***Session 1: Discourse Analysis***

This session will look at how discourse analysis can inform our EAP practice and scholarship through examining two case studies. We'll look at how state-of-the-art ideas about genre, functional patterns and reading-into-writing can be adopted into our own practice, researched in small scale projects, and be disseminated beyond our own contexts. The first case study will look at a Swalesean genre approach in an ESAP context and the second at a genre-based approach where students research their own disciplines in groups of students from different disciplines.

**John Wrigglesworth** is a Principal Lecturer in Sheffield Hallam University’s TESOL Centre, working on their MA TESOL and Post-graduate Certificate in Teaching English for Academic Purposes. He has worked in a wide range of EFL contexts internationally, including Taiwan, China, Saudi Arabia, and Russia and has worked for the last fifteen years in UK Higher Education. He is a Senior Fellow of BALEAP with the status of TEAP Mentor and Assessor.

***Session 2: Exploratory Practice***

The aim of my session is to give an overview of the principles of Exploratory Practice (EP) and then briefly share two of my case studies. The first one is where I explored an issue that concerned me about my ESOL language learners, ‘Why are my learners not taking responsibility for their language learning?’  and the second case study illustrates how I helped my EAP language learners explore their own language learning issue, ‘Why do we find writing academic essays difficult?’  I will also highlight the challenges I faced in each case study and how I overcame them.

**Yasmin Dar** teaches English For Academic Purposes (EAP) at the English Language Teaching Unit, University of Leicester. She has been using the principles of Exploratory Practice since 2009 to explore her EAP language classroom. Yasmin is also a committee member of the IATEFL Research SIG and the Teachers’ Research conferences.

***Session 3: Lesson Study***

This talk will outline how three EAP tutors at the University of Leicester’s English Language Teaching Unit have been collaborating both within and between university departments to experiment with using “Lesson Study” on their in-sessional and pre-sessional programmes.

Originating in Japan over a century ago, Lesson Study is now a well-established approach to improving teaching and learning in educational settings (Lewis, 2000) though as yet it has had limited applications within EAP and Higher Education generally. Lesson Study research is qualitative, exploratory and inductive in nature (Cajkler et al, 2013:5). Based on co-constructivist principles, during a Lesson Study cycle teachers collaboratively plan, teach, observe and evaluate teaching and learning in a ‘research lesson’. In addition, the ‘case’ or observed students may be interviewed, giving them an opportunity to reflect upon their learning experiences.

This presentation will briefly describe the different ways in which we have implemented this approach, and will draw on examples from our own experimentation to suggest how Lesson Study principles and methodology could be adapted to make it more accessible for use by busy EAP teachers on both in-sessional and pre-sessional programmes. We will show how Lesson Study can provide a model both for gaining deeper insights and for encouraging closer collaboration between teachers, both within and between departments, as a way of deepening and increasing the impact of scholarship in EAP.

**Sue Wallin** is anEAP tutor and co-ordinator on in-sessional, pre-sessional and credit bearing modules. She has been an active member of Lesson Study Research Group at the University of Leicester since 2014.

#### Jayn Kilbon is an EAP tutor at the University of Leicester.

**Aleks Palanac** Over the past 14 years, Aleks Palanac has been an ELT teacher, examiner and resources developer. She now works as an EAP Tutor at the University of Leicester, currently teaching on a range of courses, including EAP provision for refugees. Her special interests include positive psychology, identity and learner autonomy.

***Session 4: Think Aloud Protocol***

“*I wish I knew what my students think about when they are writing*.”

This session will describe how Think- aloud protocols were used to explore the writing processes of university students in Vietnam. Insightful research findings suggest that concurrent think-aloud protocols can be a valuable tool to investigate features of the writing process, and as a way to examine the influence of sociocultural context on L2 writing behaviour and decision-making. EAP practitioners will be invited to consider and discuss ways they could use think-aloud protocols to capture useful insights into the writing processes, beliefs and attitudes of their students.

**Michelle Evans** is a Senior Lecturer in Business, Education and Social Science Foundation Study at the University of Northampton, with EAP teaching experience in Vietnam and the UK. Michelle’s research interests include approaches to L2 writing-process research, cross-cultural interpretations of genre and the influence of sociocultural context and discourse on writing for university purposes.

***Session 5: Experimental Research Methods in EAP***

Recognising that research and scholarship in EAP has generally relied on qualitative socio-cultural research methods, this session asks what a more controlled ‘experimental’ approach to research and scholarship in EAP would look like. Specifically, it will consider how one might implement a pre-test / implementation / post-test approach to investigating a research question in EAP. Because this is not the standard approach currently taken in EAP, this session will assume no prior knowledge or experience, but will instead be presented as an introduction to controlled approaches to data collection in the EAP classroom.

**Melinda Whong** is Professor of Language Learning and Teaching at the University of Leeds.  Before becoming the Director of the Leeds Language Centre she actively led a trend in second language acquisition to encourage researchers to apply their findings to the language learning context, and to conduct research in the language classroom in order to address relevant questions of learning and teaching.