An Example of EAP-informed Student Support and Teacher Education at an Emerging EMI University in Lebanon

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Overview

Introduction and Aims

Overview of the Study and Institutional Context

Developing Teaching and Learning Resources through a Collaborative Approach

Feasibility, Benefits of, and Challenges to the Approach

Conclusion and Implications

Introduction

- Global growth in English medium instruction (EMI) and an expansion of ELT and EAP in EMI contexts (Galloway & Rose, 2021)

- Within some of the EMI literature,
  - A recognition of the language-related challenges that students face (e.g., Kamaşak, Sahan & Rose, 2021)
  - Some calls for discipline-specific support (Galloway & Rose, 2021; Galloway & Ruegg, 2020) and
  - Calls for greater collaboration (Lasagabaster, 2018)

- This echoes calls within some of the EAP research for a move toward discipline-specific support and more collaboration (Hyland, 2018; Sloan & Porter, 2010; Wingate, 2015; Wingate, 2018).

Introduction

- But a lack of cross-fertilization between EAP and EMI (Wingate & Hakim, 2022)

- EAP theoretical and pedagogical frameworks applicable to student and staff development in EMI contexts (Wingate, 2022)
  - The role of genre analysis and genre-based pedagogy

- This paper addresses calls within some of the EAP and EMI literature for **explorations of collaboration** and **student** and **teacher support** within EMI contexts (e.g., Wingate, 2022; McKinley & Rose, 2022).

Presentation Aims

1. Describe an example of EAP-informed student support and teacher education in an emerging EMI context

2. Provide a brief summary of selected findings from a case study

The Study

A single case study

- In-depth description and analysis of a focal phenomenon (Duff, 2012)

Mixed methods design

- Track 1 (students) – classroom observation, focus groups, and a student questionnaire
- Track 2 (EAP tutors and discipline lecturers) – semi-structured interviews, field notes, university documents

Institutional Context

An Emerging EMI Institution in an Old EMI Context

- A long history of EMI in Lebanon (Zeaiter, 2022; Essieli, 2017)
- An "old EMI" context (Willans, 2022)
- A multilingual (Arabic, English, French) partial EMI institution

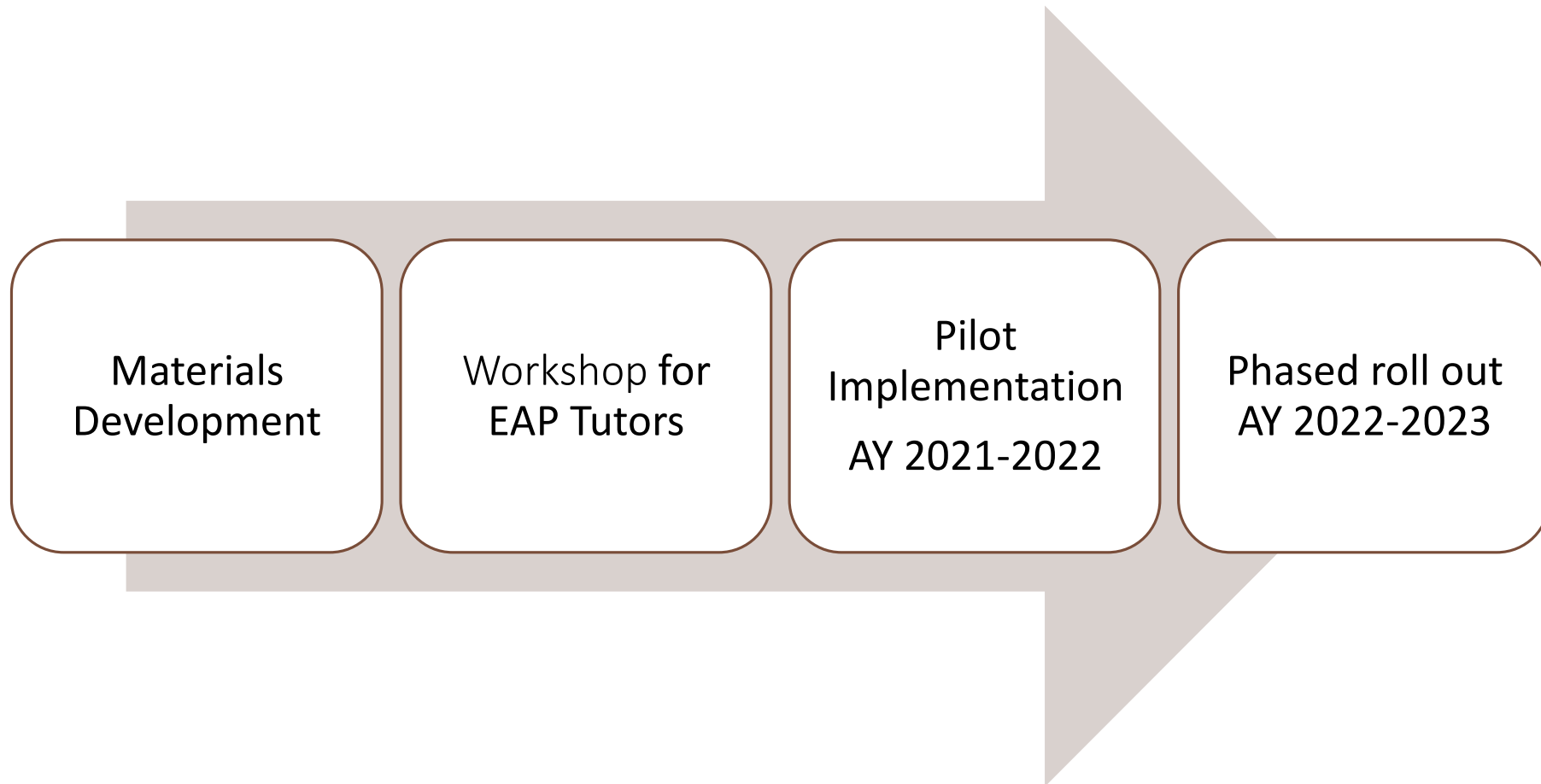**A 5-level English Language Program**

- EGP-EGAP-ESAP

EAP module revamped to be tailored to students' disciplines

- School of Engineering and the Faculty of Sciences (AY 2021-2022)
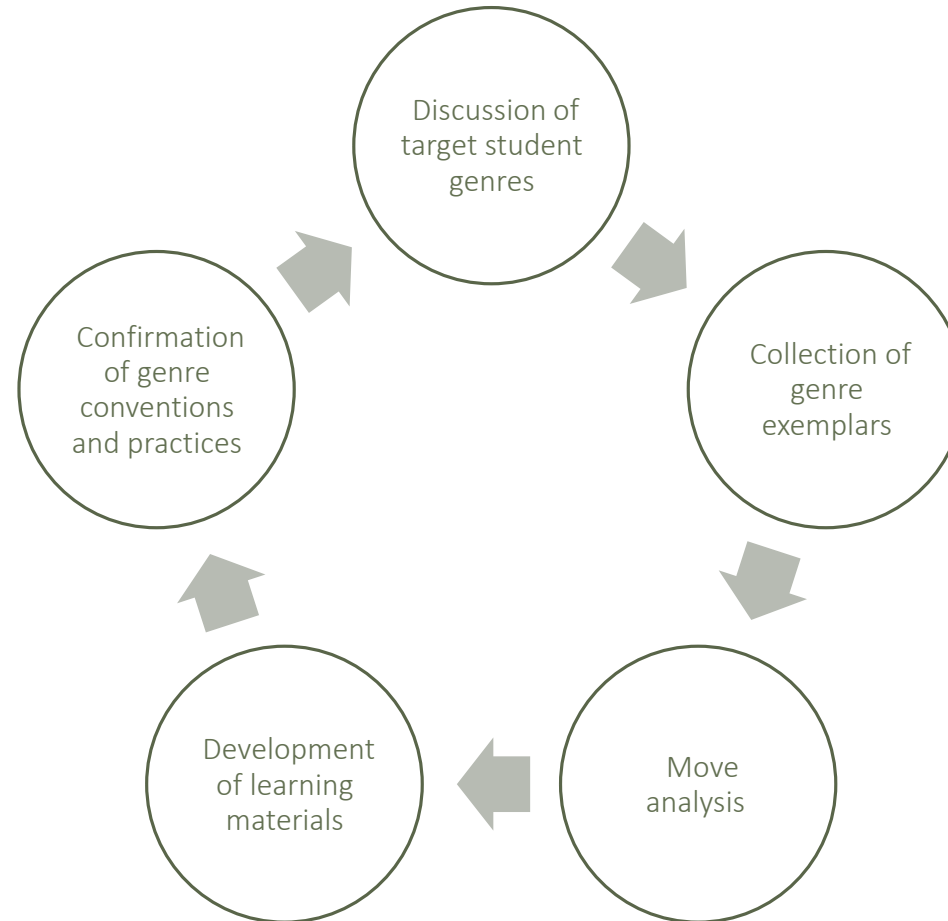- Phased roll out (AY 2023-2024)

The Consultancy

Materials Development → Workshop for EAP Tutors → Pilot Implementation AY 2021-2022 → Phased roll out AY 2022-2023

Developing Teaching and Learning Resources through a Collaborative Approach

Discussion of target student genres

Collection of genre exemplars

Move analysis

Development of learning materials

Confirmation of genre conventions and practices

Introduction to the approach	The workshop facilitators presented an overview of the discipline-specific, genre-based approach, including an overview of examples of learning materials and pedagogical strategies (e.g., TLC).
Overview of empirical evidence in support of the approach	The workshop facilitators presented empirical evidence, from Tribble and Wingate (2013) and Wingate (2015), in support of the approach.
Introduction of the target genre	The workshop facilitators provided an overview of the purpose and macro-structure of the target genre, an engineering design report.
Development of a genre-based task	In small groups, the workshop participants, the EAP tutors, developed one genre-based task for one sub-genre of the engineering report (e.g., the abstract, the introduction, the design) using a packet of materials, including three student genre exemplars, course documents, assignment guidelines, and examples of learning materials the workshop facilitators had previously developed.
Reflections on the workshop, genre knowledge, and genre-based pedagogy	At the end of the workshop, the workshop facilitators invited participants to share their reflections on the workshop, on their own genre knowledge, and genre-based pedagogy. As this workshop was meant to be an introductory workshop, the reflections and discussions at the end of the workshop were intended to

The EAP Tutor Workshop

Findings: Benefits of the Approach

Benefits for the EMI Lecturers

- Heightened awareness of teaching and assessment practices

Benefits for the EAP Tutors

- Increased understanding of the conventions, requirements and "dos and don'ts," as one Maths Lecturer put it, of genres
  - Genre-specific knowledge (Tardy et al., 2020)
- Increased pedagogical content knowledge of genre (Worden, 2019)

Benefits for the Students

- Increased relevance of discipline-specific academic literacy provision
- Materials useful for explicating and clarifying genre conventions and marker expectations and "learning to avoid mistakes"
- More detailed and diverse written feedback from discipline lecturers
- Multifaceted genre knowledge development (i.e., genre-specific knowledge and genre awareness)

Findings: Challenges to the Approach

Challenges for the EMI lecturers

- Language-related challenges during marking, which added time

Challenges for the EAP tutors

- Uncertainty with the approach
  - Consistent with Tardy et al. (2022)
- Limited instructional time
  - Consistent with Tardy et al. (2022)
- Limited or lacking communication
  - Like previous collaborative initiatives (Li, 2021)

Findings: Feasibility of the Approach

Feasibility

- The discipline lecturers and EAP tutors indicated that they find the approach to be feasible within their current **workload**
- They also suggested that this would be **sustainable** year-on-year, but there are differences between disciplines

Incentives

- The discipline lecturers recommended future incentives such as workload reduction, extra pay, and recognition
  - One participant, an engineering lecturer, noted,
    - "At the end of the day, we work for recognition."

Conclusion and Implications

- **An Informative Example, An Instrumental Case**
  - One example of discipline- and genre-based collaborative pedagogical practice in an EMI context for student support, which has been called for by EMI and EAP scholars alike (Wingate, 2022; Wingate & Hakim, 2022; McKinley & Rose, 2022; Galloway & Rose, 2021)

- **Future Research**
  - Benefits and challenges of collaboration and discipline-specific approaches over the medium to long term,
  - How collaborative pedagogies might impact EAP practitioner and subject lecturer teaching and assessment practices,
  - How these collaborations might evolve and might impact student outcomes, and
  - EAP practitioner and EMI lecturer PD needs over the medium to long term

Recent Related Publications

Hakim, A. (2023). Genre-related episodes as a lens on students' emerging genre knowledge: Implications for genre-based writing pedagogy, collaborative tasks, and learning materials. *Journal of Second Language Writing*, *60*. https://doi.org/10.1016/j.jslw.2023.101001

Hakim, A. (2023). Subject lecturers', EAP tutors', and students' perspectives on the initial implementation of university-wide academic literacy support in an emerging EMI context . *Journal of Academic Language and Learning*, *17*(1), 19-39. Retrieved from https://journal.aall.org.au/index.php/jall/article/view/879

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