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-sessional 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

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# 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

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# 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*



Globalization and Geographies of Consumption: A Case Study of the Clothes and Footwear Sector

JUST DO IT.

*Cover sheet, student report*

# Case study: materials developed

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Coherence in Writing

GEOGRAPHY GYA106
Dawn Daly
12th February, 2014

Loughborough University

Week 3: Tutorial & Lecture: Coherence in writing

Dawn Daly

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

## Want to learn more?

LEARN for GYA106:
- Coherence in Writing booklet
- Analysis of an authentic incoherent paragraph
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 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:
    Globalization 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...

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

The consumption of oil worldwide has increased massively in the past 50 years, society has become very oil dependent as it helps massively in the development of the world which in turn has lead to increase in consumption...

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**COHERENCE
IN
WRITING**

GEOGRAPHY

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# OUTLINE

- 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

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# What factors reduce Text B's coherence?

A. Poor paragraph organisation

B. Poor sentence construction & punctuation

C. Inaccurate use of vocabulary

D. All of the above

| 0% | 0% | 0% | 0% |
|----|----|----|----|
| A. | B. | C. | D. |

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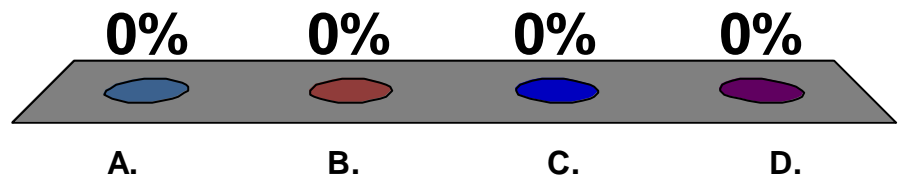
# Using supporting academic evidence

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

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# 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?

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# 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

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# 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?

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# 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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D.E.Daly@lboro.ac.uk

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