

The contexts of collaboration

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Overview

- Professional vision as political
- How we define and use collaboration in EAP:
 - Specificity
 - Relevance
- An alternative: contexts of collaboration
- My study:
 - Ethnography as counter-hegemony
 - Early analysis - a more complex picture of collaboration
- EAP professional vision

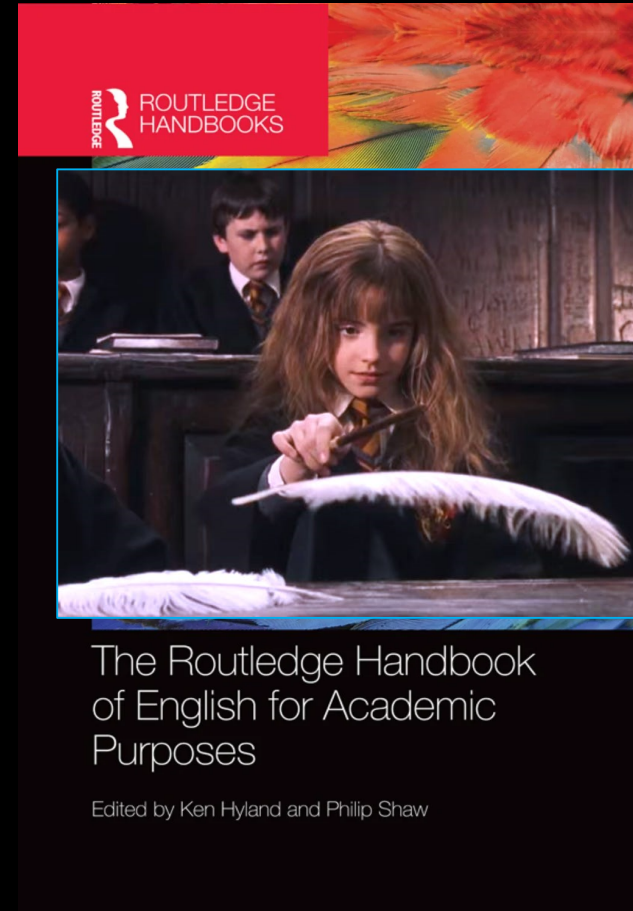
Professional vision as political

In any profession, participants “build and contest professional vision – socially organised ways of seeing and understanding events that are answerable to the distinctive interests of a particular social group.”
(Goodwin, 1994: 606)



Definitions of collaboration

- “...the direct working together of language and subject teacher outside the classroom” (Hyland, 2006: 87)
- Co-operation → collaboration → team teaching (Dudley-Evans, 2001)
- Collaboration:
 - None →
 - some input from subject lecturers →
 - equal contribution to design and delivery →
 - input/advice from EAP teachers
 - (Wingate, 2015)



Conceptual uses of collaboration



EGAP

Collaboration
with subject
specialists

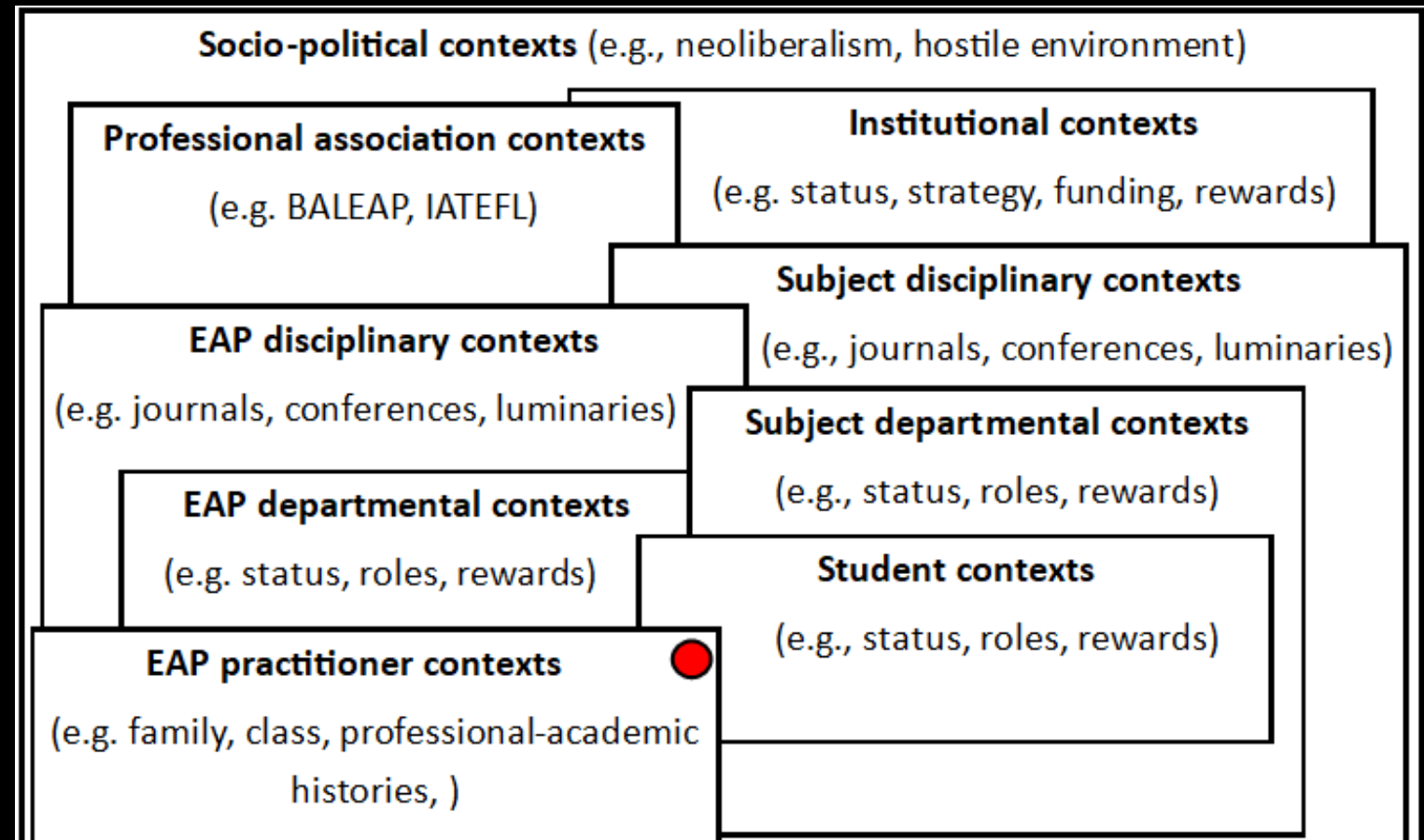


ESAP

- = specificity (Hyland, 2006, 2016)
- = relevance (Wingate, 2015:60)

Contexts of collaboration

Fig 1. Suggested EAP contexts, adapted from Holliday's culture-complex (1994: 29)



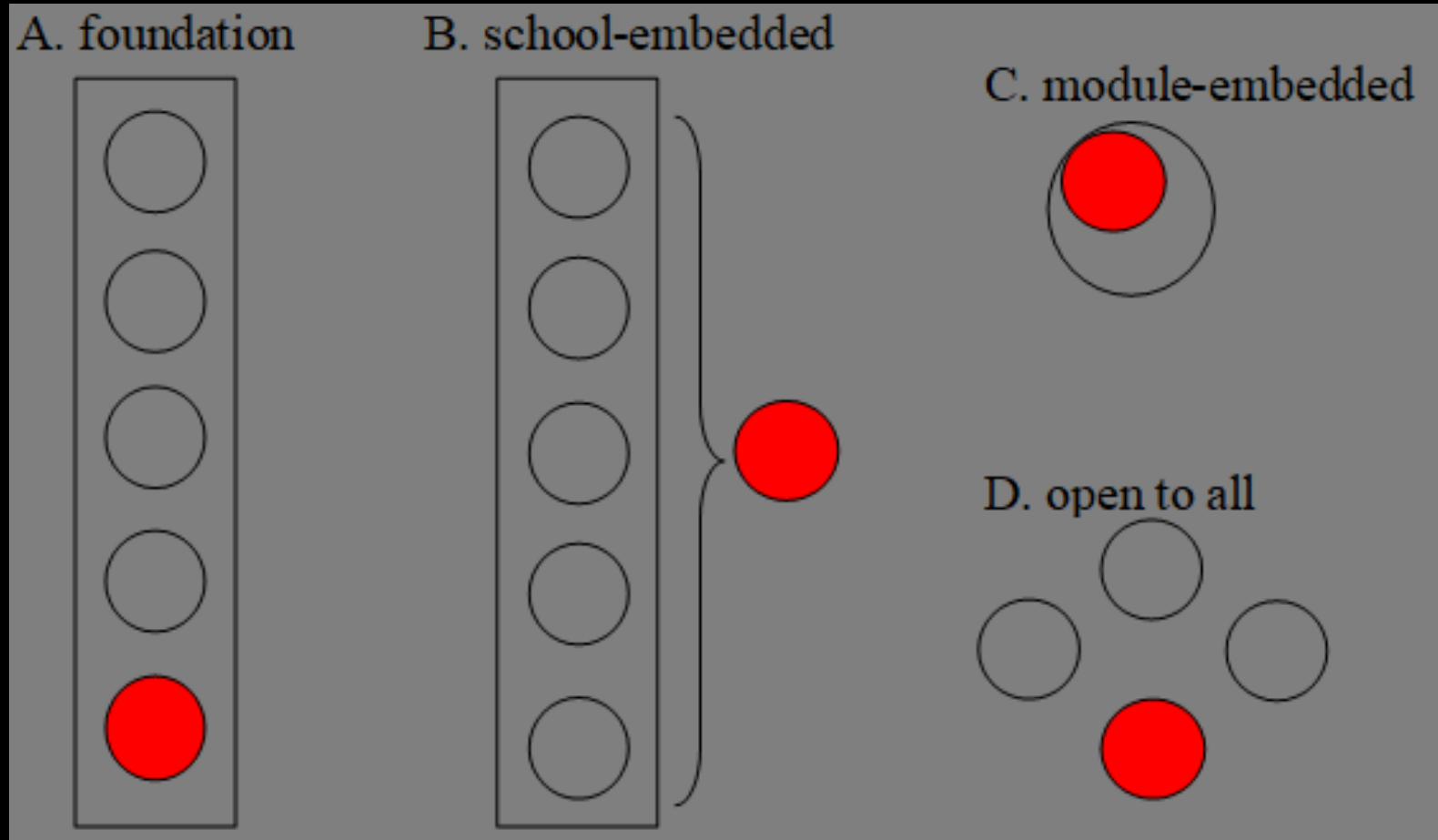
My study

Ethnography

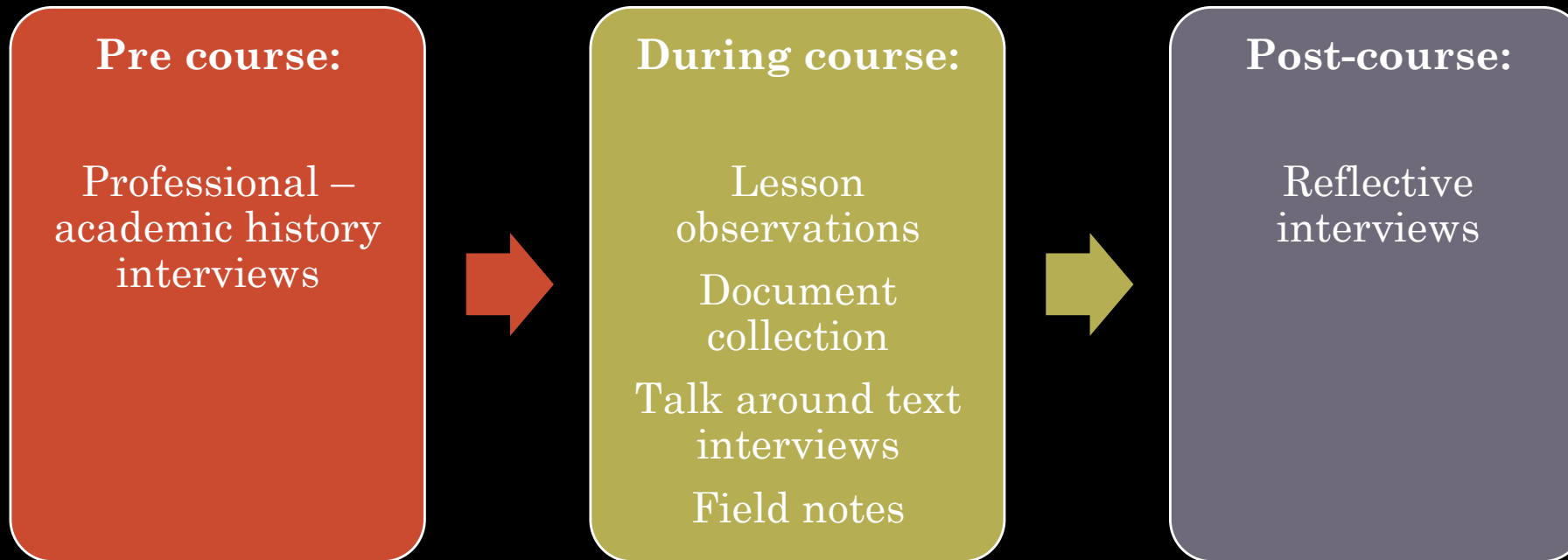
“[Ethnography] is capable of constructing a discourse on social uses of language and social dimensions of meaningful behavior which differs strongly from established norms and expectations... as starting points for questioning them.”

(Blommaert, 2015: 10)

EAP positionings



Data collection



The many contexts of collaboration

Institutional
Status

Collaboration
within EAP

Professional
targets

EAP teachers'
own academic
practices

Multi-
directional
learning

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EAP te
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“...the undergraduates [staff] look down on the foundation and they're not interested... [foundation students] are not even being taught a lot of the time by the people that they will see in faculty. They're taught by hourly paid people who come in”

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“...it's that very fortunate position... that I'm part of a team as opposed to an added thing... Weirdly though, we're paid as sundries [laughing]... We're basically there with the cakes.”

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“And I also have the most teachers, new teachers. So that also has a lot that comes with that because it's not just helping teachers come from the pre-sessional, they're going into science as well. But they're also new to like an in-sessional environment a lot of the time... it always takes six years, you just have to be very patient...”

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“... many of [EAP colleagues] were talking about academic writing, but none of them was actually doing academic writing... To teach about something that you don't do is difficult”.

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“So I'm now doing my PhD in a STEM department. I'm actually... it's not in an education department... So I've gone completely in this time.”

Learning

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within EAP

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targets

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directional
learning

A more complex
picture of
collaboration!

EAP professional vision

Participants [in EAP]: “build and contest professional vision – socially organised ways of seeing and understanding events that are answerable to distinctive interests of a particular social group.” (Goodwin, 1994: 606)

- In EAP...
 - Who organises the ‘ways of seeing and understanding’ collaboration?
 - Who are the social groups that our work is answerable to?
 - What ‘distinctive interests’ do these groups have?
 - How are these interests built and contested through collaboration?
 - Who benefits and who loses out?

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