



UNIVERSITY OF
LIVERPOOL

English Language
Centre



The global forum for
EAP professionals

BALEAP Conference 2023: Caution! EAP under Deconstruction

19th-21st April 2023





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Venturing out of my EAP comfort zone and making the familiar strange: a practitioner reconstructed in collaboration with the disciplines



WARWICK
THE UNIVERSITY OF WARWICK

Dr Jeni Driscoll

Introduction

- Background/context
- Aims
 - 5 key questions
 - 2 STEM courses
 - Work in Progress: Outcomes and observations
 - Practitioner identity
 - Rethinking 5 key questions in your context

5 Key Questions

- What is EAP?
- Who is it for?
- How do we 'do' EAP?
- How do we embed EAP?
- What is the EAP practitioner's role in embedded discipline-specific EAP?

5 Key Questions: Before

- What is EAP?
- Who is it for?
- How do we 'do' EAP?
- How do we embed EAP?
- What is the EAP practitioner's role in embedded discipline-specific EAP?



UG Physics: Work in Progress

- to audit the Physics lab skills module with feedback and recommendations for redesign in the following academic year (essentially using this first year of our collaboration as a foundation for future activities)
- to use student writing for module and course level needs analysis to inform course aims and design of future skills modules
- to help module tutors and lab coaches design, create and deliver writing sessions, workshops and 'masterclasses' for physics students
- to give Physics tutors feedback on their session content, organisation and slides

UG Physics: Work in Progress

- to do demo session/conduct lab report writing retreats for lab coaches (Physics lecturers and PhD students) for them to mirror with UG physics students
- to design lab report writing activities to develop a 'toolkit' for lab coaches to use with students rather than a 'course' delivered by an EAP tutor
- to give feedback on lab coach assessment feedback to students in terms of how it can be improved for clarity/reader-friendliness and actionable feedback on lab report writing
- to do ↑ with a view to skills development and progression across the degree course
- In absentia?

Observations on Outcomes

The Familiar

- to use student writing for module and course level needs analysis to inform course aims and design of future skills modules

Familiar(ish)

- to design lab report writing activities for a 'toolkit' for lab coaches to use with students rather than a 'course' delivered by an EAP tutor

Observations on Outcomes

Strange

- to audit the Physics lab skills module with feedback and recommendations for the redesign in the following academic year (essentially using this first year of our collaboration as a foundation for future activities)
- to help module tutors and lab coaches design, create and deliver writing sessions, workshops and 'masterclasses' for physics students
- to give Physics tutors feedback on their session content, organisation and slides
- to do demo session/conduct lab report writing retreats for lab coaches (Physics lecturers and PhD students) for them to then mirror with UG physics students
- to give feedback on lab coach assessment feedback to students in terms of how it can be improved for clarity/reader-friendliness and actionable feedback on lab report writing
- to do ↑ with a view to skills development and progression across the degree course

Observations on Outcomes: Hats in the Hatbox

- Coach
- Collaborator
- Colleague
- Critical friend
- Ethnographer
- External examiner
- External examiner
- Listener
- Teacher trainer
- Writing 'expert'

[illegible]

REGISTRATION
NOW OPEN

**ADEE ANNUAL MEETING
LIVERPOOL 2023**
Collaborative Education in a Digital Era

**22-25
August
2023**

reminder
LIVERPOOL 2023
KEY DATES

ADEE Excellence in Dental Education Awards 2023 closes 31st May
Early bird and group discount registration closes 31st May
Abstract submissions for Liverpool 2023 extended to 14th April
Standard registration closes 31st July

PGR Dentistry: Work in Progress

- EAP for PGRs
- ESP
- ESAPP?

Observations on Outcomes

The Familiar

EAP needs

ESP needs

Liaison and everything else involved in working with a new discipline

Strange

ESAPP

Fully qualified professionals as students

Developing academic guidelines part of the learning process

EAP Curriculum designed by students

Materials developed 'online'

Knowledge blending

Observations on Outcomes: Hats in the Hatbox

- **Academic Advisor**

- Colleague

- Collaborator

- Critical friend

- Ethnographer

- **Mediator**

- Listener

- **Scholar**

- **Supervisor**

- Teacher trainer

- Writing 'expert'

- ... Other

Identity Theories



‘But is it EAP?’

- What is EAP?

5 Key Questions: Rethinking ...

- What is EAP?
- Who is it for?
- How do we 'do' EAP?
- How do we embed EAP?
- What is the EAP practitioner's role in embedded discipline-specific EAP?

Discussion

- What is EAP?
- Who is it for?
- How do we 'do' EAP?
- How do we embed EAP?
- What is the EAP practitioner's role in embedded discipline-specific EAP?

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Thank you

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