felten and Lambert, 2020), and with co-creation approaches that position students as partners in shaping learning (Bovill, 2020). Reported outcomes included stronger belonging and help seeking among mentees, mentors' growth in leadership and facilitation, and a more democratic, student-led culture of information sharing within EAP.

Taken together, these findings suggest that embedding peer mentoring within EAP is a practical and scalable way to couple academic literacy with social integration during the transition to Foundation and first year. (Full references available in presentation).

Diana and Judith teach Foundation students at Heriot-Watt University. Annabel, Harri and Mohammad are undergraduate Psychology students, who participated in the Mentoring project as both Mentors and Mentees.

Abstracts Room 1.19

Voices Through the Machine: Identity and Inclusion in Higher Education. Laura Richards, University of Leeds

The widespread adoption of automatic speech recognition (ASR), machine translation (MT), and emerging AI technologies is reshaping learning across higher education, raising complex questions about identity, community, and belonging. Across lectures, seminars, tutorials, labs, and practicals, these tools can aid multilingual learners' comprehension and confidence, yet their impact on authentic academic engagement remains contested within translanguaging accounts (Koralage et al., 2023).

This presentation synthesises my experience as an in-sessional tutor and results of a survey on student use of ASR/MT in learning activities. Responses from 70 postgraduate students in creative disciplines were analysed to reveal affordances and tensions in tech-mediated participation then situate this within interactions with other language users, e.g., lecturers and L1 students, that they will encounter.

Echoing work in the field, students report efficiency and confidence gains alongside concerns about authenticity, equity, and identity (Zhang et al., 2025; Ali et al., 2025), and staff-facing anxieties about authorship and academic integrity (Groves & Mundt, 2021).

My analysis shows how reliance on ASR/MT can narrow opportunities to develop soft skills—spontaneous interaction, negotiation of meaning, and intercultural communication—that underpin disciplinary membership and professional identity. A framework for analysing the impact of digitally-mediated interactions is introduced, then actionable strategies are proposed, such as scaffolded 'use-with-intent' protocols and assessment designs recognising translanguaging competencies while valuing audience awareness and rhetorical choice; and transparent guidance on ethical boundaries. Attendees will leave with practical tools to promote equitable participation and belonging across linguistic, technological, and disciplinary boundaries.

Laura Richards is a Senior Lecturer in EAP at the University of Leeds. She focuses on how practices can support academic English development and use in Higher Education.

Abstracts Room 1.19

The Relationship Between Chinese Teacher-Students' L2 Doctoral Writing and Identity. Jun Chen, University of Edinburgh

An increasing number of Chinese university teachers without PhD degrees are pursuing doctoral studies abroad to enhance their professional credentials and gain international experience. This qualitative case study investigates how 10 Chinese international teacher-students undertaking English-medium doctoral programmes in the United Kingdom, Malaysia, and South Korea negotiate their academic identities through doctoral writing. These individuals, already positioned as educators in Chinese higher education, occupy a distinctive status that creates tensions between their professional expertise and their emerging identities as novice researchers.

Data was gathered through semi-structured interviews, reflective diaries, and a supplementary visual tool (pie-chart drawing). Reflexive thematic analysis reveals that doctoral writing serves not only as a linguistic endeavour but also as a central site for identity negotiation. Participants reported that successful writing progress reinforced their self-perception as competent researchers, whereas writing difficulties led to identity destabilization. Supervisory feedback was found to either support or undermine this evolving academic self-concept. Furthermore, the study highlights how national contexts shape participants' writing practices and identity formation. English-dominant environments (e.g., the UK) offered different affordances and constraints compared to multilingual academic settings (e.g., Malaysia and South Korea), influencing students' engagement with English and perceptions of academic belonging. The findings underscore the fluid, recursive nature of academic identity construction, shaped through writing, feedback, and revision.

This study contributes to scholarship on L2 doctoral writing by elucidating how academic identity is dynamically co-constructed in transnational contexts and offers implications for institutional support of this under-researched demographic.

Jun Chen is a doctoral researcher in Education at the University of Edinburgh, researching academic writing, teacher identity, and doctoral student experiences.

Abstracts Room 1.19

Listening in a social world: How interactions with listening and being listened to impact L2 students' and their transitions to living and studying in the UK. Niamh Mullen, University of Leeds

This presentation focuses on three student case studies from a larger piece of doctoral research which was longitudinal in nature. The research investigated how L2 PGT students' listening-related experiences impacted on them, and on their transitions to living and studying in English. For this study, participants maintained regular listening diaries and took part in five narrative discussions over an academic year. Data were analysed and interpreted through the lens of Bourdieu's thinking tools of habitus, capital and field.

While much L2 and EAP listening-related research focuses on cognitive aspects of listening, findings from this research support a more nuanced understanding of listening as a social, psychological and emotional practice which can impact students' sense of self. This study suggests that L2 students are unique individuals whose previously established dispositions and capitals can interact in different ways via listening-related experiences in their new environment, leading to feelings of (eventual) comfort and / or disruption. These experiences can impact the extent to which students feel legitimate in this new context. Importantly, I will argue for a broader understanding of listening that includes listening and being listened to in order to truly comprehend the social act of listening. Implications for EAP practice will be discussed, and I will argue that a move beyond purely cognitive orientations in how listening is understood and engaged with is key for EAP practice specifically and higher education practice more broadly.

Niamh is an Associate Professor in EAP at the University of Leeds and is one of three institutional belonging academic leads. Her scholarship and research focus on L2 listening, silence, and linguistic and cultural diversity in teaching and learning.

Abstracts Room 1.19

Building Inclusive Academic Communities: A Collaborative Approach to Language Testing for Students from Displaced Backgrounds. Amelia Harker (University of Edinburgh), Kamila Dolejsi (OELLT), Nadin Akta (University of Edinburgh)

This presentation illustrates how our professional community, both across the University of Edinburgh, via collaboration between English Language Education (ELE) and Edinburgh Global (EG), joined forces with the external testing provider Oxford English Language Level Test (OELLT) to help students from displaced backgrounds join our higher education community by providing accessible English language tests. In doing so, we were able to promote at-risk applicants' belonging by recognising their circumstantial identities and developing student centred application pathways that are mindful of the specific needs of sanctuary learners. It is essential that initial contact with the University is relentlessly welcoming so that students with refugee backgrounds are valued as part of our community. Sanctuary learners already have emergent academic identities so our role is to support their belonging via transparent and coordinated provision.

This 3-part narrative explains how we, education providers with distinct identities, ELE and EG, collaborated with OELLT to meet the needs of people seeking sanctuary. We outline the issues faced for applicants in regards to testing in fragile environments, the activity that occurred within UoE to find inclusive and scalable solutions that are robust and sustainable, a reflection from OELLT regarding the creation of bespoke testing portals for the University of Edinburgh, and a reflection from Edinburgh Global, who deliver a programme of funding and community-led initiatives to ensure continued access to education for displaced scholars. We conclude with a summary of student experiences regarding digital language testing and our recommendations for colleagues seeking to expand their institution's at-risk scholar support as Universities of Sanctuary.

Amelia Harker is an EAP Lecturer & Co-ordinator for English Language for Widening Participation Coordinator at the Centre for Open Learning. Kamila Dolejsi is the Academic Director EFL UK & Digital Institute at Oxford International Education Group). Nadin Akta is the Education Beyond Borders Manager at Edinburgh Global.

Abstracts Room 1.19

The role of EMI students' disciplinary identity and learning experiences in shaping their expectations of new learning contexts. Clark Girdlestone, Jenna Bodin-Galvez, Simon Webster, University of Leeds

The UK university sector is experiencing a notable increase in international postgraduate taught students from English as a Medium of Instruction (EMI) backgrounds (Tejada-Sanchez & Molina-Nar, 2020; Mittelmeier, 2024). As Pecorari and Malmstrom (2018) argue, however, assumptions should not be made regarding the academic communicative competence or the academic literacy of these students. Instead, the transition of such students to postgraduate study exhibits a complex interplay between students' prior educational experiences, context, and the development of student identity (Bassett and Macnaught, 2024).

In this lightning talk, we will briefly share the findings of our qualitative research conducted with postgraduate EMI-background students in the disciplines of business, food science and nutrition, and media and communication. We will explore how students' disciplinary identities shape their academic expectations and inform how they navigated new learning environments (see Wingate, 2022). The study also examines how educational transitions from undergraduate EMI contexts to UK postgraduate study affect students' identity formation; this is framed in relation to their sense of belonging, preparedness for study and academic confidence, captured through student voice. The findings have significant implications for EAP syllabus design based on fine-grained disciplinary- needs analysis.

Simon Webster is an associate professor in EAP at the University of Leeds. His research interests include student identity, inclusive pedagogies and ESAP course design. Jenna Bodin-Galvez is a senior lecturer in EAP at the University of Leeds. Her research interests include the impact of embedded in-sessional provision, and student identity and transition. Clark Girdlestone is a lecturer in EAP at the University of Leeds. His research interests are related to impact of in-sessional provision, student learning experiences and leadership within EAP contexts.

Go back to Programme of Events

Abstracts Room 1.19

Beyond "thinking like a lawyer": supporting resilient transitions to law school. Emnani Subhi, QA Pathways, Northumbria University

At QA Pathway, we have designed a new EAP module for the International Foundation Programme (IFP), New Beginnings, which principally aims to bridge students' prior educational experiences and their transition into undergraduate study. The module seeks to foster students' understanding of the UK Higher Education system, develop foundational disciplinary knowledge and academic skills, and support resilience in adapting to a new cultural environment.

The concept of 'transition' is often conceived narrowly, with an implicit sense of a fixed endpoint (Moore & Drisceoil, 2023). However, when considering the move into law school, this notion becomes far less clear, given the layered and ongoing challenges students encounter. These challenges are particularly pronounced for law students, especially within international cohorts, where the demands of both disciplinary study and acculturation are amplified.

This talk will reflect on how a focus on 'resilience' – shaped by insights from the literature, alongside my own experiences as both a law student and law lecturer – can inform the redesign of the Introduction to English Law module on the IFP at Northumbria University. By sharing current practices and challenges, I will explore how IFPs can better support students' long-term integration into law school, fostering both academic and personal growth.

Emnani Subhi transitioned into EAP teaching in 2022 and has an interest in module development and collaborative research. She is currently an Associate EAP Lecturer and Law Module Lead at Northumbria University.

Abstracts Room 1.19

Supporting access to HE for students in Gaza: a case study at King's. Suzie Coates, King's College London

As Fraser (2024) writes, it is crucial that courses for students in 'fragile environments' are designed with both the academic and non-academic concerns of these students in mind. So, what happens when three students currently living in Gaza join a standard online Pre-sessional at a large London university?

This talk will outline the initial findings from a case study into the PAL-EAP scheme which enables Palestinian offer-holders access to online UK Pre-sessionals. The case study captures the experience from the perspective of the students, their tutors and the Head of Pre-sessional, who coordinated the initiative in collaboration with RefugEAP.

It looks at the teaching and learning experience as well as logistical aspects from enrolling and inducting the students to persuading other universities to accept King's Pre-sessional results.

The talk will summarise the challenges, disappointments and successes of this work, which ultimately not only provided 'critical hope' (Freire, 1994, in Imperiale et al., 2017) for the students but also meaning and a sense of agency for the staff involved.

Suzie Coates is Senior Lecturer in EAP Education and Head of Pre-sessional & Short Courses at King's College London.

Abstracts Room 1.21

Narrative Inquiry into MSc TESOL Chinese Students' Acculturation journey to living and studying at university in Scotland- the role of friendship and social support. Aneta Marren, University of Glasgow

This presentation will draw on preliminary findings from my ongoing doctoral research. The longitudinal project focused on the experiences of nine Chinese international students on an MSc TESOL programme at a university in Scotland who were interviewed at three different stages during their master's course.

The presentation focuses on the conference theme of community and belonging. It discusses the students' expectations of social life within and outside academia and the development of their social capital (Bourdieu, 1986; Bourdieu & Wacquant, 1992) during their studies abroad.

The presentation will draw on Bourdieu's thinking tools of capital, field and habitus and Bochner's functional friendship framework (Bochner, McLeod, Lin, 1977; Ward, Bochner and Furnham, 2001). The boundaries of Bochner's, McLeod, Lin's framework will be expanded to discuss the growing importance of social media and technology in the experiences of sojourning students. The presentation will reflect on the importance of community and the growing role of social media in the process of acculturation.

The presentation will also reflect on what EAP professionals can do to forge a stronger sense of community/belonging in EAP classrooms. (Full references available in presentation).

Aneta Marren is a lecturer the School of Modern Languages and Cultures at the University of Glasgow. Her research interests include teacher training, reflection and reflective practice and the role of culture in learning and teaching.

Abstracts Room 1.21

From Learners to Contributors: Using Preprints to Cultivate Students' Agency and Belonging. Katia Dowdle, University College London

How can EAP practitioners empower students to see themselves as active contributors to academic communities, rather than as outsiders seeking entry? This paper explores the potential of engaging Master's students in discussions around preprints as a way to promote agency, critical awareness, and a sense of belonging.

Preprints—public, citable drafts of academic work—offer students an accessible pathway to share their ideas, participate in disciplinary conversations, and envision themselves as scholars with a voice. Framed within the academic literacies model (Lea & Street, 1998), this approach positions writing and publishing as socially situated practices in which students negotiate identity and power.

Introducing preprints in the EAP classroom aligns with the concept of legitimate peripheral participation (Lave & Wenger, 1991), as it invites students to engage authentically with the practices of their chosen disciplines and to move towards fuller participation in their academic communities. Moreover, for many students, encountering the idea of publishing—even in preprint form—constitutes a threshold concept (Meyer & Land, 2003), requiring a shift in how they see themselves: from consumers of knowledge to producers of it.

Drawing on classroom experiences, I will describe how I guide students through the advantages and challenges of preprints, including issues of visibility, credibility, and authorship. By linking practical strategies with broader questions of identity and participation, this talk argues that introducing students to preprints can be a powerful way to reposition them from learners to knowledge producers and foster a deeper sense of belonging. (Full references available in presentation).

Katia is a theoretical linguist, currently conducting doctoral research and working as an EAP Associate Lecturer at University College London. She holds a variety of qualifications (e.g. Trinity Diploma in TESOL, MA Linguistics, MSc Educational Research) and has more than 10 years of experience teaching EAP in different contexts.

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Abstracts Room 1.21

From Belonging to Mattering: A Case Study from Widening Participation and how this matters for EAP. Alice Smith & Chris Smith, University of Edinburgh

In UK HE, "belonging" is often a driven concept, with active attempts to build a sense of community. Conceptually, belonging, as a key to students' transition and success has been one of the dominant policy and pedagogical models of recent years. However, this PIM asks: "should we assume that everyone wants to belong?"

Critiques of belonging have been proposed (Gravett and Ajjawi, 2021; Thomas, 2015), and we need to include and accept students who are happy to not belong as part of their student journey. There are alternative ways to understand students' experiences and methods to support their transition and success, a significant one being "mattering." Mattering has been defined as "the feeling of being significant and important to other people" (Flett et al., 2019, p.667) and as a concept, it can sit alongside belonging or as an alternative way to understand student success in HE.

This talk will firstly discuss community and belonging in UK HE. It will then analyse some of the literature, critiquing the concept of belonging before presenting the alternative concept of mattering. It will then present a case study of the application of mattering in a transitional, academic skills course at the University of Edinburgh.

Finally, the presenters will discuss how to apply mattering in EAP contexts, before opening up discussion to the rest of the room. Thus, participants will have the opportunity to hear of the innovative application of theory to practice and reflect on how to transfer this to their own contexts.

Alice Smith is the Assistant Director of the LEAPS Transition Course at the University of Edinburgh. Chris Smith is the Head of Pre-Sessional also at the University of Edinburgh

Abstracts Room 1.21

Belonging on Queer Terms. Micky Ross, University of Glasgow

Belonging is often assumed as an unquestioned goal in English for Academic Purposes (EAP): students are encouraged to integrate, adopt a single "academic voice," and enter existing communities of practice. Yet for many LGBTQ+ students, belonging carries risks. It may require silencing parts of themselves, conforming to narrow definitions of academic identity, or accepting epistemologies that exclude their lived experience. This presentation explores belonging as a complex literacy practice that should be seen as an option that is negotiated rather than assumed or even imposed.

Drawing on constructivist grounded theory research with five LGBTQ+ postgraduate researchers, the project develops the framework of queer academic literacies. Participant narratives highlight three processes that challenge conventional understandings of belonging. Queer aphasia describes the structural silencing of queer knowledge, where students censor themselves to appear "appropriate." Queer multiplicity captures how students navigate parallel identities across academic and personal spaces, showing that belonging is rarely singular or stable. Integrity as resistance reveals the refusal to dilute identity for institutional approval, even at the cost of belonging.

For EAP practitioners, these findings from empirical data raise critical questions: Should belonging always be assumed as desirable? How can classrooms create spaces where belonging is chosen and negotiated, rather than enforced? Practical implications include recognising student voice in curricular decisions, valuing multiple ways of knowing, and framing belonging as a student choice rather than an expectation. Attendees are invited to explore the complexities of belonging in EAP through queer perspectives.

Micky Ross is a lecturer at English for Academic Study within the School of Modern Languages and Cultures at the University of Glasgow. His research interests include autoethnographic and reflective academic writing, the queering of academic literacies, and teaching English as an international language.

Abstracts Room 1.21

Motivation vs Personality: What Drives Belonging for International Students? Vincent Li, University of Edinburgh

The sense of belonging among international students is often attributed to individual differences; however, less is known about the role of motivation in engaging with local communities. I piloted an exploratory short online survey with international students (N=21) measuring three things: Extraversion, Motivation to engage locally, and Belonging. I also asked open questions about when students feel they belong. Initial data suggests that more extroverted students tend to report higher belonging. Equally, motivation did not appear to be the main reason for this link, so the association was mostly direct, rather than mediated.

The qualitative responses of how they (did not) feel belonging and motivation suggests two themes: (1) extracurricular participation, especially societies and small, interest-based groups, mostly created belonging; (2) language remains the most cited barrier to belonging. Reflecting on my own Edinburgh International Foundation Programme (IFP) and experiences from my peers, I will present how the IFP brought a better sense of belonging than our undergraduate years, with specific cases for demonstration.

When students more actively engage in the community, they feel less of a language barrier, which can promote belongingness. Generally, for EAP practice, the results suggest prioritising: (a) curated, language-inclusive extracurricular pathways linked to EAP courses; (b) smaller staff-facilitated student-led activities with an additional goal to lower entry costs for less extraverted students; and (c) explicit language support embedded in community settings. I will also outline a larger follow-up investigation to get a deeper understanding from individuals.

An introvert psychology undergraduate and former International Foundation Programme student at the University of Edinburgh, Vincent Li actively engages in student engagement activities and is keen to promote student belongingness.

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Abstracts Room G42

Perceptions of Authorship and Confidence in AI-Assisted Academic Work (online). Yishi Lin & Xingyi Ouyang, Xi'an Jiaotong-Liverpool University.

The growing role of AI in education raises questions about how students perceive their authorship in AI-assisted work. Prior research shows that students may not consider themselves authors of AI-generated text, indicating a low degree of perceived control and agency (Draxler et al., 2024), although a strong authorial identity is linked to the development of confidence and self-efficacy and helps prevent unintentional plagiarism (Pittam et al., 2009; Cheung et al., 2017).

This study examined how students perceive their authorial identity in AI-assisted work and how these perceptions shape their academic confidence. Using a convergent mixed-method design, this study surveyed 412 students and conducted follow-up interviews at an international university that promotes AI integration.

Quantitative and qualitative findings reveal a complex relationship between AI use, authorship perceptions, and confidence, with implications for how EAP practitioners can provide clear guidance and supportive task design to promote ethical AI use, foster authorship understanding, and strengthen students' academic confidence.

Yishi Lin is an Associate Language Lecturer at Xi'an Jiaotong-Liverpool University. She has more than ten years of experience as an educator in higher education. Xingyi is a language lecturer at the English Language Centre at Xi'an Jiaotong-Liverpool University. She has previously taught EAP in higher education in Asia and France for nine years.

Abstracts Room G42

Student Researchers as Knowledge Co-Creators: Identity, Community, and Belonging in an AI-Enhanced EAP Research Project (online). Kuiyin Chen, Xiaoxue Zhao, Bin Xiang, Anying Wan, Jiayi Zhang, Xi'an Jiaotong-Liverpool University

In EAP, fostering students' sense of identity, community, and belonging is central to supporting their transition into academic life. Recent scholarship on students-as-partners highlights the value of positioning learners as co-creators of knowledge rather than passive recipients, while the rapid rise of AI in higher education introduces fresh opportunities and challenges for EAP practice.

In the Chinese context, students' limited exposure to intercultural communication can lead to reluctance in asking questions or raising issues with depth, which affects both academic identity and belonging.

This presentation reports on a 10-week student-led research project titled Leveraging AI Agents to Enhance Intercultural Communicative Competence (ICC) in Language Classrooms: A Socratic Questioning Approach. Three undergraduate researchers designed an AI-agent chatbot to support peers in practising ICC, while also adapting research instruments, recruiting participants, collecting data through surveys and focus groups, and presenting their findings in an academic poster. Teacher researchers provided training and supervision but deliberately stepped back to foster student ownership. The integration of an AI-enhanced questioning tool created opportunities for more critical inquiry and for students to voice their ideas, transforming passive learning into active engagement. Weekly collaboration with peers and teachers cultivated a strong sense of community, while ownership of authentic tasks enabled students to develop new academic identities as knowledge co-creators.

We argue that student-led research in EAP empowers learners, strengthens transferable skills, and builds confidence in engaging with emerging technologies. By integrating identity formation, community building, and belonging, such initiatives can play a transformative role in enabling EAP students to inhabit and shape their academic communities.

Abstracts Room G42

Kuiyin Chen has over 16 years of experience teaching EAP in China and the UK. A HEA Fellow and BALEAP TEAP Associate Fellow, she lectures at XJTLU. She is passionate about innovation in teaching. Her research explores curriculum design, learner autonomy, AI in higher education, and intercultural communication.

Xiaoxue Zhao is a Language Lecturer at Xi'an Jiaotong-Liverpool University and a Fellow of the Higher Education Academy (FHEA). Her research explores the intersection of technology, culture, and language learning, with a particular focus on virtual exchange, intercultural communication, and AI-enhanced pedagogies.

Bin Xiang is an Associate Language Lecturer at Xi'an Jiaotong-Liverpool University. She specializes in AI-enhanced and gamified language learning, researching how generative AI tools can improve student writing and critical thinking. Her work aims to create inclusive and effective educational environments through innovative technology.

Anying Wan is a Fellow of the UK's Higher Education Academy (HEA) and has taught as a senior EAP lecturer at XJTLU with over 10 years of dedication. Her research focuses on EAP student communication motivation, EAP curriculum design, vocabulary strategies, Gen AI in language education, and NES/NNES teacher disparities.

Jiayi Zhang is a Year 2 undergraduate student at Xi'an Jiaotong-Liverpool University, studying International Business and Spanish. He has experience working as an English tutor and has led a SURF research project. He is particularly interested in how artificial intelligence can support students' academic identity and sense of belonging.

Abstracts Room G42

Empowering the Silent Student (online). Andrea Tang, University of Nottingham Ningbo China

A range of different kinds of students could be silent members of classes: speakers of other languages; neurodiversity and hidden disabilities; different races, classes and gender; cognitive, reflective and observative learners; introverts and less outgoing personalities. How can these quieter students be better included in classes? What can teachers do to empower them in class participation? Can silence be given a voice in classrooms?

A silent debate in which First Year Chinese university students wrote arguments, counterarguments and rebuttals using Padlet as an interactive platform will be shown as an example of how silent classes can be engaged and productive. This lightning talk aims to promote the potential benefits of silent learning and teaching strategies in conjunction with communicative tasks in lessons.

By finding ways to allow silent learners to express themselves alongside more communicative classmates, we can work towards building more inclusive and empowering classes which recognise the value of contributions from different kinds of learners, whether they be silent or communicative.

Andrea has a PhD in Linguistics (University of Huddersfield) and has published in creative writing competition publications. She is a BALEAP Associate Fellow, an AHE Fellow, and an EAP and Creative Writing Tutor and Oral Communication Skills Co-Convenor at the University of Nottingham Ningbo China.

Abstracts Room G42

(Re)constructing Identity: Women International Students in STEM. Fiona Ritchie, University of Sheffield

This lightning talk presents an overview of my ongoing qualitative research exploring how women international students in STEM disciplines construct and reconstruct their academic identities while studying at a UK university. As they navigate new academic communities, international students often experience shifts in identity and perspective.

While research on international student identity has grown, there remains a notable gap concerning women in STEM fields. Dutta (2015, p. 340) notes that international women STEM students, in particular, face complex challenges, including structural, academic, and cultural constraints.

My study is grounded in Bonny Norton's Social Identity Theory, which conceptualises identity as multiple, dynamic, and shaped by relations of power. Utilising photo elicitation interviews, the research captures more holistic and reflective narratives of identity. It seeks to understand how cultural, social, and academic influences shape the identity reconstruction of these students.

By using identity as a lens, this talk offers insights into how women international students make sense of being STEM students, their sense of belonging within academic communities, and their evolving personal identities and aspirations.

Fiona Ritchie, an English Language and EAP Tutor at the University of Sheffield, is a 4th-year EdD student researching international students' identity, voice, and lived experiences.

Abstracts Room G42

Critical Conversations with EAP students: Issues and Reflections. Michelle Evans, Susie Cowley-Haseldon, Samantha Baah, Sean Okamoto and Kimika Iijima.

In this presentation, we will share how we designed a project to work with students as partners to create an edited Bloomsbury volume called, 'Critical Conversations with students of English for Academic Purposes: Issues and Reflections'. We will explain the purpose and aim of the project and the approaches we have taken to working with student authors from the University of Leeds and the University of Warwick.

The themes in the volume relate to the ways students have been represented or portrayed in EAP research and literature. These themes include the methodological approaches taken when researching students, the ways they have been identified or labelled, the ways their language use has been represented, as well as the role of power and decision-making in the EAP classroom.

The student authors involved in the project have led critical conversations related to these (and other) themes with other EAP students within and beyond their own institutions. In the presentation, you will have the opportunity to meet some of the student authors to find more about their experience of the process.

Michelle Evans is an Associate Professor of EAP and a Deputy Director of the Language Centre at the University of Leeds. Susie Cowley-Haseldon is Associate Professor of EAP at the University of Warwick. Michelle is interested in working with students as partners and is co-editor (with Susie) of a forthcoming (2025-2026) Bloomsbury volume called 'Critical Conversations with students of English for Academic Purposes: Issues and Reflections'. The volume is authored by EAP students from the University of Leeds and the University of Warwick, including Samantha Baah, Sean Okamoto and Kimika Iijima.

Abstracts Room G42

Connecting Across Cultures: Exploring Identity, Community, and Belonging in an Intercultural Communication Course (online). Trisha Dowling and Judy Dyer, University of Michigan-ELI

This presentation introduces a course, "Intercultural Communication in the U.S.," co-created by the presenters to equip students with skills for navigating various intercultural interactions, both within academia, and more widely in (sub)cultures at large.

Taking as a foundation student comments that their language and communication skills are often adequate only for academic purposes, the course aims at encouraging students to become more aware of their entire identities (Byram, 1997), enabling their participation as whole people acting in the world (Lave & Wenger (1991) within various communities of practice.

As a primary focus of the course is self-exploration and reflection, in considering their own identities, students observe how these identities evolve in different contexts, introspecting specifically on the changes in their self-perception and self-presentation since coming to the U.S. This approach also encourages students to become more adept at fostering inclusive and respectful dialogues across cultures, by learning more about the identities of others in a safe environment.

Through interactive group activities and in-person and virtual class discussions, students gain confidence to address important and sometimes "sensitive" topics prevalent in the U.S., namely history, well-being, LGBTQ+ topics, diversity, equity, and inclusion. Taking part in such conversations, students feel more linguistically and culturally equipped and empowered to "live and dialogue with individuals and groups of other identifications" (Byram & Golubeva, 2020).

Trisha Dowling and Judy Dyer teach EAP at the University of Michigan's English Language Institute. Trisha is a doctoral candidate in Social Justice Education at the University of Toronto OISE.

Poster Presentations

Location: Room G43

Poster Presentations G43

Interdisciplinary thinking and identity formation in EAP: promoting integrity through purpose. Barbara Katharina Reschenhofer, Maynooth University

This poster illustrates the links between identity, interdisciplinarity, and integrity and explores the effects which academic identity formation – or a lack thereof – can have on a student's sense of academic integrity.

Closely linked to identity formation, interdisciplinary thinking is defined as a key skill for student to firstly, generate ideas for innovative research in newly self-identified areas of interest and secondly, identify and critically evaluate the implications of said research.

Concrete examples of bespoke course materials and a contextualized syllabus – developed for use at a Sino-Irish joint institute – will demonstrate how these connections between identity, interdisciplinarity, and integrity can be harnessed and brought to life in the ESAP classroom.

Barbara Katharina Reschenhofer obtained her PhD in English and American Studies at the University of Vienna and now functions as Assistant Professor in English for Academic Purposes at Maynooth University.

Poster Presentations G43

Fostering belonging: student voice in shaping a departmental-level international strategy. Meg Maclean, University of Edinburgh

Students' sense of belonging is increasingly highlighted in HE literature due to its link to their success, retention and wellbeing (Gilani and Thomas 2025). Student voice, through partnership (Peart et al 2023); opportunities to contribute (Gilani & Thomas, 2025); or in strategy development (Healey et al 2010), is integral to fostering students' sense of belonging.

Among all student groups, international students may experience challenges to belonging, impacted by isolation, homesickness, acculturative stress (Cena et al, 2021) or deficit narratives (Lomer et al 2023). Therefore, creating a positive international strategy where student voice is integrated is crucial.

The aim of this work-in-progress, which is the focus of this poster is to develop one School's international strategy, in collaboration with students. The School in focus is the Centre for Open Learning (COL) at the University of Edinburgh, which comprises three distinct units, each engaged and committed to international activity, but without a single disciplinary community or existing overarching international strategy. A key objective is to promote an inclusive, equitable international vision which can foster students' sense of belonging, through student and staff partnership.

The initial part of this project involved gathering colleagues' views and generating engagement in COL's international vision. The next stage of the project involved student surveys and a subsequent focus group, integrating the student voice at department level . This poster shows preliminary findings, and possible implications for strategy and student belonging follow. Comments and feedback from peers are welcome.

Meg Maclean is a Lecturer in EAP and Director of International at the Centre for Open Learning, University of Edinburgh. Her current scholarship interest is interculturality and international HE.

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Poster Presentations G43

"Just Passing Through"? Navigating Provisional Academic Writer Identity Among Chinese Students in One-Year UK Master's Programmes. Yaxin Zhang, University of Nottingham

This poster introduces the concept of provisional academic writer identity to examine how Chinese postgraduate students in one-year UK Master's programmes navigate academic writing, foregrounding how their awareness of time-limited status, diverse motivations, and imagined futures shape their engagement with and investment in academic writing.

Much research on international student academic writing has focused on processes of development, socialisation, and integration into academic discourse communities (Ivanič, 1998; Casanave, 2002). Whilst these frameworks have been productive, less attention has been paid to students whose engagement with academic writing may be strategically provisional due to time-limited programmes and diverse post-study goals. For Chinese students in compressed one-year UK Master's programmes, with temporary visa status and motivations that may not include academic futures, the metaphor of "development" towards membership may not adequately capture their positioning. Their experiences are better characterised by liminality (Turner, 1969), temporariness (Brooks & Waters, 2011), and strategic negotiation.

Drawing on insights from a pilot study of three Chinese students in a six-week pre-sessional course, I observed patterns that troubled simple "development" narratives: students gained confidence in structuring texts but simultaneously devalued their prior knowledge and expressed that their voices "don't matter." This prompted reconceptualisation, rather than "developing" writer identities towards permanent membership, these students negotiate provisional identities: strategic, temporary positioning shaped by awareness of their transitional status.

Poster Presentations G43

This presentation outlines an ongoing longitudinal PhD study that uses academic writing as an analytical lens to investigate: (1) How do students' motivations and future plans shape their orientations towards academic writing? (2) How do their perceptions and practices evolve across the year? (3) What do these negotiations reveal about how one-year programmes serve (or fail to serve) diverse international learners?

Synthesising Academic Literacies (Lea & Street, 1998), identity theory (Norton, 2013), liminality scholarship (Turner, 1969; Beech, 2011), and temporality in international education (Marginson, 2014), this work-in-progress contributes theoretically by developing "provisional academic writer identity" as an analytical concept, and critically by questioning normative assumptions about academic socialisation in marketised higher education contexts.

Yaxin Zhang is a PhD candidate in Education researching academic writing, international students, and identity; and an EAP practitioner supporting international students in developing writer identity and academic literacies.

Poster Presentations G43

EAP students' authorship and identity in AI-integrated academic writing. Elham Taheri, freelance

As generative AI tools like ChatGPT become increasingly integrated into higher education, many multilingual EAP students rely on them to support their writing. While these tools can boost fluency and build confidence, they also raise critical questions about authorship, academic identity, and the extent to which students see themselves as active agents in the writing process. This ongoing study explores how AI-integrated writing shapes students' perceptions of writer identity and ownership of their work, and how these insights could inform the design of classroom tasks and assignments to strengthen that sense of identity.

Drawing on current research and theoretical perspectives, the study—currently in development—reframes AI not as a threat but as a teachable site for identity work that foregrounds agency and authorship. It will use two key tools: a short questionnaire adapted from the AI Attitude Scale and structured, non-assessed reflection tasks linked to a class assignment. These will examine students' attitudes toward AI, their reliance on it, and whether they still view themselves as the primary authors of their texts.

The project also considers ways to value not only the final text but also the process, decision-making, and authorship behind it. Insights from this work aim to inform classroom practices and assessment design that promote student agency and authentic academic identity when writing with AI. This timely exploration aligns with the BALEAP PIM theme and invites feedback to shape the next stages of the research.

Elham Taheri holds Master's degrees in Applied Linguistics for TEFL and in Translation Studies and has over 18 years' experience supporting students in English language and academic skills. She currently lectures in EAP and ESOL at UK colleges and pursues independent research into authorship, identity, and AI in academic writing.

Poster Presentations G43

Embedding Trans-languaging and Trans-knowledging: Fostering Belonging in Academic Writing Support. Gemma Peacock, University of Reading

What does it mean to "belong" in a UK academic writing classroom when your strongest ideas take shape in another language? This poster presentation introduces a proposed PLanT-funded project in the Academic Writing for Education (ILMAESN) module at the University of Reading. The project aims to legitimise translanguaging and transknowledging practices that multilingual students often employ privately but sometimes perceive as "cheating."

In Semester 1, the convenor will pilot staff-designed tasks drawn from the literature, gathering baseline feedback and laying foundations. In Semester 2, international MA students will be recruited as partners to co-create generic tasks and structured feedback tools, ensuring provision is grounded in lived multilingual experience.

The poster will outline the project rationale, design, and anticipated outcomes, and invite thoughts on how co-constructed approaches to academic literacies can promote belonging, agency, and empowerment while negotiating tensions with Anglophone assessment norms.

Gemma Peacock (SFHEA, AFBALEAP) is an EAP Lecturer at the University of Reading. Her doctoral research examines EAP career trajectories, and her action research investigates translanguaging in academic literacies.

A message from the PIM Organising Committee

We'd like to extend a big thank you to many different colleagues, associates, and students who have played an important part in bringing the PIM to life:

- To English Language Education colleagues who workshopped the theme of today's PIM
- To Professional Services Colleagues who supported the event, in particular, Nicol Smith, Lee McCulley, Chris Choi, Fiona Oberheim and Fiona Russell
- To our sponsor Oxford English Language Level Test for their generous provision of lunch
- To our student ambassadors for their help on the day: Yujie Chen, Vincent Li, Susan Liu, Katie MacMillan, Yuhang Tang, Yingxue Wu, Xinmeng Wu, Caixia Yuan, Yutong Xie
- To BALEAP Executive Committee with particular thanks to Yvonne Cavanagh, Joanne Raynor and Kathryn Redpath
- To all the presenters for providing the inspiring and wide-ranging content
- To the attendees for being a receptive, questioning and supportive audience

Thank you!

The PIM Organising Committee: Cathy Benson, Peter Buckley, Phil Davies, Alasdair Gillon, Amelia Harker, Lindsay Knox, Lee McCulley & Kathryn Redpath

Edinburgh

But Edinburgh is a mad god's dream
Fitful and dark,
Unseizable in Leith
And wildered by the Forth,
But irresistibly at last
Cleaving to sombre heights
Of passionate imagining
Till stonily,
From soaring battlements,
Earth eyes Eternity

Hugh MacDiarmid (1892-1978)