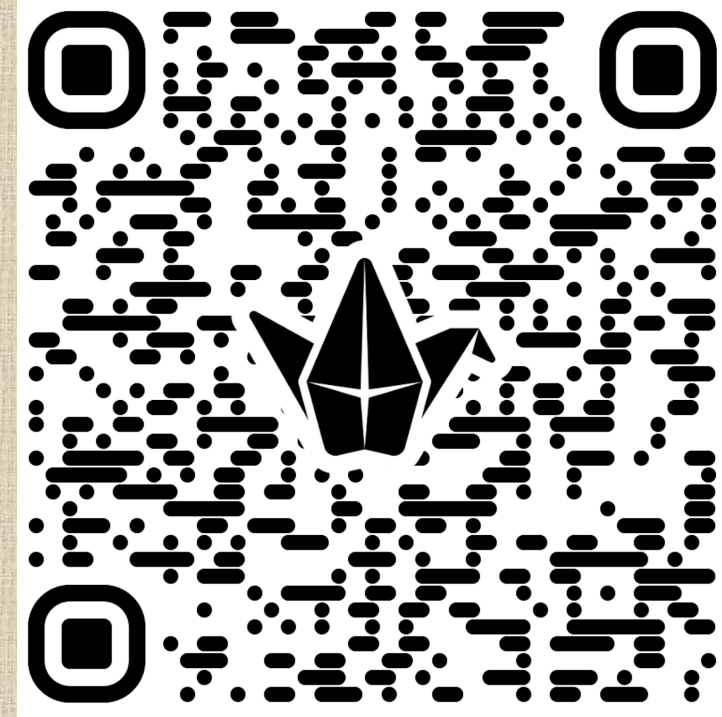


# ual:

**What are the conditions of possibility for collaboration across disciplines and among participants who are differently positioned within institutions or society?**

# Paper

- Introduction
- Context
- Research
- Blocks & Threads
- Limitations
- A call for collaborative action within EAP to create conditions of possibility
- Questions & comments



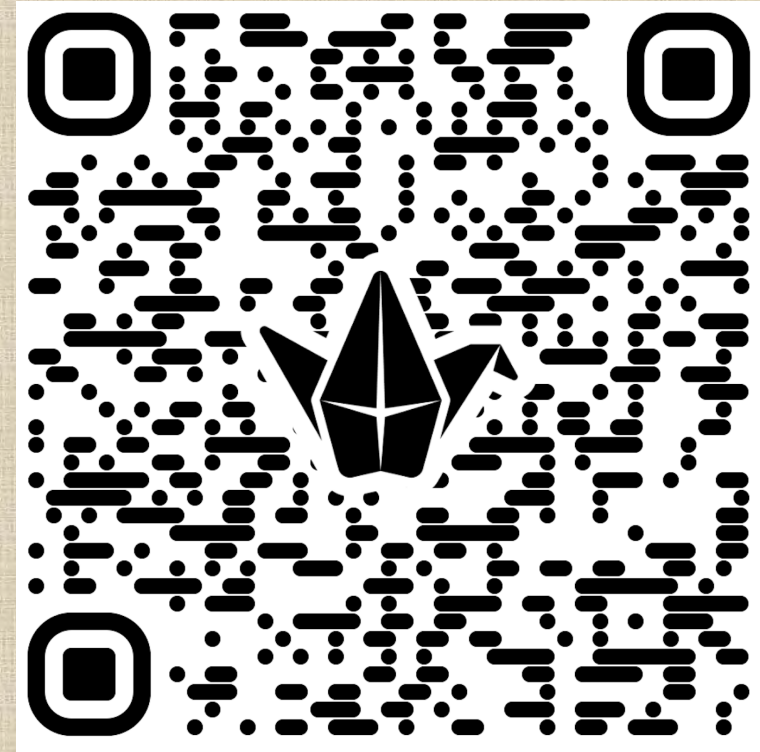
# Questions & comments

Padlet

Fiona Price • 7d

## Questions / Comments #BALEAP2025

What are the conditions of possibility for collaboration across disciplines and among participants who are differently positioned within institutions?



# Introduction



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Research article

## Exploring the implications of university campuses as intercultural spaces through the lens of social justice

### Abstract

The internationalisation of higher education presents an increasingly urgent need to explore how universities can become more welcoming places for all students. Top-down implementation of widening participation and the inclusion of a more

## Price (2024, p.11)

Research indicates that small culture formation in intercultural spaces can provide the necessary conditions for all relationships on campus to develop through negotiating threads and blocks to make connections in a process of sharing from personal perspectives, to create a more interconnected future (Price, 2024, p.11 ).

## Price (2024, p.5)

‘Holliday (1999: 248) conceptualised the distinction between culture as described in reference to the notion of ethnic, national and international groupings, and the notion of small culture in reference to any social grouping.’

## Price (2024, pp. 5-6)

‘Threads are resonance we create to connect with others. They need to be deCentred to avoid being blocks.

Blocks are resonances we create that relate to Centre narratives and discourses that construct boundaries between ourselves and others (Holliday and Amadasi, 2022: 8)’.

# Possible follow-up research question

What are the conditions of possibility for intercultural communication as in collaboration across disciplines and among participants who are differently positioned within institutions or society?

# Context

Who the participants are  
in these academic social  
groups  
and how they are positioned  
differently within the specific  
context where I work

# BALEAP (2008)

**The Competency Framework for Teachers of English for Academic Purposes (BALEAP, 2008: 4) states that ‘An EAP tutor will be able to recognise and explore disciplinary differences and how they influence the way knowledge is expanded and communicated’.**

## 2. Disciplinary Differences

An EAP teacher will be able to recognize and explore disciplinary differences and how they influence the way knowledge is expanded and communicated.

Knowledge & understanding of –	Ability to –	Possible indicators –
discourse communities and how membership and full participation is achieved	work with subject specialists and take account of their different perspectives with regard to knowledge communication	provide students with frameworks to investigate disciplinary differences and values, particularly in relation to the communication of knowledge
audience within discourse communities	raise students’ awareness of discourse features of texts in their disciplines	guide students to investigate the genres and expert practitioners of their specific discourse communities
the importance of evidence-based reasoning in knowledge creation	train students to investigate the practices of their disciplines (e.g., the use and citation of sources as evidence)	

# Research

‘Indeed, building a career in EAP or academic development means that we unconsciously sign up to ‘fight the good fight’; part of the EAP or academic development practitioner’s mission is to help their institution understand that the kind of work we do is central to student success (Joubert & Clarence, 2024, p.122)’.

## Chapter 6

### ‘BE MORE PIRATE’

HARNESSING THE POWER OF LIMINAL SPACES IN CREATING  
ACADEMIC LITERACY PRACTITIONER IDENTITY AND AGENCY

Michelle Joubert and Sherran Clarence

# Hall (2013)

“To put it simply, culture is about ‘shared meanings’. Now, language is the privileged medium in which we ‘make sense’ of things, in which meaning is produced and exchanged. Meanings can only be shared through our common access to language. So, language is central to meaning and culture and has always been the key repository of cultural values and meanings (Hall, 2013, p. xvii)”.

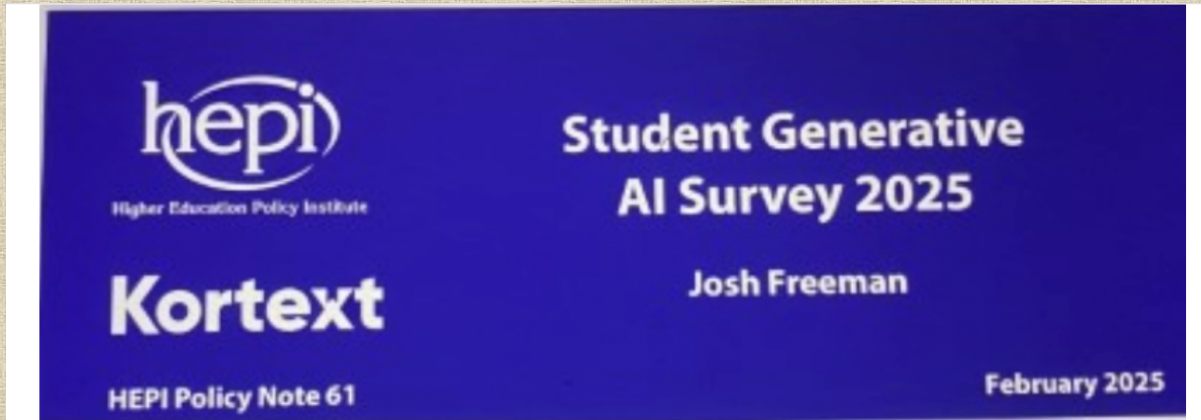
## Price (2024, p.6)

‘Holliday and Amadasi (2022) refer to an extract from a blog post written by Holliday in 2016, in which he acknowledges that it is unquestionable that we are all culturally different in terms of where and how we were brought up. However, who we are and what we think are hugely influenced by systems, such as educational political, economic and/or media, and resources, such as climate, geography and agriculture, but it is what we do with this input and how we position ourselves in relation to these backgrounds that is significant.’

# Sun, Z. (2024)

‘AI-powered language learning tools and translation services can help address the challenges of language barriers and cultural differences by providing support in understanding course materials and improving communication skills.’

# HEPI / Kortext (2025)



**HEPI/Kortext AI survey shows explosive increase in the use of generative AI tools by students**

# The HEPI Report 183 (2024,p.38)

‘...pre-sessionals are also very academically focused, teaching students how to survive in an academic context. However, according to Jolleen and Jinying, the biggest barrier they faced when moving to the UK was their lack of knowledge of popular culture. Having lived in China their whole lives and largely cut off from Western social media and streaming sites, they were unfamiliar with British culture and society.’

# Blocks

Blocks reflect how the institutional system operates:

- Operating within a context of separation, can result in fragmented identities within the EAP profession
- Subject specialists are unsure or unaware of what our role is and what we can do resulting in a lack of awareness towards the need for collaboration and further marginalisation
- A focus on administration as in attendance, numbers and rooms rather than a focus on prioritising delivery as in collaboration and content to promote student engagement
- Students understandably assume that their achieving the necessary ielts score fulfils all language requirements and they can focus solely on their subject discipline
- Academic support is usually embedded within each disciplinary curriculum to promote help with studying whereas Language Development is not
- Developing AI literacy in terms of analytical side of creativity and research may be overlooked resulting in a possibility of a digital divide, inequality, limited student AI literacy and/or an over-reliance on AI tools
- EAL students may also experience a lack of knowledge of popular culture as a barrier to learning
- The majority of participants in this context are employed on an HPL basis

# Threads

Threads offer the opportunity for dialogue within intercultural space that disrupt participants' thinking. Thinking subjectively, can remove the institutional academic/service barriers that maintain different positioning across disciplines and among participants:

- Hybrid realities can be shared in intercultural space, where identities can be negotiated and transformed
- Establishing conditions would create the opportunity to consolidate and construct a stronger collective EAP identity through collaboration and liaison by ensuring EAP provision is targeted, providing subject-specific content helping students to see the relevance between language knowledge as in EAP and subject knowledge
- Language Development provision can incorporate the development of knowledge of popular culture as and when relevant to subject knowledge
- Language Development could be mentioned in curriculum alongside Academic Support to promote help with studying and student engagement
- The university is committed in its ten-year plan to embed social purpose in everything it does
- The potential for shared experience - we have the pedagogical language knowledge to complement subject-specific knowledge
- AI literacy in term of language learning tools could be integrated within the role of EAP practitioners to develop students' academic literacies
- Liaison/ meetings can be claimed for as embedded support by HPLs

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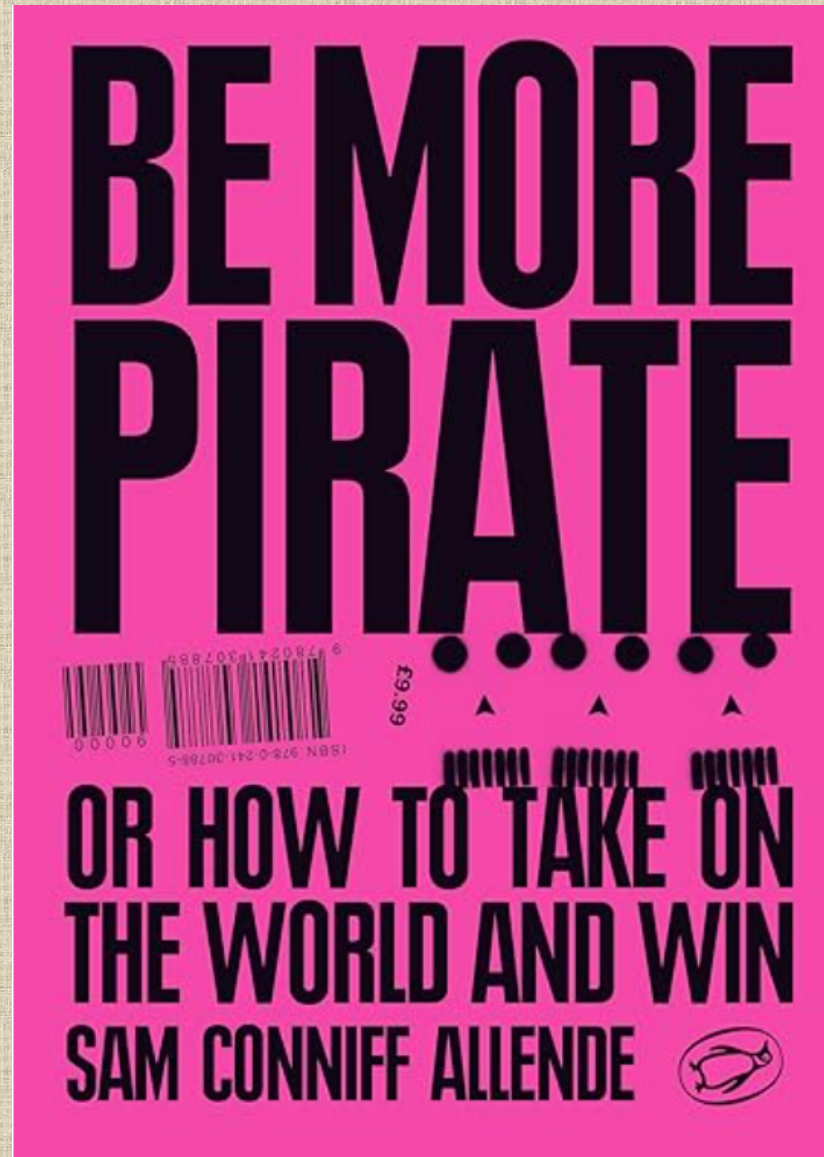
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**ual:**

## **A call for collaborative action within EAP to create conditions of possibility**

Articulating and activating the conditions necessary to navigate through collaboratively agreed, contextualised blocks and threads could create an environment where EAP and subject specialists work synergistically, with EAP positioned as a vital, discipline-informed component of academic study.

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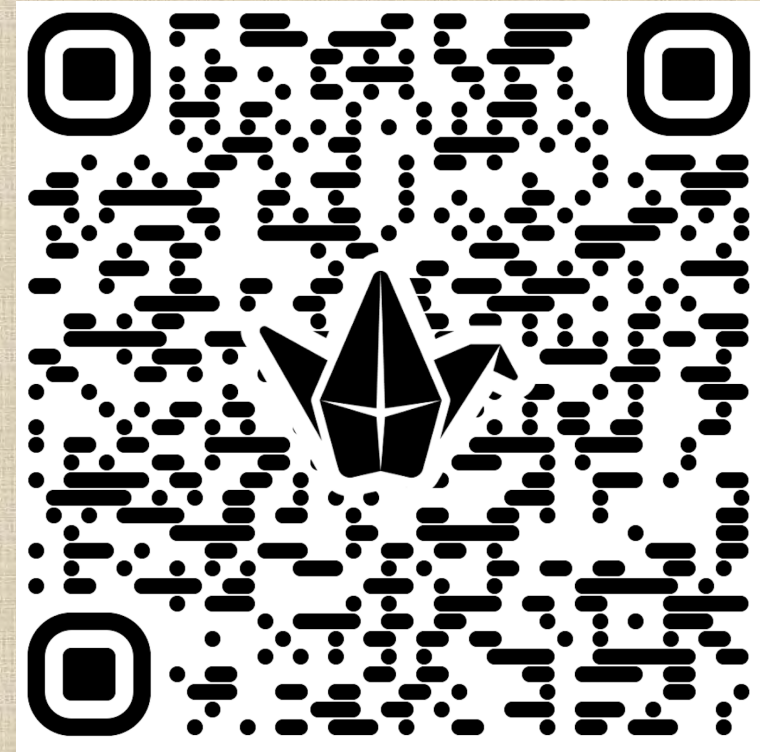
# Questions & comments

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## Questions / Comments #BALEAP2025

What are the conditions of possibility for collaboration across disciplines and among participants who are differently positioned within institutions?



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**Thank you**

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