

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 ?*

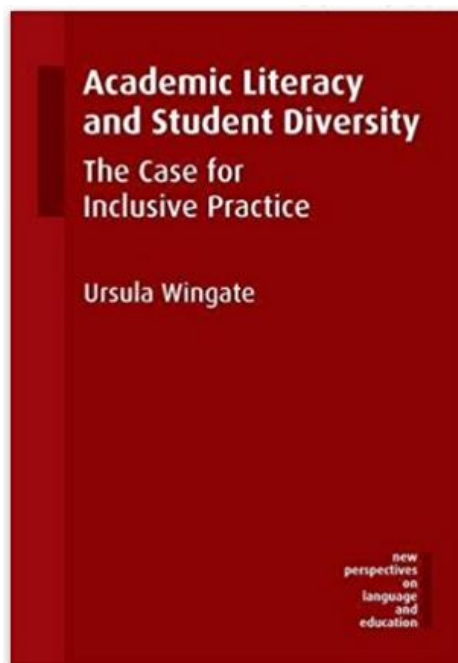
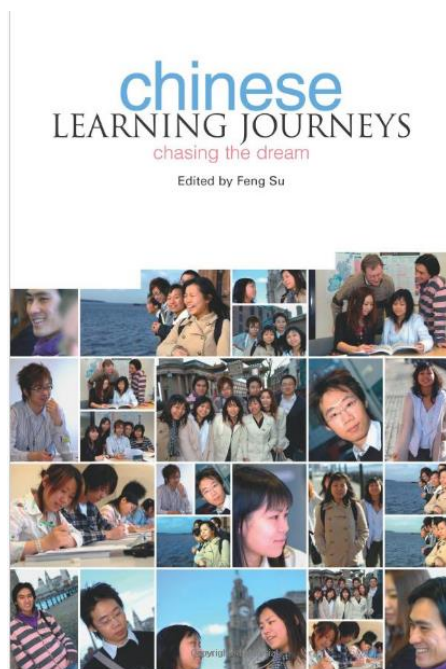


## *Why work with Sarah ?*

### The rhetorical triangle



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?*

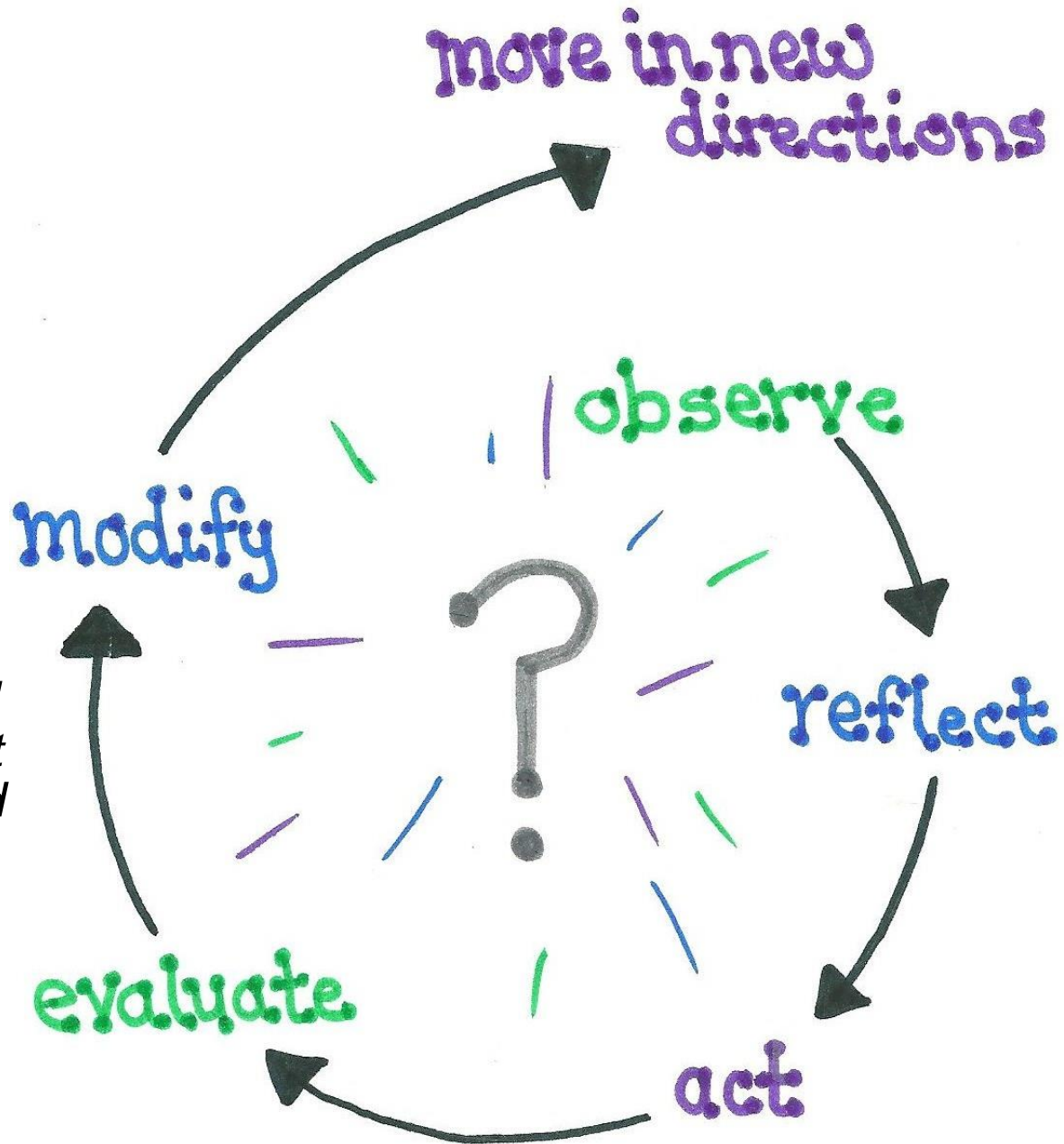
*What can be done in terms of feedback to support their development?*

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

## Methodology

*'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'*

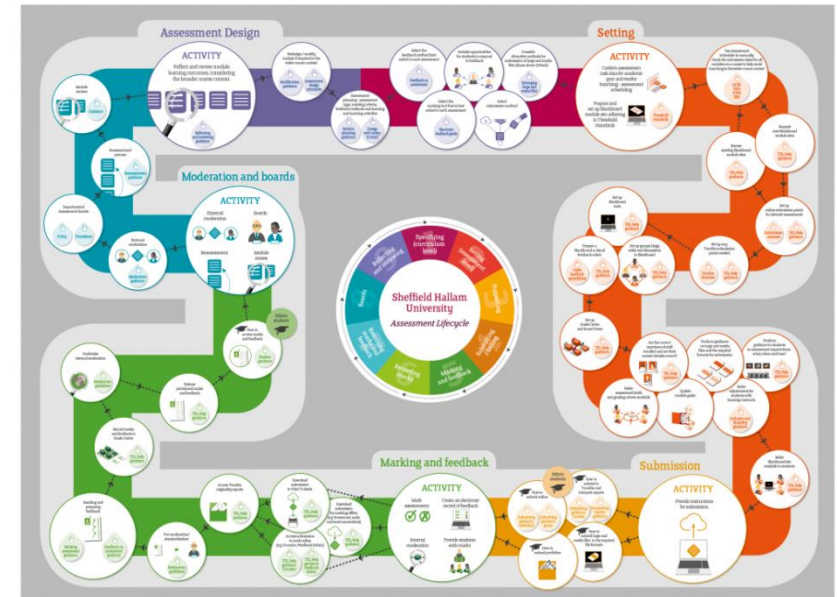
*(Hatch et al 2006)*



# Assessment Tasks

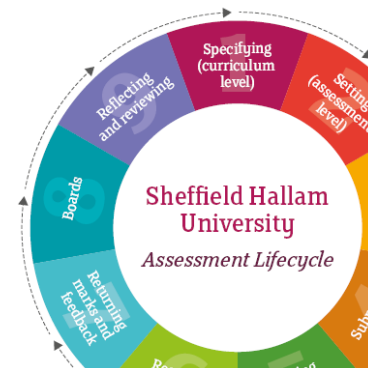
Feedback systems

Processes and practices



## Are you ready?

Assessment checklist for September



## 1<sup>st</sup> 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

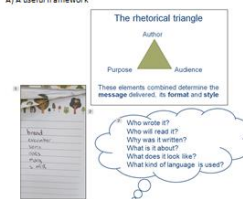
## Analyse the task

A broad topic  
A narrow focus  
A question word

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.

Young children's health and wellbeing - Academic Writing Session  
A) A useful framework



B) Analyse the task - find the broad topic; narrow focus; and question words.

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

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d) What health issue is the student investigating?  
Which sentences are the student's own and where are they based on reading?  
What are the sources doing in extract 2?  
Can you deduce a rule for when sources are needed?

Extract 1

Are the children in the setting getting enough nutrition in their food for them to grow and develop healthily? Obama (2012) suggests that studies have shown that nutrition and exercise affects children's performance in school. It states that evidence suggests obese children are more likely to miss more than two weeks of school during an academic year and are not getting the nutrition they need to concentrate on school work. I believe that the setting I work in could do more to support children in relation to healthy eating and help them make better food choices. In order for infants to thrive, they need a varied and balanced diet. Nutrition in the early years impacts lifelong eating habits and subsequently long term health (DfE, 2012). Pugh and Duffy (2014) discuss how patterns of children's health change over time as societies develop and science advances. In the last 100 years, children's health has improved due to the improvements of social and physical environments. Today, the United Kingdom prioritises child obesity rates. As stated by Kay (2013), the national child measurement programme 2012-2013 has shown that children living in deprived areas are more likely to become obese than those enjoying more affluent circumstances. Deprived areas are more likely to have cheap fast foods where foods are energy dense and lacking nutrition (2013). The study also shows that by having sufficient sleep and fruit consumption protected health weight children from becoming obese or overweight by the age of 11.

e) What is the health issue in extract 2?  
Find all the links to the literature in extract 2.  
Which links to theory?

Extract 2

The settings admission policy ensures opportunities are provided at the start and throughout the child's early year's provision for families to be involved in their child's early years experiences. The setting uses a keyworker approach which is a requirement of the Early Years Foundation Stage (EYFS) (DfE 2014) which helps to strengthen bonds between the child, family and the practitioner. The EYFS states that through established keyworker systems we can support families in engaging in their child's development, work closely with outside agencies to support the needs of the child and ensure that the safety and welfare requirements are met through practitioners being responsive to any changes and concerns within a child's life. Daly, Byers and Taylor (2006) recognise the importance of developing positive early relationships to set the foundations for children's future self-confidence and sense of security. They reflect upon Bowlby's attachment theory, recognising the importance of early year's settings forming positive relationships with families to enable practitioners to value children's attachments. Daly et al, value the keyworker approach as they believe it supports good transitions and helps children to adjust to their new environments. Bowlby also identified how children can possibly experience separation anxiety, which can also have an impact on their social, emotional and cognitive development.

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## 2<sup>nd</sup> Findings

Did the feedback work?

Did the intervention work?

Further reflections...

*"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)*

### Introduction

The research questions initially are:

- What are the most common parenting and behavioural concerns that parents encounter?
- How does the setting support these parenting issues?

*"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)*

*"... 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)*

## 2<sup>nd</sup> Findings

Did the feedback work?

Did the intervention work?

Further reflections...

*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?*

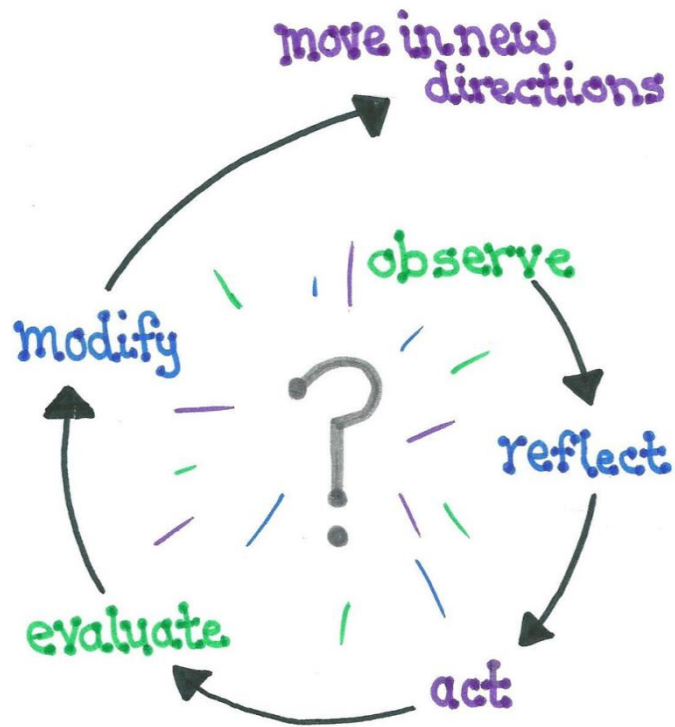
*To what extent will the subject specialist lecturer gain confidence in developing her students' academic literacy?*

## Recommendations

*Course overview*

*Time for course meetings*

*Assessments scheduled around Christmas are  
always difficult !!*



*And  
so the  
adventure  
begins*

## References

Hatch,A. Greer,T. Bailey,K. (2006) Student-produced action research in early childhood teacher education: *Innovations in Early Childhood Teacher Education* p205-212

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