

An EAP tutor's view of co-creation in teaching and research

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Overview

- Conference questions and positionality
- Current approaches to EAP materials design
- The study: bridging the disciplinary divide in (some) PGT/PGR EAP classrooms
- EAP writing materials based on research findings
- Conclusions

Manchester Irish, first generation in the family to go to university, feminist, ELT to EAP career progression

Positionality

- What does it mean to engage in co-creation in EAP teaching and research?
- How are participation, voice and agency linked?
- What are the conditions of possibility for collaboration across disciplines and among participants who are differently positioned within institutions or society?

Does this reflect
your experience,
too?

Current approaches to EAP materials design in UoM

- Centre-produced teaching materials from a variety of sources
- Copyright compliant borrowings from EAP textbooks
- Reworkings of shared knowledge, derived from interpretations of Applied Linguistics research
- Interviews with supervisors about their expectations of student writing
- Teaching aims such as *developing your own voice, being more critical and managing stance*

Meeting PGT/PGR student needs

- Often a sense of a gap between the materials and students' own writing experiences
- Need for a bridge between theoretical writing knowledge and disciplinary writing
- Need to connect recognisably with what students have to do when they write alone

Bridging the disciplines

- Applied Linguistics knowledge
- EAP knowledge
- Scientific knowledge

**What can we do
to support
students, so they
are confident
they will write
appropriately?**

THE STUDY

Study definition of criticality acts as a summary of what students are expected to demonstrate when they write

The study focus: criticality

- the written expression of a learned scientific approach to knowledge
- ability to evaluate evidence
- criticality expressed in writing as the writer's learning
- criticality as potential for personal development and growth

The study

- 2008-2013 interviews with eight supervisors in the Faculty of Biology, Medicine and Health
- Two 30,000 word unique corpora (qualitative and quantitative, Ai and Aii PhD passes)
- Annotation, in brat v1.3 (Stenetorp et al., 2020)
- Stata for statistical analysis (χ^2 test)
- Annotation scheme developed from an event-based meta-knowledge annotation scheme for the enrichment of biomedical event corpus (Thompson et al. 2011).

How can we make disciplinary knowledge part of our teaching, so students can contribute to our classroom learning?

Meta-knowledge annotation for the expression of criticality

- Knowledge Type (Fact, Investigation, Observation, Analysis, Directive)
- Level of certainty (CL1-4)
- Source (averral and attribution)

ANNOTATION SCHEME

The model

Annotation scheme used for enriching a biomedical event corpus with meta-knowledge annotation

1. Event annotation

*The narL gene product ¹ **activates** the nitrate reductase operon ² (Thompson et al., 2011).*

- Recognisable biomedical occurrence or event
- Event trigger
- Different entities or participants

The model II

**EAP and criticality:
describing learning,
stance, voice, analysis,
using the literature for
support**

2. Meta-knowledge annotation

Allows event to be interpreted according to context

- Knowledge type
- Level of certainty
- Source

Event annotation in EAP

*Similarly, milk and other dairy products were **found** to be included in children's diets, only in areas where cow's milk was one of the staple foods (Mwaseba and Kaarhus, 2015; Wyatt et al., 2015; Hampshire et al., 2009; Kruger and Gericke, 2003) and not areas without milk.*

Event: Knowledge Type Observation

Annotation in EAP: certainty level and source

*Similarly, milk and other dairy products were **found** to be included in children's diets, only in areas where cow's milk was one of the staple foods (**Mwaseba and Kaarhus, 2015; Wyatt et al., 2015; Hampshire et al., 2009; Kruger and Gericke, 2003**) and not areas without milk*

Event: Knowledge Type Observation

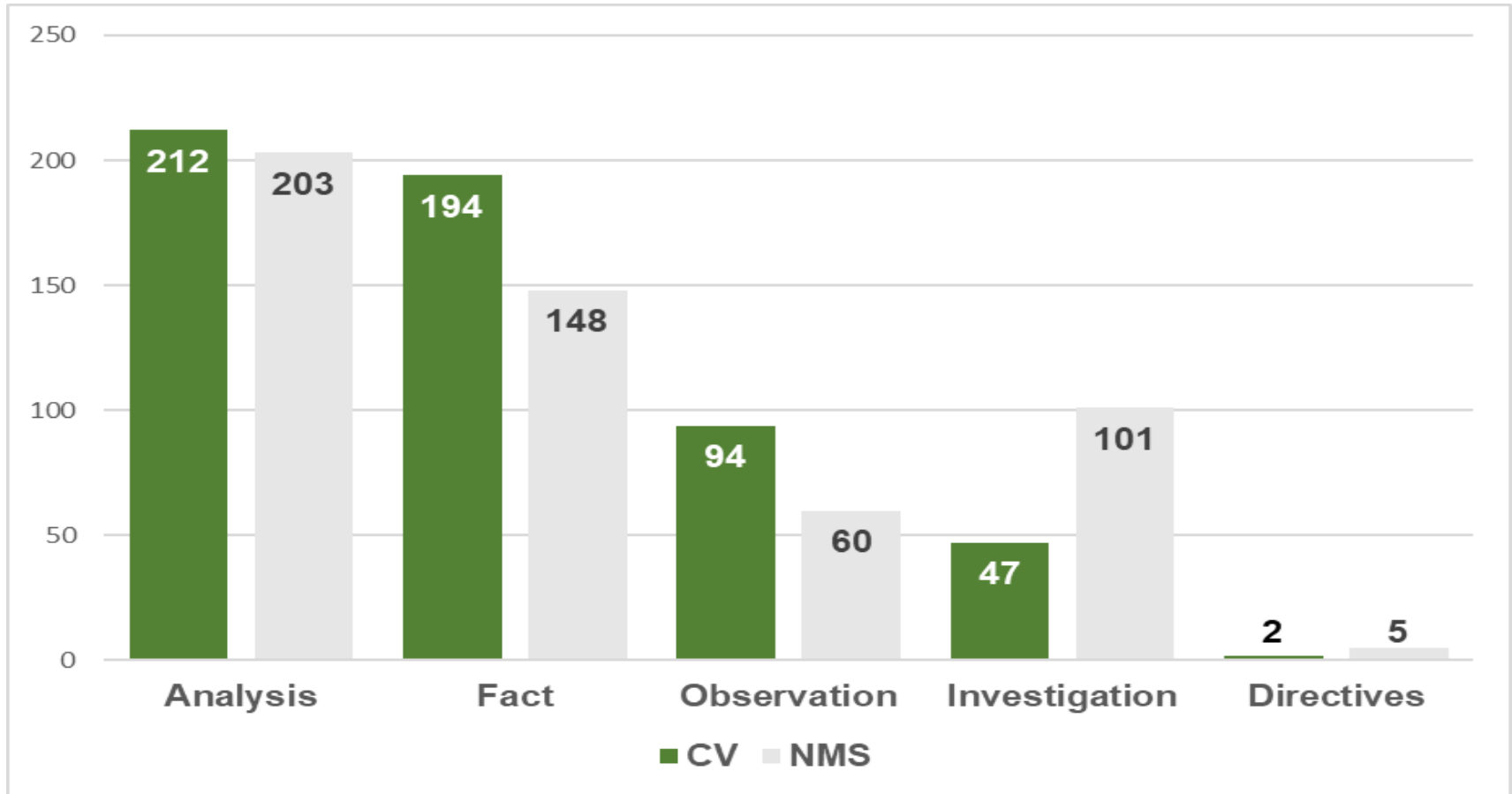
Certainty level: High (CL4)

Source: Multiple research studies

Inter-rater reliability

- ‘a measure of the extent to which independent annotators make the same decision when assigning pre-defined categories to units of text’ (Fuoli and Hommerberg, 2015, p.330).
- Agreement as indicator of reliability of the annotation guidelines and the annotation process itself
- Reliability indicates reproducibility (Fuoli and Hommerberg, 2015).
- The inter-rater test measured precision (match), recall (how many of same items annotated) and gave an F-score (machine learning evaluation metric that gives a single overall measure).

Counts



Comparisons

	CV Quantitative		NMS Qualitative			
	Knowledge-type (n)		Knowledge-type (n)			
	Yes	No	Yes	No	χ^2	<i>p</i> value
Analysis	661	30610	611	29533	0.5707	0.450
Fact	604	30667	445	29699	18.9478	<0.001
Investigation	146	31125	303	29841	61.2793	<0.001
Directives	5	31266	15	30129	5.3773	0.020
Observation	294	30977	180	29964	23.5833	<0.001

Complexity

Fact: comparison of Certainty Level by source types

Fact	CV		NMS		χ^2	p value
	Yes	No	Yes	No		
averral						
CL4	289	30982	194	29950	15.4883	<0.001
non-integral information led						
CL4	286	30985	192	29952	15.3208	<0.001
integral citation						
CL4	4	31267	15	30129	6.7829	0.010

**Expected text organisation
and language**

Findings I

Knowledge Types

- Interweaving of knowledge types to create a framework for critical analysis
- Reporting verbs
- Focus on language of analysis

Findings II

Stance

- Degrees of certainty



Evidence of disciplinary learning and use of writing conventions

Managing the rhetorical impact of referencing as well as referencing systems

Findings III

Voice

- Attribution/critical use of sources to support argument
- Averral/unreferenced statements as the writer's voice

IN THE EAP CLASSROOM

How do we understand theoretical concepts related to academic writing, in the classroom?

- Critical engagement
- Organisation at chapter and thesis level
- Voice
- Engaging effectively with the literature/
Developing an argument/Embedding
argument in community-generated literature
(Hyland, 2004)

Cardiovascular Sciences



Transcript Ellie Cartwright

EC: I think the problems that are encountered is that there is an awful lot of literature to review and it's selecting the right literature to support your arguments and remembering that this is your research and that the literature needs to support your research and your discussion and your arguments, not somebody else's, not what's been done before particularly so you need to gather all that information and formulate it in a way that tells your story that you want to tell.

Telling a story

- Critical engagement

‘there is an awful lot of literature to review and it’s selecting the right literature to support your arguments’

- Organisation/organisational metadiscourse at chapter and thesis level

‘You need to guide your reader very carefully through your story’

- Finding a voice
- ‘this is your discussion, and your arguments, not somebody else’s’
- Developing an argument/ using the literature effectively/Embedding argument in community-generated literature (Hyland, 2004)

‘the literature needs to support your research’

Task Two: critical engagement, argument and student voice

Some studies have suggested that individuals with low socio-economic status are more likely to have more respiratory virus infections (62;63) and more severe outcome (10;15). Presumably because they are more likely to live in an overcrowded household, have poor nutrition leading to lower immunity have high prevalence of risky behaviours like smoking or may lack information about vaccination and other types of medical care and hence access medical services to a lesser extent. However, other studies have found no such link (64-67). Further, prematurity and low birthweight have been identified as risk factors to severe respiratory disease (22;23;53). For example, in their study, Jackson et al (23) found that underweight children were five times more likely to develop ALRI.

Critical engagement, argument and student voice

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Student study

Goka, E.A.C. (2014). *Influenza A viruses dual and multiple infections with other respiratory viruses and the risk of hospitalization and mortality.* Thesis. The University of Manchester.

I learned how to look at publications and use that knowledge to write/talk about my research area, which was a problem for me before. I also learned how to critique current research. Most importantly, I learned how to make my research my own.

Intended learning outcomes

- Supporting our students with useful, applicable insights into disciplinary writing
- Developing teaching and learning that supports academic writing effectively

Co-creating knowledge in research and teaching

- Conditions of possibility for collaboration across disciplines
- Participation, voice and agency
- Collaboration among participants who are differently positioned within institutions or society

Bibliography

Please contact me if you would like to see the study bibliography.

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