

Leadership and Management in EAP: Insights, Issues and Experiences.

5 June 2021
10:00 am—4.30 pm

Online Event

Hosted By:

Durham Centre for
Academic
Development
(Durham University)

Plenary Speaker:

Prof. Melinda Whong
(The Hong Kong
University of Science
& Technology)



SCHEDULE OF EVENTS

Welcome Sessions

10:00 - 10:10	Welcome from Ms Louise Greener	<i>Room 0</i>
10:10 - 11:10	Plenary Session from Prof. Melinda Whong: Leadership (and Management) in EAP: Whose Job is it?	<i>Room 0</i>
11:10 - 11:25	<i>Post-Plenary Discussion Space</i>	<i>Room 0</i>

Speaker Sessions

	Room 1: <i>Approaches to EAP Provision</i>	Room 2: <i>Leadership Insights and Experiences</i>	Room 3: <i>Issues in EAP Leadership</i>	Room 4: <i>Leadership in the Time of Covid</i>
11:30 - 12:00	Groves & Zhou: 'Leadership and Management in a Shared Educational Space'	Heyns: 'Leading from Behind'	Davies: 'EAP as Boundary Practice - What Influences Leadership and Management Styles in EAP Departments?'	Morris: 'Tackling Career Progression Challenges'
<i>Changeover</i>				
12:05 - 12:35	Sequera & Marks: 'A Tale of Two In-sessionals: Challenges and Opportunities as Explored through a Critical Friend Relationship'	MacDougall: 'Wearing Many Hats: Leading A Hybrid Team'	Nicholls: 'Academic Leaders' Talk about Language Development'	Serban: 'Leadership Supporting Collaboration during EAP Online Delivery'
12:35 - 13:15	Lunch Break	Lightning Talk and Q&A Coates: 'The Challenge of Supporting and Developing Tutors on a Large Scale Pre-sessional.'	Poster and Q&A Rutkovska-Lis: 'Fighting the Battle - EAP Teacher Education and Development on a Pre-sessional Programme. Induction and Beyond.'	Lunch Break
13:15 - 14:15		Symposium Allen, Hanson and Gillway: 'Reflections on Leadership'	Workshop Bond & Templeton: 'Guerrilla Leadership: Incursions into the Academy'	Workshop Sjoberg & Watton: 'Streamlining, Flexibility and Support: A Review of Presessional Observation Strategy in the Shift to Remote Teaching'
<i>Changover</i>				
14:20 - 14:50	Whiteside: 'Raising the Profile of ESAP In-sessional Practice and Practitioners: Modularisation and Academic Language and Literacy (ALL) Liaison.'	Drewniok: 'Becoming a Third Space Leader in the Context of EAP'	Bradford, Addison-Child & Ding: 'Rethinking Leadership through the Lens of Micropolitics: Three Intersubjective Perspectives from a Large EAP Centre'	Baykan: 'Leading a Team Remotely: A Catalyst for the Move from 'Self' to 'Team' and 'Organization''
Afternoon Break				
15:05 - 15:35	Hotchkiss: 'The Strategic Position of EAP in the Academy: A Case Study of a Scottish University'	Seviour: 'TNE Partnerships: Asking the Difficult Questions'	Bakogiannis: 'Leading Academic Literacy Support for UK/Home Students: Issues and Challenges'	Stakounis & Bruce: 'Emergency Remote Management in EAP 2020 Provision'

Closing Sessions

15:40 - 16:20	Panel Discussion: Reflections on Leadership and Management in EAP	<i>Room 0</i>
16:20 - 16:30	Closing Remarks from Ms Louise Greener	<i>Room 0</i>
16:30 - 17:00	<i>Post-PIM chat and networking space</i>	<i>Room 0</i>

PLENARY SESSION

Professor Melinda Whong

*The Hong Kong University of
Science and Technology*

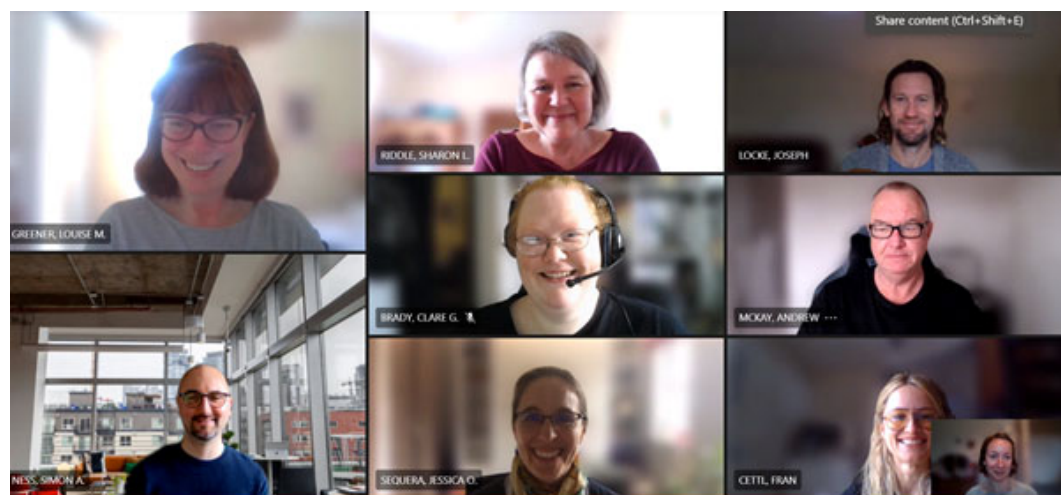
Leadership (and Management) in EAP: Whose job is it?



Leadership can easily be seen as something to do with others. I argue that there is an urgent need for EAP as a profession to accept responsibility for needed leadership, and much potential for higher education more broadly if it does. In this talk I will explore parallels between teaching and leading to suggest that taking ownership of leadership starts with EAP practitioners themselves. Turning to the profession more generally, I argue that failure by EAP as a profession to own leadership contributes to marginalisation within higher education. I will end with concrete suggestions of what we can be done to foster leadership, from individual practitioners, to within programmes and centers. Through fundamental rethinking of who we are and what we are in a position to do, we can increase the chances of improving the precarious position that, unfortunately, continues to characterise our profession.

Melinda Whong: *Melinda Whong has been the Director of the Center for Language Education at Hong Kong University of Science and Technology since 2019, having spent the 21 years prior to that in the UK. She became involved in EAP as a Pre-Sessional teacher while doing her PhD, and has been a long-serving member of BALEAP, including being an Executive Committee member (2007-2010) and as an Accreditation Scheme Assessor since 2006. EAP responsibility over the years has included directorship of the Leeds Language Center, Pre-Sessional course director, and EAP practitioner. Her academic career is exemplified in her two most recent book projects: an edited volume, *What is Good Academic Writing: Insights into Discipline Specific Student Writing*, with Bloomsbury Academic; and a work in applied linguistics, *A Linguists' Guide to Grammar for Language Teachers*, with Cambridge University Press.*

THE DURHAM EAP TEAM



Top (from left): Louise Greener, Sharon Riddle, Joe Locke

Centre (from middle): Clare Griffin Brady, Andrew McKay

Bottom (from left): Simon Ness, Jessica Sequera, Fran Cetti

Lower right corner: Diana Scott

Not on image: Helen Costello

11:30 ROOM 1

Mike Groves & Serena Zhou: 'Leadership and Management In a Shared Educational Space'

The Surrey International Institute is a Joint Education Venture between the University of Surrey and the Dongbei University of Finance and Economics, based in Dalian, China. It runs degrees which are jointly delivered by the two universities.

Within the Institute, the Centre for Academic English Studies (CAES) provides a compulsory foundation year, which also plays a gatekeeping role into the main degree programmes. Academic leadership of these modules is provided by a member of staff from the UK university with a deputy from the Chinese one. Teaching staff are employed by the Chinese University. Undergraduate modules are owned by the UK university, while the EAP modules are owned by the Chinese university.

The aim of this talk is to share perspectives and experiences of this model of education, and how the leadership and management have to navigate between the two universities. This necessitates a variety of levels of understanding and carefully negotiated positions within these. These range from operational aspects such as communication through aspects of students' previous educational experience and expectations, assessment literacies to wider strategic and political aspects.

Co-presented by a UK and a Chinese member of the centre management and drawing on the work of Holliday (2011), this talk will argue that academic leadership in this context needs to balance a cautious and non-essentialist approach while creating a space in which educational excellence can be nurtured.

Mike Groves: *Mike Groves is currently the Director of the Centre for Academic English Studies at SII DUFE, a joint Educational Venture between the University of Surrey and the Dongbei University of Finance and Economics in Dalian, China. He has previously taught and managed EAP provision the UK and also in Malaysia.*
Shu Zhou (Serena): *Serena Zhou has been working at Surrey International Institute, Dongbei University of Finance and Economics for ten years. She is currently the Associate Director of the Centre for Academic English Studies.*

11:30 ROOM 2

Conrad Heyns: 'Leading from Behind'

My short talk summarises a personal journey into leadership. Through a singular narrative, I will hopefully foster audience reflection around whether it is an approach that reinforces and supports their views, or whether it challenges their intrinsic sense of what leadership 'is'.

My overarching approach has ultimately been about harnessing talent around me – talent and ability that was sometimes ignored or not celebrated enough.

I realised early in my career that my definition of leadership is as much about knowing oneself. It isn't about a simple positive persona of your strengths, but more importantly it is about understanding 'what' you are clearly not.

From this starting point, I have always actively identified potential and have created, nurtured and pushed individual and team development opportunities where possible.

As someone unable or unwilling to attempt the 'leader as hero' persona, I will share some of the challenges and successes that helped shape my own journey, and the possible impact it may have had on others.

"It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership." Nelson Mandela: 1994 autobiography Long Walk to Freedom

Conrad Heyns: *Conrad is currently an inspector for four different schemes: The BALEAP Accreditation Scheme (BAS), the Evaluation and Accreditation of Quality Language Services (Eaquals), the International House World Organisation (IHWO) and CELTA teacher training (Cambridge English). He is currently the Chair of the BALEAP Accreditation Scheme and incoming Chair of BALEAP.*

11:30 ROOM 3

Martin Davies: 'EAP as Boundary Practice - What Influences Leadership and Management Styles in EAP Departments?'

Boundary practice is the term used in management theory to describe the working behaviours of an organisation that has been created by the synthesis of two or more different communities of practice. As the EAP sector has grown from traditional EFL structures placed within a predominantly HE environment to a separate identity formed from both, it therefore fits the theoretical definition of a community that could be influenced by this phenomenon. Studies into Boundary Practice show the potential for it to result in both positive and negative outcomes for those organisations affected by it. In particular, staff in leadership positions may exhibit behaviours that still align to an originating community and thus may be inconsistent with the ethos and goals of their department or institution.

This presentation will first provide an overview of boundary theory and how it is relevant to EAP as a sector, then present a case study that was conducted during my MA to identify the extent to which it affected an EAP department in a South Wales HEI. As I have not yet found anyone else looking into this area of EAP leadership, I hope to provide a starting point for EAP practitioners at all levels to think about their own practice and identify the extent to which they are aligned with the ethos of their parent institution.

Martin Davies: *Martin has worked for Swansea University as an EAP course coordinator and tutor since 2013. He has recently completed an MA in Education Leadership focusing on the circumstances and behaviours influencing leadership and management across the EAP sector.*



11:30 ROOM 4

Gareth Morris: 'Tackling Career Progression Challenges'

One of the most challenging aspects of working in the EAP field relates to career progression and/or development. As a relatively new and inexperienced educator starting out there are a wide range of ways in which a practitioner can enhance their career prospects and improve themselves. This includes utilising both formal and informal teacher education options, as well as more specifically, in most cases, in-service training opportunities (see Morris and Li, 2021). The challenge however, as Pennington (1995) raised awareness of two and a half decades ago, is that the profession, if it can be deemed that (see Morris, 2016), is relatively flat meaning that staff careers can stall before too long leaving practitioners feeling frustrated, as well as disillusioned. This may then necessitate a job move in order to continue developing. For leaders and managers, these very same issues are also apparent. However, considering just how important good leadership is, and also the additional responsibility and workload taking on these positions may entail (Pont et al., 2008), it is essential that not only are opportunities forthcoming, but that appropriate preparation and support is as well. This is especially true for mid-level leaders and managers as Davies (2009) highlights, and for whom mentoring can be highly beneficial. On that note, this talk will consider the challenges career development presents for EAP professionals, with an extra focus of leaders and managers. It will then consider some of the unique challenges leaders specifically face, before proposing literature informed recommendations.

Gareth Morris: *Dr. Gareth Morris works at Xi'an Jiao Tong-Liverpool University (XJTLU) where he has taught for the past decade. He is a Senior Fellow of the Higher Education Academy (SFHEA), and has completed a Doctorate in Education (TESOL), Masters in Education (TESOL), CELTA, PGCE and BSc in American Business Studies. At present he is working through a Cambridge Educational Leadership course administered by the University of Nottingham (Ningbo).*

Jessica Sequera & Rob Marks: 'A Tale of Two In-sessionals: Challenges and Opportunities as Explored through a Critical Friend Relationship'

The purpose of the presentation is twofold: (1) to outline a number of key challenges to in-sessional management and provision in two different contexts during the academic year 2020-21 and (2) to describe the “Critical Friend” relationship the presenters established together as in-sessional managers in different institutions.

Many argue that in-sessional provision should be contextualised to students’ main courses (e.g. Murray 2016, Wingate 2015), and our two universities do have embedded or curriculum linked (Wingate 2015) provision. However, much in-sessional provision on our programmes still takes more of an EGAP approach due to both staffing challenges and an attempt to reach all students, echoing to a certain extent Simpson’s (2016) arguments about funding in-sessional provision. In this talk, we will outline the – perhaps familiar - challenges of our contexts: large EGAP classes of variable cohorts, difficulties with offering individualised writing feedback, and a general sense of the unknown in the academic year 2020-21.

We will also argue that in our in-sessional EGAP context where classes are non-credit bearing and optional for students, our situation is often very different to the wider university. Therefore, there are limited opportunities for us as in-sessional managers to explore ideas with sympathetic colleagues. In response, we will describe the “Critical Friend” relationship which we established together in 2020. We will then explore how this guided us in managerial decisions in the context of the turn to online EAP delivery in the pandemic, and in more strategic reflection on our roles. We will also propose a more structured and methodological future mode of operation of the Critical Friend relationship.

Jessica Sequera: *Jess Sequera is the coordinator for the Academic Skills PG programme for both home and international students at Durham University. Another of her roles is coordinating the one-to-one consultation service, which offers individualised academic writing and skills support for home and international students from Foundation to PhD level. She also develops and teaches discipline specific sessions for many departments, sometimes team teaching with lecturers, and she works with the pre-sessional team, most specifically in transitioning students into their degree programmes. In 2020, Jess became the External Examiner for University of Manchester’s credit-bearing English courses for visiting and exchange students and the Critical Friend for the Academic Success programme.*

Robert Marks: *Rob Marks heads the Academic Success Programme, the in-sessional arm of the University Language Centre at the University of Manchester. He leads a small team of tutors who support students with Academic English during their studies, through both EGAP and more contextualised workshops. Rob’s first degree was in Environmental Biology, and he has been at the University of Manchester for over 10 years in teaching and co-ordination roles, having previously taught in Poland and South America. He completed his MA TESOL at the University of Manchester in 2014.*



12:05 ROOM 2

Liz MacDougall: 'Wearing Many Hats: Leading A Hybrid Team'

This presentation would highlight the way since 2015 I've led two disparate (and initially reluctant) teams to become a unified and flexible service. With limited management experience, I've had to develop these skills through external leadership programmes, mentoring and making mistakes (probably rather a lot of these!). My service is a combination of the former Student Academic Support and EAP teams; historically these were separate and so there was initially a lot of concern and protectiveness regarding tasks and ways of working. At the same time, the remit of the service changed to include the development and delivery of two credit-bearing modules, a transnational pre-Masters programme for Chinese students, and now a fully online, asynchronous Academic Writing microcredential. A restructure in February 2020 also moved us from Student Services into a new team with Library staff and Learning Technologists. Throughout this time I have used a range of strategies, from communication to professional development, to promote openness, trust and confidence, to create a team with a core set of skills who still retain individual specialisms. This has taken a lot of hard work (and soul-searching) and there have been times I've struggled to bring the team along with me, particularly when our jobs themselves have been under threat. However, we have evolved from a disparate group of reserved (if not downright suspicious!) individuals into a team of mutually supportive colleagues, able to take on new demands and who seek out ways to develop professionally.

Liz MacDougall: *Since 2014 I've been Manager of the University's Learner Development Service, a team of Learning Development specialists and EAP teachers, tasked with supporting all of our students, from pre-arrival to PhD, with academic skills development in a range of forms.*

12:05 ROOM 3

Karen Nicholls: 'Academic Leaders' Talk about Language Development'

In this presentation I will introduce a qualitative case study based on interviews with four academic leaders in a UK university. Academic leaders are key stakeholders who can support the integration of EAP provision (Dunworth et al 2014), yet there are few studies investigating their understandings of language development in higher education. Understanding their discourses, I suggest, can help to improve communication between EAP practitioners and academic leaders. I categorise the data from semi-structured interviews into discourses of academic language development. Furthermore, I identify inconsistencies and contradictions within those discourses using the lens of language as a social semiotic. From this I make recommendations for both academic leaders and EAP practitioners. (Nicholls 2020)

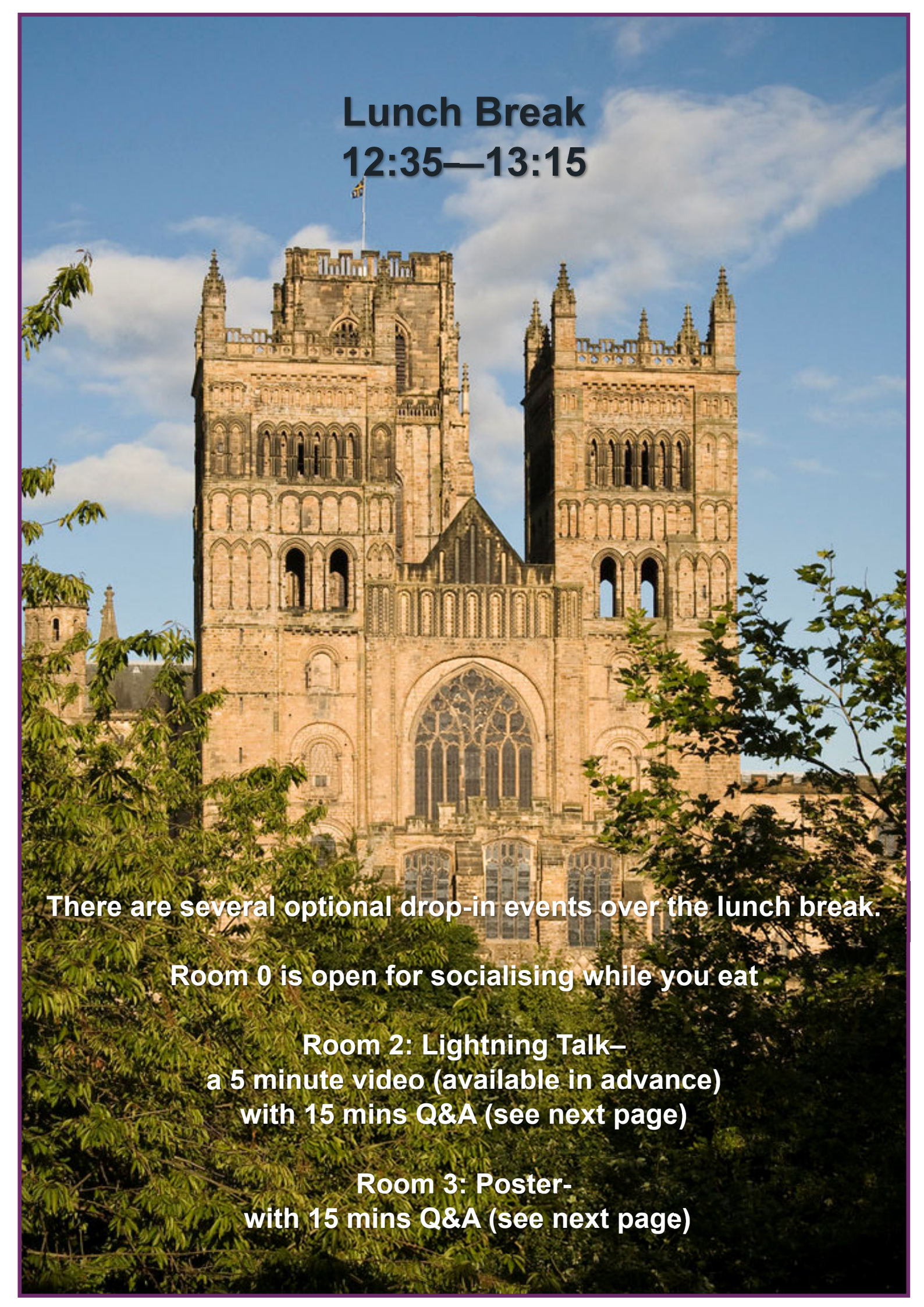
Karen Nicholls: *Karen is Principal Lecturer in Sheffield Institute of Education at Sheffield Hallam University. She is responsible for English for Academic Purposes provision across the university including pre-sessional, in-sessional, foundation programmes and the Academic Language and Literacies project. She is currently researching language provision and policies for her PhD.*

12:05 ROOM 4

Aurelia Serban: 'Leadership Supporting Collaboration during EAP Online Delivery'

The aim of the presentation is to detail the role of leadership in supporting EAP tutors during online delivery. The data presented is derived from research conducted within the Language Centre affiliated with University of Sheffield. The participants faced the abrupt transition to online delivery in March 2020 and have continued to teach online since then. The research highlighted the impact of leadership on peer collaboration throughout this period. Leadership will emerge as positively contributing to institutional cooperation, for various reasons. The research is part of the Dissertation paper prepared for my MA Education degree with Univ. of Leeds.

Aurelia Serban: *Aurelia is an English for Academic Purposes (EAP) tutor at the English Language Teaching Centre at the University of Sheffield. Her first Degree (Hons) was in English Language, Literature and ESOL Teaching. She was awarded an MA in Education (Distinction) by the University of Leeds. Her current research interest is peer collaboration in Higher Education, in particular during the present COVID-19 pandemic. Aurelia has also been involved in organising many European-funded language and culture projects as well as student contests while teaching in Romania. For example, she led a 2-year international project based on the collaboration between teams of teachers and decision-makers. This project resulted in the publication of a book - 'Golden Rules for Quality in Education'. She has also attended courses in Human Rights organised by the European Council with a view to empowering her students for a diverse society.*



Lunch Break

12:35—13:15

There are several optional drop-in events over the lunch break.

Room 0 is open for socialising while you eat

**Room 2: Lightning Talk—
a 5 minute video (available in advance)
with 15 mins Q&A (see next page)**

**Room 3: Poster-
with 15 mins Q&A (see next page)**

Drop-In Lunchtime Events

12:45 - 13:00 ROOM 2

Suzie Coates: The Challenge of Supporting and Developing Tutors on a Large Scale Pre-sessional

In the last three years the number of students on the KCL pre-sessional has increased from 850 in 2017 to almost 2000 in 2020. This is due to huge increases in postgraduate admissions by international students, and is a trend seen across the university sector in the UK. This rapid increase and need for scalability has brought a number of challenges, not least the recruitment and support of an ever-growing number of temporary tutors in the summer, and the quality assurance concerns that this raises.

In this workshop I would outline the specific issues faced by the Pre-sessional team at KCL related to supporting a large number of temporary tutors (40 in 2020) and balancing this with the needs of the permanent EAP staff who also work on the programme each summer. I would then describe the solutions we have so far put in place to address the challenges, and report on how well these have achieved their goal, as well as what we have learned from mistakes. This would be followed by small group discussions on the topic, focussed on experience- and good practice sharing, with the aim of equipping managers with a greater range of tools and solutions to address the particular issues they face in supporting tutors on their own courses.

Suzie Coates: *Suzie has worked as a teacher and teacher educator in the UK, Hungary, Australia, Egypt, Ethiopia and China. She has been on the Pre-sessional Team at KCL since 2017, having previously worked for UCL, International House, the British Council, VSO and private language schools. Her research interests include teacher identity and education, in particular how a teacher's self-concept influences their response to initial training and CPD. She is an accredited CELTA trainer, regional DELTA tutor and a Senior Fellow of the Higher Education Academy.*

12:45 - 13:00 ROOM 3

Olga Rutkovska-Lis: 'Fighting the Battle - EAP Teacher Education and Development on a Pre-sessional Programme. Induction and Beyond.'

The latest pandemic has stressed the ongoing problem of (a lack of) teacher education and development for short term contract EAP tutors in particular. We know the precariousness of the discipline and the difficulties EAP tutor face when it comes to securing long-term contracts. Many are forced to resolve to years of EAP summer jobs (interspersed with other teaching). But engaging even in short EAP HE work, practitioners still wish to develop their skills and knowledge. The very nature of pre-sessional programmes (as well as the immediate challenge of post-Brexit recruitment modifications) adds to the pressures and exacerbation in terms of addressing these needs. As a PSP co-ordinator, I have undertaken the task of building an online space where tutors may create a community of practice and support, engage with induction and further CPD suggestions, including mentoring. This poster will provide further details on some of the ideas put into practice to assist colleagues in facilitating their development despite the challenges, in particular those relating to building a community of practice in a scenario where the stakes are high, the tempo fast and the time sparse.

Olga Eva Rutkovska-Lis: *Olga is an EAP practitioner, psycholinguist, educationist, SEN specialist, study skills expert with considerable experience in teacher training (TESOL focus) and passion Education Studies and Sociology of Education. She has been teaching since 2001 and working as a university lecturer since 2004 (both abroad and in the UK). Presently working as a co-ordinator for Pre-sessional Programmes with the University of York, she focuses her interests on exploring interdisciplinarity in courses development, online EAP courses design and teacher education.*

SYMPOSIUM

13:15 ROOM 2

Maxine Gillway, Elizabeth Allen & Lisa Hanson- 'Reflections on Leadership'

Maxine Gillway: Learning Leadership Through, From and With Others

This talk will be a personal reflection on my own continuing learning about leadership and management, sharing issues and insights from my experience of leadership roles in different contexts dating back to 1996.

I will look at what I have learnt through those I perceived as good leaders and ask the audience to reflect on and share their perceptions/memories of good leadership. The question of whether leadership is innate, learnt, or perceived will be explored.

I will consider what I have learnt from formal leadership and management courses and present several leadership models for audience reaction. How learning theories apply to leadership will be explored.

I will reflect on what I am learning with others in my current role as Director of a Centre with a distributed leadership framework and discuss some ongoing issues and how we are tackling them. The concept of managing from the middle will be explored as well as distinctions often made between management and leadership.

I will share some strategies and frameworks, including social media links, that are helping with my personal leadership development.

Maxine Gillway: *Maxine is currently an academic leader in the Centre for Academic Language and Development at the University of Bristol and has worked in formal leadership roles in Turkey, UAE and UK since 1996. She also chaired the BALEAP executive committee collaboratively or individually for 5 years from 2015 - 2020.*





Elizabeth Allen & Lisa Hanson: From Managing to Leading Growth and Change

This presentation will outline how we, as Deputy Directors, have aimed not just to manage but to lead strategic development of programmes and teams within the Centre. In order to, “influence, motivate, and enable others to contribute toward organizational success” (Nayar, 2013) we balance the principles of autonomy, transparency and collaboration in our leadership roles. This has been during a period of significant change which we have both driven and responded to over the last few years in the Centre. Drawing on relevant leadership frameworks and specific examples of what we have done, we will share the transferable insights we have gained about managing and leading programmes and teams.

Elizabeth Allen: *Elizabeth Allen started her career working for the British Council as an English teacher and teacher trainer in Spain, South Korea, Bangladesh and Brunei. In Brunei she also worked for CfBT, the University of Brunei Darussalam, and Laksamana College of Business. After Brunei, she moved to Qatar and worked for Dukhan English School. In 2015 she joined the Centre for Academic Language and Development at the University of Bristol and is now Head of the International Foundation Programme and Deputy Director of the Centre. Since joining the University of Bristol, she has been awarded Fellow of Advance HE and Senior Fellow of BALEAP, as well as being made a TEAP Mentor and Assessor.*

Lisa Hanson: *Lisa Hanson has been Deputy Director at the Centre for Academic Language and Development in Bristol since 2017 having previously worked as both a programme coordinator and tutor at Bristol since 2014. She has been teaching for almost 20 years and has held various positions both in New Zealand and the UK as a teacher, teacher trainer and programme coordinator.*

WORKSHOPS



13:15 ROOM 3

Bee Bond & Jane Templeton: 'Guerrilla Leadership: Incursions into the Academy'

Guerrilla leadership 'is agile, mobile, responsive, tenacious, grassroots, and supported from and by local populations.' (Smith et al, 2018). Working at the micro-levels of institutional cultures, it involves 'repetitive and dispersed incursions on multiple fronts, to shift conversations, disrupt centres of power, and create meaningful institutional change. Guerrilla leaders are attuned to the politics of their context, build alliances to achieve common goals, and acknowledge that their efforts often face resistance.' (Smith et al, 2018).

This workshop suggests that the metaphor of guerrilla leadership is ideally suited to the position that EAP centres often find themselves in within an institution, acknowledging that establishing a strong position and working towards change can be difficult, often involving activity that is outside the usual structures. However, within these unofficial spaces, there are also opportunities to provoke, build strong alliances and advocate for change.

Guerrilla leadership will be positioned not as an act of war, of hope (more guerrilla gardening!). Examples of how this approach helped establish a more embedded Insessional– outlining both battles won and lost! Participants will then be asked to develop their own manifesto for change, identifying strategic plans, ways of disrupting and forming allies.

N.B This workshop draws heavily on the ideas presented at a similar workshop at the 2018 ISSOTL conference: Smith, H.A.; Hamshire, C.; Forsyth, R.; Riddell & Taylor, P. (2018) Guerrilla Leadership and Culture Change in Higher Education: An International Perspective.

Bee Bond: *Bee Bond has worked at the University of Leeds since 2001, teaching English for Academic Purposes (EAP). She has been closely involved in curriculum development across a range of the programmes offered by the Language Centre. She was appointed as one of the first cohort of LITE (Leeds Institute for Teaching Excellence) Fellows in 2016 and is now using the evidence and outcomes of that project to inform changes to the way EAP is embedded across the curriculum. She is joint editor of the journal hosted by the Centre for Excellence in Language Teaching: The Language Scholar.*

Jane Templeton: *Jane Templeton is the in-sessional EAP tutor for taught postgraduate students in the School of Chemical and Process Engineering at the University of Leeds. In this role she is working with students and academic and support staff to develop discipline-specific support with academic literacy development. She also works with the STEM pre-sessional team on the ongoing development of the content-based summer pre-sessional programme.*

Jane Sjoberg & Dave Watton: 'Streamlining, Flexibility and Support: A Review of Presessional Observation Strategy in the Shift to Remote Teaching'

In 2020, Birmingham International Academy, in common with many other EAP centres, made a rapid transition from face-to-face to remote teaching. This necessitated a review of the centre's observation strategy in response to the radically different teaching and learning context. Discussions among the presessional leadership team and consultation with teachers raised three overriding concerns: the need to streamline the observation process, the importance of flexibility, and the need to prioritize support both for teachers and observers. These included shortening the length of observations and simplifying documentation such as the lesson planning template and teaching observation report. Most importantly, we also wanted to reinforce putting teacher agency and self-reflection at the heart of the process, moving from what Richards and Farrell (2005) call 'outsider' approaches to 'insider' ones. Alongside regular CPD activities (e.g. workshops and discussion fora), we created complementary 'explainer-style' videos (CPD Snapshots) on areas for development that commonly appeared in observation reports. Coordinators and teachers also requested topics for the series. Previously garnering little interest, these short videos were now highlighted consistently to teachers by observers as a 'go-to' resource. In this workshop we will outline the changes made to our observation policy and explore their (unexpectedly positive) impact. Participants will reflect on their own practices and think about how the online observation experience provides opportunities to take forward in face-to-face environments. The second part of the workshop will outline how the CPD Snapshots were created. Participants will think about how to exploit similar resources in their own context.

Jane Sjoberg: *Jane Sjoberg has over thirty years' experience teaching and developing materials in EAP and other related EFL fields both in Italy and the UK. In her current role at the University of Birmingham's International Academy, she works mainly on the insessional teaching programme, juggling CPD responsibilities as a coordinator of teacher training and development on presessional courses in the latter half of the academic year.*

Dave Watton: *Dave Watton works as a tutor on Birmingham International Academy's insessional programme at the University of Birmingham, a role he combines with coordinating CPD activities for presessional teachers during the summer. He is interested in creative approaches to teaching & learning and enjoys designing innovative new EAP course materials. Dave is also a songwriter and enjoys recording and performing his own music.*



14:20 ROOM 1

Karin Whiteside: 'Raising the Profile of ESAP In-sessional Practice and Practitioners: Modularisation and Academic Language and Literacy (ALL) Liaison.'

As In-sessional Programme Director, I have led two initiatives in the past academic year with potential impact on the profile of Reading's discipline-specific In-sessional EAP provision: the conversion of in-sessional ESAP 'courses' to formal University of Reading non-credit modules, and the creation of a 'business partnership'-type role for Coordinators in the In-sessional team, which has been termed Academic Language and Literacy (ALL) Liaison.

Alongside three credit-bearing ESAP modules, the Academic English Programme (AEP) – Reading's In-Sessional – provides non-credit ESAP courses of between 4 weeks and 20 weeks in length to 26 programme-specific cohorts in eleven Schools. Until 2019/20 only three of the latter were embedded within the university module system as a strand of degree programme 'Enrichment', 'Professional Development' and 'Skills'-style modules. Other provisions sat outside formal university processes regarding Quality Assurance, VLE (Blackboard) provision and timetabling, affecting visibility/recognition and posing ongoing operational challenges.

For 2020/21 the AEP team undertook the task of converting these 23 courses to Reading non-credit modules. Alongside this process, we also developed the Academic Language and Literacy Liaison role in response to our Head of School's request that we formalise our existing relationships with Departments and Schools as 'business partnerships'.

In this presentation, I will outline what has been involved in leading these initiatives, critically assess the extent to which the changes involved have thus far had an impact, both in terms of visibility/status and in terms of operational efficacy and discuss what challenges remain.

***Karin Whiteside:** I am Director of the Academic English Programme, Reading's In-Sessional provision, and am Academic Language and Literacy Liaison for the Graduate School, Psychology, Built Environment and Politics, Economics & International Relations. My scholarship/research interests include disciplinarity and corpus linguistic approaches in relation to EAP practice, and EAP for doctoral students.*

14:20 ROOM 2

Malgorzata Drewniak: 'Becoming a Third Space Leader in the Context of EAP'

In recent years there has been a growing discussion on the identity of EAP practitioners, on both sides of the Atlantic (see for example MacDonald 2016, Ding and Bruce 2017, Bond 2020), including several papers at EAP-focused conferences (EAP in Ireland 2018 and 2019, and BALEAP 2019 and 2021). On the one hand, EAP practitioners are often marginalised, and their position within the academic context is very unclear. This is problematic and organisations such as BALEAP are working towards raising EAP status, but there is still much work to be done. On the other hand, this in-between positioning of EAP can have benefits and allow some freedoms. This applies both to teaching practitioners and their managers.

In this paper I will use Whitchurch's (2008, 2013, 2018) work on Third Space professionals as well as McDonald's (2016) application of this concept to EAP context. Drawing on my personal experience as an EAP practitioner and the Head of an English Language Centre, I would like to focus on the journey of going from teaching to leadership and management. I would also like to discuss how being an EAP manager in the Third Space can allow for 'freedom in the margins' (McDonald 2016). I want to argue that those leading a language centre in the Third Space can become successful 'blended professionals' (Whitchurch 2008), develop new ways of working as 'leading-edge professionals' (Eraut 1994, in Whitchurch 2015), and use collaborative learning as leadership tool (Girgensohn 2018).

***Malgorzata Drewniak:** Malgorzata (Gosia) Drewniak holds a PhD in Linguistics from Lancaster University (2014) and is an experienced EFL and EAP educator. She has been teaching EAP, study skills and research skills at various UK universities since 2008. She is currently the Head of English Language Centre at University of Lincoln.*



14:20 ROOM 3

Jody Bradford, Irene Addison-Child & Alex Ding: 'Rethinking Leadership through the Lens of Micropolitics: Three Intersubjective Perspectives from a Large EAP Centre'

Relationships within and beyond a Language Centre; connected professional values; individual agency; recognition; respect; workloads: these are just a few examples of concerns where micropolitics play a central role in intersubjective understandings and enactments of leadership and collegial work. The shifting identity and practices of a centre owe much to the interpersonal and ideational arenas within which we work but remain taboo or ephemeral in EAP scholarship. Equally, an abundance of leadership initiatives and courses can be so decontextualised and depersonalised that it can be difficult to relate them to real professional contexts and the micropolitics that are couched within them.

We present three views of leadership emerging from a large EAP centre. The first perspective draws on the salient features of work undertaken within the field of the sociology of work that help identify key concerns of workers within organisations. The second considers transition through various stages of leadership, from the perspective of critical incidents, which shed light on the interplay of professional dynamics and relationships. The third comes from interviewing a small number of leaders within the Language Centre, from which various themes emerged. These suggest that some leadership values espoused within HE—while driven from the top by policy process and university initiative—fail to capture the complex and conflicted human aspects of leadership roles - both the visible and invisible.

Jody Bradford: Jody Bradford (FHEA) is a Lecturer of EAP at The University of Leeds. She leads on a summer pre-session course and will begin leading an International Foundation Year course next academic year. Her interests lie in understanding students' needs in a range of different contexts, including pre-session, foundation year and in-session study environments.

Irene Addison-Child: Dr. Irene Addison-Child is an EAP lecturer at the University of Leeds. She is a summer pre-session director and has a particular interest in work with PhD Candidates.

Alex Ding: Dr. Alex Ding is Director of Scholarship in the School of Languages, Cultures and Societies and Associate Professor of English for Academic Purposes at the University of Leeds. He is currently co-editing a volume entitled 'Social Theory for English for Academic Purposes: Foundations and Perspectives'.

14:20 ROOM 4

Özlem Baykan: 'Leading a Team Remotely: A Catalyst for the Move from 'Self' to 'Team' and 'Organization''

Productivity, effectiveness and quality are the key areas that individuals, teams and organizations prioritize to achieve their goals successfully. To this end, the role a manager/a leader adopt is to support their teams in this journey by continuously developing a variety of management skills and strategies. Though being dynamic in its nature, leadership/management has been pushed to be even more transformational in the new normal caused by the Covid-19 pandemic. However, what kind of skills, strategies or practices have been required and developed to help teams thrive in the remote working environment? This talk will answer this question from the perspective of self-determination theory (SDT; Deci & Ryan, 2000) focusing on management, development and motivation of a team in the remote working environment in an EAP context.

Özlem Baykan: Özlem works as a Team Leader at Özyegin University, İstanbul, Turkey. She received her BA and MA degrees in English Teacher Education from Bilkent University, Ankara, Turkey. Then she started her career at Ozyegin University where she has been working for 11 years. She holds a DELTA and is a CELTA Trainer. Her current areas of interest include motivation, quality, performance evaluation and well-being.

15:05 ROOM 1

Simon Hotchkiss: 'The Strategic Position of EAP in the Academy: A Case Study of a Scottish University'

EAP practitioners often occupy a precarious position within the third spaces of universities which are increasingly financialised and reliant on international student recruitment. There have been calls within the academic literature (Ding & Bruce, 2017; Hamp-Lyons 2015) for more studies of the micro-politics of how centres respond to the structural changes happening in higher education. This paper aims to respond to that call by presenting a case study of a Scottish university's language centre, which was restructured from an academic department to professional services. This study aimed to use the theoretical framework of the implementation staircase to examine how the restructuring was interpreted by different EAP practitioners going down the Language Centre hierarchy from the manager, to the blended EAP practitioners and EAP tutors, what the move said about the strategic position of EAP and what effect the restructuring has had on EAP practitioners' identities and practices. This study confirms many of the findings from Fulcher (2009) where the Language Centre had a lower status within the School of Languages and was largely valued in financial terms, and the findings of Taylor (2020) that EAP practitioners have fragmented identities between academic and service roles. The Language Centre Manager took a more 'upwardly mobile' approach aligning with institutional objectives but interpreting internationalisation in a wider way of providing support for international students, while other EAP practitioners have taken a more 'transactional' approach of engaging when there is a clearer benefit to their role or the Language Centre.

Simon Hotchkiss: *Simon has taught EAP in a range of contexts both in the UK and abroad in China and Indonesia. Simon is a HEA Fellow and recently became a BALEAP Fellow. He is currently studying for a PhD in Higher Education: Research, Evaluation and Enhancement with the University of Lancaster. His research is looking at how EAP centres operate within the wider university context, encompassing themes such as internationalisation and the trend of financialisation of university operations, including EAP provision and the impact this has on EAP practitioner practices and identities.*



15:05 ROOM 2

Martin Seviour: 'TNE Partnerships: Asking the Difficult Questions'

This presentation will argue that although TNE can bring clear benefits to UK universities and their partner institutions, this should not be at any cost. As key stakeholders in TNE ventures, EAP leaders should be prepared to ask the difficult questions about potential partners in countries where systematic human rights violations and attacks on academic freedom have been documented and verified. With particular reference to partnerships with Chinese HEIs, the presentation will suggest what these difficult questions should be and where they can be asked. If we fail to ask these questions are we being complicit?

Martin Seviour: *Martin is a Principal Lecturer and oversees preessional and insessional EAP programmes in the UK and in a partner university in China. Before moving to the UK he worked as a teacher and teacher trainer in West Africa, Mongolia, China and Uzbekistan.*

15:05 ROOM 3

Angelos Bakogiannis: 'Leading Academic Literacy Support for UK/Home Students: Issues and Challenges'

'Academic literacy is something with which few if any students, international or domestic, enter university adequately equipped' (Murray 2010:351). While various practices to support international students including in-sessional programs, writing assistance workshops and one-to-one tutorials appear to be well-established (Jefferies et al 2018), domestic students who need academic literacy support due to their diverse cultural, linguistic or education backgrounds are not always identified and may, thus, not receive the support required (Hillege et al 2014).

Leading and managing academic literacy support for domestic students, however, comes with a number of intrinsic and extrinsic, short-term and long-term challenges. Such challenges arise from i) concerns over the extent to which we are adequately qualified and, therefore, suitable to provide the support required; ii) students' awareness, perceptions and attitudes towards academic literacy demands and support; and iii) having to work with subject-specialists who might not have the time or the expertise to contribute to academic literacy support.

Moreover, there seems to be this ongoing wide-spread assumption that it is all about language and, as such, domestic students will have no issues with university studies; considering, however, that 'academic language is no one's mother tongue' (Bourdieu and Passeron 1984:8), this is another stereotype that needs to be broken. Finally, while there seems to be some support available for domestic students predominantly offered by academic/learning development teams and library services to which students may be referred to or choose to attend, the extent to which this support is timely and adequate is still under question.

Angelos Bakogiannis: *A linguist by background - involved in ELT for more than 15 years - currently based at the English Language Centre, Teesside University. I am particularly interested in Academic Literacies for UK/Home Students (BALEAP Academic Literacies SIG Convenor), Doctoral Education and Multi-modal Approaches to Teaching and Learning in Higher Education.*

15:05 ROOM 4

Helena Stakounis & Emma Bruce: 'Emergency Remote Management in EAP 2020 Provision' (Pre-recorded with live Q&A)

The presentation will share the findings of our BALEAP-funded research into the impact of Covid-19 on the UK EAP sector between March and September 2020. Our mixed methods research gathered data from participants in various roles in the EAP sector through an online questionnaire and semi-structured interviews. The findings revealed a number of key issues related to EAP management in general and more specifically, the emergency remote management that became necessary as a result of the shift online in March 2020. The presentation will detail some of the challenges faced by those with managerial responsibilities and the strategies they employed as well as the various opportunities which arose from the move to remote EAP provision. Some key areas which will be discussed include: the raised profile of EAP in the institution; changes to management structure and job roles, including the key role of coordinators; challenges related to recruitment, and training; changes in communication; and the implications for EAP provision post Covid-19.

Helena Stakounis: *Heléna Stakounis is a Teaching Fellow in Applied Linguistics and TESOL at the University of Durham. Previously EAP Co-ordinator at University of Lancaster and Associate Lecturer at University of Salford, Heléna has worked in the UK HE sector for over ten years. She founded and managed her own British Council accredited private language school and has experience working in assessment for Cambridge International Examinations, British Council, Pearson, and NCUK. She is currently a final year PhD student investigating student integration on the multicultural, internationalised campus.*

Emma Bruce: *Dr Emma Bruce is an ELT consultant and researcher specialising in language testing and assessment. She is currently advising NCUK on EAP testing and assessment in the capacity of Principal Assessor for EAP and is also conducting BALEAP-funded research on the impact of Covid-19 on the UK EAP sector. Emma spent 20 years working in the HE sector in Hong Kong and has recently completed a Doctor of Philosophy (PhD) from CRELLA, University of Bedfordshire, investigating the impact of time allowances in the EAP reading-into-writing assessment context.*



15:40 - 16:20

Panel Discussion: Answering your Questions

Questions from attendees are welcomed for our Panel discussion. We will be collecting these digitally a week in advance of the event.

On the panel are Bee Bond (Leeds University), Mary Carr (St. Andrew's University), Hannah Jones (Edinburgh University) and Sarah Shirley (INTO Exeter), and the discussion will be chaired by Diana Scott (Durham University) - *profiles on following page*.

The panel will be followed by Closing Remarks from Louise Greener, Durham University.

Room 0 will remain open until 5pm for networking and post-PIM discussion.



Bee Bond, Leeds University

Bee Bond has worked at the University of Leeds since 2001, teaching English for Academic Purposes (EAP). She has been closely involved in curriculum development across a range of the programmes offered by the Language Centre. She was appointed as one of the first cohort of LITE (Leeds Institute for Teaching Excellence) Fellows in 2016 and is now using the evidence and outcomes of that project to inform changes to the way EAP is embedded across the curriculum. She is joint editor of the journal hosted by the Centre for Excellence in Language Teaching: *The Language Scholar*.

Mary Carr, St. Andrew's University

Mary is currently the Director of the Academic English Service at the University of St Andrews. She is also a module co-ordinator and lecturer on the St Andrews MSc TESOL programme for both on campus and distance learners, with a module 'Linguistics for Language Teachers'. Mary has a MA in Applied Linguistics and TESOL from Newcastle University and an MA in Medieval Language, Literature and Culture from Trinity College, Dublin. Her interests include insessional language teaching, student motivation, online pedagogy and dogs.

Hannah Jones, Edinburgh University

Hannah is Director of English Language Education at the Centre for Open Learning at the University of Edinburgh, a post she has held since March 2019. Prior to this, she has held a number of leadership and management positions over the past decade, including English for Academic Purposes Coordinator at the University of Bristol, and Head of the Centre of English for Academic Purposes at Sino-British College USST, a Sino-British joint-venture in Shanghai. As someone fully engaged in leadership practices and concerns, she continues to mark out space for myself as an EAP practitioner, where her particular interests are focused on the development of academic literacies for all students, as well as the promotion of sustainable communities of EAP practice within higher education contexts.

Sarah Shirley, INTO Exeter

Sarah Shirley is the Academic Director of INTO University of Exeter, where she's been for five and a half years. Sarah leads a large team who are responsible for the provision of pathway, PSE and insessional programmes at the University. Prior to this, Sarah worked in the FE/HE sector teaching, managing curriculum and then leading on QA, teaching & learning and teacher development.

Chaired by Diana Scott, Durham University

Diana Scott is the Deputy Head of Pre-sessional Programmes at Durham University, where she has worked since 2012. When not trying to solve the perennial problem that is pre-sessional she has led on EAP collaborations with local prisons and the criminology department, as well as with the Sutton Trust and the Careers Service. Prior to 2012 she worked briefly as an ELT and EAP teacher in HE and private language schools. Her earlier CV is characteristic of the career-averse and for entertainment purposes only.

For more information:

BALEAP website- <https://www.baleap.org/event/baleap-pim-leadership-and-management>

Twitter- <https://twitter.com/durhameap>

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