

# Centre for English Language Education (CELE), University of Nottingham

## BALEAP PIM THE EAP CLASSROOM: INNOVATION & DISRUPTION FRIDAY 13 NOVEMBER 2026

### PROGRAMME AT A GLANCE

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| <b>9.00-9.30</b>    | Registration/ Tea & Coffee, <a href="#">Jubilee Conference Centre</a>                                                                                     |                                                                                                                                              |
| <b>9.30-10.00</b>   | Welcome & opening remarks, Jubilee Conference Centre, Triumph Room                                                                                        |                                                                                                                                              |
| <b>10.15-11.45</b>  | <b>Jubilee Conference Centre, Triumph Room</b>                                                                                                            | <b>Xu Yafen Building, Room B17</b>                                                                                                           |
| <b>10.15-11.45</b>  | <b>Sandra Leigh</b><br>EAP as Sites for Inclusive Socialisation                                                                                           | <b>Richard Lee</b><br>Beyond “Use AI Responsibly”: Teaching Students How to Verify AI-Generated Academic Content                             |
|                     | <b>Heather McClean and Cameron Dean</b><br>EAP professionalism in the post-AI online classroom: disrupting the narrative                                  | <b>Kathryn Redpath</b><br>From Policing to Partnership: Exploring Compassionate Course and Assessment Design for Collaborative AI Use in EAP |
|                     | <b>Martin Seviour</b><br>Insessional EAP: Are We Toast? How EAP can defend its value in an increasingly hostile university environment                    | <b>Christina Wolf</b><br>Beyond the AI essay: rebuilding the reading-writing relationship in EAP                                             |
| <b>12.00-13.00</b>  | Lunch & poster presentations, Jubilee Conference Centre                                                                                                   |                                                                                                                                              |
|                     | <b>Irina Hawker</b><br>Poster: Recentering the student experience: Supporting transition, academic community and belonging through CELE alumni engagement | <b>Mehrnoush Emamzadeh</b><br>Poster: From Comprehension to Criticality: Explicit Strategy Instruction for Critical Reading in EAP           |
| <b>13.15-14.45</b>  | <b>Jubilee Conference Centre, Triumph Room</b>                                                                                                            | <b>Xu Yafen Building, Room B17</b>                                                                                                           |
|                     | <b>Vicki Stevenson and Rosa Escanes Sierra</b><br>How much do we need to know? Providing feedback on disciplinary writing in EAP                          | <b>Peter Storey</b><br>Frontloading Criticality with Online Pre-Arrival Materials                                                            |
|                     | <b>Na Li</b><br>Collaborative Teaching Between EAP and Subject Instructors: Models and Challenges in UK Universities                                      | <b>Tom Hayward</b><br>Reevaluating source evaluation in the pre-sessional classroom                                                          |
|                     | <b>Olga Burakov</b><br>Writing with an accent                                                                                                             | <b>Lori-ann Milln and Philippa Bunch</b><br>Criticality in Conversation: Exploring Viva-style Assessment on Pre-sessional Programmes         |
| <b>15.00-15.15</b>  | Tea & coffee, Jubilee Conference Centre                                                                                                                   |                                                                                                                                              |
| <b>15.30-16.15</b>  | <b>Jubilee Conference Centre, Triumph Room</b>                                                                                                            | <b>Xu Yafen Building, Room B17</b>                                                                                                           |
| <b>15.30-16.15</b>  | <b>Alina Hunter</b><br>Workshop: Challenging Cognitive Offloading: Using Generative AI to Develop Critical Thinking in the EAP Classroom                  | <b>David Bowen</b><br>Workshop: “I don't like language.” Does teaching EAP to (some) scientists and engineers present a challenge?           |
| <b>16.30-17.00</b>  | Concluding remarks: Edward Bankes & Rob Playfair<br>Can EAP Save Itself?                                                                                  |                                                                                                                                              |
| <b>17.15 onward</b> | Drinks at <a href="#">The Rose &amp; Crown</a>                                                                                                            |                                                                                                                                              |

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## BIOS & ABSTRACTS

Listed in programme order by session

### 10.15-11.45 | PARALLEL SESSIONS

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| <p><b>Dr. Sandra Leigh</b><br/><b>University of Nottingham</b><br/>Sandra is an Associate Professor in the School of Education. She has been teaching English for Academic Purposes (EAP) for over 15 years.</p>                                                                                                              | <p><b>EAP as Sites for Inclusive Socialisation</b><br/>This presentation aims to explore how we as EAP practitioners can act as socialisers, providing opportunities for students to understand the expectations of their new academic home whilst also ensuring we are inclusive in such roles. The presentation will briefly outline EAP's role in higher education, present tensions between such roles and inclusive practices to identify beliefs that need disrupting to allow for better international student engagement and inclusive EAP socialisation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Heather McClean and Cameron Dean</b><br/><b>University College London</b><br/>Heather and Cameron both work on UCL's Preessional courses, designing the syllabus and learning resources, as well as leading on Preessional staff development.</p>                                                                       | <p><b>EAP professionalism in the post-AI online classroom: disrupting the narrative</b><br/>What knowledge, skills, and dispositions do EAP educators need in 2026 to create a meaningful and effective online learning environment, one which facilitates and encourages genuine student participation? How can we best support these educators to acquire this knowledge and develop these skills within the context of a short, intensive, pre-sessional course? This presentation will introduce an ongoing action research project at a UK research-intensive university. With the aim of fostering a genuine, inquiry-based Community of Practice (CoP), we ran a series of forums led by educators' requests and needs - which were predominantly for support in teaching in an online context. These initially took place during the intensive summer course and are continuing at selected intervals throughout the year. Initial feedback indicates that educators who attended the forums report that they had a positive impact on their online teaching practices. However, a wider question is emerging: what expectations do we have of our EAP educators on our pre-sessional, and how can we design a course which embodies the knowledge, skills and dispositions they need to do their job successfully? The presentation will outline our context and rationale, our research questions and our research framework. It will describe the scope and reach of the project, and an analysis of our initial findings. These outcomes will inform our development of this project for the coming year as well as considering how this framework could be adapted for use in other EAP contexts.</p>                                                                                                                                                                                                              |
| <p><b>Martin Seviour</b><br/><b>Nottingham Trent University</b><br/>Martin is Principal Lecturer at NTU and oversees Preessional and Insessional provision. Prior to joining NTU in 2010 he worked for the British Council in Sierra Leone, Mongolia, China and Uzbekistan.</p>                                               | <p><b>Insessional EAP: Are We Toast? How EAP can defend its value in an increasingly hostile university environment</b><br/>This is a challenging time to be working in Insessional EAP. Universities face financial uncertainty, increasing demands for efficiency, rapid advances in generative AI, and heightened expectations around student success, retention, and employability. Within this environment, Insessional EAP can be perceived as costly, peripheral, and difficult to evaluate. The question posed by this presentation is therefore deliberately provocative: are we toast? Drawing on the experience of the Academic English team at Nottingham Trent University, this presentation examines key challenges facing Insessional EAP, including AI-mediated learning, declining engagement with optional provision, and intensifying competition for institutional resources. It argues that the greatest threat to Insessional EAP is not simply reduced budgets or changing student needs, but our failure to articulate and demonstrate our impact in ways that are visible to institutional leaders and aligned with their priorities. The presentation explores how EAP might be repositioned as a core element of the university curriculum rather than an additional support service, highlighting its contribution to student belonging, academic success, progression, and graduate outcomes. It also considers how practitioners can make a stronger case for EAP by engaging with institutional agendas while remaining faithful to the values of academic literacies and inclusive education. Rather than offering definitive answers, the session invites participants to consider how the EAP community can move from a narrative of vulnerability to one of advocacy, influence, and strategic relevance. If Insessional EAP is not yet toast, how can we ensure it remains on the menu?</p> |
| <p><b>Richard Lee</b><br/><b>University of Nottingham</b><br/>Richard has been supporting students to improve their academic skills in higher education for over 20 years in the UK and the UAE. Before joining UoN, he has previously worked for the University of Essex and the University of the United Arab Emirates.</p> | <p><b>Beyond "Use AI Responsibly": Teaching Students How to Verify AI-Generated Academic Content</b><br/>Generative AI is frequently presented either as a threat to academic integrity or as a convenient classroom tool. This presentation explores a third possibility: using its limitations to develop students' critical reading and source-evaluation skills. Drawing on classroom activities developed for an EAP critical reading course, I will demonstrate how students can interrogate AI-generated claims, identify fabricated or unreliable references, compare responses with academic sources and revise superficially convincing texts. The session will consider how these activities can help students distinguish fluency from credibility and become more responsible users of generative AI. Participants will leave with several adaptable activities that can be used across EAP contexts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Kathryn Redpath</b><br/><b>University of Edinburgh</b><br/>Kathryn is an EAP Lecturer at the</p>                                                                                                                                                                                                                        | <p><b>From Policing to Partnership: Exploring Compassionate Course and Assessment Design for Collaborative AI Use in EAP</b><br/>In this presentation, I share my experiences of designing and piloting English for Successful</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| University of Edinburgh and BALEAP Events Officer. Her interests focus on compassionate pedagogy and the critical, ethical use of GenAI                                                                                                              | Academic Communication 2 (ESAC2), an in-sessional, credit-bearing EAP course open to all first- and second-year undergraduates at the University of Edinburgh. ESAC2 is a technology-enhanced rewrite of a predecessor course that relied on policing and banning AI. Faced with rapid digital developments, I chose to respond by designing a curriculum based on compassionate pedagogy and collaborative assessment. The course aims to address student anxiety and uncertainty about what is allowed, showing them ways to use AI ethically and without outsourcing their thinking. It sets out clear boundaries and supportive guidance, providing regular check-in points as students work on their portfolios inside the classroom writing studio. Rather than assuming students intuitively know how to navigate this shifting landscape, this space is designed to let them engage with AI tools, for example, by experimenting with different prompts, working collaboratively to document these, and critically reflecting on their effectiveness. The assessments establish clear parameters from the outset, supporting students to complete structured portfolio templates that document their writing process. Since this pilot is currently ongoing, I am keeping a weekly reflective journal this autumn to capture student responses and class dynamics. This exploratory talk is an opportunity to share my student-facing templates, grading rubrics, and some of the early lessons from my reflective practice, opening a supportive discussion with other EAP practitioners. |
| <b>Christina Wolf</b><br><b>University of Leicester</b><br>Christina teaches English Language and Literature at the University of Leicester and is a Senior Fellow of Advance HE, with interests in EAP, disciplinary literacy and literary reading. | <b>Beyond the AI essay: rebuilding the reading-writing relationship in EAP</b><br>Generative AI has disrupted a long-standing assumption in EAP: that fluent academic writing provides meaningful evidence of the reading, reasoning and language practices that produced it. Students can now generate apparently competent prose without necessarily demonstrating interpretation, evidence selection, evaluation or disciplinary judgement. Rather than responding primarily by policing the final written product, this talk argues for greater attention to what happens before students write. Drawing on classroom-based work with international university students, I will present a staged approach that reconnects reading and writing as interdependent academic practices. Students move from close reading and interpretation through evidence selection, quotation and paraphrase, evaluation of sources, hedging and academic phraseology before constructing extended arguments. I will outline the key principles behind this approach and show how task sequencing can make students' intellectual and linguistic decision-making more visible. The aim is not to exclude generative AI from the classroom, but to design learning in ways that help students develop the disciplinary literacy required to construct, rather than simply generate, academic arguments. Participants will leave with an adaptable reading-to-writing framework that can inform EAP teaching across disciplinary contexts.                                                                       |

## 12.00-13.00 | POSTER PRESENTATIONS

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Dr. Irina Hawker</b><br><b>U of Nottingham</b><br>With over 20 years' experience, Irina has worked with students across all levels of UK higher education, from pre-sessional and undergraduate study to postgraduate and teacher education. She has extensive expertise in teaching, curriculum development and programme leadership. Her scholarly interests focus on curriculum innovation, learner development, bilingual education, the psychology of learning, student voice, reflection, and disciplinary approaches to learning and teaching. | <b>Poster presentation   Recentring the student experience: Supporting transition, academic community and belonging through CELE alumni engagement</b><br>This poster showcases the evolving role of alumni as partners in supporting academic transition, belonging and community building within the Centre for English Language Education (CELE) at the University of Nottingham. Rooted in CELE's long-standing commitment to student socialisation as an integral part of academic development, alumni engagement initiatives began in 2014-15, continued until the pandemic, and have been renewed since 2025. Drawing on activities involving former Pre-sessional and In-sessional students who have progressed into degree programmes across the university, the poster highlights a range of alumni-led contributions designed to enhance student experience. These include departmental talks, discipline-specific interest groups, informal mentoring, networking opportunities, transition events, discussions of academic success strategies, and social activities. By reconnecting current CELE students with those already established in their departments, these initiatives help demystify academic culture, foster belonging, and create meaningful opportunities for dialogue, connection and participation within a wider academic community. |
| <b>Mehrnoush Emamzadeh</b><br><b>University of Greater Manchester</b><br>Mehrnoush is a Lecturer in EAP at the University of Greater Manchester. Her research interests include critical reading, academic literacies, EAP pedagogy, reading strategy instruction, and TESOL.                                                                                                                                                                                                                                                                            | <b>Poster Presentation   From Comprehension to Criticality: Explicit Strategy Instruction for Critical Reading in EAP</b><br>Critical reading is central to successful engagement with academic texts, yet students may be expected to "read critically" without explicit guidance on the processes involved. This work-in-progress study explores how explicit strategy instruction can support international postgraduate students in moving beyond comprehension towards more critical engagement with academic texts. The study forms part of a funded EAP research project investigating the development of critical reading and academic literacy. Pedagogical intervention makes critical reading processes visible and teachable through explicit instruction and guided practice. Students are encouraged to identify and interrogate claims, examine the relationship between claims and evidence, recognise authorial stance and assumptions, and                                                                                                                                                                                                                                                                                                                                                                                                         |

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|  | <p>evaluate the strength of academic arguments. The approach moves from lecturer modelling to guided and increasingly independent application of these strategies to academic texts. The poster presents the rationale for the study, the design of the critical-reading intervention, and the approach to investigating students' developing engagement with academic texts. It also considers the potential role of explicit strategy instruction in addressing the gap between asking students to demonstrate criticality and providing them with practical means of doing so. By foregrounding critical reading as a teachable academic practice rather than an assumed skill, the project contributes to discussions about innovative and inclusive approaches to EAP pedagogy and academic literacy development.</p> |
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## 13.15-14.45 | PARALLEL SESSIONS

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| <p><b>Vicki Stevenson and Rosa Escanes Sierra</b><br/> <b>University of Bristol</b><br/> Vicki is an EAP Programme Director on the insessional programme at the University of Bristol, working across undergraduate and postgraduate provision and widening participation courses. Rosa is an EAP lecturer and Unit Director at the University of Bristol, leading several UG, PG and PGR provisions; previous background in EFL and librarianship.</p> | <p><b>How much do we need to know? Providing feedback on disciplinary writing in EAP</b><br/> This presentation will share insights and reflections from an Insessional provision with first-year Geography students delivered to by the Centre Academic Language &amp; Development (CALD) and the School of Geography at the University of Bristol (UoB). This provision consists of embedded workshops focused on the students' first academic assignment, with formative feedback provided by the EAP practitioners and a final session where students can explore and apply feedback before completion of their summative assessment. Feedback can play an important role in helping students to understand what is valued by their markers and developing their knowledge of disciplinary writing conventions (Hyland, 2013). Research also suggests that responsibility for developing disciplinary writing crosses traditional boundaries between EAP and subject expertise (Northcott, 2019). However, the varying styles of feedback provided by the EAP practitioners presented challenges around its focus and style, highlighting tensions concerning student agency, disciplinary expertise and collaborations between EAP practitioners and subject specialists. This brings us back to a key question for EAP practice: how far can we meaningfully engage with disciplinary writing when we are not disciplinary experts? Drawing on practitioner reflections, we will explore these tensions before considering ways forward. We will consider how best to support EAP practitioners in providing meaningful feedback, while also exploring how this process can strengthen students' disciplinary literacy and agency. Hyland, K. (2013). Faculty feedback: Perceptions and practices in L2 disciplinary writing. <i>Journal of Second Language Writing</i>, 22(3), 240-253. <a href="https://doi.org/10.1016/j.jslw.2013.03.003">https://doi.org/10.1016/j.jslw.2013.03.003</a> Northcott, J. (2019). Academic writing feedback: Collaboration between subject and EAP specialists. In K. Hyland &amp; L. L. C. Wong (Eds.), <i>Specialised English: New Directions in ESP and EAP Research and Practice</i> (pp. 214-227). Routledge. <a href="https://doi.org/10.4324/9780429492082-16">https://doi.org/10.4324/9780429492082-16</a></p> |
| <p><b>Na Li</b><br/> <b>University of Exeter</b><br/> Na Li is a doctoral researcher at the University of Exeter. Her research focuses on English for Academic Purposes, collaborative teaching, academic literacies, and the experiences of international students.</p>                                                                                                                                                                                | <p><b>Collaborative Teaching Between EAP and Subject Instructors: Models and Challenges in UK Universities</b><br/> With increasing numbers of international students enrolling in UK universities, higher education institutions face growing pressure to provide effective English for Academic Purposes (EAP) provision that supports both academic language development and disciplinary learning. Collaborative teaching (CT) between EAP and subject instructors has been proposed as a means of integrating language and disciplinary knowledge; however, limited evidence exists regarding the main models of EAP CT currently adopted in UK universities and the challenges associated with their implementation. To address this gap, this study investigates CT models and challenges in EAP provision across UK universities. A mixed-methods design was employed. Questionnaire data were collected from 150 instructors (EAP and subject instructors) and 160 international students and analysed using statistical procedures. Semi-structured interviews were subsequently conducted with eight instructors and eight international students, with the data analysed thematically. The findings indicate that UK universities predominantly adopt soft-embedded EAP provision, characterised by disciplinary integration but relatively limited collaboration between EAP and subject instructors. Participants identified a range of challenges, including communication difficulties, coordination issues, role ambiguity, limited teaching experience, inadequate training, assessment-related concerns, insufficient institutional support, and language-related issues. This study contributes to the EAP CT literature by providing empirical evidence of current collaborative teaching practices in UK higher education. The findings highlight the importance of institution-wide support in fostering effective collaboration between EAP and subject instructors. Recommendations are offered for policymakers, higher education administrators, and practitioners seeking to enhance the effectiveness and sustainability of EAP CT.</p>                                                                                                                                                                                          |
| <p><b>Dr. Olga Burakov</b><br/> <b>University of Nottingham</b><br/> Olga is the Associate Head of the School of Education and the Director of the Centre for English Language Education (CELE). She</p>                                                                                                                                                                                                                                                | <p><b>Writing with an accent</b><br/> A spoken accent has long been recognised and studied within the field of language teaching, with international students nowadays often being told 'don't worry, everyone has an accent'. A written accent, however, has been less researched although, arguably, it may well be an equally important aspect to focus on when teaching language and/or international students. The presentation will focus on exploring the concept of a written accent and will ask how</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| has been teaching English for Academic Purposes (EAP) for over 15 years.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | realistic it is to expect international students to write without an accent. After a brief summary of early and current views on written accents, it will argue that as educators we should focus on producing good academic writers, not 'good academic writing' as the latter is often a product of U.K/US Writer-Responsible Writing culture conventions and norms. It will also pose a question about the importance of preserving a written accent in the age of AI, an age of increasing linguistic hegemony and homogeneity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Peter Storey</b><br><b>University of Cambridge</b><br>Peter is a lecturer in Academic Development and Training for International Students (ADTIS) at the University of Cambridge and a lead teacher on the University's intensive summer pre-session programme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Frontloading Criticality with Online Pre-Arrival Materials</b><br>Developing students' criticality in the context of a short, intensive pre-session course is a well-recognised challenge. Critical thinking and critical reading are difficult skills to progress substantially within a matter of only a few weeks. Therefore, as with so many challenges in pre-session teaching, instructors must find innovative ways to maximise what is achievable in the time available. This presentation reflects on one such attempt to address this: online materials to help develop criticality, embedded within a wider pre-arrival online site that students complete before the course starts. The pre-arrival site is not posited as a miraculous solution to the time pressures of an intensive pre-session programme, but this presentation aims to provide a realistic and honest reflection of the value of providing students with such preparatory materials. The presentation will outline the design and content of the materials, before turning to a reflection on their role and limitations within the broader pre-session curriculum.                                                                                                                                                                                                                                                                                             |
| <b>Tom Hayward</b><br><b>University College London</b><br>Tom is an EAP materials writer for the UCL Centre for Languages and International Education Pre-session course. He also works as a Senior Tutor on the course.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Reevaluating source evaluation in the Pre-session classroom</b><br>When undertaking secondary research, university students have to navigate an increasingly treacherous online environment where they will likely encounter misinformation and fake science, even within reputed publications. Additionally, they may encounter AI summaries misrepresenting otherwise 'good' sources. Without a critical approach, students may be informed by misleading sources of information and draw on such sources in assignments. To help students avoid these pitfalls, researchers have called for an increased focus on reflection in research and reading processes. This session will outline how the UCL Centre for Languages and International Education Pre-session course has taken a pedagogical action research approach to develop their approach to teaching source evaluation. It will draw insights from an interview study with both undergraduate and postgraduate students from diverse disciplines, exploring how they engage in source evaluation. The presenter will advocate for an approach to source evaluation which celebrates the university library, goes beyond checklists and screening sources, and lets reading be learning.                                                                                                                                                                                           |
| <b>Lori-Ann Milln and Philippa Bunch</b><br><b>University of Southampton</b><br>Lori-Ann is a Principal Teaching Fellow at the University of Southampton, leads the EAP modules for the University's transnational partnership with Harbin Engineering University in China and is curriculum lead for pre-session. Co-convenor of the BALEAP TNE SIG and secretary of BALEAP STEM SIG, which are her main areas of interest. Philippa is a Senior Teaching Fellow and Director of Pre-session Programmes at the University of Southampton. As a member of the University's GenAI Working Group, she advocates fair and inclusive support for international learners. Other interests include intercultural communication and academic literacies. | <b>Criticality in Conversation: Exploring Viva-style Assessment on Pre-session Programmes</b><br>Viva-style assessment has attracted renewed interest in EAP partly in response to the challenges posed by Generative AI. In recent years Southampton and Manchester have collaborated in developing and implementing viva-style assessments on two large-scale Pre-session programmes, sharing practice and supporting each other through the process. However, an unexpected outcome has prompted us to look beyond the original rationale for this assessment innovation: what might viva-style interaction reveal about students' criticality? This session explores the question: What does criticality look like when it happens in conversation, and what might viva-style assessment tell us about how Pre-session students think? Drawing on emerging observations from practice rather than presenting viva-style assessment as a straightforward solution, we will also problematise what it means to identify criticality in spoken interaction. We will consider the extent to which students' opportunities to demonstrate critical thinking may be shaped by linguistic proficiency, confidence, processing time and the nature of assessor questioning. The session will invite participants to consider what conversational criticality might mean for both assessment and classroom practice on intensive Pre-session programmes. |
| <b>15.30-16.15   WORKSHOPS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Alina Hunter</b><br><b>University of Strathclyde</b><br>Alina is a Curriculum Leader of English at the University of Strathclyde International Study Centre. Her interests include                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Workshop   Challenging Cognitive Offloading: Using Generative AI to Develop Critical Thinking in the EAP Classroom</b><br>Gen AI has created new opportunities for students to outsource aspects of academic work, raising important questions about cognitive offloading and the development of critical thinking as a core academic literacy in EAP. Rather than treating AI use as inherently beneficial or harmful, this workshop considers how task design can support the development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| developing academic literacies and critical thinking as well as assessment and responsible use of generative AI in education.                                                                                                                         | of students' critical analysis. Drawing on undergraduate EAP teaching, participants will explore practical classroom activities in which learners interrogate AI output, identify weaknesses in reasoning and evidence, challenge assumptions, consider alternative perspectives and evaluate the credibility of responses. The session will explore how such activities can move students beyond surface-level judgements of whether an AI response is simply appropriate or suitable, towards more sophisticated academic evaluation. Participants will then consider how these principles can be applied to their own contexts by adapting the activity so that AI supports, rather than substitutes, student thinking. The session aims to offer a practical framework for integrating generative AI into EAP in ways that preserve academic judgement, learner agency and the intellectual skills students need to develop.                                                                                                                                  |
| <b>David Bowen</b><br><b>University of Nottingham</b><br>David has taught in higher education for over 40 years. At Nottingham, he designs and teaches subject-specific courses in all faculties, working with students from foundation to PhD level. | <b>Workshop   "I don't like language". Does teaching EAP to (some) scientists and engineers present a challenge?</b><br>Over 30 years of teaching at the University of Nottingham the workshop convenor has occasionally been told, "I don't like language", mainly by faculty but also by students. Context sometimes suggests reasons for a dislike of language but more often does not. In the workshop it is hoped to investigate a) possible reasons for a dislike of language, b) the functions of language in science and engineering written reports, and c) ways of presenting language learning to science and engineering students in ways that will persuade and motivate them. The aim of the workshop will be to share experiences, interpretations and practices, rather than to present prescriptions. The convenor hopes to refer to N. J. Enfield's Language vs Reality: Why language is good for lawyers and bad for scientists (2022, MIT) and would be interested to hear of other sources of enlightenment, both theoretical and practical. |

### 16.30-17.00 | CONCLUDING REMARKS

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| <b>Rob Playfair &amp; Edd Bankes</b><br><b>Imperial College London</b><br>Rob and Edd are teaching fellows at the Centre for Academic English, Imperial College London and coordinate the cross-institutional SIG in Communication in STEM education. Rob is a TEAP mentor and assessor and is completing his ethnographically oriented PhD focusing on how context is constructed by teachers in the EAP field. He has worked as an EAP practitioner at Queen Mary, Liverpool and Reading. Edd joined CfAE after completing a PhD at UCL in Science and Technology Studies, completing an ethnographic study of science communication practice. He has broad research interests in science communication, science and popular culture and the uses of scientific discourse in fringe and pseudo-scientific publications. | <b>Concluding remarks: Can EAP save itself?</b><br>In the final plenary session, we will aim to draw together our initial observations from the day, placing the presentations in dialogue to provide a foothold for ongoing discussion on the place of innovation and disruption within higher education and the specific confines of the field of EAP. Will the innovations and disruptions presented today take us beyond traditional boundaries? Would such transgression provide EAP with recourse in face of numerous existential threats? Are innovations and disruptions within EAP enough to imagine what an alternative field might look like? |
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