Language, assessment and disciplinary specialism in UK-China Transnational Education: A space for collaboration

Conference Programme and abstracts

Date: 30 October 2025

Location: Hybrid (University of Leeds and online)

Contents

This one-day conference, delivered in a hybrid format for in-person or online participation, brings together content and language specialists working in transnational education (TNE), particularly in UK-China settings. It explores the intersection of language, assessment, and disciplinary specialism, especially in English Medium (EMI) contexts.

Designed to appeal to both researchers and practitioners working in TNE settings, the conference will also be of interest to those engaged in assessment literacy or the integration of language and disciplinary knowledge in higher education.

The key theme of the conference is collaboration, and the presentations are grouped into three broad topics:

- integrative TNE curriculum design
- collaborative TNE practices
- Assessment Literacy in TNE contexts

The programme features keynote and invited presentations from leading experts in the field, alongside a series of parallel sessions comprising talks and workshops. Delegates are welcome to participate either in-person in Leeds or online from around the world.

The conference is funded by the Enabling collaborative academic development, research & entrepreneurship (eCADRE) across UK-China TNE project, which is supported by a "Going Global Partnerships - Enabling Grants UK-China 2021" grant from the British Council's Going Global Partnerships programme.

We welcome you to join us in collaboration, as we share our experiences and expertise in this rapidly evolving field.

Organising Committee

Joanne Shiel
University of Leeds

Costas Loizou
University of Leeds

Jen McDougall
University of Glasgow

Liz Wilding
University of Reading

Phil Smyth
University of Reading

Svetlana Mazhurnaya
University of Reading

Professor Jim McKinley, University College London

Jim McKinley, SFHEA, is Professor of Applied Linguistics at University College London. He has taught in higher education in the UK, Japan, Australia, and Uganda, as well as US schools. His research targets implications of globalization for L2 writing, language education, and higher education studies, particularly the teaching-research nexus and English medium instruction. Jim is co-author and co-editor of several books on research methods in applied linguistics. He is an Editor-in-Chief of the journal System, and a co-Editor of the Cambridge Elements series Language Teaching (Cambridge University Press).

Professor Heath Rose, University of Oxford

Heath Rose is Professor of Applied Linguistics at the Department of Education, University of Oxford. He is the coordinator of the English Medium Instruction Research Group and runs the wider EMI Oxford Research Network. Heath's research interests are situated within the field of language teaching and language learning. He has published books on Global Englishes, research methods, and data collection. He is series co-editor of Cambridge Elements in Language Teaching. Before moving into academia, Heath worked as a language instructor in a range of settings in Australia and Japan.

John Airey, Stockholm University and Uppsala University

John Airey is Professor of University Science Education at Stockholm University and Reader in Physics Education Research at Uppsala University. In his PhD, John examined the consequences of using two languages (Swedish and English) to teach undergraduate physics in Sweden. Today, his research focuses on social semiotics and the development of disciplinary literacy. John examines the teaching of physics through the medium of written and spoken languages, mathematics, diagrams, graphs, simulations, computer code, hands-on experimentation, observation, etc. By understanding how these various semiotic systems work together to create disciplinary knowledge, we can better understand how to teach our students.

Katrien Deroey, University of Luxembourg

Katrien Deroey is a Professor in Applied Linguistics and Language Teaching at the multilingual University of Luxembourg, where she is Head of English at the Language Centre and a linguistics lecturer. As a corpus linguist and EAP practitioner, her main research interests are lecture discourse and lecturer training for English Medium Instruction. She guest-edited a special issue of the Journal of English for Academic Purposes entitled 'Lecture discourse and lecturer training', which also contains her article 'English medium instruction lecturer training programmes: content, delivery, ways forward' (2023). Her interest in lecture discourse and lecturer training dates back to twenty years ago, when she was tasked with creating a course for English medium lecturers at Ghent University (Belgium). Before joining the University of Luxembourg, Katrien taught linguistics and EAP in the UK, Belgium, and Vietnam.

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Conference activity	UK time	China Standard Time (CST)
Registration with coffee	08:30-09:30	16:30 -17:30
Welcome from the hosting institution	09.30-09:50	17:30 -17:50
Keynote speech	09.50-10:35	17:50 -18:35
Parallel sessions (A) presentations	10:40-11:05	18:40 - 19:05
Break with tea/coffee	11:05-11:30	19:05 -19:30
Parallel sessions (B) presentations and lightning talks	11:35 -12:00	19:35 -20:00
	12.05 -12:30	20:05 - 20:30
	12.35 -13:00	20:35 - 21:00
Group pictures & Lunch	13:00 - 14:00	21:00-22:00
Parallel sessions (C) presentations	14:00 - 14:25	22:00 – 22:25
Parallel sessions (D) in-person workshops	14:30 - 15:30	22:30 – 23:30
Break with tea/coffee	15:30 - 16:00	23:30 – 00:00
Panel Discussion	16:00 - 16:45	00:00-00:45
Closing remarks	16:45 -16:55	00:45 – 00:55
Drinks Reception	17:00- 18:30	10:00 – 02:30

Venue

The Conference will be held at Cloth Hall Court, Leeds, UK

Venue address:

Cloth Hall Court
Quebec Street
Leeds
LS1 2HA
UK

Cloth Hall Court | Google Maps link

Cloth Hall Court is only a 2-minute walk from Leeds Railway Station for those taking the train, or a 15-minute walk from the coach station.

Accommodation

A small number of bedrooms are held at the Hyatt Place Leeds at a set rate of £100 bed & breakfast available until 1 October only. Please email manuel.pasiciel@hyatt.com quoting 'CONF-OCT25' if you wish to take advantage of this offer to book/pay direct with the hotel (T&C apply). For other hotel options in Leeds, please visit https://www.visitleeds.co.uk/where-to-stay/hotel/?_sft_hotel-towns=leeds.

Travel

International delegates travelling to the UK may need to apply for an Electronic Travel Authorisation (ETA). Be sure to apply in advance of your travel date. For further details, visit the UK government website.

Conference Programme

- Click on the <u>room names</u> to join hybrid sessions online via Teams.
- Click on the **session titles** to view session abstracts.

hybrid sessions		in person only sessions		♟	Presenter(s) joining in person	🖳	Presenter(s) joining online

Session	UK time	CST[1]	Herringbone suite - hybrid - 1st Floor	Denim Room - hybrid - 2nd Floor	Seamstress - hybrid - 2nd Floor	Cotton Room - in person only - 1st Floor
Registration & coffee	08:30-09:30	16:30 -17:30	Merchants Hall – Ground Floor		Online networking space	
Welcome from the hosting institution	09.30-09.50	17:30 -17:50	♟ **Welcome message** *Professor Rob Sturman, Pro-Dean International, Faculty of Engineering and Physical Sciences, University of Leeds*			
Keynote speech	09.50-10:35	17:50 -18:35	♟ **Academic Literacy Support in EMI Universities: Policy, Practice, and Collaboration** *Professor Jim McKinley, University College London, Professor Heath Rose, University of Oxford*			
Parallel sessions (A) presentations	10:40-11:05	18:40 - 19:05	♟ **Pushing the boundaries: how far is too far?** *Louise Pullen, Russell Mayne, CITE, University of Leicester*	🖳 **Interdisciplinary Team Teaching to Enhance the Student Experience** *Professor Karen Petrie, Charlotte Mahoney, Hanhe Lin, Napoleon Mannering, Pengpeng He, Tracey White, University of Dundee*	🖳 ♟ **Reflections on Cross-Disciplinary Collaboration in the Arts in a UK - China TNE setting** *Elisabeth Mulders, Dr. Gareth Jones, University for the Creative Arts*	♟ **Supporting professional reflection skills in Engineering** *Anna Murawska, University of Leeds*
Tea & coffee break	11:05-11:30	19:05 -19:30	Merchants Hall – Ground Floor		Online networking space	

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[1] China Standard Time

Session	UK time	CST	Herringbone suite - hybrid - 1st Floor	Denim Room - hybrid - 2nd Floor	Seamstress - hybrid - 2nd Floor	Cotton Room - in person only - 1st Floor
Parallel sessions (B) Presentations	11:35 -12:00	19:35 -20:00	**Disciplinary differences: What do they mean for collaboration, language use, and knowledge construction?** *Professor John Airey (Invited speaker), Stockholm University*	**"What's CEFR?" Exploring EAP and disciplinary teachers' language assessment literacies (LAL) at a Sino-British TNE university** *Joseph Tinsley, Huimin He, Xi'an Jiaotong-Liverpool University*	**Engagement Tactics in Teaching Chemistry** *Adriana Matamoros-Veloza, University of Leeds*	**From Epistemic Injustice to Epistemic Plurality: Re-theorising Assessment Literacy in UK-China Transnational Education** *Arif Ahmed Zufi, New Government Degree College Rajshahi, Bangladesh*
	12.05 -12:30	20:05 - 20:30	**The "Motivated but Silent" Learner in TNE: Towards an Integrated EAP–STEM Curriculum** *Kamalanathan Kajan, Dr. Nasir Abbasi, Dr Costas Loizou, University of Leeds*	**Investigating Disciplinary Literacy Needs at QMES** *Alan Allman, Queen Mary University of London*	**Developing Student Assessment Literacy: The Impact of Feedback on Pre-Sessional English Master's Students** *Lulu Huang, Xinyi Chen Xi'an Jiaotong-Liverpool University*	**Investigating the Oral Communication Needs of Engineering Students Studying in Two TNE Programmes in China** *W. Y. Shi, Matthew Ketteringham, SWJTU-Leeds Joint School*
	12.35 -13:00	20:35 - 21:00	**Collaborating to make EMI work: Lessons from the past** *Diane Pecorari University of Leeds*	**Pre-emptive Corpus Informed Seminar Rehearsal for EMI Engineering: An Eight-Day Sino UK Pilot** *Paul Jackson University of Aberdeen*	**Lightning Talks** 12:35: Russell Savage, University of Warwick 12:40: Xiaoqing, Bi, Sam Evans, Xi'an Jiaotong-Liverpool University 12:45: Zhao Xiaoxue, Kuiyin Chen; Thandokuhle Emmanual Khoza; Anisa Vahed, Xi'an Jiaotong-Liverpool University 12:50: Adijat Inyang, Yamin Abdouni, Alan Allman, Queen Mary University of London	**The changing role of EAP teachers in TNE contexts** *Tom Spain, Simon Dunton, Oxford EMI*
Group pictures[2] & Lunch	13:00 - 14:00	21:00-22:00	Merchants Hall – Ground Floor		Online networking space	

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[2] Please join us for a group picture at 13:00 on the staircase in the Merchants Hall

Session	UK time	CST	Herringbone suite - hybrid - 1st Floor	Denim Room - hybrid - 2nd Floor	Seamstress - hybrid - 2nd Floor	Cotton Room - in person only - 1st Floor
Parallel sessions (C) Presentations	14:00 - 14:25	22:00 – 22:25	EMI lecturer training: what, how and by whom? *Professor Katrien Deroey (Invited Speaker), University of Luxembourg*	The Impact of Workload on Sino-UK TNE Student Experience and the Case for Collaboration in Assessment and Subject Integration *John Fowler, University of Lancaster*	Developing Global Competence of Engineering Students through Transnational Education: Enhancing Technical and Communication Skills Through Collaboration *W. Y. Shi, Matthew Ketteringham, SWJTU-Leeds Joint School*	
Parallel sessions (D) in-person workshops	14:30 - 15:30	22:30 – 23:30	The EMI Corpus of Student Academic Writing and Reading: A new resource in EAP materials design *Dana Gablasova, Vaclav Brezina, Raffaella Bottini, Luke Harding, University of Lancaster*	Meeting in the middle: EAP, collaboration, and mediation in transnational educational partnerships *Alex Runchman, Stephen Kelly, Qinghui (Grace) Li, University College Dublin*		Bridging the Gap: A Triangular Approach to Supporting Final-Year Projects in UK-China Joint Programmes *Professor Anna Barney, Dr Jiahong Zhao, Lori-ann Milln, University of Southampton*
Tea & coffee break	15:30 - 16:00	23:30 – 00:00	Merchants Hall		Online networking space	
Panel Discussion	16:00 - 16:45	00:00-00:45	Panel Discussion			
Closing remarks	16:45 -16:55	00:45 – 00:55	Closing Remarks			
Drinks Reception	17:00- 18:30	10:00 – 02:30	Merchants Hall		Online networking space	

Abstracts

Keynote Speech

🗩	**Academic Literacy Support in EMI Universities: Policy, Practice, and Collaboration**
👤	Professor Jim McKinley and Professor Heath Rose (in person)
🏛	University College London and University of Oxford
📍	Herringbone suite - hybrid - 1st Floor
📄	The provision of English language support in higher education where English is the medium of instruction (EMI) is shaped both by institutional policy and by how teachers respond to students' linguistic and learning challenges. This presentation examines research at the intersection of EMI and students' academic literacy needs, showing how English for Academic Purposes (EAP) and English for Specific Purposes (ESP) play key roles in preparing students to engage successfully with disciplinary content. Evidence from a range of contexts, including transnational universities in China, demonstrates that students arrive at university with diverse levels of linguistic readiness, making academic literacy support central to promoting success in meeting the stated learning outcomes. We argue that collaboration between language specialists and subject lecturers is vital to ensure students are introduced to the disciplinary genres and literacies most relevant to their studies, and to ensure lecturers develop a range of pedagogical techniques to meet the students' language development needs. We also explore how different types of students coming from varying educational pathways might require different levels of support to meet their needs. Ultimately, the presentation contends that EMI institutions must recognise their own distinctive contexts and embed Academic English provision within their structures and curricula. Without this, they risk leaving students underprepared for the demands of higher education.

Parallel sessions (A)

🗩	**Pushing the boundaries: how far is too far?**
👤	Louise Pullen, Russell Mayne (in person)
🏛	CITE, University of Leicester
📍	Herringbone suite - hybrid - 1st Floor
📄	Foundation years occupy liminal spaces in their support of students on their journey to become authentic members of their chosen discourse communities. This transitional period aims to arm students with the knowledge they need to succeed but what should this knowledge comprise of? In his seminal paper "Specificity revisited: how far should we go now?" Hyland (2002) argues that greater specificity in EAP is essential for us to be effective as a profession. He notes that although "Specificity remains contentious" (2002: 385) EAP professionals "must go as far as we can" (2002: 394). Hyland's paper was a response to Spack (1988) who argued that "we are justified in teaching general academic writing and to argue that we should leave the teaching of writing in the disciplines to the teachers of those disciplines" (1988: 30). This talk will share our experiences of working with our colleagues in the discipline to give content more space in our EAP foundation year curriculum at a Chinese JEI. Specifically, we will share two examples of course strands: Medical Vocabulary and Academic Research, both of which were introduced in direct response to stakeholder feedback. The introduction of these strands has been agreeably received by students and subject lecturer colleagues, but operating at the edge of an ESAP pedagogy raises issues in the EAP teaching and assessment team such as those Spack warns of: differing levels of familiarity with content, variance in understanding of the EAP course itself and subjective marking based on individual knowledge levels. So how far into ESAP is too far? And how do we find a balance between stakeholders? Our talk will outline the genesis of our curriculum adaptions, share feedback, and evaluate the success of the changes in relation to the student, the discipline, and the EAP tutor. Ultimately, we will consider whether our experience of operating at the boundaries of EAP aligns more with Hyland's or Spack's vision of EAP.

References
Hyland, K. (2002). Specificity Revisited: How Far Should We Go Now? English for Specific Purposes, 21(4), 385–395
Spack, R. (1988). Initiating ESL students into the academic discourse community: How far should we go? TESOL Quarterly, 22(1), 29–52.

〞	**Interdisciplinary Team Teaching to Enhance the Student Experience**
🗩	Professor Karen Petrie, Charlotte Mahoney, Hanhe Lin, Napoleon Mannering, Pengpeng He, Tracey White (online)
🏛	University of Dundee
📍	**Denim Room - hybrid - 2nd Floor**
📄	DIICSU, established under the Chinese Ministry of Education's Transnational Education initiative, delivers five UoD-CSU undergraduate double awards (Civil Engineering, Computing, Mathematics, Mechanical Engineering, Mechanical Engineering with Transportation) entirely in China ("4+0") to 300 students annually, with significant teaching and assessment input from University of Dundee staff. This presents two major challenges for first-year students: 1. Transitioning to English-medium study, where prior learning struggles in an international HE context. 2. Adapting from a didactic Chinese high school environment to international HE pedagogies. A student's comment – "this is hard… I have to study in English for the first time, using a computer for the first time and work in a group for the first time" – exemplifies this challenge. To address this, all first-year students undertake a suite of four core project modules in their first semester. Each module introduces a novel assessment style and requires group work: • Civil Engineering: Design, build a bridge; formal presentation. • Computing: Programme a painting application; tech video demo. • Mathematics: Design a tabletop game; mathematical analysis and formal report. • Mechanical Engineering: Design, build, test a wind turbine; poster presentation. Notably, these modules are co-designed and co-taught by both a science and engineering specialist and an English specialist. This interdisciplinary team-teaching approach directly supports students in overcoming linguistic and pedagogical transition hurdles while developing academic and professional skills. This session will explore the collaborative development and delivery of these interdisciplinary modules. We plan to do this as a panel session where we will first allow each speaker to explain their role in this process and then answer all the audience's questions. We hope this will allow the audience to ask all the questions they have on adapting this methodology to their own context. We suggest 45 minutes is appointed to this session.

|	Reflections on Cross-Disciplinary Collaboration in the Arts in a UK - China TNE setting
	Elisabeth Mulders, Dr. Gareth Jones (in person and online)
	University for the Creative Arts
	Seamstress - hybrid - 2nd Floor
	Collaboration is essential but cultural boundaries and disciplinary silos can be obstacles to its realisation. This paper explores cross-disciplinary collaboration between English for Academic Purposes (EAP) and creative arts disciplines within a transnational higher education context. The study is grounded in the experience of faculty working within and linked to the Institute of Creativity and Innovation (ICI), a joint educational project between the University for the Creative Arts (UK) and Xiamen University (China). With 36 faculty from 16 countries, this work investigates both the challenges and opportunities this cultural and disciplinary diversity presents, particularly in fostering mutual understanding and pedagogical alignment between EAP and subject specialists. The paper raises the question: how can cross-disciplinary faculty collaboration enhance curriculum cohesion and quality in a setting marked by geographic and cultural distance? After outlining ICI's contexts, the paper presents complexities such as negotiating the perceived relevance of EAP, aligning pedagogical values, and managing differing educational and administrative expectations between the UK and Chinese partners, underscoring the need for sustained dialogue and deliberate strategies to ensure curricular coherence and parity of student experience across campuses. It describes a series of teacher-led initiatives aimed at addressing these complexities. In keeping with the creative arts context of the institution, innovative and playful approaches are prioritized, foregrounding process, experimentation, and reflective practice: qualities central to contemporary arts education. Equally, the project reflects on how subject specialists can deepen their understanding of academic literacies through EAP-informed perspectives. Ultimately, this work argues that building shared pedagogical ground and integrating language, academic skills and disciplinary learning in transnational settings is essential for preparing students to thrive in an interconnected world. It advocates for intentional structures supporting critical dialogue and continuous reflection across institutional and disciplinary boundaries and invites the audience to share their experiences to build communities of practice.

	Supporting professional reflection skills in Engineering
	Anna Murawska (in person)
	University of Leeds
	Cotton Room - in person only - 1st Floor
	As the world around us is becoming increasingly complex, universities are constantly reviewing their provision to equip their graduates with the knowledge and skills needed to navigate the unknown. Reflective thinking, and its tangible output, reflective writing, have become popular methods through which universities require students to demonstrate learning, criticality, flexibility, and sometimes even professionalism. This emphasis on professional growth is now reflected in the recently revised wording of the Engineering Council Accreditation of Higher Education Programmes (Engineering Council AHEP4, 2020), which now lists "C18 Lifelong Learning" as one of the eighteen key learning outcomes in engineering education.

This talk introduces a "Lifelong Learning" project implemented in the School of Engineering at the University of Leeds and its Joint School in Southwest Jiaotong. It shows how an interdisciplinary collaboration between a subject lecturer and an EAP specialist resulted in an assessment design that supported both students' and lecturers' developing understanding of this new learning outcome. It also reflects on the challenges and benefits of implementing the project across two different teaching and learning contexts. |

Parallel sessions (B)

💬	**Disciplinary differences: What do they mean for collaboration, language use, and knowledge construction?**
👤	*Professor John Airey (Invited speaker, in person)*
🏛	*Stockholm University*
📍	[Herringbone suite - hybrid - 1st Floor](#)
📄	Disciplinary differences significantly shape how students and staff engage with teaching, learning, and collaboration in higher education, and they have particular implications for English for Academic Purposes (EAP) and English Medium Instruction (EMI). In this presentation I examine how disciplinary norms influence collaboration due to differing attitudes to language use, and knowledge construction. While EAP is often positioned as providing generic academic skills, disciplinary traditions determine the various genres and epistemological assumptions that students must master in order to participate fully in their fields. In transnational higher education contexts, these challenges are compounded by cross-cultural differences in educational traditions, and the unique disciplinary literacy needs of students. Such complexities raise important questions about the balance between general academic literacies and discipline-specific support, as well as about the role of EAP and EMI teachers in mediating between contrasting academic cultures. I argue that disciplinary differences need to be expected and understood—when this occurs, disciplinary diversity ceases to be an obstacle and becomes a resource for developing intercultural awareness, critical reflexivity, and transferable skills that support students' success across borders. To illustrate my case, I appeal to the concept of disciplinary literacy, suggesting a needs analysis tool that can be used as a basis for discussion amongst collaborating faculty. The presentation contributes to the ongoing debate about how EAP/EMI provision can be designed to respond effectively to the realities of disciplinary and cultural difference in transnational higher education.

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💬	**What's CEFR? Exploring EAP and disciplinary teachers' language assessment literacies (LAL) at a Sino-British TNE university**
👤	Joseph Tinsley, Huimin He (online)
🏛	Xi'an Jiaotong-Liverpool University
📍	[Denim Room - hybrid - 2nd Floor](#)
📄	In TNE contexts, stakeholder language assessment literacy (LAL) is crucial as language assessment is used to inform pedagogical, operational, and strategic decision making. A shared language and awareness of assessment principles across stakeholders helps to improve institutional decision-making (Taylor, 2013). Although there has been an increase in research into language teachers' and non-teaching staff LAL, research into disciplinary teachers' LAL is limited. Equally, EAP practitioners' LAL is influenced by IELTS and other large-scale standardised exams (Schmitt and Hamps-Lyon, 2015), and given the professional routes into EAP, teachers may not have received direct training in assessment (Estaji, 2024). Existing studies suggest that EAP teachers may be less accepting of learning-oriented assessments (Ma, 2023; Tian et al., 2023), but there is a lack of research exploring this within Chinese TNE contexts. Since a range of individual and contextual factors interact to underpin teachers' LAL (Yan et al., 2021), this presentation presents the results of a project which explored these factors in a Sino-British TNE university. 30 EAP teachers and 30 disciplinary teachers were surveyed using the Language Academic Literacy survey developed by Kremmel & Harding (2020). Descriptive statistics were used to identify trends in the survey data. Four EAP and four disciplinary teachers participated in semi-structured interviews, which were analysed using inductive thematic analysis (Braun & Clarke, 2019). The results of the surveys and interviews indicated that disciplinary teachers were aware of the importance of LAL but often focused on IELTS or CET as a benchmark rather than CEFR. There was also a range of perceptions of language assessment across disciplines. EAP teachers tended to have a greater awareness of the reliability and validity of assessments, but this came at the expense of innovating assessments. Recommendations are also given for enhancing LAL training and support at TNE institutions in China.

💬	**Engagement Tactics in Teaching Chemistry**
🖥	Adriana Matamoros-Veloza (online)
🏛	University of Leeds
📍	**Seamstress - hybrid - 2nd Floor**
📄	Transnational education is continuously growing around the world, being China the most demanding market for transnational programmes despite significant differences in regulatory, cultural, and educational systems. The relatively recent shift in Western pedagogy to adopt interactive online learning environment and approaches to develop skills and competency through active student participation is difficult to adopt at first for Chinese students that traditionally follow instructor-led lectures; however, a more interactive and safer environment in class is praised and valued by the students. Learning in a non-native language has various layers of challenges. Now, learning chemistry in English as a Chinese speaker add an extra layer of difficulty as chemistry is considered as a language itself. Factors affecting the learning process include course structure, English proficiency, chemical language, peer support, academic style adaptation, accents, etc; however, a great way to support foreign students learning chemistry is by introducing a complementary approach in the design of activities inside and outside the classroom. This has been demonstrated in the Y1 Chemistry module at Southwest Jiatong University – Leeds joint school. A balance between number of activities and variety should be considered when implementing this practice in the classroom. My personal practice experience has demonstrated that inclusion of planning activities outside the classroom (e.g., glossary, recordings, questions, and answers bank) support learning and greatly complement engagement activities in the classroom. Inclusion of engagement activities in the form of educational games (e.g., two truths and a lie game, matching sentences, matching labels with layout of diagrams, word search, bingo, scramble words, diagram explanation, find the missing word), engaging workshops and in-class questions using flash cards well reinforce the learning experience. All the above supported by the inclusion of clear learning outcomes per teaching session, summaries, and recaps. [1] Zhen Zhang, 2024. Transnational education in China: challenges and keys to success. The Times Higher Education.

💬	**From Epistemic Injustice to Epistemic Plurality: Re-theorising Assessment Literacy in UK-China Transnational Education**
🖥	Arif Ahmed Zufi (in person)
🏛	New Government Degree College Rajshahi, Bangladesh
📍	**Cotton Room - in person only - 1st Floor**
📄	This paper presents findings from a qualitative case study investigating how assessment practices within English-Medium Instruction (EMI) programmes in a UK-China transnational education (TNE) partnership reproduce or resist epistemic injustice. Drawing on Fricker's (2007, 2017) theory of testimonial and hermeneutical injustice, and Bourdieu's (1991) concept of symbolic power, the study examines the lived experiences of both Chinese university lecturers and undergraduate students involved in co-taught EMI modules within a Sino-foreign higher education institution. Data were collected through semi-structured interviews with six academic staff (including EAP specialists and disciplinary lecturers) and focus group discussions with twelve students across two academic departments. Institutional documents—such as assessment rubrics, feedback forms, and course descriptors—were also analysed to trace the circulation of normative language ideologies. Findings reveal that assessment regimes overwhelmingly privilege Eurocentric norms of academic writing, expression, and feedback, often rendering students' voices inaudible and sidelining local educators in curriculum and assessment design. Participants described limited space for contextual negotiation of criteria, and a lack of recognition for multilingual or culturally embedded modes of meaning-making. These practices not only constrain agency but reinforce structural asymmetries between partner institutions. In response, the paper proposes epistemic plurality as an alternative framework for rethinking assessment literacy in TNE. Drawing on decolonial perspectives (Mignolo & Walsh, 2018; Heugh, 2022), it calls for dialogic, context-responsive assessment models that engage diverse repertoires and redistribute epistemic authority across institutional borders. By theorising assessment as a relational and

negotiated act rather than a fixed measurement tool, this study contributes both empirical insight and conceptual advancement toward equitable, pluriversal approaches to assessment in global higher education.

Parallel sessions (B)

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💬	**The "Motivated but Silent" Learner in TNE: Towards an Integrated EAP–STEM Curriculum**
👤	Kamalanathan Kajan, Dr. Nasir Abbasi, Dr Costas Loizou (online and in person)
🏛	University of Leeds
📍	Herringbone suite - hybrid - 1st Floor
📄	Transnational engineering programmes frequently face a puzzling contradiction: academically motivated students, invested in their subject and future careers, remain silent in classrooms designed for active participation. This presentation introduces the "motivated but silent" learner profile, developed from a mixed-methods study of 402 undergraduates at a Sino-British joint engineering school in China. Despite high levels of subject interest, students reported widespread fear of making mistakes, low confidence, and language anxiety barriers that traditional participation metrics fail to capture. Our study challenges the linear assumptions in participation theories by showing that motivation does not necessarily translate into verbal engagement, particularly in linguistically and culturally complex settings. We argue for a shift from participation as speaking to participation as presence and engagement, validated through inclusive and linguistically scaffolded activities. Central to this shift is the role of integrated EAP support. We highlight how EAP specialists can collaborate with engineering faculty in co-designing discipline-specific materials. For instance, in a digital electronics module, EAP input shaped student lab prompts, embedded technical vocabulary pre-teaching, and enabled scaffolded peer discussions, enhancing both engagement and confidence. This session offers practical strategies for: 1) Embedding EAP into disciplinary teaching, 2) Reframing assessment literacy to include quieter participation modes, and 3) Aligning participation expectations across culturally diverse teaching teams. It also provides a replicable framework for curriculum designers and academic developers working in TNE contexts. In doing so, it contributes to collaborative curriculum design, disciplinary–language integration, and inclusive pedagogy, aligned with SDG 4 and the global equity agenda in STEM education.

💬	**Investigating Disciplinary Literacy Needs at QMES**
👤	Alan Allman (online)
🏛	Queen Mary University of London
📍	Denim Room - hybrid - 2nd Floor
📄	The purpose of this research is to investigate the disciplinary literacy demands within selected content-specific modules at Queen Mary Engineering School (QMES), a Joint Educational Institute (JEI) between Queen Mary University of London (QMUL) and Northwestern Polytechnical University (NPU) in Xi'an, China. The research aims to identify specific disciplinary literacy challenges that students encounter when engaging with core subject content delivered through English as a medium of instruction. Data were collected through interviews with content lecturers, classroom observations, analysis of module syllabi, and student questionnaires. The results will inform the development of targeted language learning objectives and/or recommendations for integrating discipline-specific academic language support into existing syllabi. Ultimately, this research seeks to enhance students' capacity to engage successfully with complex disciplinary content and to support more effective collaboration between language and content specialists.
💬	**Developing Student Assessment Literacy: The Impact of Feedback on Pre-Sessional English Master's Students**

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👤	Lulu Huang, Xinyi Chen (online)
🏛	Xi'an Jiaotong-Liverpool University
📍	**Seamstress - hybrid - 2nd Floor**
📄	Assessment literacy plays a significant role in achieving successful learning outcomes; however, the methods to facilitate student engagement in assessment remain unclear. Student assessment literacy is particularly crucial in high-stakes courses, such as Pre-Sessional English (PSE) courses, which serve as compulsory language training prior to degree programs. Without these skills, students risk failing to meet the required learning outcomes, which can prevent them from progressing to further degree education.
	This study was conducted during a six-week PSE course at a transnational education (TNE) university in China, where English is the medium of instruction. It adopts the student assessment literacy framework proposed by Hannigan et al. (2022), focusing on the specific category of Active Engagement in Assessment, which includes nine indicators of student assessment literacy. The study aims to understand PSE students' perceptions of AI, peer, and teacher feedback in writing assessment, as well as to explore strategies for enhancing their active engagement in this process.
	Throughout the six-week period, students used both AI and peer feedback to revise their drafts before submitting them for teacher feedback. Ten students participated in semi-structured interviews to share their experiences with engaging in feedback during assessment. The results of this study contribute to language practitioners' understanding of active engagement in assessment, offering valuable insights for curriculum design and lesson planning.

„	**Investigating the Oral Communication Needs of Engineering Students Studying in Two TNE Programmes in China**
👤	W. Y. Shi, Matthew Ketteringham (in person)
🏛	SWJTU-Leeds Joint School
📍	**Cotton Room - in person only - 1st Floor**
📄	This presentation explores the collaboration between an EMI and EAP lecturer to design oral communication modules for undergraduate engineering students in two TNE programs in China: the SWJTU–Leeds Joint School and the SWJTU–OSU Joint Programme. The study used a mixed methods approach including student survey results on perceived communication needs, interviews of engineering faculty, and course documentation analysis to identify student needs and align teaching design accordingly. The results of the study aim to refine the course design of the modules: Engineering Communication Skills 1 taught at the SWJTU-Leeds Joint School, and Introduction to Speech Communication taught within the SWJTU–OSU Joint Programme. Though taught independently by different lecturers, the modules share the same pedagogical principles by helping students apply technical knowledge and building real-world oral communication competence. Both modules focus on combining engineering knowledge and communication skills to express complex ideas clearly and confidently in public speech with the emphasis on audience awareness, and interdisciplinary communication.
	In the SWJTU–OSU Joint Programme, the communication module aims to develop global competence through discipline-specific communication tasks. Students from Fire Protection and Safety Engineering Technology and Environmental Engineering are engaged in structured group work through poster presentations on real-world problems and solutions relevant to their discipline. While on Engineering Communications Skills 1 discuss the topic of engineering ethics within the context of Civil, Mechanical, Electronic and Electrical Engineering, and Materials and Computer Science.
	The presentation will discuss how EMI and EAP staff collaborated to translate theory into practice by identifying students' oral communication needs and incorporating them into the design of two TNE modules. Despite differences in institutional context and delivery, both modules support engineering students' transition into their discipline by building confidence and developing communication skills necessary to be successful engineers in the future.

	Collaborating to make EMI work: Lessons from the past
	Diane Pecorari (in person)
	University of Leeds
	Herringbone suite - hybrid - 1st Floor
	English-medium instruction (EMI) involves a complex negotiation between the language used for pedagogical purposes and the primary objectives of learning subject content. The complexities of this setting take many stakeholders out of their comfort zone to some extent. Students often feel that their English-language skills erect barriers to their learning. Their subject-specialist teachers report feeling at a loss about how to coach students to improved use of disciplinary English. When language specialists are involved--and they are not involved in all EMI settings--they can provide insights into the processes of language development but are likely to lack expertise in the discipline-specific discourse which is most critical for student success. For these reasons, in the EMI literature calls for collaboration between language and subject specialists proliferate. These calls resonate with a body of literature from the early days of English for specific and academic purposes which also explored subject- and language-specialist collaborations. This paper examines these early studies of collaborative teaching to discover what lessons they hold for EMI.

	Pre-emptive Corpus Informed Seminar Rehearsal for EMI Engineering: An Eight-Day Sino UK Pilot
	Paul Jackson (online)
	University of Aberdeen
	Denim Room - hybrid - 2nd Floor
	Engineering EMI research highlights persistent vocabulary and interaction gaps (Chung et al, 2025). While corpus driven word lists have proved efficient (Chang, 2023), published interventions rarely embed corpus derived lexis in spoken task rehearsal before modules begin (Tsou, 2018). Responding to this gap, we designed an eight-day preparatory course delivered in China (Feb/March 2025) to Chinese engineers about to take EMI Structural, Geophysical and Analytical engineering modules. The aim was to foreground students' discipline specific listening comprehension and metacognition, model approaches to preparing for lectures and seminars, and to develop student interaction with peers and lecturers in upcoming discipline specific courses. Discipline specific module slides and readings were mined for data and organised into course relevant corpora, then analysed for lexical keyness; the output populated an interactive glossary and flipped micro listening tasks. Sixty second year engineers completed preparatory tasks, task-based planning projects and seminar simulations requiring real time use of the target lexis, scaffolded with in-class use of bespoke interactive software, to learn and practice preparation for EMI course content. Evaluation combined tutor observation, a post EMI course questionnaire (nine Likert items, two open prompts) and matched formative to summative marks in Communication and Interaction. Students reported 83 % positive agreement across items; discussion and listening strategy sessions were valued, with negative ratings ≤ 4 %. Median scores rose by 1–2 points in interaction and communication criterion due to clearer turn taking and more accurate deployment of corpus lexis. The project operationalises corpus driven lexis, flipped listening input and task-based rehearsal within a compact timeframe with a focus on integrative TNE curriculum design —an outcome aligned with calls for targeted pre semester support (Graham, 2024). Next cycles will add captioned engineering videos (Van Gauwbergen et al, 2024) and adopt multi stakeholder EMI quality metrics for richer data collection (Thumvichit & Laoriandee, 2024).

|	The changing role of EAP teachers in TNE contexts
	Tom Spain, Simon Dunton (in person)
	Oxford EMI
	Cotton Room - in person only - 1st Floor
	In this talk we will discuss the changing role of EAP teachers in TNE settings where English-taught programmes are the norm. In recent years there has been a rapid growth in the TNE sector in China. This has led to a corresponding increase in the number of academic subjects being taught through the medium of English. One of the aims of students enrolling in these programmes is to receive a quality international education at home and to gain an advantage on the global job market. In this process, there are a number of assumptions that are not necessarily supported by research evidence, for example that students' proficiency in English will automatically improve as a result of immersion through English Medium Instruction (EMI) and that the transition for EMI academics from teaching their academic discipline in their first language to teaching through their second language (English) will be smooth and problem-free. Most importantly, there has been little consideration as to what will become of the many English language specialists in universities who have hitherto been teaching English for Academic Purposes (EAP) or English for Specific Purposes (ESP) and how their roles might develop. In this talk we will reference current research and our own extensive international experience as trainers and consultants. Firstly, we will explain the key issues for students and lecturers involved in English Medium Instruction (EMI) courses. Secondly, we will outline the specific ways in which EAP teachers can support both lecturers and students to help make EMI a success.

Lightning Talks

	Designing Qualitative EMI Research within Transnational Contexts: Lessons from the Field
	Russell Savage (online)
	University of Warwick
	12:35
	Seamstress - hybrid - 2nd Floor
	This talk will discuss the planning phase of a narrative inquiry exploring the experiences and perceptions of students and staff involved in English as a Medium of Instruction (EMI) within a Sino-British Joint Educational Institute (JEI) in China. As English Medium Instruction (EMI) expands through UK-China Transnational Education (TNE), it becomes essential to understand the complexities of second language use, cultural dynamics in academic environments, and ethical considerations in TNE research—particularly with new joint institutes continuing to emerge in China and globally (British Council, 2022; Ministry of Education, 2025). Drawing from ongoing doctoral research, this talk outlines the methodological and ethical considerations central to conducting qualitative, cross-cultural research in EMI contexts within Mainland China. The presentation highlights key planning stages, including obtaining ethical approval from multiple institutions across the UK and China, navigating linguistic and cultural complexities, and designing contextually sensitive research tools for narrative inquiry (Barkhuizen and Wette, 2008). Further attention is given to the collaborative elements required when researching in TNE contexts, such as navigating differing institutional ethical requirements, translating research materials, and effectively using and evaluating digital technologies for data collection (e.g., QR codes, Microsoft Forms, Power Automate, WeChat, and QQ). In addition, this talk will explore practical challenges encountered, including managing data collection timelines aligned with institutional academic calendars, participant availability, and full-time teaching duties. Additionally, this talk addresses emerging considerations related to participant engagement, including student and staff willingness to participate in research, implications of attendance patterns, and the influence of technological advancements such as generative AI tools (e.g., DeepSeek) on data authenticity. This planning-focused talk contributes to broader discussions within UK-China TNE regarding reflections on best practices for collaborative research design, ethical considerations across cultures, and methodological adaptability necessary for impactful research in transnational educational settings.

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,,	**CONNECTing the Dots: A Model for Enhancing Collaboration between ESAP Practitioners and Content Lecturers in TNE Contexts**
👤	Xiaoqing, Bi, Sam Evans (online)
🏛	Xi'an Jiaotong-Liverpool University (XJTLU, Suzhou, China)
⏱	12:40
📍	**Seamstress - hybrid - 2nd Floor**
📄	Despite the increasing prominence of English for Specific Academic Purposes (ESAP) provision in transnational educational (TNE) contexts, collaboration between ESAP practitioners and disciplinary content lecturers remains limited and inconsistent (Wingate, 2018). A substantial body of literature has documented both the challenges and the transformative potential of such collaboration, highlighting benefits not only for curriculum integration and teacher development, but also for student learning outcomes (Toogood and Hale, 2025; Tillotson and Perrin, 2025; Giles and Yazan, 2023). While previous models have sought to describe successful collaboration (Berliner, 1986; Davison, 2015), practical frameworks to support and sustain this form of interdisciplinary partnership are still underdeveloped. This presentation seeks to address this longstanding issue by introducing a new conceptual framework – CONNECT: Co-planning, Observation, Needs analysis, Negotiation of roles, Embedded support, Co-development of materials and assessment, and Teacher development and scholarship. This presentation will first discuss the challenges to ESAP practitioner/content lecturer collaboration, highlighting one example of a TNE university in China currently switching its in-sessional provision to embedded ESAP support within academic schools. Each element of the CONNECT framework will then be introduced and analysed within this TNE context to offer a potential path towards a more collaborative practice.

,,	**Bridging Disciplines and Cultures: Integrating English for Specific Academic Purposes (ESAP, Intercultural Communication, and Project-Based Learning in a Transnational Radiography and Pharmacy Curriculum**
👤	Zhao Xiaoxue, Kuiyin Chen; Thandokuhle Emmanual Khoza; Anisa Vahed (online)
🏛	Xi'an Jiaotong-Liverpool University
⏱	12:45
📍	**Seamstress - hybrid - 2nd Floor**
📄	This proposal explores an interdisciplinary, project-based learning (PBL) curriculum designed for students in radiography and pharmacy programs at a UK–China transnational university and a South African university of technology. The project integrates core concepts from radiography, pharmacy, and intercultural communicative competence (ICC), aiming to enhance academic literacy and global perspectives among students in medicine and healthcare-related disciplines. It seeks to prepare students to navigate and contribute meaningfully and ethically within their professional fields in an increasingly diverse and dynamic global landscape. The 9-week programme engages students in collaborative, inquiry-driven interaction, examine medical and healthcare practices across cultures, with a pinteraction.us on indigenous knowledge systems—including traditional healing methods, herbal medicine, and cultural beliefs surrounding health- and their interplay with contemporary medical and pharmaceutical practices, critically evaluating the

evolution of healthcare in response to globalisation and cultural interaction. Students are encouraged to draw upon both their disciplinary expertise and language skills to explore how cultural norms shape healthcare practices and professional perspectives.

Language and assessment are scaffolded through integrated ESAP tasks that align with the disciplinary discourse of health sciences. These include literature reviews, case study presentations, and reflective writing that link linguistic performance with content knowledge and intercultural awareness. Both formative and summative assessments encourage metacognitive reflection on learning processes and cultural positioning. The paper shares insights from the curriculum design process and considers its pedagogical implications for EMI contexts in TNE settings. In particular, it highlights how the integration of ESAP, intercultural training, and collaborative PBL enhances disciplinary engagement, assessment literacy, and students' readiness for global professional practice. The session aims to provoke discussion on how language educators and subject specialists can co-construct inclusive, culturally responsive learning environments in transnational higher education.

📝	**Bridging Language and Learning in Materials Science: A Bilingual Glossary for TNE**
🗣	Adijat Inyang, Yamin Abdouni, Alan Allman (online)
🏛	Queen Mary University of London
⏱	12:50
📍	**Seamstress - hybrid - 2nd Floor**
📄	Students in Transnational Education (TNE) settings often navigate complex disciplinary content through English as a Medium of Instruction (EMI), which can create barriers to engagement and understanding particularly in subjects with language-dense, complex concepts such as Materials Science. This project addresses those challenges by co-designing, developing, and piloting AI-supported bilingual, subject-specific glossary for use in core engineering modules delivered at the Queen Mary University of London/Northwestern Polytechnical University Joint Programme in China. The glossary includes English terminology with AI-generated Mandarin translations, IPA pronunciation guides, and context-sensitive bilingual explanations. It was made available on the institution's learning platform (QMplus) and introduced to students as a learning support tool. In addition, interactive H5P-based activities were introduced to help students better prepare for lectures, complete assessments more accurately, and participate more confidently. Strengthened vocabulary knowledge is expected to enhance student performance in other modules that share similar technical language, thereby broadening the impact of the glossary beyond its original scope. Student feedback was collected to evaluate the glossary's impact on learning. Early findings indicate that it improved access to key concepts and supported overall comprehension. Students also noted that the bilingual format clarified technical vocabulary, increased their confidence to participate, and encouraged peer discussion. This small-scale intervention demonstrates how integrating language-sensitive tools into STEM curricula can reduce cognitive load and support deeper disciplinary engagement. Based on student feedback and learning analytics, this project is now evolving into an interactive, mobile-friendly learning aid that supports multilingual STEM students in real time. This presentation explores the glossary's design, student feedback, and the implications for EMI pedagogy in UK-China joint programmes. It provides practical insights for educators integrating bilingual support and encourages discussion on co-creating language support strategies with students in TNE contexts.

,,	**EMI lecturer training: what, how and by whom?**
	Professor Katrien Deroey (Invited Speaker, in person)
	University of Luxembourg
	Herringbone suite - hybrid - 1st Floor

This talk draws on my article 'English medium instruction lecturer training programmes: Content, delivery, ways forward' (Deroey, 2023). I review published EMI training initiatives worldwide - including China - to summarize the reported key content areas and delivery methods as well as pitfalls and recommendations. The efficient design and delivery of EMI lecturer training and support is a complex challenge. First, the EMI context is very varied (Dafouz et al., 2020) and initiatives should be adapted to the local cultural, educational, linguistic, and institutional contexts (Herington, 2020; Pagèze & Lasagbaster, 2017; Tuomainen, 2018). Second, most literature reports the need for language, pedagogical and intercultural components, suggesting the need for interdisciplinary collaboration. Third, lecturers' attitudes towards EMI and EMI training should be taken into account (Perez Cañado, 2020; Tsui, 2018; Westbrook & Henriksen, 2011).
Apart from providing a summary of EMI training initiatives, I will address questions such as 'Who should deliver the training?'; 'What criteria determine who would benefit from training?'; 'Are EMI lecturers responsible for students' language development?' and 'Does EMI necessitate a change in teaching strategy?'.
Deroey, K. L. B. (2023). English medium instruction lecturer training programmes: content, delivery, ways forward. *Journal of English for Academic Purposes*, *62*(101223), 1-16.
https://doi.org/10.1016/j.jeap.2023.101223

,,	**The Impact of Workload on Sino-UK TNE Student Experience and the Case for Collaboration in Assessment and Subject Integration**
	John Fowler (online)
	University of Lancaster
	Denim Room - hybrid - 2nd Floor

This session will be split into two parts: Part 1 will report on an explorative study conducted on student experience in a Sino-UK TNE setting that highlights the impact of workload imbalances potentially characteristic of learning contexts under many post-2010 models of Sino-Foreign collaborative education. The findings indicated that TNE participants perceived points of disconnect between the various stakeholders involved in teaching and assessment, ultimately contributing to a significant level of dissatisfaction. Part 2 of the presentation will outline a pilot of an assessment alignment approach developed at the Lancaster University College aimed at reducing the number of discreet project assessments for postgraduate students under the broader umbrella of curriculum transformation in higher education. The presenter will outline how EAP and subject area stakeholders were engaged in this process from the start, what the major considerations were, and how this approach might be widened to other areas of the joint institute.

,,	**Developing Global Competence of Engineering Students through Transnational Education: Enhancing Technical and Communication Skills Through Collaboration**
	W. Y. Shi, Matthew Ketteringham (in person)
	SWJTU-Leeds Joint School
	Seamstress - hybrid - 2nd Floor

This presentation explores a student-centered, cross-cultural, and cross institutional engineering module taught concurrently within the transnational education (TNE) programs at The University of Leeds, UK and Southwest Jiaotong University (SWJTU), China. The module Transistors and Optoelectronics (ELEC2240/XJEL2240) is jointly delivered through the SWJTU-Leeds Joint School and reflects collaboration between the two institutions. The module focuses on engineering projects that integrate Collaborative Online International Learning (COIL) bringing together Leeds and Chengdu based engineering students to work in

international teams using Microsoft Teams to facilitate joint research projects and deliver technical presentations. Each team addresses real-world problems and proposes practical solutions such as designing a photovoltaic system for remote data centers in central Africa where electricity infrastructure is limited. Teams need to evaluate both the technical and real-world trade-offs and constraints such as technology readiness level, cost, environmental conditions, and political factors. Engineering English Medium Instruction specialists in Electronic and Electrical Engineering and an English Academic Purpose lecturer support students' soft skill development by guiding cross-cultural collaboration and helping them deliver effective technical presentations. In line with the Engineering Council's new AHEP4 accreditation criteria, the project emphasizes transferable skills, including intercultural communication, teamwork, and reflective thinking, while bridging theoretical knowledge with real world applications.

Throughout the module, students are expected to combine technical knowledge and communication skills to clearly express complex ideas. This approach emphasizes students' critical analysis, presentation skills, and engagement, helping future engineers build confidence in their expertise and ability to communicate effectively on the international stage. In this presentation, we will showcase examples of student outputs and reflect on how well the module design supports technical learning and professional skill development. We will share feedback from students and address challenges they face, outline strategies for transferring this COIL-based approach to other TNE modules.

Parallel sessions (D) in-person workshops

💬	**The EMI Corpus of Student Academic Writing and Reading: A new resource in EAP materials design**
👤	Dana Gablasova, Vaclav Brezina, Raffaella Bottini, Luke Harding (in person)
🏛	Lancaster University
📍	**Herringbone suite - hybrid - 1st Floor**
📄	The workshop addresses the challenges of developing appropriate, evidence-based teaching materials for students in English-medium instruction (EMI), who use English in their studies and are also assessed through English. Offering effective EAP provision is crucial in these contexts. In order to design appropriate EAP resources, we need information about how students in the EMI contexts use language and what linguistic demands these programmes place on the students. To address this, we have developed a corpus representing student writing and reading across multiple EMI contexts, with data collected in collaboration with eight universities in China, Italy, Thailand, Austria, and the UK (Gablasova et al., 2024). Currently, the corpus contains over 4.5 million words from 2,000 texts representing three disciplinary areas: i) Social Sciences and Humanities (e.g. History, Education), ii) Science and Technology (e.g. Computer Science, Engineering), and iii) Business and Management. The workshop will focus on how data and findings from the EMI Corpus can be used to design EAP teaching materials in order to contribute to the effectiveness, relevance, and authenticity of EAP resources in EMI contexts. During the workshop, in a series of practical and interactive tasks, participants will work with the EMI Corpus data to explore how the corpus can be used by EAP practitioners i) collaboratively across different disciplines and ii) in specific disciplinary domains (e.g. engineering, business studies, applied linguistics). As part of these tasks, we will also discuss how corpus data can support problem-based and data-driven learning, and we will apply the principles of these teaching approaches to data from the corpus.

💬	**Meeting in the middle: EAP, collaboration, and mediation in transnational educational partnerships**
👤	Alex Runchman, Stephen Kelly, Qinghui (Grace) Li (in person)
🏛	University College Dublin

📍	
📄	Transnational educational partnerships – particularly those based in China – have varying context-specific policies regarding admission requirements, English language provision, and assessment (McKinley, Rose, and Zhou, 2021). The ethos of such partnerships typically promotes a balance between the principles and pedagogical practices of each partner institution. In reality, however, this balance can be painstaking to achieve, largely due to fundamental differences in policy and expectations around what constitutes quality education. These differences are often accentuated in discussions around the use of English. The recent introduction by Quality and Qualifications Ireland of a requirement for all degree programmes, including those based on overseas campuses, to have a minimum English Language entry level– something that the Chinese Ministry of Education explicitly prohibits – is just one case where 'meeting in the middle' (or at least finding a way to live with contradiction and ambiguity) may be necessary to sustain transnational partnerships (QQI, 2025). EAP practitioners may not always be involved in the discussion of such issues but are often affected by them. This workshop encourages participants to articulate some of the tensions at play in their own contexts. Working in groups, they will produce (and briefly present) posters outlining examples of good collaborative practices, challenges, and possible ways forward relating to one of the following areas (or others that they would like to suggest): – English Language Requirements and anticipated exit levels – Expectations of the teacher's role and structure of the teaching team – Assessment practices, including grade conversion and expectations around grade distributions – AI policies: embrace versus scepticism – Approaches to recruitment and HR issues – Provision of professional development The aim of the discussions will be to capture some of the variety of collaborative practices across TNE partnerships (and how these relate to EAP teaching) but also to share and reflect on challenges that are common to all.

💬	**Bridging the Gap: A Triangular Approach to Supporting Final-Year Projects in UK-China Joint Programmes**
🚩	Lori-ann Milln , Professor Anna Barney, Professor Jiahong Zhao (in person)
🏛	University of Southampton
📍	
📄	This symposium explores how collaborative leadership across academic and language domains can address the complex challenges of supervising final-year Individual Projects (IP) within UK-China joint education programmes. Drawing on a case study from the University of Southampton and Harbin Engineering University, we present a cross-disciplinary response shaped by cooperation between programme leadership, the faculty of Engineering in the UK and China, and the English for Academic Purposes (EAP) specialists. The session begins by outlining how content and language teaching are intertwined in the first and second years of the programme, establishing a foundation of shared pedagogical responsibility. Building on this, we turn to the IP in the final year—a capstone to the student journey—and examine the challenges that arose for us in the first year of delivery. In response, the team recognised the need for a rebalanced approach to support students writing their first long-form technical report in English. The symposium shares the thinking process behind our collaborative model, developed through open and mutual understanding among stakeholders. We reflect on how this triangulated structure created a more sustainable and effective learning environment without compromising academic standards. The 45-minute session includes a panel presentation followed by an interactive Q&A and open discussion. Participants will be invited to share their own experiences and contribute ideas on how transnational programmes can better coordinate academic and linguistic expertise to support students' final projects or dissertations—ensuring both staff capacity and student success are built into the design.