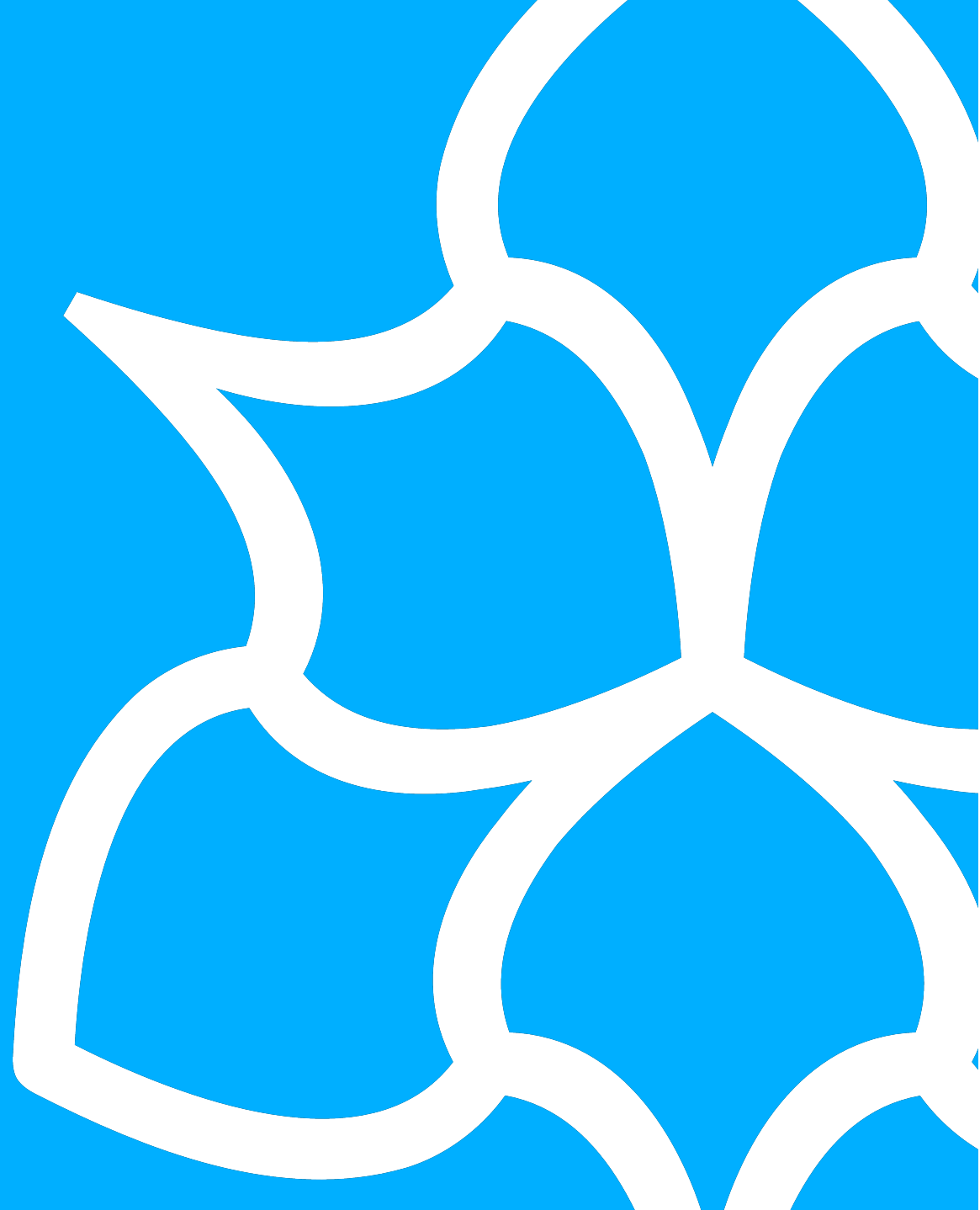
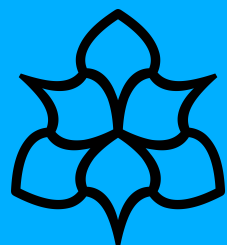


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Broadening Our Horizons: Co-creating Beyond EAP

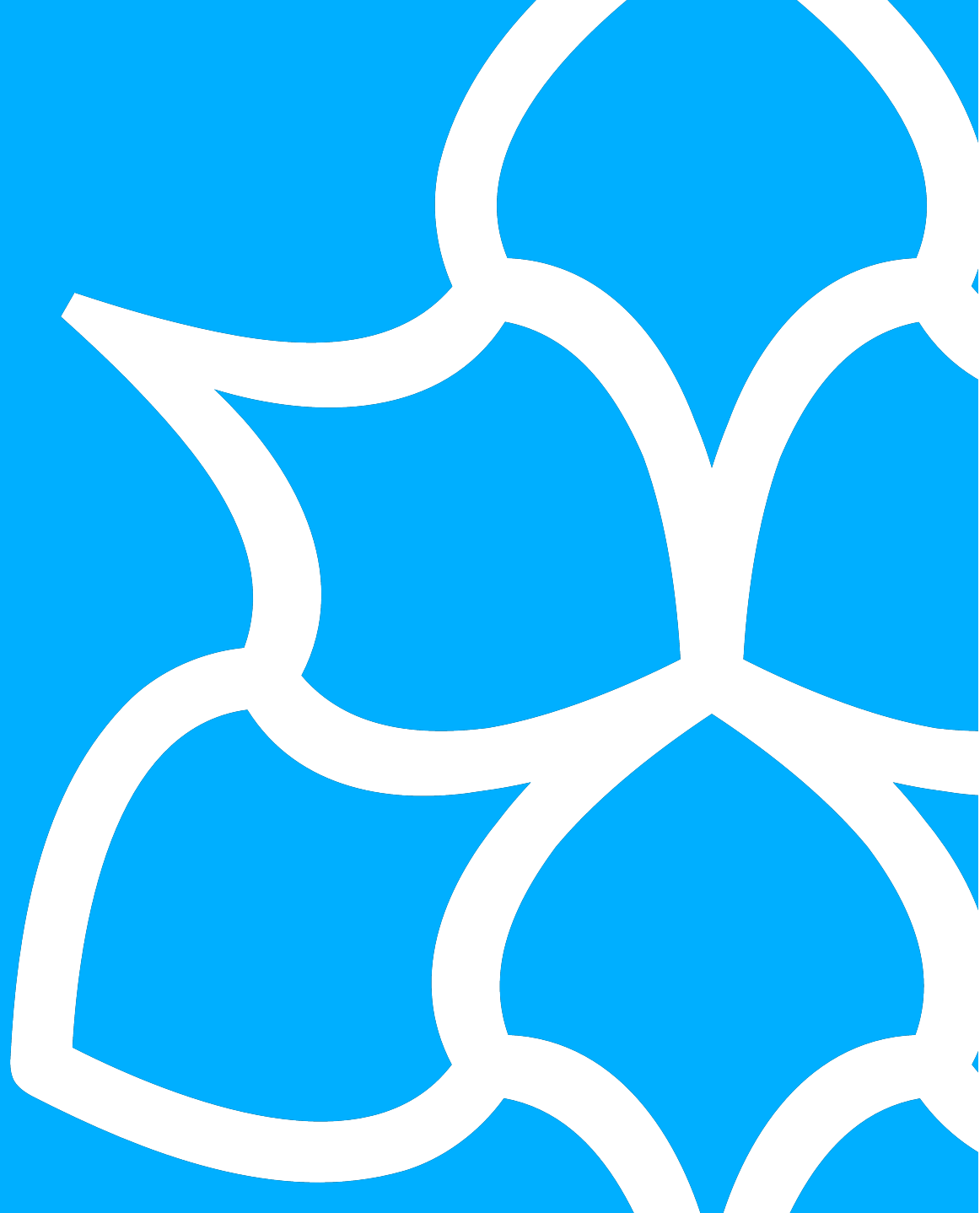
Richard Silburn





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Good Morning



Higher Education in a Resource-Constrained Environment

- Financial pressure on institutions
- Emphasis on '*value for money*' and '*efficiency*' in academic departments and roles
- Why EAP must evolve and assert its worth

Where are we going today?

01

Explore how EAP can expand beyond traditional domains (*'returning home'*)

02

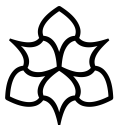
Challenge perceptions of EAP as limited or marginal

03

Showcase collaborative projects and discuss benefits and challenges

04

Offer a call to action for future engagement



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What the Literature Tells Us?

Hadley (2015): EAP as a
*'third space student
processing unit'*

Fitzpatrick et al. (2022):
EAP backgrounds enable
institutional versatility

Ding & Bruce (2017):
Practitioner as a *'research-
engaged academic'*

Bell (2025) : EAP needs to
widen its scope, become
centrally embedded in the
academy, close gap
between research and
practice

Co-creation and Collaboration Gains

- Identity ambiguity within HE structures
- Lack of visibility and academic recognition
- Workload models/role profiles that undervalue collaboration and practitioner research
- Becoming unmoored from its '*academic home*'
- Leverages interdisciplinary strengths
- Reinforces academic legitimacy
- Aligns with institutional strategic goals
- '*Mediating*' research and practice

Institutional Context

- Large post-1992 Institution 40,000 students
- Mid-ranking, mid-tariff institution
- 12% student population is international
- Views itself as the University of the city, for the people of the city
- The Language Centre is integrated into the Department of Languages, Information and Communications, Faculty of Arts and Humanities



Collaboration Case Study 1

Work-Integrated Learning in BA TESOL & Linguistics

- **Partnership with Breaking Barriers** (formerly Refuaid) since **2018**
- Staff and students **co-deliver IELTS preparation** for the **RAS (Refugees and Asylum Seekers)** community in **Greater Manchester**
- Over **250 students** enrolled in the initiative
- Practical application of research theme: **“Languages and Social Justice”**



Collaboration Case Study 2

English for Nursing (OET) Course

- Established in 2022 with **NHS England** grant in **partnership with the School of Nursing & Public Health**
- Supports **international students, NHS health workers, and Breaking Barriers learners** in preparing for the OET
- Provides Man Met students with **opportunities for professional practice**
- Practical application of research theme: **Healthcare Communication**



Collaboration Case Study 3

Teacher Activity Groups in Vietnam

- Two **British Council-funded** projects (Phase One & Two)
- Part of a **national capacity-building initiative** to improve English language education
- Delivered with the **Department of Education and Training, Hue University of Foreign Languages and International Studies (HUFLIS)** and **An Giang University (AGU)**
- Nearly **300 schoolteachers** involved by end of Phase Two
- Part of the research theme “**English Language Teacher Development**” and will produce research outputs



EAP Staff – Benefits

- **Community Engagement:** Strengthens connections between students, staff, and the Greater Manchester community and positions the university as an active contributor to local learning and development.
- **Global Impact:** International projects (e.g., BC Vietnam TAG) enhance Manchester Met’s global reputation and establishes the university as a player in global education development.
- **Professional Enrichment:** Projects add variety to academic roles and allow individuals to pursue professional interests beyond the requirements of their roles.
- **External Profile:** Allows staff to develop their external profile in a way that facilitates recognition and advancement

EAP Staff – Challenges

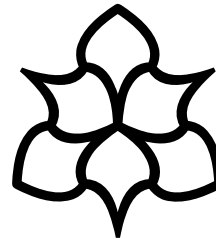
- **Workloading Complexity:** Projects don’t align with traditional module/unit structures, making workload allocation difficult. Resource justification is time-consuming and administratively burdensome.
- **Institutional Recognition:** Such projects are often undervalued compared to traditional research outputs. Limited formal recognition can act as a barrier to wider participation and support
- **Funding:** Developing and sustaining projects requires resource which is difficult to acquire internally and externally
- **Measuring Impact:** Beyond the simple numbers involved, it is often challenging to measure the impact of projects - particularly with external partners.

REC Staff – Benefits

- **Theory-Practice Synergy:** Promotes the co-creation of new knowledge and practices, increasing the relevance and responsiveness of both research and pedagogy.
- **Reconceptualisation of Applied Linguistics:** Encourages a shift from viewing it as merely applying theory to practice, to a space of ‘mediation’ and innovation between both.
- **Elevated Role of EAP/ELT:** Positions EAP/ELT as central to applied linguistics, not peripheral—more than just skill-building, it becomes part of a process of knowledge building.
- **Real-life Anchoring:** Ensures that theoretical insights are grounded in the realities of students’ educational journeys.
- **Potential for Impact:** Emphasises a theory of change, aiming for practical impact through research-informed educational practices.

REC Staff – Challenges

- **Institutional Separation:** In many universities, Language Centres and academic departments are structurally separate, making collaboration more difficult and potentially leading to disconnected efforts.
- **Siloed Knowledge:** Traditional academic programmes often isolate theoretical and practical knowledge, lacking integration and opportunities to circulate knowledge within the academy.
- **Differing Priorities:** Tension between theoretical alignment (REC) and practical relevance (EAP) requires careful negotiation to strike a balance.
- **Institutional Recognition:** Lack of formal workload recognition for contributors from the Language Centre risks undervaluing their essential effort and expertise.



Quo Vadis?

- Co-created projects addressing institutional priorities align with the revised Education, Practice/Pedagogy and Citizenship pathway Man Met
- Provides opportunities for professional development, external recognition and advancement
- Leverage Practice/Pedagogy allocation to create spaces for further collaboration between EPC and REC staff
- Build further links with areas of research expertise in applied linguistics and TESOL to pursue larger grant income and develop frameworks for measuring impact



