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Institution:

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### **Biography**

Dr Janice Hinckfuss: I am an EAP Tutor in the ELTU at the University of Leicester. I am interested in deploying performance (broadly construed) as a lens for understanding academic writing, embodied knowledge and authorial identity (persona and ethos) as a basis for an 'enlivened' academic writing pedagogy.

### **Workshop: Enter Stage Left. Beyond The Metaphor: Academic Writing as Performance**

#### **Abstract:**

A skill, a cognitive process, a creative process, a social act – these are just some of the ways that academic writing has been conceptualised. Such conceptualisations have been partly a response to various rhetorical and linguistic theories (Structuralism, Traditional Rhetoric, The New Rhetoric, Systemic Functional Linguistics), as well as to ideas from other disciplines (Behaviourism, Cognitive Psychology, Social Constructionism). In turn, this workshop is a response to these earlier conceptualisations, based on the simple premise that academic writing is a performance. Following the work of the anthropologist Bauman, my use of performance moves beyond metaphor to an understanding of academic writing as an embodied social practice and thus the 'liveness' of texts. Having offered a brief overview of how a performance conception of academic writing relates to other conceptualisations, the workshop will explore different ways that EAP practitioners might reshape their academic writing pedagogy by considering performance as an organising principle. I will provide some examples of different ways of presenting for example, introductions, paragraph development and punctuation as a basis to explore areas of academic writing of interest to the participants.