



# Creating a pedagogy of collaboration from within the EAP community

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University of Turku (work)

University of the Basque Country (PhD studies)

BALEAP Conference - 15th April 2025

# Overview

Context of my doctoral research

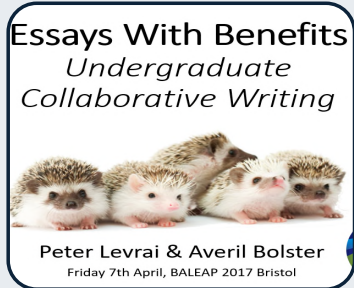
Grounded theory methodology (GTM)

Findings identified substantive theory about EAP practitioners in relation to collaborative learning (CL)

Practical outcome – need for practitioner-led pedagogy of collaboration (PPoC)

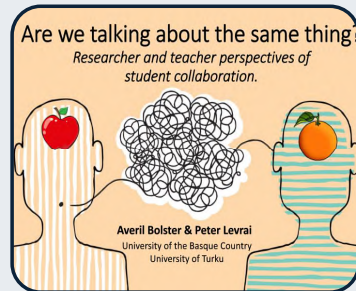
# History

All presentations can be found at - <https://developeap.weebly.com/research.html>



BALEAP  
2017

- Undergraduate collaborative writing



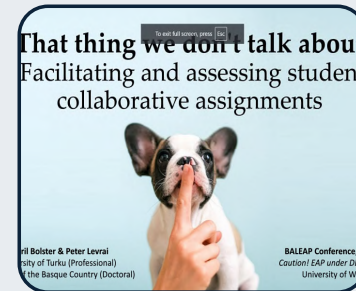
BALEAP  
2019

- Defining learner collaboration in EAP



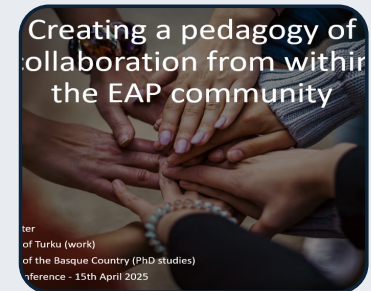
BALEAP  
2021

- EAP practitioner experience with collaboration



BALEAP  
2023

- Setting up and facilitating collaboration



BALEAP  
2025

- Doctoral findings (practical focus)

# The PhD long and winding road

Part-time PhD student at  
the University of the  
Basque Country

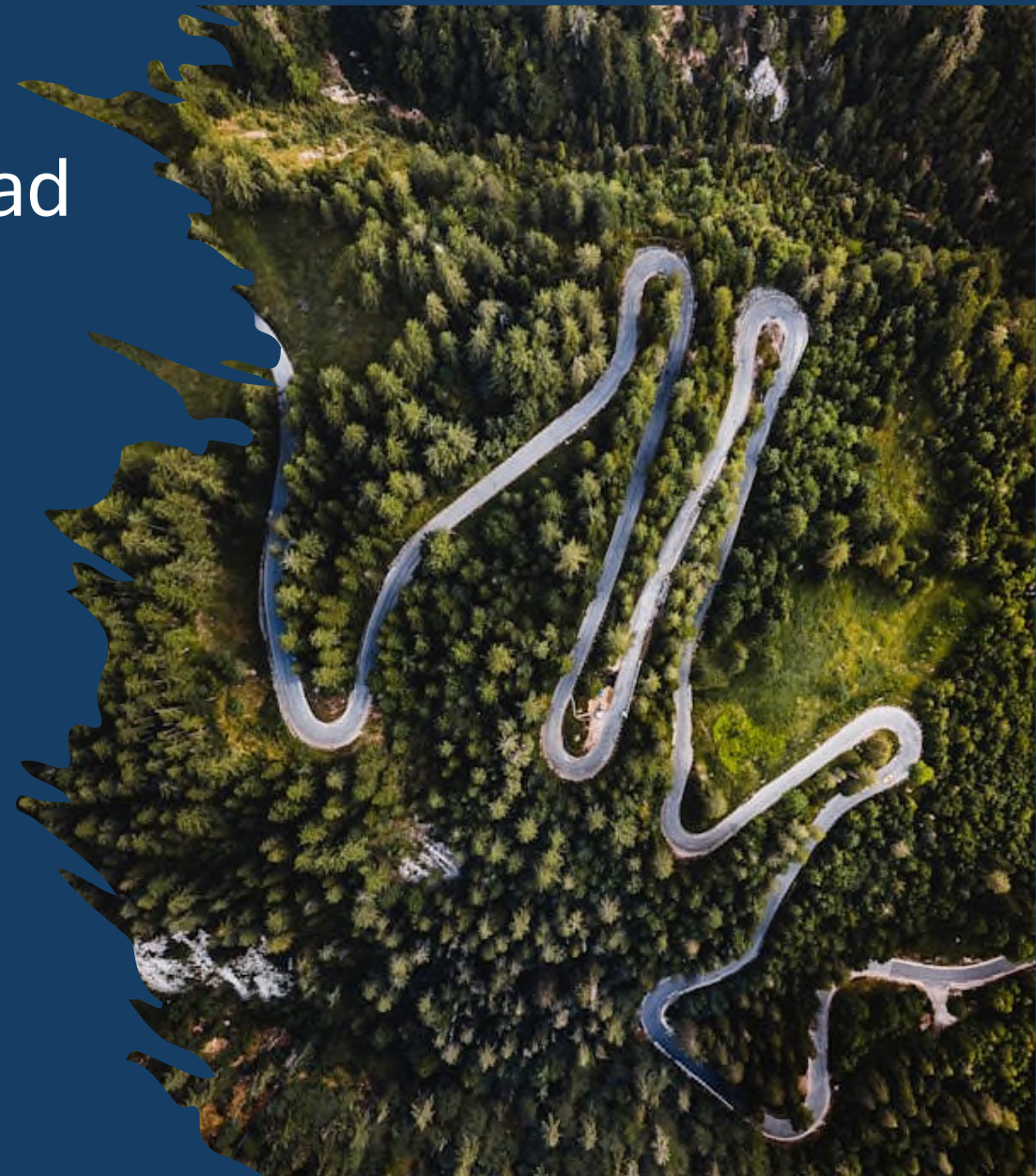
Working full-time at  
University of Turku,  
Finland

Covid-19 pandemic!

Change of plan(s)

EAP practitioners –  
wealth of experience,  
under-researched

Grounded theory  
methodology (GTM) –  
flexible methodology  
for times in flux



# Rich resource in EAP practitioners

Survey – 30  
participants

16 in-depth  
participant interviews

16 interviews from a  
complementary study  
by Levrai (2025)

Profiles: experienced,  
qualified, multiple  
countries /  
institutions



# Time for practitioners to receive attention

Storch's (2019) timeline: 1994 to 2017, 42 papers about collaborative writing

Not one focused on practitioners

Ding (2024, p. 2)

“One of the peculiarities of EAP as a discipline is that there has been so little interest historically in the practitioner although there is a growing but still very small number of accounts of EAP agency and identity.”



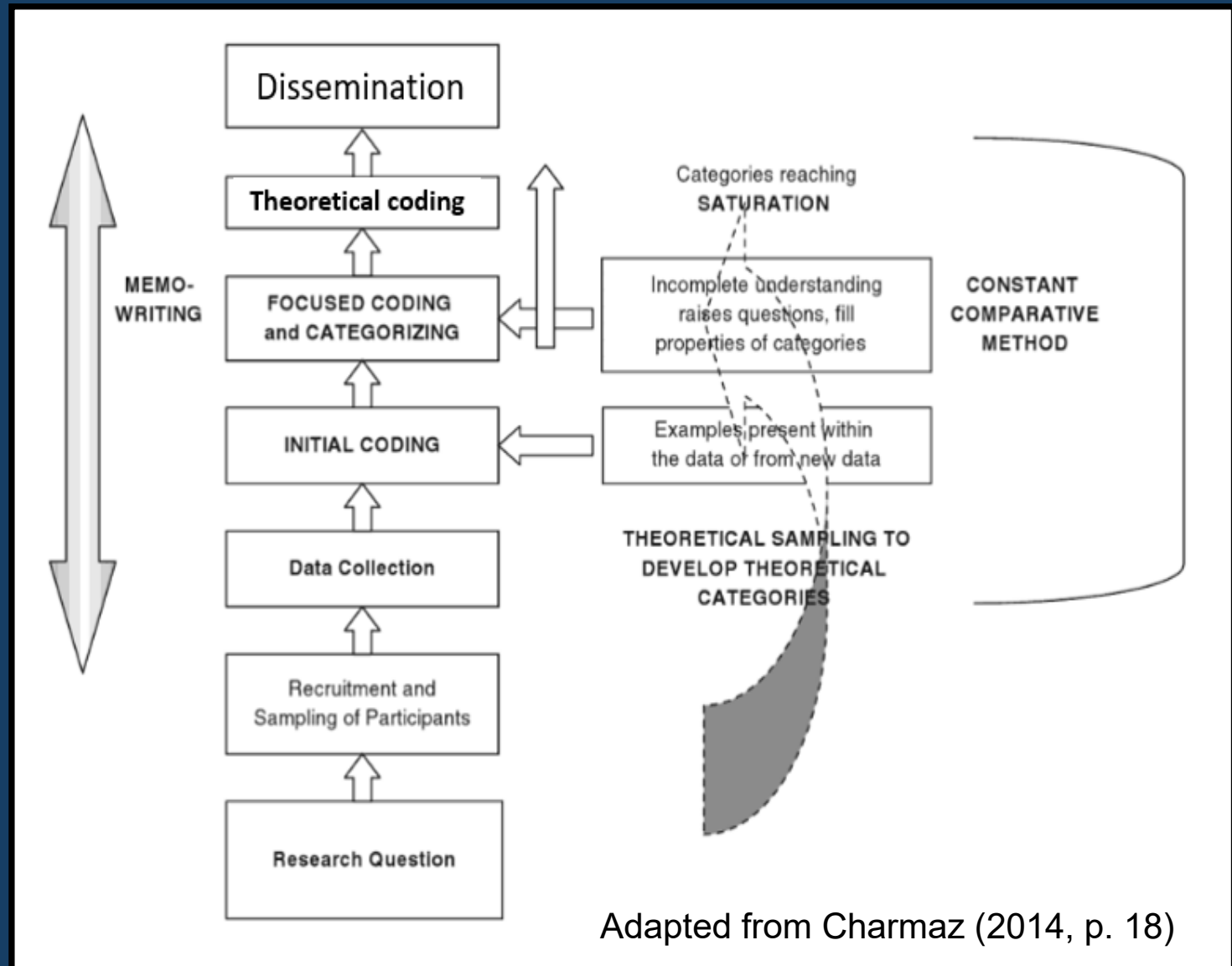
# Language specialists and GTM

Hadley (2017, pp. 155-156)

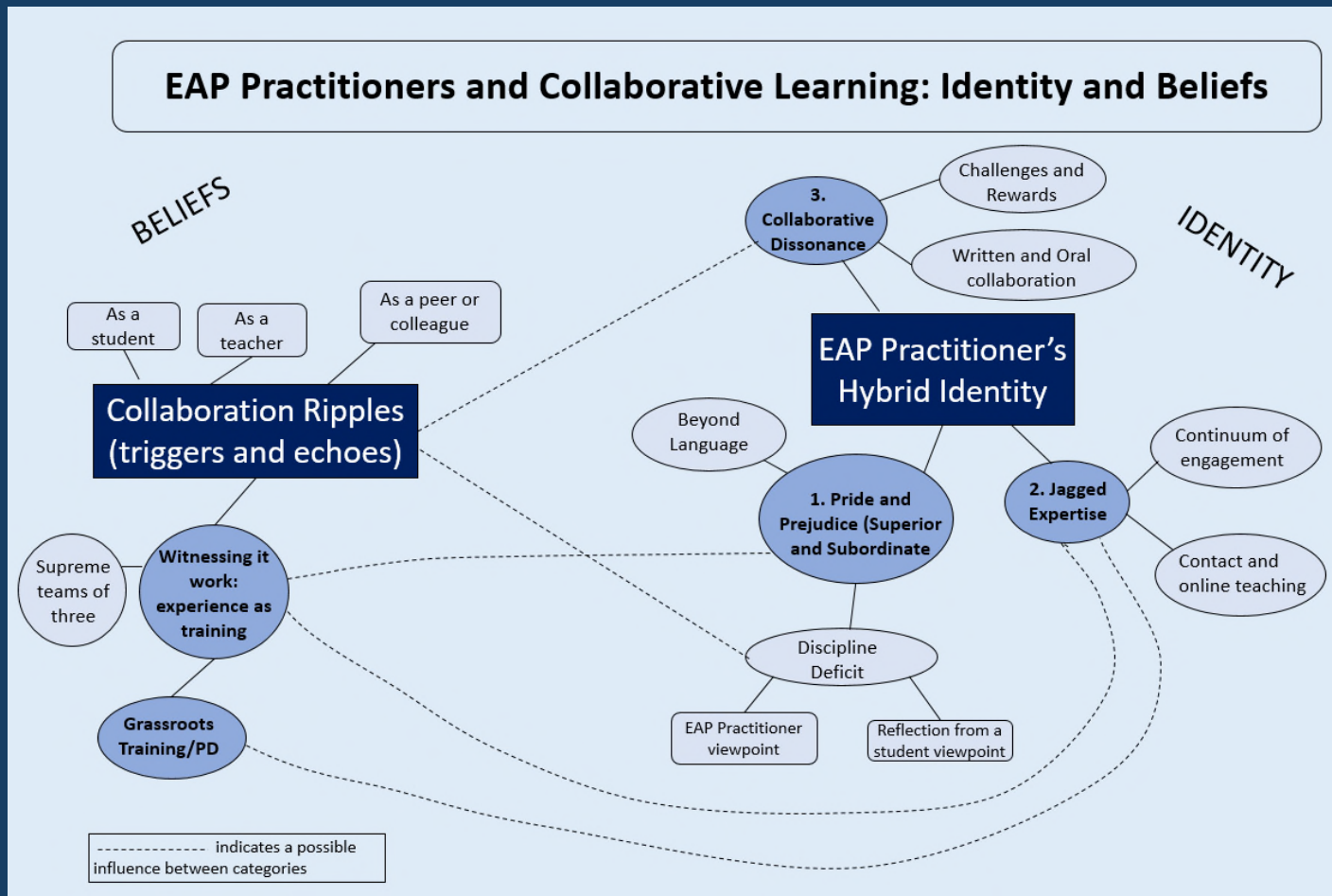
“... have unique talents and experiences. We are multilingual and multicultural. We live or have lived in places around the world. In the process, we have gained powerful cross-cultural insights and communication skills. We have access to people and places that are the envy of colleagues in other disciplines. We have something to say and something to contribute. The methodology of grounded theory is one way of making that happen.”

# GMT

- GTM is “inductive, comparative, iterative, and interactive” Charmaz and Belgrave (2012, p. 347)
- I took a mainly interpretive, constructivist approach (Charmaz, 2014)

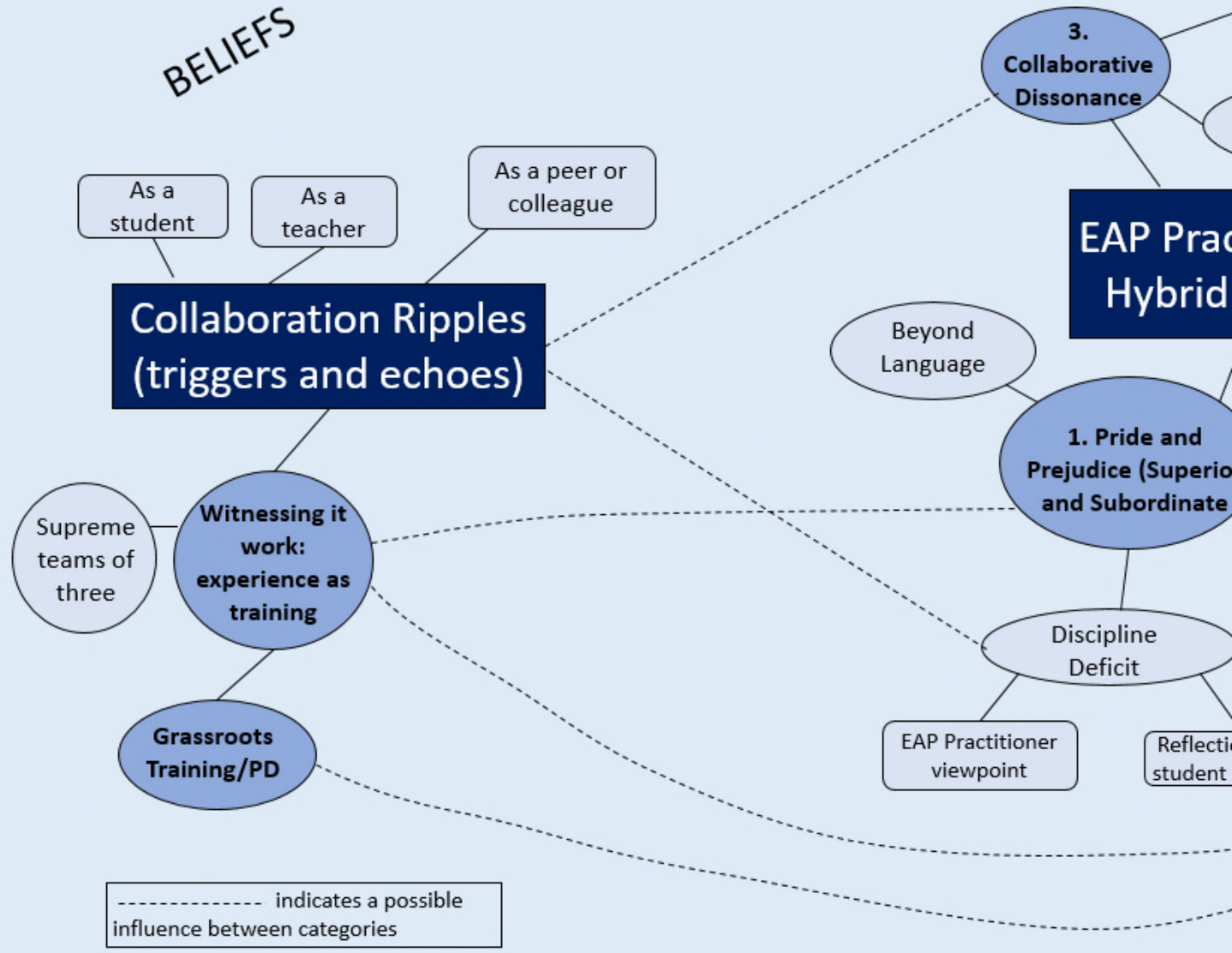


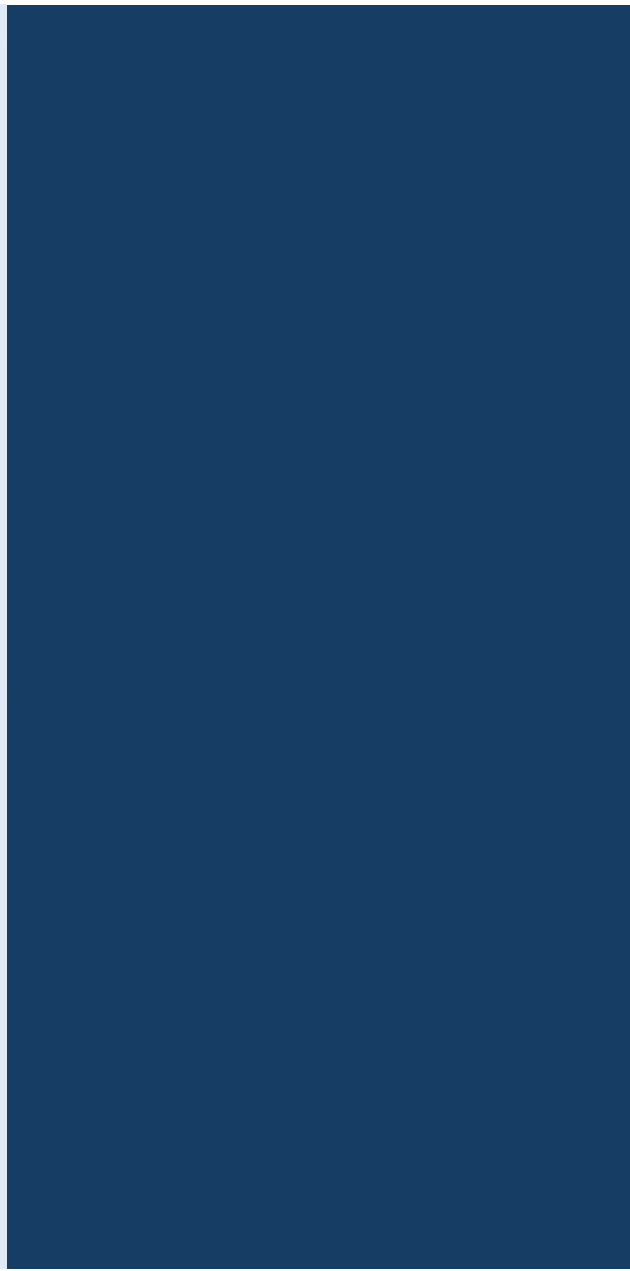
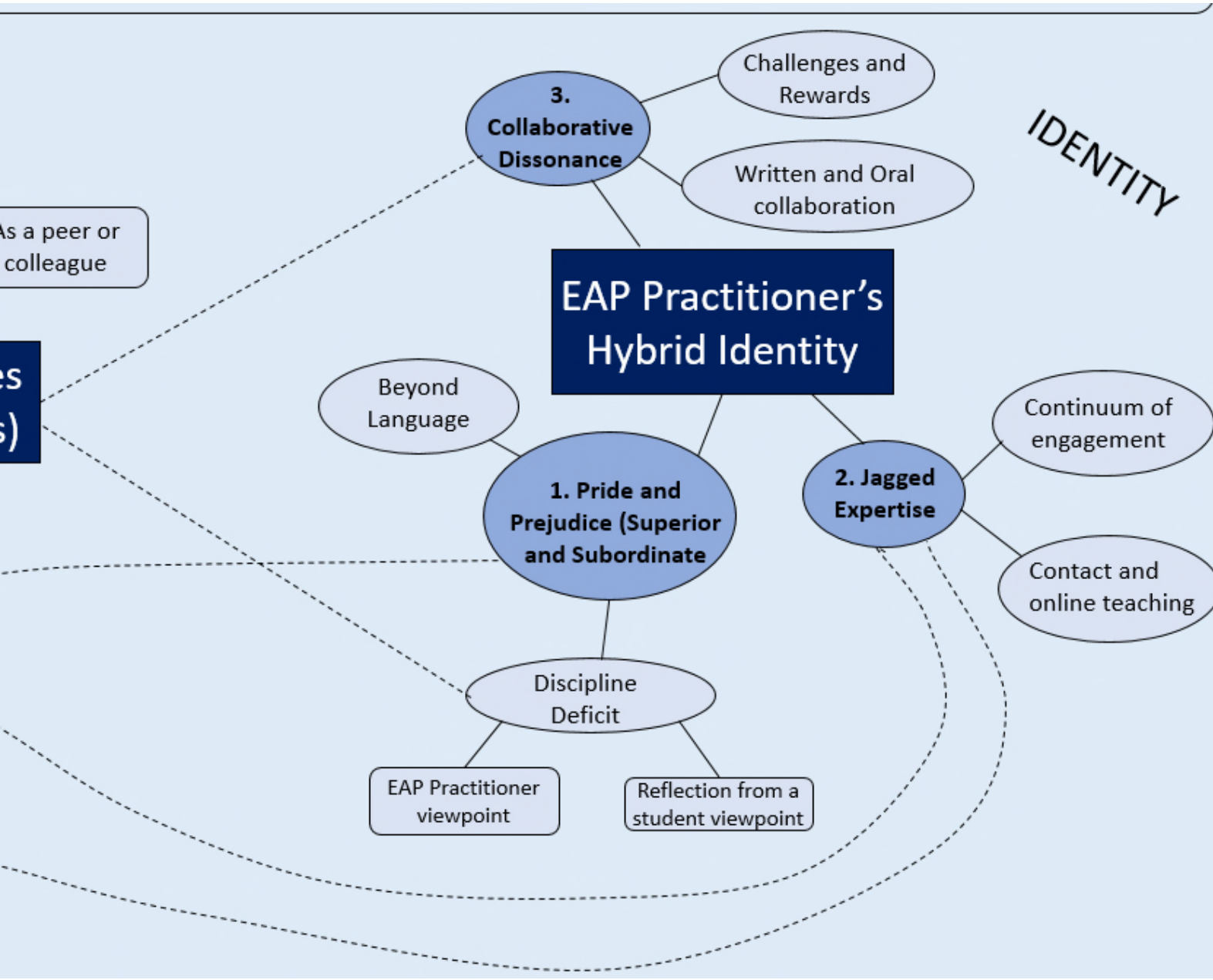
# Findings: Final version of a substantive grounded theory



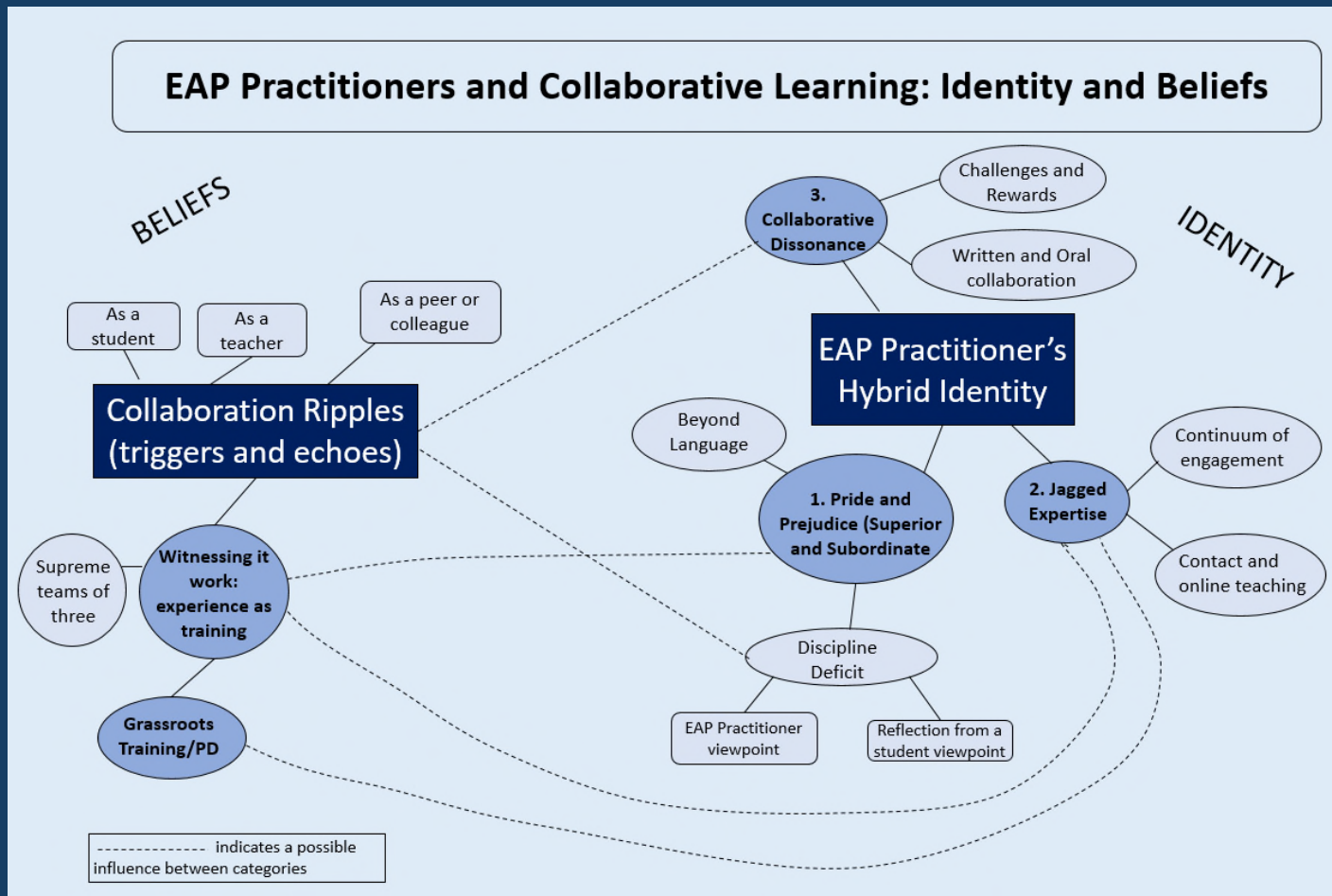
(Bolster, 2025, p. 221)

# EAP Practitioners and Collaborative Learning.





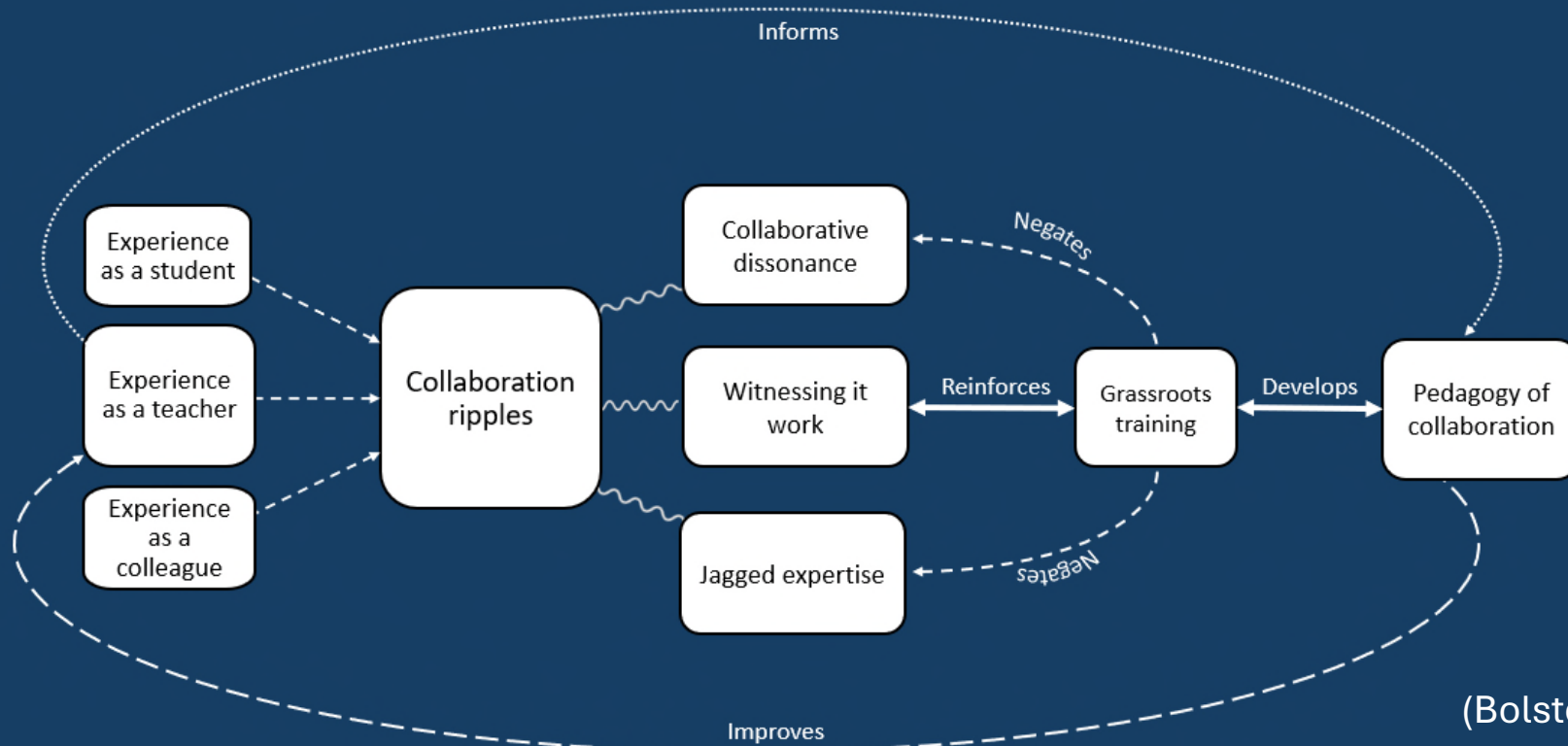
# Findings: Final version of a substantive grounded theory



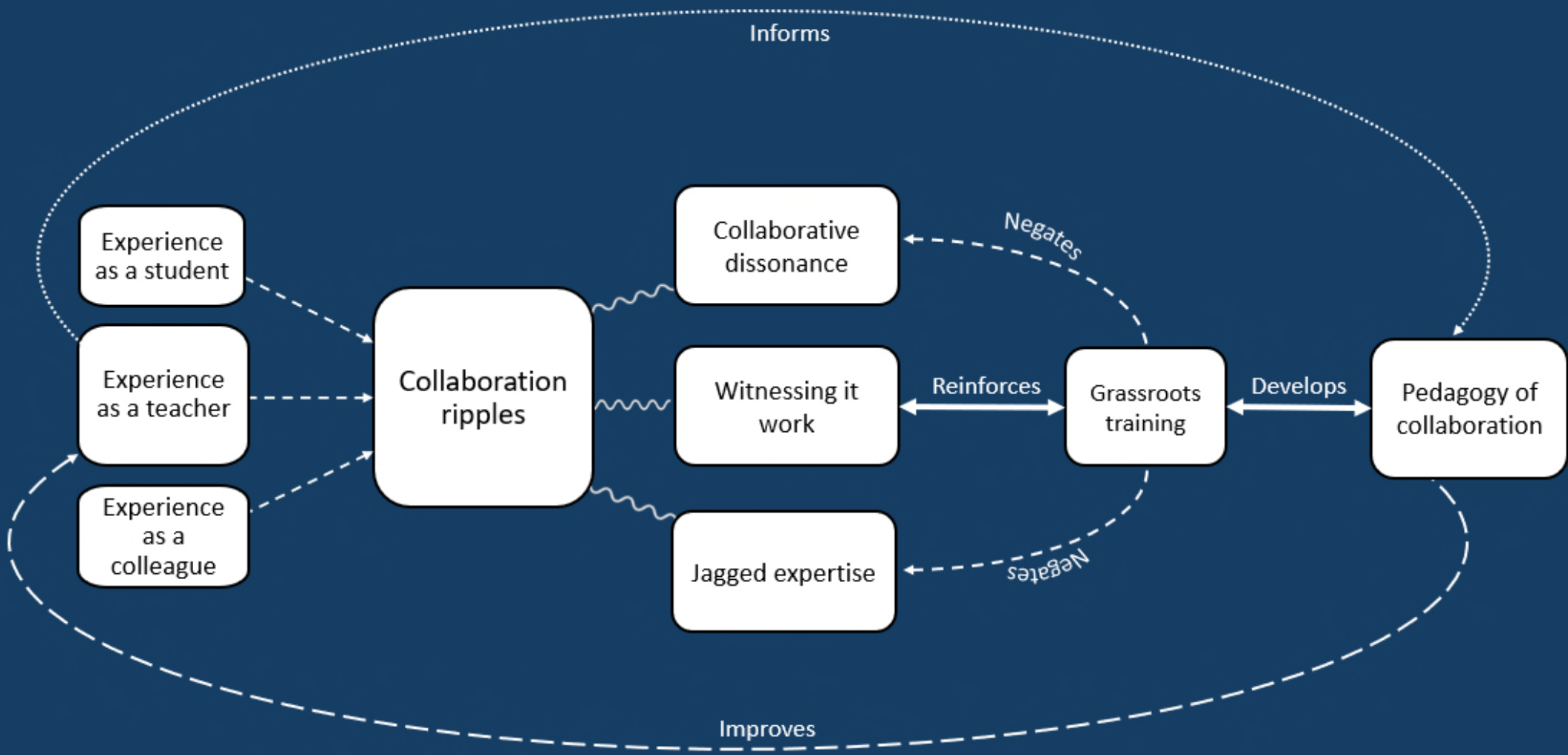
(Bolster, 2025, p. 221)

# Theory is one thing, but what about practice?

Framework supporting the practitioner-led pedagogy of collaboration (PPoC)



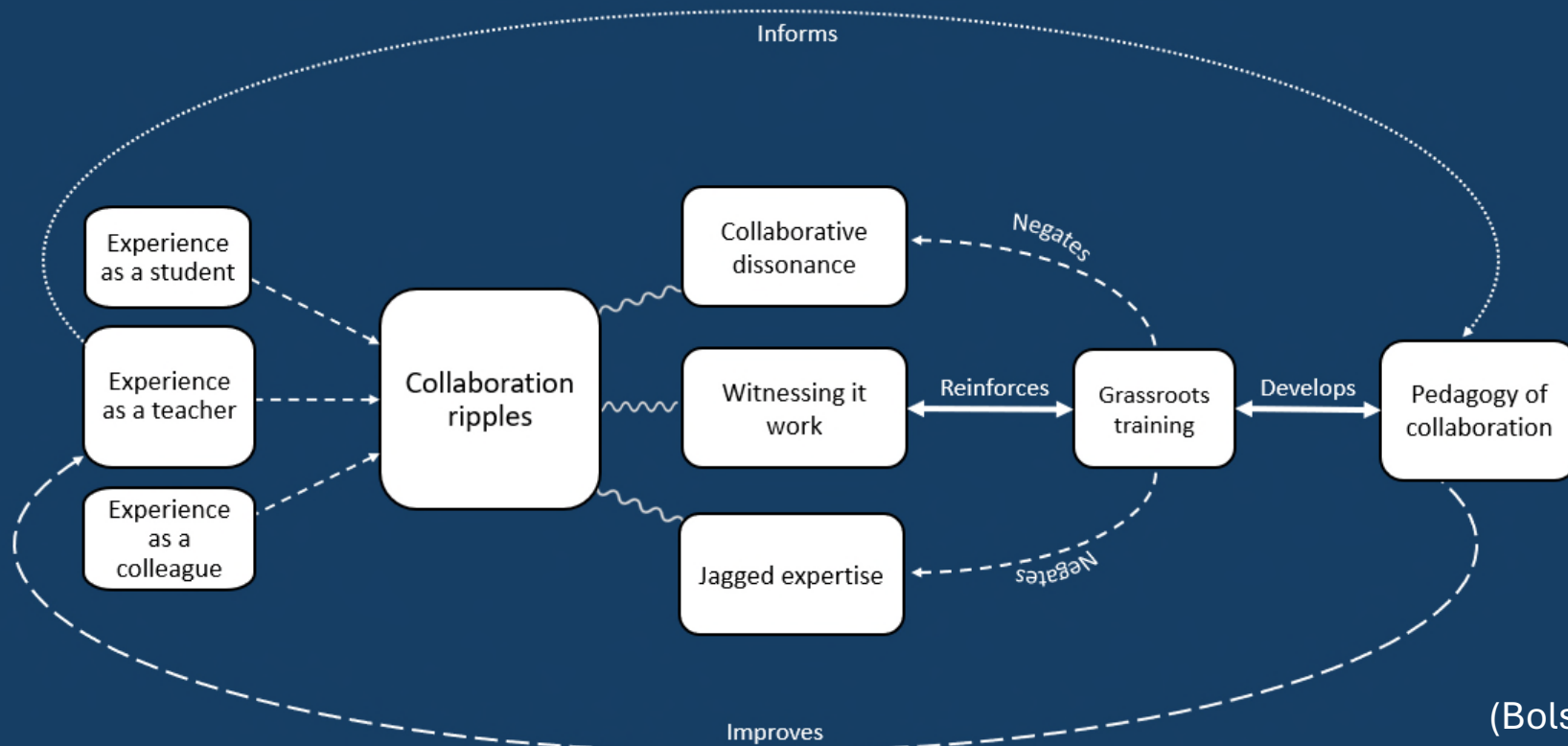
(Bolster, 2025, p. 253)



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# Theory is one thing but what about practice?

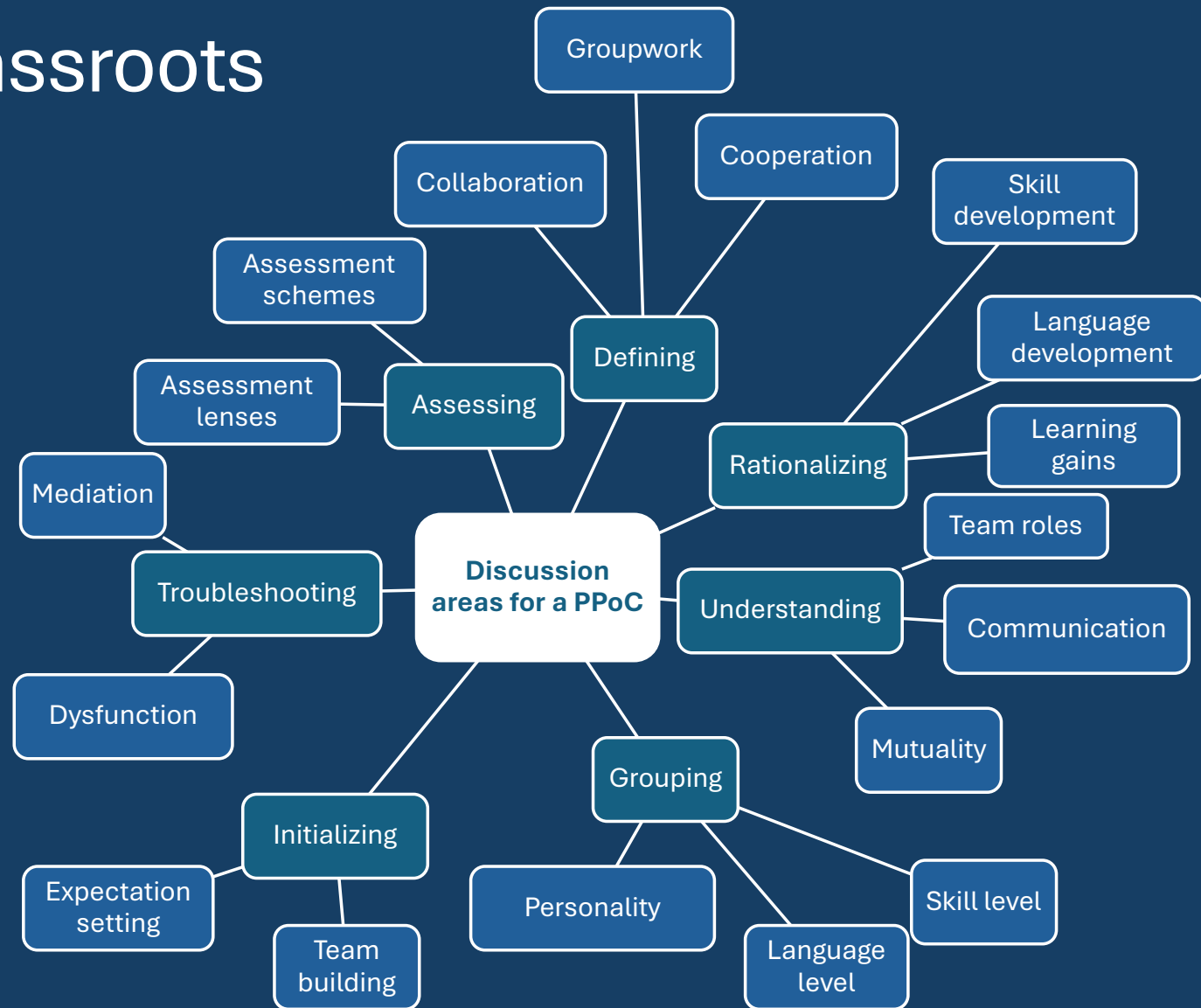
Framework supporting the practitioner-led pedagogy of collaboration (PPoC)



(Bolster, 2025, p. 253)

# What could a grassroots PPoC entail?

- Start a conversation in your own teaching context.
- A suggested map of areas of discussion to aid in developing a PPoC (Bolster, 2025, p. 249).



# Recommended core texts to inform a PPoC

| Authors            | Year | Article or chapter title   |
|--------------------|------|--|
| Bikowski           | 2015 | The pedagogy of collaboration: Teaching effectively within an evolving technology landscape  |
| Bolster and Levrai | 2022 | Are we talking about the same thing? Researcher and practitioner perspective of student collaboration                                |
| De Hei et al.      | 2015 | Collaborative learning in higher education: Lecturers' practices and beliefs   |
| Levrai and Bolster | 2019 | A framework to support group essay writing in English for academic purposes: A case study from an English-medium instruction context |
| Li and Zhang       | 2023 | Collaborative writing in L2 classrooms: A research agenda  |
| Panitz and Panitz  | 1998 | Encouraging the use of collaborative learning in higher education  |
| Storch             | 2002 | Patterns of interaction in ESL pairwork  |
| Storch             | 2019 | Collaborative writing (Bolster, 2025, p. 250)  |

# Conclusion

Pedagogy matters!

A practitioner-led pedagogy of collaboration for higher education should be co-created from within the EAP community.

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# Thank you!

Questions and comments are welcome.

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For further information about CL research:  
<https://developeap.weebly.com/research.html>

