

Call for Papers

Action Research in EAP/ESP in Higher Education

Journal of English for Academic Purposes

<https://www.sciencedirect.com/journal/journal-of-english-for-academic-purposes/about/call-for-papers#action-research-in-eap-esp-in-higher-education>

Guest Editors

Rosmawati (Singapore Institute of Technology)

Marjolijn Verspoor (University of Groningen; University of Pannonia)

Anne Burns (Curtin University)

Description of the Special Issue

English for Academic Purposes (EAP) and English for Specific Purposes (ESP) courses are now prevalent in many universities and institutes of higher learning around the world. An example of such courses is the ubiquitous first-year writing course that is now near mandatory at almost any tertiary institution across the globe. However, not only does the approach taken in these courses vary from institution to institution and country to country, the challenges in their implementation also vary from context to context. In addressing these challenges, and in some cases simultaneously evaluating the success of courses, practitioners frequently put on their researcher hats and conduct studies to improve the methods and approaches in their teaching. Adopting an action research approach, they identify an issue, dilemma, or area of interest in their course, draw on the literature on action research, plan changes to the way they design/teach the course, and implement and evaluate the outcomes before eventually reflecting on and theorising from the findings. Such research often leads to improvements in teaching and learning.

In this special issue, we invite colleagues who conduct action research in their teaching context, be it EAP or ESP, to showcase their work through papers that are strongly grounded in action research theoretical perspectives, draw on the literature on action research and other research relevant to the research topic, and show how the research feeds into the improvement of their and their institution's courses or programs. Through this special issue, we would like to demonstrate the many possibilities for action research in EAP/ESP courses and highlight the importance of action research in enhancing teaching and learning in EAP/ESP classes at the tertiary level. Moreover, we invite colleagues to share detailed explanation of their action research to the extent that the research design and implications can be employed by others working in comparable situations. As such, this special issue will also serve as a resource, and perhaps a source of inspiration as well, for those who would like to seek a way to improve their own teaching and their students' learning by conducting action research.

Call for Abstracts

As the first stage of submission, a 600-word abstract is invited to this special issue. This abstract should give clear indication of the action research theoretical underpinnings, the context, research issue(s), methods used, and outcome(s) of the action research taken. It should not have been previously published in English or any other language. During the preparation of this abstract, colleagues should observe the Journal's aims and scope for alignment with the journal's general direction.

Accompanying this abstract is a separate file that includes each author's name, affiliation, mailing address, email address, telephone number, and a 50-word biographical statement. In the case of multiple authors, please list the authors in the order of authorship and indicate the corresponding author.

The due date for abstracts is March 31, 2023. Please submit the abstracts to the managing guest editor at rosmawati@singaporetech.edu.sg

Decisions will be made on the basis of the abstracts whether to invite authors to submit a full paper. All submitted manuscripts will then go through a rigorous peer review process. The final decision on the inclusion of a paper, following any revisions necessary, is also subject to satisfactory completion of this process within the required timeline (see below).

The tentative timeline for this special issue is as follows:

Proposed Timeline

Undertaking	Due date
Call for papers	Feb-Mar 2023
Submission of a title and an abstract (of 600 words, not counting references) + author's info	31 Mar 2023
Notification of acceptance of abstract, AND Invitation to submit full papers to be sent to authors	1 May 2023
Submission of full papers by authors	15 Aug 2023
Round 1 peer review – completed	15 Sept 2023
Submission of round 1 revision	15 Oct 2023
Round 2 peer review – completed	15 Nov 2023
Submission of round 2 revision	15 Dec 2023
Round 3 peer review (if necessary)	15 Jan 2024
Submission of round 3 revision	15 Feb 2024
Final acceptance based on review outcomes	24 Feb 2024
Publication	Quarter 1, 2024

Short Bio of the Guest Editors

Rosmawati is an assistant professor in the Center for Communication Skills at Singapore Institute of Technology. Her research interests include academic writing, second language development, and Complex Dynamic Systems Theory (CDST). Her recent publication includes an article on gamification in PBL classes of Business English (more info [here](#)), a special issue on Critical Thinking and Communicating in the Disciplines (*International Journal of TESOL Studies*, vol5(1), 2023), which she guest edited with two other colleagues, and a chapter on applying CDST in EAP curriculum and teaching practices (in press, Bloomsbury). She is currently working on a book project with the second editor on showcasing the variety of English language and communication classes around the world.

Profile page: <https://www.singaporetech.edu.sg/directory/faculty/rosmawati>

Marjolijn Verspoor is Professor Emeritus of English Language at the University of Groningen, Netherlands, and Professor of Applied Linguistics at the University of Pannonia, Hungary. Her main research interests are second language development from a dynamic usage based perspective and instructional approaches in foreign language teaching. Her most relevant recent publications include an edited book on complex dynamic systems theory and L2 writing development (more info [here](#)) and an article on measuring longitudinal writing development using indices of syntactic complexity and sophistication (more info [here](#)). She is currently working on a book project with the first editor on showcasing the variety of English language and communication classes around the world.

Profile page: <https://scholar.google.com/citations?hl=en&user=K9srhuEAAAAJ>

Anne Burns is a part-time Professor at Curtin University, Australia. She was Professor of TESOL, and now hold an Honorary Professorship, in the School of Education at the University of New South Wales, Sydney. She is also a Professor Emerita at Aston University, UK and Honorary Professor at the University of Sydney and The Education University, Hong Kong.

She has published extensively on language teacher education and the teaching of speaking and is particularly well known for her work on action research. Her most recent book is *Sustaining action research: A practical guide for institutional engagement* (with Emily Edwards and Neville Ellis, published by Routledge, 2022). She is also a Series Editor for the *Research and Resources Series* published by Routledge. In 2017, she was recognised by TESOL International as one of the ‘50@50’ who have made an outstanding contribution to ELT. In 2019, she was listed on Wikipedia: [https://en.wikipedia.org/wiki/Anne_Burns_\(linguist\)](https://en.wikipedia.org/wiki/Anne_Burns_(linguist))