

English Language Support Service

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BALEAP PIM, LSE
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It's EAP, Jim, but not as we know it!

Delivering EAP via lectures to large groups of home students

Outline

- Background
- Basic model
- Case study
- Challenges
- Benefits
- Potential implications for the profession



Background and drivers



- Change of strategy for international in-session support: generic → bespoke
- Identification of need to support home students
- Logistics: small groups → large cohorts
- Collaborative workshops → interactive lectures
- Started 2013/14
- Foundation, 1st year UG, 3rd/4th year UG

The basic model

ELSS meet lecturer(s) to identify S needs
Learning outcomes prioritised

Output samples provided
+ subject-specific text (if necessary)

Bespoke session created

OR

Existing session adapted

Materials supplied to lecturers for approval / copying / posting on VLE:
Ppt including signposting to resources
+ worksheet + VLE materials

Delivery by ELSS
+ S feedback (if possible)

Review:
lecturer + ELSS

Case study: Geography 1st year UG

GYA106 Tutorial Module: cohort 190

Summary of lecturer's (ambitious!) requirements by e-mail following initial meeting, 2013/14:

- What a paragraph is
- Sentence structure
- Not using “txt speak” (i.e. correct grammar & spelling)
- How to introduce a quote
- Using concepts/key terms
- All points/assertions need to be supported by evidence
- Be specific/accurate

Case study: materials supplied by lecturer

- Coursework brief + marking criteria
- Examples of coursework feedback
- Journal articles
- Examples of 'good/bad/ugly' practice

Discourse analysis → *outcomes + session materials*



Cover sheet, student report

Case study: materials developed

GYA106
VLE page

Week 3: Tutorial & Lecture: Coherence in writing
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Coherence in Writing

GEOGRAPHY GYA106

Dawn Daly

12th February, 2014



Want to learn more?

LEARN for GYA106:

- Coherence in Writing booklet
- Analysis of an authentic incoherent paragraph (self-enrol)

LEARN LUA014: **The Writing Centre** (self-enrol)

LEARN LBA001 – Writing Skills

Workshops:

- Using Supporting Evidence (23rd February)
- Paraphrasing and Summarising Skills (25th February)
- Reflective Writing (3rd March)
- Editing and Proofreading (9th March)

LEARN LBA101: Library resources

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signposting slide

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Coherence in Writing Lecture Slides 787.8KB PDF document



Coherence in Writing - Resource Booklet 986.2KB PDF document



Coherence in Writing - Worksheet 218.9KB PDF document

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COHERENCE IN WRITING FOR GEOGRAPHY

Task 1: Below are two extracts from reports written by first year Geography students. Identify which extract is more coherent and why.

Text A. Paragraph extracted from:
Globalisation and the geographies of consumption: food

However, despite Sainsbury's having a higher percentage of produce sourced from the UK compared to Tesco (34% and 26% respectively), the levels of locally sourced produce have fallen drastically over the last few years. An article on Britain's reliance on imported food found that between 1997 and 2007 there was an 8% drop in the amount of food we produce in the UK - from 58% to 50% (Baker, 2009). Furthermore, the current levels of food sourced from the UK in Tesco and Sainsbury's falls way below the value of 50% in 2007, which is only 5 years ago. This emphasises the changing geographies of consumption of food here in the UK, as supermarkets across the country are becoming ever more reliant on imported food. A reason for this may be related to price: 'it is the case that they (imports) are often cheaper than seasonal domestic produce' (Hickman 2010). If imports are cheaper than local produce, supermarkets are undoubtedly going to supply them in order to maximise profit margins and boost sales by offering lower prices. This brings benefits to the consumer and also they can now access almost any type of product all year round due to the ability to import produce and in season from overseas. This is again shown in Figures 1 and 2 by the wide range of countries which both Sainsbury's and Tesco import their foods from, in order to bring the biggest variety of foods to the consumer. This is a reasonable belief as the geographies of consumption of food will always be very broad, as supermarkets search to meet the demands of the consumer by supplying a wide variety of produce all year round.

Text B. Paragraph extracted from:
Globalisation and the geographies of consumption: clothing and footwear

The consumption of oil worldwide has increased massively in the last 50 years, society has become very oil dependent as it helps massively in the development of the world which in turn has led to increase in consumption. Since 1965 as a planet we have consistently heightened our expenditure of oil from 31 000-84 000 (Guardian News and media 2012). Oil can be used as fuel and this fuel can be used for cars and planes, meaning that goods can be transported all around the world. When walking into a supermarket a lot of the fruit has been sourced from foreign countries, you can get strawberries and raspberries in the middle of the English winter. Oil has led to an increase in consumption as it aids delivery for high demand goods from all over the world, people can order something off the from India and get it delivered to their front door in the UK, access to consumer goods has never been so easy. This has meant that we all eat a wider variety of foods as we have more available to us than ever before.

D. Daly

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COHERENCE
IN
WRITING

GEOGRAPHY

1



Loughborough
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OUTLINE

Outline slide from
session PowerPoint

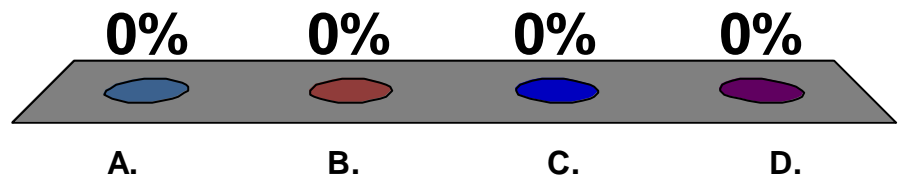
- What is meant by 'coherence'
- Why coherence is so important
- Identification of features of coherence
- Use of academic evidence to support an argument
- 6 key guidelines to help to achieve coherence

Please check you have a voting handset
and handout

What factors reduce Text B's coherence?

Slide from
session PowerPoint

- A. Poor paragraph organisation
- B. Poor sentence construction & punctuation
- C. Inaccurate use of vocabulary
- D. All of the above



Using supporting academic evidence

Look at Task 3 on the handout:

- Identify which of the statements in 2a and 2b are based on academic evidence.
- Are there any statements which should be supported by academic evidence but are not?
- Are there any terms which require a definition?

Slide from
session PowerPoint

The main challenge:

Going timidly where we'd never gone before...

International PGT (+ PhD)  home UG

- Learner profile?
- Entry attitude?
- Entry awareness?
- Willingness to interact?
- Output samples available?
- Optimum delivery point?
- Pedagogy?



Some other key challenges

- Time investment: development, communication
- Clustered scheduling
- Technical issues (eg voting software)
- Need to avoid deficit model
- Student variability
- Range of degree subjects within one lecture
(eg Arts & Humanities = English, Drama, Art & Design)

Challenges: personal

- Facilitator → lecturer
- Relational → anonymous
- Inductive → deductive + inductive
- Preparation, preparation, preparation!
- Uneven student engagement
- Imposter syndrome



Benefits 1



- Access to:
 - ✓ Samples of student output & feedback
 - ✓ Departmental assessment
 - ✓ Marking criteria
 - ✓ Lecturer attitudes to writing (N.B. huge variability!)
- Feed in to current provision (e.g. pre-sessionals)
 - Type of support provided
 - Incorporation of lectures into pre-sessional

Benefits 2



- Opportunities to collaborate on modules
- Raised profile within institution
- Enhanced awareness of ELSS provision
 - ✓ *bespoke & generic workshops*
 - ✓ *online resources*
 - ✓ *pre-sessional courses*
- Increased reach:
 - 2015/16 to date: 'home' students present in lectures = **2249** (average 132 per session)

Potential implications: BALEAP

BALEAP Competency Framework

- **Competency** – is here understood as ‘the technical skills and professional capabilities that a teacher needs to bring to a position in order to fulfil its functions completely’ (Aitken, 1998).

BALEAP, 2008, p.10

Need for criteria to be adapted or added?

Modification of TEAP courses?

Change of emphasis from L2 to L1, L2 and L1/L2?

Conclusion



Reference

BALEAP (2008) *Competency Framework for Teachers of English for Academic Purposes*. [UK online] Retrieved 16th March, 2016 from <https://www.baleap.org/media/uploads/pdfs/teap-competency-framework.pdf>

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