

The aim of the BALEAP PIM 'Knowledge in EAP' at the University of Northampton was to provide an open space for discussion around knowledge in EAP. We wanted to foreground an often muted dimension of EAP and provide a foundation from which engagement with knowledge within EAP can grow.

The world café format enabled a greater level of interaction than we would normally see in a traditional parallel presentations format. This is reflected in the hosts' write up of the sessions, where we gain great insight into the participants' voices. We would like to take this opportunity to thank Jo, Christina, Paul, Emma, Will, and Albert for their contributions to the day; providing stimulating sessions and taking the time to write these up to post here.

Of course, we also need to thank Steve Kirk for his plenary at the start of the day. Steve always manages to eloquently explore the role of knowledge within EAP.

It was our intention that the PIM would have a lasting impact. At the end of the day Steve and I asked participants to consider what changes they would like to see as a result from the day in terms of their role in EAP, the departments/ institutions they work in and the wider BALEAP/EAP community.

Here's a selection of what was said:

There was a real thirst for individually engaging with/ embracing knowledge

"Read more – to be able to base my materials more on theory"

"I need to shut up and write! Get some ideas (some knowledge! onto paper)"

"I need to connect with others to develop ideas for collaboration and knowledge building"

"Personally, read more on what 'knowledge' structures are, diff. models – across disciplines I work with."

"Research published articles that argue over what theories 'belong' to EAP"

"Continue reading, trying different materials/ theories when designing or planning"

An increase in confidence around knowledge

"I will personally value my knowledge and experience more"

"start rebranding myself as a specialist rather than a 'practitioner'"

"I will recognise the breadth of my knowledge more fully (move away from deficit thinking)"

For departmental/ institutional change there was a hope for

"More dialogue about knowledge in what we do"

"Put[ting] more value in knowledge in EAP"

“Hopefully increased confidence will encourage my department/ BALEAP to do the same”

“time to contribute to research that will be integrated in our and other departments curriculum/ practice and forge opportunities for shared research”

“my department to change its name to better reflect what we do (i.e. not language)”

“starting a small inter-disciplinary reading group to engage with vastly different epistemologies, academics of ways of thinking and practising”

For BALEAP/ the sector there was a call for

“PhD or EdD equivalent of the TEAP portfolio”

“Qualifications MPhil/ PhD level that are fit to EAP purpose (esp. the ‘meta-discipline’ need)”

“Collaborating w/ teaching only staff in other disciplines”

“Create a sector wide set of teaching observation assessment criteria”

“Reach[ing] out other disciplines – publish in other journals”

“Redesign the TEAP competencies”

“Design a list/ periodic table of knowledge an EAP”

“More practical session (this event was a good opportunity to exchange ideas/ good initiatives with EAP practitioners”

“BALEAP could perhaps facilitate conversations between academic communities of practice (other than EAP – e.g. other t-focused academics)”

“the sector to embrace theory and not be intimidated by it”

“Help to define what EAP knowledge is. Are there a core set of theories?”

We hope these conversations have afforded some level of change and that there continues to be a focus on knowledge in EAP within the sector. Thank you all for coming and taking the time to revisit the day by reading the following papers.