

THE EAP PRACTITIONER: COMPETENCIES & CONTROVERSIES



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A BALEAP PROFESSIONAL ISSUES MEETING

DURHAM UNIVERSITY
SATURDAY 9TH JUNE 2012

Preparation. Practice. Professionalising.
A day of *teacher-centred* discussion and debate.

Saturday 9 June 2012 – Draft Schedule [2]



PIM Venue & Travel

PIM venue (No.25 on [map](#)):
(English) Language Centre,
Elvet Riverside Building
New Elvet, Durham DH1 3JT

[PIM Venue Postcode \(e.g. for SatNavs\): DH1 3JT](#)

(click red 'balloon' marker for interactive street view)

[Map of Durham and University](#)

[Travelling to Durham](#)

Accommodation in Durham

[Hotels in Durham](#)

[B&Bs in Durham](#)

Saturday 9 June 2012 – Draft Schedule [2]

9.30-10.00	Arrivals Tea & Coffee
10.00-10.10	Welcome – Steve Kirk (Durham)
10.10-10.30	<i>TEAP in historical perspective</i> – Maggie Ward-Goodbody (University of Bath)
10.30-11.10	Plenary Talk: <i>Credibility, Credentials and the EAP Practitioner</i> Dr Julie King (University of Nottingham)
11.10-11.30	Coffee Break

Parallel 1			
	Room 1	Room 2	Room 4 (PC Classroom)
11.30-12.20	<p>R (10 + 10 + 30)</p> <p><i>Moving towards a more EAP practitioner based teacher observation scheme</i></p> <p>Clare Poulson & Bee Bond (University of Leeds)</p> <hr/> <p><i>'Was that OK?': Making the most out of post-lesson observation conferences</i></p> <p>Lisa Robinson & Mick Kavanagh (University of Nottingham)</p>	<p>R (10 + 10 + 30)</p> <p><i>Supporting students effectively in the development of critical thinking and writing</i></p> <p>Sylvie Donna (Durham University)</p> <hr/> <p><i>The Question Mark in the Margin: How can tutors deal with student language problems that impede communication?</i></p> <p>Julie Wilson & Alison McManus (Foundation Centre, Durham University)</p>	<p>Workshop (double session)</p> <p><i>Free text analysis tools and techniques for the EAP Practitioner</i></p> <p>Alannah Fitzgerald, Clare Carr, Jeff Davidson and Terri Edwards</p> <p>(Open University and Durham Univ.)</p>

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Saturday 9 June 2012 – Draft Schedule [2]

Parallel 2				
	Room 1	Room 2	Room 3	Room 4 (PC Classroom)
12.25-13.25	<p>E (20 + 20 + 20)</p> <p><i>Action Research: EAP / subject specialist reflections on the journey so far...</i></p> <p>Caroline Burns & Martin Foo (University of Northumbria)</p> <hr/> <p><i>Practical knowledge growth in novice EAP teachers</i></p> <p>Simon Webster (University of Leeds)</p>	<p>R (10 + 10 + 30+)</p> <p><i>Promoting Teacher Development in EAP. Where to begin?</i></p> <p>Nicholas Northall (University of Sheffield)</p> <hr/> <p><i>Engaging EAP teachers in teacher development</i></p> <p>Bee Bond & Clare Poulson (University of Leeds)</p>	<p>E (20 + 20+ 20)</p> <p><i>TEAP-experienced practitioners reflect on teaching academic literacy skills to home students</i></p> <p>Liz Austin, Joy Baugh & Lynley Barker (University of Essex)</p> <hr/> <p><i>'Breaking out': extending EAP teaching skills into the university</i></p> <p>Louise Greener (Durham University)</p>	<p><i>Freeware Resources for the EAP Practitioner (cont.)</i></p>
13.25-14.40	Lunch			
(14.10-14.40)	+ TEAP Working Party: <i>Developing a BALEAP accredited portfolio qualification</i>			

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Saturday 9 June 2012 – Draft Schedule [2]

Parallel 3			
	Room 1	Room 2	Room 3
14.45-15.45	<p>R (10 + 10 + 30+)</p> <p><i>Bringing the TEAP Competencies Framework into pre-sessional teacher induction: Which bits to focus on?</i></p> <p>Steve O'Sullivan (University of Loughborough)</p> <hr style="width: 20%; margin: 10px auto;"/>	<p>E, R (20 + 10 + 30)</p> <p><i>Webinars: reaching out to EAP teachers globally</i></p> <p>Julie Moore (Freelance Oxford University Press)</p> <hr style="width: 20%; margin: 10px auto;"/> <p><i>Collaborative Development in Developing Competence in the Use of New Technology</i></p> <p>Garry Macguire (Oxford Brookes University)</p>	<p>E, R (20 + 10 + 30)</p> <p><i>Mind the gap: TEFL-qualified practitioners reflect on moving across to TEAP</i></p> <p>Fiona Elsted (University of Essex)</p> <hr style="width: 20%; margin: 10px auto;"/> <p><i>Should we know what we're talking about?</i></p> <p>Susie Cowley-Haselden (University of Leicester)</p>

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Saturday 9 June 2012 – Draft Schedule [2]

Parallel 4		
	Room 1	Room 2
15.50-16.50	<p>R (10 + 10 + 40)</p> <p><i>How might changing times and views of professionalism be relevant to the EAP practitioner in higher education?</i></p> <p>Sarah Taylor (University of Roehampton)</p> <hr style="width: 20%; margin: 10px auto;"/> <p><i>The impact of privatisation on EAP student and teacher experience</i></p> <p>Dave Glover & Jane Holst-Larkin (University of Essex)</p>	<p>E (20 + 20 + 20)</p> <p><i>The politics of EAP: a new criticality?</i></p> <p>Chris Macallister (Durham University)</p> <hr style="width: 20%; margin: 10px auto;"/> <p><i>The Construction of Professional Identity in English for Academic Purposes: A Renewed Call for an Engagement with Ideology</i></p> <p>Gary Riley-Jones (Goldsmiths, University of London)</p>
16.50-17.00	Summary Messages, Thanks & Close	

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Saturday 9 June 2012 – Draft Schedule [2]

Session Details

Parallel 1		
	Room 1	
	'Ristretto' Session (input: 10 mins + 10 mins discussion: 30 mins)	
11.30-12.20	<p><i>Moving towards a more EAP practitioner based teacher observation scheme</i></p> <p>Clare Poulson & Bee Bond (University of Leeds)</p> <p>A reflection on the challenges of introducing a new teacher observation scheme which incorporates the BALEAP teacher competency framework and aims to encourage teacher development.</p>	<p><i>Was that OK?': Making the most out of post-lesson observation conferences</i></p> <p>Lisa Robinson & Mick Kavanagh (University of Nottingham)</p> <p>The literature on observations tends to assume that the observed teacher is a novice, whether on a pre-service training programme or under a mentoring scheme in higher education. Many EAP tutors have accumulated a wide range of classroom experiences and knowledge, but this is not always fully recognised in post-observation conferences. Developing this knowledge is fundamental to the observation process, and raises questions as to what point, if at all, a change in tutor behaviour occurs. Dialogue generates and transforms knowledge, yet our initial studies into the EAP feedback process suggest that the ratio of talk remains largely in favour of the observer. We would like to explore how this balance might be redressed and how, as observers, we can enhance the experience for both parties.</p>

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Saturday 9 June 2012 – Draft Schedule [2]

Parallel 1		
	Room 2	
	'Ristretto' Session (input: 10 mins + 10 mins discussion: 30 mins)	
11.30-12.20	<p><i>Supporting students effectively in the development of critical thinking and writing</i></p> <p>Sylvie Donna (Durham University)</p> <p>In this session I'll begin by outlining how I helped three students develop their ability to write with criticality, which obviously also involved the development of critical thinking and editing skills. Our task will then be to jointly share experiences of challenges, successes and failures with students when working to achieve the same aim. The objective will be to consider three aspects of the challenge we face:</p> <ol style="list-style-type: none"> 1. how to use structured class activities to trigger deep learning of this key threshold concept/skill (i.e. what kinds of activities are useful) 2. how to facilitate discussions effectively so as to support students' development 3. how to support students when supervising projects or dissertations 	<p><i>The Question Mark in the Margin: How can tutors deal with student language problems that impede communication?</i></p> <p>Julie Wilson & Alison McManus (Foundation Centre, Durham University)</p> <p>Within the field of EAP, tutors employ a range of methods to equip students with the necessary linguistic and academic skills for progression onto their degree courses. These are effective for the majority of students; however, a particular challenge for tutors is when a certain form of 'ossification' takes place, particularly with regard to linguistic errors that impede communication. Tutors encounter difficulties when marking, or even understanding the ideas expressed. In some cases, even though students are able to articulate their ideas and understanding verbally, they struggle to express them clearly in their writing. This can make it very difficult to assess their knowledge and understanding fairly, and can ultimately lead to student disengagement and failure.</p> <p>This year we have offered a wider range of language support sessions on our Foundation Programme in an attempt to improve the communicative aspect of student writing, and we are currently gathering student feedback to evaluate the effectiveness of our strategies. In this session we would like to share good practice, and samples of student work will be explored.</p>

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Saturday 9 June 2012 – Draft Schedule [2]

Parallel 1	
	Room 4 (PC Classroom)
	Computer Lab-Based Workshop (80 mins)
11.30-12.20	<p><i>Free text analysis tools and techniques for the EAP Practitioner</i></p> <p>Alannah Fitzgerald, Clare Carr, Jeff Davidson & Terri Edwards</p> <p>(Open University and Durham University)</p> <p>This lab-based workshop will be of interest to those EAP practitioners who would benefit from hands-on training with innovative web-based text analysis tools for identifying and exploiting discipline-specific phrasing from relevant published and student-generated text collections. These collections include the British Academic Written English corpus of university student writing in the UK, the British National Corpus of published writing, along with corpora derived from Google and Wikipedia.</p> <p>This workshop will be led by DUELC teachers who were recently involved in an open educational resources (OER) training cascade project for engaging in open practices for the design, development and delivery of innovative OER for EAP courses. OER in open file format were developed for teacher and learner training across two different EAP student cohorts (intermediate and proficient users of English) for enhancing student writing and vocabulary acquisition in their specific subject domains. Resources and insights from the OER cascade project will be shared in this workshop.</p> <p>Freeware for parsing academic phrasing will be introduced in this workshop for assistance with searching, identifying, retrieving, analysing, storing and applying discipline-specific language for use in EAP teaching, learning and training contexts. Open source tools for text analysis will include those found in the Flexible Language Acquisition project (FLAX) and the Lextutor, along with freeware for building your own corpora, AntConc.</p>

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Saturday 9 June 2012 – Draft Schedule [2]

Parallel 2		
	Room 1	
	‘Espresso’ Session (input: 20 mins + 20 mins discussion: 20 mins)	
12.25-13.25	<p>Action Research: EAP / subject specialist reflections on the journey so far...</p> <p>Caroline Burns & Martin Foo (University of Northumbria)</p> <p>An initial phase of our action research study was to evaluate an embedded model of academic literacy which emphasises the need for subject specialist / EAP specialist collaboration. It is recognised by Tajino et al (2005) that collaboration is not easy to achieve, and that EAP tutors tend to work for rather than with their subject specialist. We have adopted Zuber-Skerrit’s (2001) symmetrical communication approach, that everyone in the project team is treated as an equal,</p> <p>A further research cycle has been a formative feedback first intervention, which was trialled and was found to engage students in the non-credit bearing module of Academic Skills for International Students; thus giving a goal to the classes and raising its profile by emphasising its relevance and usefulness towards assessed work. For us as practitioners, it has led to engagement with the literature, greater understanding of the learning environment, empowerment and confidence through the process of dissemination.</p>	<p>Practical Knowledge growth in novice EAP teachers</p> <p>Simon Webster (University of Leeds)</p> <p>When teachers begin teaching EAP, they can be viewed as entering a new ‘community of practice’ (Wenger, 1998). Although they may have developed practical knowledge of teaching in other contexts, they lack the situated knowledge specific to EAP and the practices of this new community. This basic premise is used as a starting point to discuss the ‘practical knowledge’ (Elbaz, 1981) held and developed by novice EAP teachers. The paper will present a case study of a novice EAP teacher, which examines the growth of the teacher’s practical knowledge of teaching EAP over the course of a summer pre-session programme. The factors influencing this development and that of the teacher’s ‘self-efficacy’ (Bandura, 1977) as she becomes more integrated in the new community will be focused on, together with the implications of the research for the forms of professional support provided for novice teachers.</p>

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Saturday 9 June 2012 – Draft Schedule [2]

Parallel 2		
	Room 2	
	‘Ristretto’ Session (input: 10 mins + 10 mins discussion: 30+ mins)	
12.25-13.25	<p><i>Promoting Teacher Development in EAP. Where to begin?</i></p> <p>Nicholas Northall (University of Sheffield)</p> <p>In this talk I want to briefly outline the programme of CPD that we run at Sheffield University. This programme involves observations, input session, disseminating articles and promoting training events and conferences. However, it tends to be the same teachers who make the most use of the opportunities available for CPD; others neither having the time nor inclination to do so. Although there seems to be no specific profile for the uninterested, one point seems obvious; they all have several years of general English teaching experience. I am therefore interested in sharing experiences of promoting programmes of CPD within an EAP context, as well as suggesting ways of convincing teachers, some with a lot of TEFL experience, that teaching EAP is not the same as teaching general English and that teacher development is something to embrace rather than avoid.</p>	<p><i>Engaging EAP teachers in teacher development</i></p> <p>Bee Bond & Clare Poulson (University of Leeds)</p> <p>A consideration of the challenges involved in encouraging teachers to establish an ongoing continuing professional development culture within a large and busy department</p>

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Saturday 9 June 2012 – Draft Schedule [2]

Parallel 2		
	Room 3	
	‘Espresso’ Session (input: 20 mins + 20 mins discussion: 20 mins)	
12.25-13.25	<p><i>TEAP-experienced practitioners reflect on teaching academic literacy skills to home students</i></p> <p>Liz Austin, Joy Baugh & Lynley Barker (University of Essex)</p> <p>Our University Skills Centre, now in its second year of operation, offers a range of academic literacy training for students across the University in the form of advisor sessions, workshops, non-credit courses and credit – bearing modules. Many of us were new to teaching home (i.e. NS) students; we would like to take this opportunity to report on our experience of transferring from NNS-EAP teaching and programme development to NS-academic literacy teaching and module development. Are other centres developing similar courses at UG, PG and/ or PhD level? Do they believe academic literacy teaching to require new or different skills to NNS EAP teaching?</p>	<p><i>‘Breaking out’: extending EAP teaching skills into the university</i></p> <p>Louise Greener (Durham University)</p> <p>I have worked in university EAP since 2001 and during this time my career has afforded me interesting opportunities to go beyond the pre-sessional/ in-sessional EAP classroom and into the wider university. This had included contributing to doctoral training programmes, one-to-one tutorials with native speakers, giving training to lecturers and contributing to various kinds of UG and PG student induction sessions (including an online pre-arrival course for UG students). This experience has caused me to reflect on the skill set of the EAP professional and roles and potential roles we can play in universities. This session will therefore offer thoughts on how to ‘break out’, what happens when you do and possible implications for the development of the profession.</p>

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Parallel 2	
	Room 4 (PC Classroom)
	Computer Lab-Based Workshop (80 mins)
12.25-13.25	<p><i>Free text analysis tools and techniques for the EAP Practitioner</i></p> <p>Alannah Fitzgerald, Clare Carr, Jeff Davidson and Terri Edwards</p> <p>(Open University and Durham University)</p> <p>Continuation of this workshop.</p>
13.25-14.40	Lunch
(14.10-14.40)	<p style="text-align: center;">+</p> <p>TEAP Working Party: <i>Developing a BALEAP accredited portfolio qualification</i></p>

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Saturday 9 June 2012 – Draft Schedule [2]

Parallel 3		
	Room 1	
	‘Ristretto’ Session (input: 10 mins discussion: 30+ mins)	
14.45-15.45	<p><i>Bringing the TEAP Competencies Framework into pre-sessional teacher induction: Which bits to focus on?</i></p> <p>Steve O’Sullivan (University of Loughborough)</p> <p>The BALEAP TEAP Competencies Framework document proffers an authoritative, much-needed articulation of core characteristics of EAP and EAP teaching, all in a single, digestible document. The framework looks like it will become a standard EAP reference and, with this in mind, Loughborough University’s EAP centre, in common with a number of EAP centres no doubt, has been integrating TEAP CF elements into its pre-sessional teacher induction. The practicalities of covering course administration and delivery procedures, however, mean that there is limited time available for ‘purer’ CPD sessions. Compromises have to be made, then, about how much and which parts of the TEAP CF to include as a basis for feeding into substantial CPD sessions in the induction. This talk briefly presents what Loughborough has been doing to this end, and colleagues are invited to discuss areas of the framework which they think warrant priority focus in a time-restricted teacher induction programme.</p>	<p>(second session speaker has withdrawn)</p>

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Parallel 3		
	Room 2	
	‘Espresso’ + ‘Ristretto’ Session (input: 20 mins + 10 mins discussion: 30 mins)	
14.45-15.45	<p><i>Webinars: reaching out to EAP teachers globally</i></p> <p>Julie Moore (Freelance Oxford University Press)</p> <p>With the expansion of EAP teaching outside of traditional Anglophone countries, what opportunities are there for new EAP teachers in these places for professional development? This session will look at some of the ways that online resources can be a valuable source of information and support for teachers being asked to take on EAP classes in more ‘remote’ locations. In particular, it will focus on the potential for webinars to reach and engage teachers who might otherwise have little access to CPD in this area. I’ll report on my experience of running recent EAP training webinars and the reactions they prompted from participants in locations as diverse as Siberia and Kenya. I’ll also ask how we can share good practice and ideas with colleagues globally through new media such as webinars. What’s happening already and how can this be built upon?</p>	<p><i>Collaborative Development in Developing Competence in the Use of New Technology</i></p> <p>Garry Macguire (Oxford Brookes University)</p> <p>This short talk highlights the difficulties, inherent to a university working environment, of developing EAP staff competence in the use of new technology for teaching & learning. An illustration of an innovative and possibly controversial use of a VLE will be provided and suggested as a means of getting round some of these difficulties. Participants will have the opportunity to evaluate this, discuss their experiences and collaborate on developing a practical approach to professional development in this area.</p>

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Saturday 9 June 2012 – Draft Schedule [2]

Parallel 3		
	Room 3	
	'Espresso' + 'Ristretto' Session (input: 20 mins + 10 mins discussion: 30 mins)	
14.45-15.45	<p><i>Mind the gap: TEFL-qualified practitioners reflect on moving across to TEAP</i></p> <p>Fiona Elsted (University of Essex)</p> <p>I will report on my MA dissertation research-in-progress which relates to the reflections of TEAP practitioners with an ELT/CLT background. The comments I would like to report on centre around the change in mind-set as my informants describe how and when they came to realise where their TEFL competencies fell short of - or actually conflicted with - TEAP requirements. I would like to discuss where and how these 'gaps' match BALEAP's TEAP Competency Framework.</p> <p>Informants also had interesting things to say about readiness to change mind-set, when this occurs and how it can be promoted through open staffrooms, informal discussion and mentoring versus formal training and induction. I hope to collect the views and experiences of other TEAP trainers on this topic.</p>	<p><i>Should we know what we're talking about? Discipline knowledge and the EAP teacher</i></p> <p>Susie Cowley-Haselden (University of Leicester)</p> <p>As an EAP practitioner I have often questioned how far we should be concerned with 'content'. Personally, I believe my teaching is more effective when I feel interested and knowledgeable about the academic content on which the materials used in my classroom are based. The EAP teacher is an intermediary, a bridge between the student and their academic destination. How can we help create a safe passage from English Language study to academic study if we do not have foundations in both? The focus of this session is not the talk, but the discussion. It aims to be a space where EAP practitioners can share ideas on how to realistically achieve some level of understanding of academic disciplines (in often cases a range of disciplines) when teachers are faced with so many constraints.</p>

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Saturday 9 June 2012 – Draft Schedule [2]

Parallel 4		
	Room 1	
	‘Ristretto’ Session (input: 10 mins + 10 mins discussion: 30+ mins)	
15.50-16.50	<p><i>How might changing times and views of professionalism be relevant to the EAP practitioner in higher education?</i></p> <p>Sarah Taylor (University of Roehampton)</p> <p>Practitioners in higher education face questions regarding their claim to be professionals, their place in higher education, and the challenges they face in a market-driven environment, and EAP, as a fairly new practice which is still developing as a profession, seems to be facing the same challenges. These issues seem particularly relevant in these ‘new times’ of ‘reflexivity’ in which people and organisations reflect on their values and reassess their identities, and even restructure them (Quicke, 1998). The purpose of this presentation and discussion is to critically examine what it is to be a professional, particularly in these ‘new times’, and examine how changing times and views of professionals in higher education might be relevant to the EAP practitioner particularly in terms of their qualifications, how they are labelled, and their role in an increasingly ‘market-based’ higher education system.</p>	<p><i>The impact of privatisation on EAP student and teacher experience</i></p> <p>Dave Glover & Jane Holst-Larkin (University of Essex)</p> <p>Our department currently faces the possibility of ‘partnership with a private organisation’, and we have been asked to benchmark our pathway (EAP and Foundation courses) provision against that of private providers. As part of this process we are gathering data on what these providers claim to offer and whether claims made in initial agreements are met. Specifically we have been asked to benchmark for</p> <ul style="list-style-type: none"> • marketing and recruitment • student experience • quality assurance monitoring, a • teacher experience (e.g. terms & conditions incl. professional development & career path) <p>We would like to find out about the experiences and opinions of our BALEAP colleagues, whether they are presently working for academic departments or private providers.</p>

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Saturday 9 June 2012 – Draft Schedule [2]

Parallel 4	
	Room 2
	'Espresso' Session (input: 20 mins + 20 mins discussion: 20 mins)
15.50-16.50	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><i>The politics of EAP: a new criticality?</i></p> <p>Chris Macallister (Durham University)</p> <p>Early in its history teaching EAP was widely understood to be an essentially apolitical activity. However, in the late 1980s this position began to be challenged as practitioners argued that this neutrality was false; the EAP practitioner was a political actor whose profession helped maintain a liberal capitalist order. What emerged was Critical EAP whose approach sought to engage with the politics of the profession and challenge the status quo.</p> <p>This paper will argue that critical EAP's recognition of the practitioner as a political actor is highly significant and relevant to our professional practice. However, this paper will go on to suggest that critical EAP's approach is also problematic; it risks replacing one political agenda with another. The EAP practitioner is once again put in the position of promoting a politics that their students have had little say in. Therefore, this paper will draw on the work of Foucault and Rorty to advocate a 'new criticality' refocused on a politics of questioning that could in turn help the practitioner better meet the needs of their students.</p> </div> <div style="width: 48%;"> <p><i>The Construction of Professional Identity in English for Academic Purposes: A Renewed Call for an Engagement with Ideology</i></p> <p>Gary Riley-Jones (Goldsmiths, University of London)</p> <p>It is something of a truism that any definition of 'professionalism' is contentious. Further, while the relationship between academe and professionalism is an ambiguous one, the relationship between English for Academic Purposes, academe and professionalism may be considered more so (Benesch, 2001: ix), especially at present with the increased socio-economic pressure on Higher Education institutes (Williams: 2008: 533). The reason for this focus is that one of the most distinguishing features of EAP is its 'strikingly unengaged' attitude towards issues of ideology (Swales, 1994: 201) and it is this continued unwillingness to engage with the ideological that has contributed to EAP's marginalization in the academy. With this in mind, I will briefly review EAP's historic 'pragmatic', 'neutral' position and discuss why such a stance is problematic in the construction of a professional identity for EAP.</p> </div> </div>

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16.50-17.00	Summary Messages, Thanks & Close
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