

Collaboration across the disciplines: what do students really need from In-sessional EAP?

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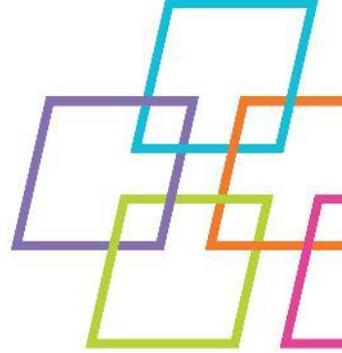
Outline

- In-sessional Provision at UoB
- Underpinning Theories
- Needs Analysis – rationale
- Our approach
- Emerging Themes
- Law UG – an example
- An EAP Tutor's perspective
- Next Steps
- Questions



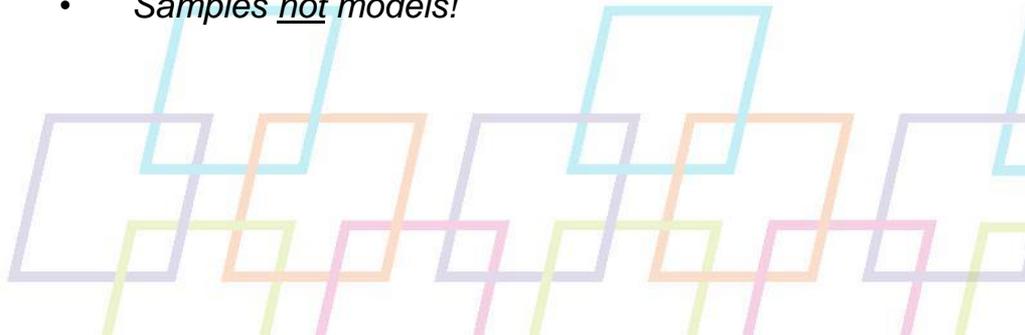
Insessional EAP at Bristol

- Academic Language & Literacy (ALL)
 - 23 Undergraduate
 - 45 Postgraduate
- PGR Workshops
- Widening Participation
- Summer Short Courses
- Study Abroad
- Teacher Training



ALL – our underpinning theories

- CEM Model – **C**ontextualising, **E**mbedding and **M**apping
- Genre Analysis
- Legitimation Code Theory (LCT)
- Systemic Functional Linguistics (SFL)
- Socio-constructivism
- Message, Moves, Mechanics (MMM)
- *Tools not rules!*
- *Samples not models!*

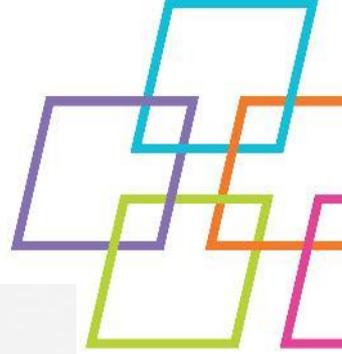


Needs Analysis - Rationale

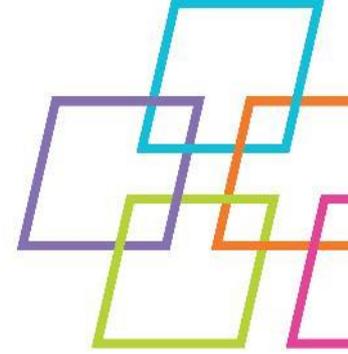
- Attendance and
- Opportunity for
- Relationships
- Grounded

Without ongoing collaboration, there is a danger for the ostensibly embedded in-sessional to become ossified in out-of-date disciplinary practice, potentially becoming detrimental to students' development, rather than enabling it.

Tibbetts & Chapman, 2023



Failing EAP provision identified in...



School / Level	Programmes
SPAIS (<i>Sociology, Politics and International Studies</i>) PGT	13 programmes – no one compulsory unit
Law PGT	LLM MA Law MSc Socio-legal Studies
Education PGT	MSc Psychology of Education (BPS) MSc Education (MSc TESOL)
Engineering UG	Splitting into two schools Years 1-3
Law UG	LLB Years 1-3

Our Approach

- Defining our purpose
- Mapping out the process
- Communicating our rationale
- Negotiating our approach
- Creating developmental opportunities



Key Activities...

- Document analysis
- Educational meetings
- Discussions with staff and students
- Observations of student behaviour
- Research into the literature
- Meetings with colleagues

<p>Document analysis</p> <p>Observations of seminars, workshops, lectures etc</p> <p>Research into the literature on a particular need as identified through the rest of the analysis</p> <p>Meetings with colleagues key educational meetings</p>	<p>Document analysis</p> <p>Focus groups with staff</p> <p>Focus groups with students</p> <p>Research into the literature on a particular need as identified through the rest of the analysis key educational meetings</p> <p>Meetings with colleagues</p>	<p>Document analysis</p> <p>Observations of seminars, workshops, lectures etc</p> <p>Research into the literature on a particular need as identified through the rest of the analysis key educational meetings</p> <p>Meetings with colleagues</p>	<p>Document analysis</p> <p>Observations of seminars, workshops, lectures etc</p> <p>Research into the literature on a particular need as identified through the rest of the analysis key educational meetings</p> <p>Meetings with colleagues</p>
<p>BLUE data from TB1</p>	<p>BLUE data from TB1</p> <p>Grades from TB1 units</p> <p>Phase 1 of needs analysis report written end of Jan</p>		
<p>Workshops for staff e.g. 'teaching international students' 'unpacking expectations' 'unpacking feedback'</p>		<p>'Academic literacy windows' in key lectures e.g. where an assessment is introduced or where feedback from TB1 assessments is given</p>	

Emerging Themes

- Intersectionality of needs
- Learning how to learn differently
- Moving out of homogenous groups
- Actively engaging in learning opportunities
- Seeking, offering and responding to feedback both peer and tutor



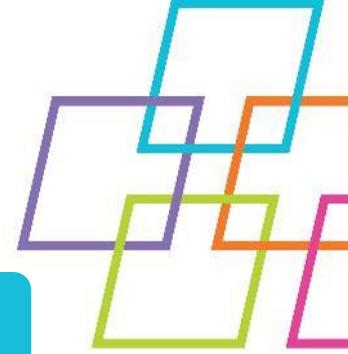
Law UG – an example

- Establishing the team
- Learning cycles
- Assessment genres
- Law Away Day
- SSLCs
- Anecdotal conversations



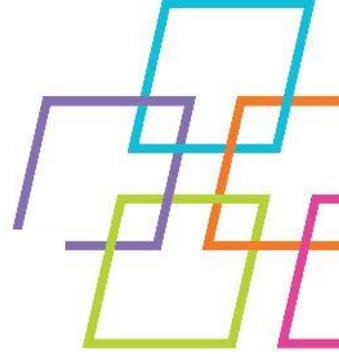
A Shadower's Perspective

- Re-engage with the literature
- Observing across the disciplines
- Drop-In template
- Seminars and lectures
- Student behaviours
- Organic conversations



Next Steps

- Determine what we can offer this year and next
- Develop new materials – scalable / sustainable / transferable
- Identify failing ALLs for next year's Needs Analysis
- Evaluate the process



So.. what do students *really need* from In-sessional EAP?

- **Ongoing collaboration** between EAP/Schools
- **Sense of belonging** to a diverse community of practice
- **Safe spaces** to experiment and challenge
- **Engagement** with formative assessment practices



References

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