From commuters to collaborators: Using EAP approaches with home students

Karen Nicholls
Sarah Procter
What is Early Years?
Who are our students?
Why work with Karen?
Why work with Sarah?

These elements combined determine the message delivered, its format and style.
Key concepts

**Inclusive academic literacy instruction**
- should focus on genres that are relevant
- is an entitlement for all students
- needs to be integrated with subject teaching
- requires a collaborative effort ... (Wingate, 2015)

**Feedback literacy: knowing, being and acting**

"Feedback literacy also requires learners and teachers to address the language barriers which inhibit the capacity for learners to understand, interpret and act upon feedback." (Sutton, 2012, p39)
Outcomes - in relation to our objectives

Where are students in terms of their academic literacy skills?

What can be done in terms of teaching to support their development?

What can be done in terms of feedback to support their development?

To what extent will the subject specialist lecturer gain confidence in developing her students' academic literacy?
'Many teachers and researchers now acknowledge that wisdom can be found in the voices of individuals as they live their own experience, reflect on its meaning, and take action to change what they perceive to be in need of change'

(Hatch et al. 2006)
Assessment Tasks

Feedback systems

Processes and practices
1st Findings
Perceptions of feedback
Feedforward

"So she says, 'That's your question!... but I'm thinking is that my question? I just can't get it in my head for some reason." (A)

"... I kind of knew that my action plan wasn't very good so I've got to work on that. I've only just read mine [feedback] so I don't think it's sunk in yet. It's not something I normally read, I just look at my mark." (B)

"they still didn't really feel very clear about what the purpose of the task was... They need to be careful not to do like a description of their case study ...

...all that needs to be sort of set in the context of...literature." (S)
Intervention

By the end of this session, students will be able to:

- Specify elements of the rhetorical triangle
- Understand the importance of purpose
- Analyse an assignment brief
- Elicit rules for source use
- Integrate theory and policy with practice
- Identifying description and evaluation in reflection

Analyse the task

Task 2: (50%) Portfolio of two case studies (3,000 words)

- Having completed your research on 2 case study children and implemented an activity or small scale initiative to support these children’s healthy development you will write up two case studies using a reflective writing style.
- You will draw on a range of sources of information to demonstrate your knowledge and understanding of principles, concepts and/or theories that relate to your case study children’s health and wellbeing.
- You will present information about the activity or small scale initiative that you introduced and give a rationale. It is important to ensure that throughout each case study that you make reference to the academic literature to support your decision making and the choices taken.
- You must explain how learning from this task has influenced your thinking and practice and potentially, provision or policy in your setting for future development. You will be supported with structuring your account through peer review and academic tutorial.
2nd Findings
Did the feedback work?
Did the intervention work?
Further reflections...

"I don't always meet that [critical bit of assessments] because I'll describe stuff but not actually do an academic argument for it, whereas that [session] brings an awareness to it I suppose. I can go back and look for that." (B)

"I got feedback saying something about my questions was unclear, so that made me then really highlight my questions in my ... second task...I'm proper like- my questions are..." (A)

"... it weren't as such linked into anything that we were doing as such ... ... but I think it probably would have been better right at the beginning of the course." (C)
I think it’s a tool and once you've understood like the way you broke it all down, I think you think yeah…have I thought about that way, you know, your wording of things and, yeah, I think it’s a really good tool. I think I’ll use it forever in my academic work!” (D)

E: I take this on board at work as well when I'm writing at work…

… but this has just reiterated how to write in a professional academic manner and then I can pass that on to other colleagues and make sure what I've written at work is good..., so I think it’s useful for, it’s a good life skill isn't it.
Outcomes - in relation to our objectives

Where are students in terms of their academic literacy skills?

What can be done in terms of teaching to support their development?

What can be done in terms of feedback to support their development?

To what extent will the subject specialist lecturer gain confidence in developing her students' academic literacy?
Recommendations

Course overview

Time for course meetings

Assessments scheduled around Christmas are always difficult!!
What's next?

Now what?

And so the adventure begins.
References


