

NFEAP 2024 – EAP and Hybridity

The word hybridity has lately become associated with the idea of a hybrid classroom – one where some learners are physically present, and some are present online. But this is not the only way to think about hybridity in EAP – hybridity might also refer to hybrid genres, or hybrid modes. Hybridity might mean the (unexpected?) combination of different teaching practices, wherever they take place. How do students respond to hybrid forms or hybrid teaching situations? What kinds of hybrid text do students and researchers produce – and how, and why?

And: what kind of hybridity – what hybrid writer and what hybrid text – might be the result of collaboration with ChatGPT? Are there aspects of writing with ChatGPT that are common to co-writing generally – so that a concept of hybridity might let us see co-writing, whether with a human or machine, more clearly?

NFEAP this year is a place to think about different kinds of hybridity – and their different affordances, challenges, ways of thinking, opportunities for creativity.

We invite proposals that explore hybridity in connection with EAP concepts; EAP training methods, principles, practices and research; needs analysis, syllabus and materials design, teaching strategies and methodological issues; group/interdisciplinary teaching; critical EAP; e-learning and technology; academic identities; academic literacies; any other relevant topics.