

Session	Theatre	S0.21 (100)	S0.20 (60)	S0.19 (60)	S0.18 (50)	S0.17 (26)	S0.13 (50)	S0.11 (60)	S.03 (40)	Chaplaincy	Studio	
	WAC	Social Sciences							FAB	Chaplaincy	WAC	
WEDNESDAY 19th												
11am-1pm	Registration (WAC Foyer)											
1.00pm -2.00pm	LUNCH		BALEAP SIG Fayre (WAC foyer)							LUNCH		
2.00 - 3.00pm			Deconstructing student needs in EAP for STEM. BALEAP STEM SIG	Curiosity and disruption: lessons from a transdisciplinary exploration of writing styles at the Royal College of Art. Siân Lund & Sarah Blair (Royal College of Art.)	TEL SIG. Lessen materials, not lesson materials: Strategies for decluttering the digital classroom. Phil Martin (University of York)				EAP for Creative Disciplines SIG world cafe. BALEAP Creative Disciplines SIG. Jennifer Sizer (University of Reading), Clare Maxwell (University of Leeds), Clare Carr (Durham University), Emma Lay (Arts University Bournemouth), Jane Vickers (Nottingham Trent University), Zoe Gazeley-Eke (Coventry University)	Putting corpora to work: applications of corpus tools in the EAP classroom. Vera Duncanson & Robert Spink (University of Sheffield)	Reconnecting Soul and Role: A Circle of Trust for EAP Practitioners. Michèle le Roux (University of Bath; Durham University; University of Glasgow; Institute for Ismaili Studies; Cara)	
3.10 - 3.40pm	COFFEE											
3.50-4.30pm		Involving students in the assessment of their writing: The use (and misuse) of assessment criteria in EAP. Dr Phil Smyth (Reading University)	An Example of EAP-informed Student Support and Teacher Education in EMI Angela Hakim (King's College London)	Exploring wellbeing and emotion labour in EAP: An exploratory study. Christine Muir (University of Nottingham) & Sam Barclay (Nottingham Trent University)	International Students' Affective Engagement with an EAP Pre-sessional Course. Dr Ide Haghi & Brian Doonan (University of Glasgow)		Are we approaching a TEAPing point?: A qualitative study on managing quality in EAP. Daniel White (Northumbria University)		Indoctrinate or disrupt? EAP practitioner perceptions of and engagement with decolonisation of the field. Rowan Murray (University of Edinburgh)			
4.40-5.30pm	ROOM 101 - community session (WAC theatre)											
5.30-6.30pm	Meet and greet - WAC foyer - Sponsored by Warwick IFP											
7.30-10.00pm	DINNER - The Slate											

Exhibitors

THURSDAY 20th

PLENARY Session (WAC theatre)											
9am - 9.40am											
9.50am - 10.30am	'Silo busting' in academic language research: A fresh look at the elements of academic language. Alex Ding (University of Leeds) & Ian Bruce (University of Waikato)	[ONLINE] Will the next student essay you mark be written by A.I.? Implications of the recent A.I. technology development on the future of the teaching of EAP writing skills. Helen Beech & Ling Angela Xia (Xi'an Jiaotong Liverpool University)	A storm in a teacup or a new horizon for EAP? Implications of the Office for Students Directive on SPaG. Liz Molyneux & Eliot Wright (Edge Hill University)	Genre Revisited: Contributions, Issues and Solutions. Philip Nathan (Durham University)	From the College English Test (CET) to English for Academic Purposes (EAP): teacher development in a transnational education (TNE) setting. Jin Li (Chang'an Dublin International College), Feng Zhong (Chang'an-Dublin International College), Alex Runchman (University College Dublin)	Addition by Subtraction: Reducing Overload to Optimize Learning for the Knowledge Economy. Kassandra Robertson (Sabanci University)	Ecological validity of assessment on foundation year. Sebastian Lesniewski (Bloomberg Institute London)		Derrida and EAP: how deconstruction can support the development of EAP learners' critical reading and thinking skills. Olga Burakov (Centre for English Language Education, University of Nottingham)		
10.40am - 11.20am	COFFEE										
11.20am -12pm		What do students need? What does the institution need? Accommodating Multiple Stakeholders in Critical EAP Programme Design. Jennifer MacDonald (Dalhousie University)	Challenging 'acceptable reading strategies': reframing multimodal affordances for academic reading in EAP. Jody Bradford (University of Leeds)	Feminism and EAP. Yolanda Cerda (University of Leeds)	A study into how collaborative features in online spoken interaction may affect collective learning. Janine McNair (University of Glasgow)	Deconstructing first-year L2 undergraduates' early experiences with writing academic assignments. Katarzyna Maciag (Sheffield Hallam University)	Turn and Face the Strange: from EAP practitioner to intercultural trainer. Heather McClean (University for the Creative Arts)		Shifting the focus from disciplinary EAP: the case for interdisciplinarity. Jennifer Skipp (University of Luxembourg & Trier University) & Kashmir Kaur (University of Leeds)		[ONLINE] Shouldn't pre-sessionals be inclusive of all? Heléna Stakounis (Durham University)
12.10-12.50pm	The Use of Artificial Intelligence in Academic Writing: Implications for EAP. Debra Jones & Neil Adam Tibbetts (University of Bristol)	Exploring signature pedagogies for EAP: Problems, principles and practices. Steve Kirk (Durham University)	Mediating a role for social justice in the activity of EAP teaching. Paul Breen (UCL) & Katherine Mansfield (University of Westminster)	The grammar is incidental. Helen Hickey (Goldsmiths University of London)		Deconstructing communication skills: a competency framework for Foundation healthcare students using CEFR (2020) mediation skills. Margaret Russell (University of Plymouth)	Q-ing up the colloquial: a place for quotidian language in the EAP paradigm? David (Deak) Kirkham (University of Leeds)		The Writing Trap: Learning to Write about the Visual Arts. Jennifer Blunden (Institute of Education, University College London; University of Technology Sydney)		[ONLINE] A Matter of Critical Deconstruction or of Critically Taking Stock? A Qualitative SWOT Analysis of EAP. Douglas Bell [University of Nottingham Ningbo China]
1-2pm	LUNCH										
2pm-3pm	That thing we don't talk about: Facilitating and assessing student collaborative assignments. Averil Bolster & Peter Levrai (University of Turku (professional); University of the Basque Country (doctoral))	Am I allowed? Disrupting academic norms, conventions and 'rules' with postgraduate writers and supervisors. Sherran Clarence (Nottingham Trent University) & Steve Kirk (Durham University)	Critical Inquiry in Canadian EAP: political economy, curriculum breadth, and assignment design. James Corcoran (York University, Canada), Karen Englander & John McGaughey (University of Toronto)	Blurring the boundaries between teaching EAP and teaching the subject specialism. Jill Northcott (Centre for Open Learning, University of Edinburgh)	Care, emotions and feminism: what can they tell us about EAP? Iwona Winiarska-Pringle (University of Glasgow)		Beyond the Classroom: Motivating Students to Engage with Academic Texts and Language through a Gamified Web Application. Frank Lauterbach, Ella Dovhaniuk & Tobias Thelen (University of Osnabrueck); Exploring the effectiveness of VR educational technology in EAP speaking practices at EMI context. Mengqi Hu, Airong Wang & Rui Xu (Xi'an Jiao tong Liverpool University)		Give us a chance! A call for greater focus on differentiated instruction on pre-sessional courses. Caroline Fletcher (freelance); Are you talking to me?: East Asian students willingness to participate in open class interactions (online and face-to-face). Mirena Nalbantova (University of Glasgow).		

BLOOMSBURY ACADEMIC

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NATIONAL GEOGRAPHIC LEARNING

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3.10pm - 3.50pm	An exploration of impact, scholarship and theory. Laetitia Monbec (National University of Singapore)	Accounting for the Influence of Epistemology on Research Writing: The Occluded Dimension. Ian Bruce (The University of Waikato, Hamilton, New Zealand)	Beyond the Text: Integrating Tasks and Actions in EAP. Chris R Smith (University of Edinburgh, Centre for Open Learning)	From Language to Skills Development: Deconstructing EAP in Transnational University. Saida Radjabzade (online), Saida Akbarova & Liliya Makovskaya, Westminster International University in Tashkent	Deconstructing reflective writing for summative assessment and designing a new resource to scaffold student development. Micky Ross & Aneta Marren (University of Glasgow)		Deconstructing grant proposal summaries written by exiled Syrian academics: Genre analysis and pedagogical materials for inexperienced researchers. Maggie Charles (Oxford University), Ahmed Halil (Selçuk University), Michael Jenkins (independent researcher) & Karin Whiteside (Reading University, UK)		Making the 'case' for a curriculum infusion: linking academic course content to diversity and inclusion topics. Vicky Collins & Daniel Devane (University of Reading)		UK Teacher Opinions of Grammar in EAP: Past and Present. Kaitlinn Flower (Edge Hill University)
4pm-4.30pm COFFEE											
4.30pm-5.30pm	BALEAP BAS	Deconstructing the EGAP ESAP dichotomy. Maxine Gillway (University of Bristol)	Deconstructing critical thinking skills provision: the normative and the transformative. Catherine Mitsaki and Qian Zhang (University of Northampton)	What if? Susie Cowley-Haselden (University of Warwick)	BALEAP Funding winners: The stories so far. Deirdre McKenna (University of Leeds) & Aleks Palanac (University of Leicester) / Alexander Black (UCL IOE) & Melissa Ferrin (UTM Mexico) / Weronika Fernando (Queen Mary, University of London)				Differing perceptions, differing expectations: Who are EAP practitioners within academia? Ilkem Kayıcan Dıpcin & Merve Karabulut Baykan, Sabanci University	What do we want? Justice! When do we want it? Now! Practitioners demands for a more socially just EAP. Lorraine Mighty (University of Birmingham) Wil Hardman (University of Liverpool) & Iwona Winiarska-Pringle (University of Glasgow)	Human Rights Project as an Extracurricular Activity for English Language Learners in a University Setting. Tuğba Yildirim Kumbasar (Sabanci University)
5.40-6.20pm	An introduction to Journal of English for Academic Purposes - your questions answered. Hilary Nesi (JEAP Editor)	Why Universities need a Language Policy and What's EAP got to do with it? Bee Bond & Yolanda Cerda (University of Leeds)	Claiming a seat at the table: navigating a university change project to reconstruct EAP in a new curriculum - collaboration and complicity. Hannah Jones (The University of Edinburgh)	Shifting perceptions: Establishing common ground for more effective integration of EAP Practitioners in academia. Michael Thomas & Cassandra Robertson (Sabanci University)	Deconstructing a writing course through independent, personalised learning. Katrien Deroey (University of Luxembourg) & Jennifer Skipp (Trier University)				Oral academic literacy for seminar learning: forgotten in the goldrush? Dr Simon Webster (University of Leeds)	A Different Sort of Presentation: Teaching the Three-Minute Thesis (3MT). Ramona Tang (National Institute of Education, Nanyang Technological University, Singapore)	Becoming socially just educators: a triethnographic study of exploring professional identity through dialogue, ethics of care and creativity. Tomasz John (University of Strathclyde), Lorraine Mighty (University of Birmingham) & Iwona Winiarska-Pringle (University of Glasgow)
7.30-11.00pm DINNER - Panarama Suite - Wine sponsored by Duolingo											

Friday 21st

FRIDAY 21st

9am - 10.00am	An honest conversation between University Directors - where do we think we are heading? Gavin Dodsworth (lead) (University of Manchester)	The proofreading of student writing: differing perspectives, consensual policies. Nigel Harwood & Fiona Richards (online) (University of Sheffield)	Time to deconstruct needs analysis? Rob Playfair (Birkbeck College, University of London)	EAP curriculum for social change: Theory and Practice. Jo Kukuczka (University of Warwick)	Contemplating Criticality. James Lamont (University of York)		RefugEAP Network Launch. RefugEAP Network Launch. Aleks Palanac (University of Leicester), Tomasz John (University of Strathclyde), Jonathan Joseph Birtwell (University of Auckland), Eva Hanna (University of Glasgow) and Sadie-Jade Fouracre-Reynolds (Swansea University), and other members of the EAP for Social Justice SIG's RefugEAP Network Working Group			Making Multiple Choice Questions More Intelligible: The Development of a Post-secondary Training Program to Support non-EAP instructors teaching Multilingual Students. Jennifer Lightfoot & Daniel Riccardi (The University of British Columbia)	
10.10am - 10.50am		Twisting the screw the other way: Legitimising EAP differently. Alex Ding (University of Leeds) & Laetitia Monbec (National University of Singapore)	That's not it! Exploring practitioners' understandings of Flipped Learning in an online professional course. Paula Villegas (University of St Andrews)	Designing a collaborative EMI and EAP teacher professional development MOOC for vocational Indonesian higher education teachers. Carole MacDiarmid, Ide Haghi, Sofia Di Giallonardo (University of Glasgow)	Revisiting the language needs of students in English-medium universities. Ramsey Cardwell & Ben Naismith (Duolingo)		Feedback as pedagogy: consistency makes way for principled variability. Maxine Gillway (University of Bristol)	Venturing out of my EAP comfort zone and making the familiar strange: a practitioner reconstructed in collaboration with the disciplines. Jeni Driscoll (University of Liverpool)	Online testing of integrated skills. Graham Shipman (unaffiliated)	[ONLINE] It's a Two-way Street: Informing Irish Pre-sessional EAP Programs with a Needs Analysis of Irish Higher Education. Jessica Garska (Trinity College Dublin)	
10.50am - 11.30am COFFEE											
11.30am-12.10pm		Integrating Community Engaged Learning Initiatives into the Academic English Classroom: An Opportunity for Students to Grow as Language Learners and as Global Citizens. Jennifer Lightfoot & Daniel Riccardi (The University of British Columbia)	Integrating culture into an EAP provision: A case study of an international induction programme at the University of Stirling. Jennifer Cowell & Meghan Bowling-Johnson (University of Stirling)	"...like a cog in a wheel": a 'four lenses' critical reflection on the summer pre-sessional. Adam Donnelly (University of Glasgow)	Beyond Resilience: Facilitating Learning and Well-Being in the Refugee Language Classroom. Aleks Palanac (University of Leicester)		Multimodal feedback tool for writing-to-learn: teachers' and students' perceptions. Iroda Saydazimova, Kholida Begmatova & Liliya Makovskaya (Westminster International University in Tashkent)	EAP genre paradox. Dr Milada (Milie) Walkova (University of Leeds)	Strategies for reducing rater bias. Peter Davidson (Zayed University)	[ONLINE] Focus on product and process in argumentative writing instruction: students' perceptions. Lijun Yin (Xi'an Jiao-tong Liverpool University)	
12.20-1.20pm	BALEAP TEAP	Troubling academic writing in the academy: a conversation about more than writing. Amanda French (Birmingham City University) & Julia Molinari (Open University)	TNE: emerging conversations. Liz Wilding, Sofia Di Giallonardo, Jennifer MacDougall, Stella Bunnag, & Samantha Wilson (TNE SIG)	Reading group: Using corpus linguistics to understand the academic domain. Ben Naismith & Ramsey Cardwell (Duolingo)			Can we talk about racism? An exploration of EAP practitioners' views on implementing critical, social justice texts on the EAP curriculum. Wil Hardman (University of Liverpool)	Transferring the benefits of community building in teaching EAP online to onsite. Michelle Nixon & Kamil Stobiecki (University of Manchester)	One step forward, two steps back - Let's not lose the gains we made during the pandemic! Guy McElveny (University of Warwick)	Using Legitimation Code Theory's Semantic Gravity to develop a practical framework to support the research into writing process for EAP students. David Munn (University of Sussex)	
1.20-2.50pm LUNCH											

Exhibitors

2.50pm-3.30pm			Power and the Canadian EAP Practitioner: A Multiethnography. Jennifer MacDonald (Dalhousie University), James Corcoran, Jonathan Mendelsohn (York University), Leo Gomez (Independent).	Deconstructing Pedagogic Practices: Peer Reflections on Using SFL in Doctoral Writing Instruction. Nadya Yakovchuk (University of Surrey) & Karin Whiteside (University of Reading)	Deconstructing research in BALEAP: How might we reconstruct it to better serve new purposes? Maggie Charles (Oxford University)	Exploring EAP Practitioners' Agency & Identity from Social Class Perspective: reflections from a South Asia Context. Tanzeela Anbreen & Samina Ayub	Deconstructing the academic journey of doctoral scholarship as an LGBTQ student. Is it time for a queering of academic literacies? Micky Ross (University of Glasgow)	Deconstructing in-sessional: underpinning theories and practical implications to define our EAP practice. Lisa Hanson, Paul Hendrie, Katherine High, Debra Jones, Neil Tibbetts (University of Bristol)		
3.40pm - 4.30pm	PLENARY Session (theatre)									
CONFERENCE CLOSE										

Key to formats	
	World Cafe
	Workshop
	Reading Group
	Community Open Session
	BALEAP
	Panel discussion
	Symposium
	Paper
	Lightning Talks