



UNIVERSITY OF  
**LEICESTER**



UNIVERSITY OF  
**SANCTUARY AWARD**  
WELCOMING ASYLUM SEEKERS AND REFUGEES

# A SHIFT FROM HANDMAIDENS TO ENLIGHTENED WAITERS: EAP PRACTITIONERS FOR A GRASSROOTS SANCTUARY MOVEMENT

Aleks Palanac  
ap417@le.ac.uk

## the Neo-Liberal University



# 1. WHERE ARE WE?

## the Neo-Liberal University



post-1992, many HEIs are now  
businesses – trend towards  
**marketisation / commercialisation**  
**/ financialisation**  
(Molesworth, Nixon & Scullion, 2009)

ELT units **facilitate entry and**  
**success** of international  
students, and are an  
**important source of revenue**  
(Fulcher, 2009, in Ding & Bruce,  
2017)

**International students** are  
“the **economic lifeblood** of  
many universities” - £11  
billion for UK economy  
(Green, 2016, in Hyland, 2018)

# 1. WHERE ARE WE?



**“outside academia”**  
(Raimes, 1991)

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**“outside academia”**  
(Raimes, 1991)

auxiliary educational service  
providers - relegated to the  
**“third space”**  
(Hadley, 2015:39)

**“operating on the  
edge of academia”**  
(Ding & Bruce, 2017)

## 2. WHO ARE WE?





## 2. WHO ARE WE? BUTLERS?



English Butler with Martini Shaker ([www.allposters.com](http://www.allposters.com))



**'butler stance'**  
(Raimes, 1991)

technical **support**  
**staff, serving** the  
larger academic  
community (ibid)

positioned **outside**  
**academia** – no  
academic processes of  
our own



Ann Raimes  
(1991)

## 2. WHO ARE WE? HANDMAIDENS?



The Handmaid or The Roman Girl  
(1845) by John Cheney / Daniel  
Huntington



**'handmaiden** to  
... "proper" disciplines'  
(Hyland, 2006:34)



Ken Hyland  
(2006)

- EAP is seen as:
- mercantile
  - pragmatic
  - cost-effective
  - functional

• **untroubled** by theoretical  
issues or **questions of power**  
(ibid)



## 2. WHO ARE WE? CINDERELLA?



<https://www.rock-cafe.info/posts/disney-cinderella-in-rags-6469736e6579.html>



**“Cinderella status”**  
(Charles & Pecorari, 2015:38)

We have:

- lower status
- lower salary
- fewer opportunities to conduct research
- fewer benefits

(ibid)

**“slavish devotion** to content course demands” ... often compliant, accommodationist and uncritically pragmatic  
(Benesch, 2001)

## 2. WHO ARE WE? GATEKEEPERS?



[www.abboart.com/Z-BOS/TGW/TheGateKeeper.jpg](http://www.abboart.com/Z-BOS/TGW/TheGateKeeper.jpg)



**language** serves as a  
**gatekeeper** for student  
success  
(Tosky-King & Scott, 2014)

EAP tutors – help students  
**access** disciplinary discourses

“enact exclusionary policies  
aimed at **keeping out** non-  
elite students”  
(Benesch, 2001:136)

## 2. WHO ARE WE? WAITERS?



Detail from: Simone de Beauvoir and Jean Paul Sartre at Café de Flore in Paris by Grace Easton



Jean-Paul Sartre (1956)

## 2. WHO ARE WE? WAITERS?

I am a waiter ...

... so I act like a waiter ...

... and this is what a waiter does

You are a human being

... so you are not defined by your roles ...

... and your roles are not defined

Normative

Transformative

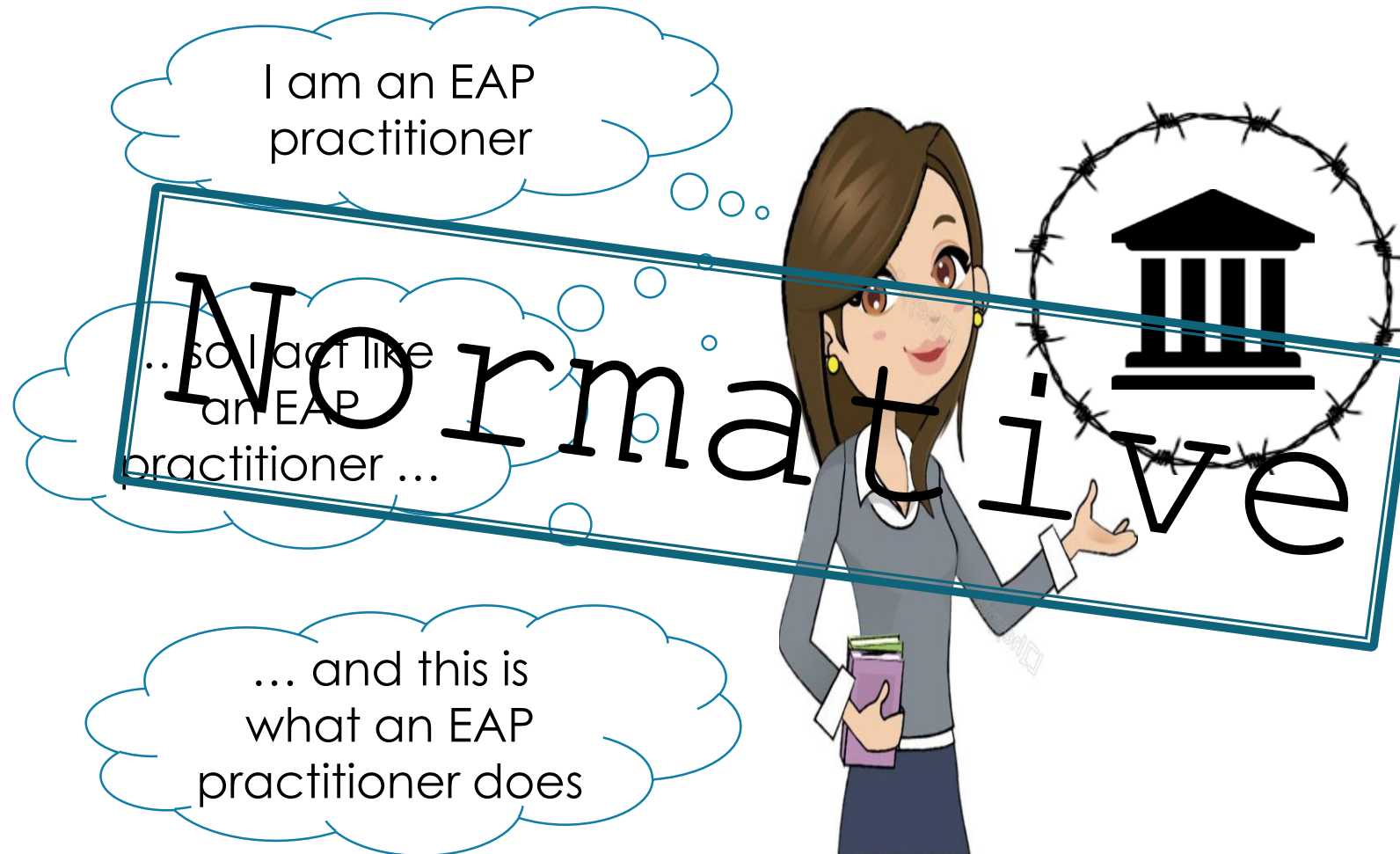


Jean-Paul Sartre  
(1956)





## 2. WHO ARE WE? WAITERS?





## 2. WHO ARE WE? THIRD SPACE PROFESSIONALS?



you have a degree  
of agency in how  
you choose to work  
in the "third space"



Celia  
Whitchurch  
(2008)

bounded  
professionals

**Normative**  
essential elements  
"taken on" through  
shared practices  
(Taylor, 2008:29, in  
Whitchurch, 2008)  
enacting a role  
regarding  
institutional  
policies and  
processes

unbounded  
professionals

**Transformative**  
disregard  
boundaries to  
focus on broadly-  
based projects  
and institutional  
development  
may occur in spite  
of, rather than  
because of, formal  
structures

## 2. WHO ARE WE? TRANSFORMATIVE EAP PRACTITIONERS?



Alex Ding & Ian Bruce  
(2017)

advantage of being on  
margins - freedom to define  
our purpose + values



Sarah Benesch  
(2001)

### **“Critical EAP”**

rejects subordinate  
status / roles  
conventionally  
assigned to EAP  
practitioners



Brian Morgan  
(2009)

and ...

an alternative to  
unquestioning compliance,  
accommodationism +  
pragmatism

but ...

EAP teaching contexts  
can and should serve as  
a vehicle for institutional  
change and promotion  
of social justice

We can self define  
transformative  
roles that we feel  
comfortable with  
and committed to  
within institutional  
constraints

we should question:

- our own role + stance + ethics
- the socio-political and economic conditions that shape our students' education (e.g. exclusionary admission policies)

## 2. WHO ARE WE? TRANSFORMATIVE EAP PRACTITIONERS?

Will EAP teachers act as  
**advocates for inclusion** or will  
they **enact exclusionary**  
**policies** aimed at keeping out  
non-elite students?

“Critical EAP”



Sarah Benesch  
(2001)

### 3. A CASE STUDY: INITIATING LEICESTER UNIVERSITY OF SANCTUARY



### 3. A CASE STUDY: INITIATING LEICESTER UNIVERSITY OF SANCTUARY

#### Phase 1: Informal English classes

- Co-ordination of classes
- 6 ESOL classes and 1 EAP class
- 1.5 – 2 hours per week
- Building / facilities
- Resources – Sanctuary Resource Room, CourseSites ...
- Volunteer teacher training
- Over 300 students since October 2015



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#### Phase 2: Pre-Sessional English Classes

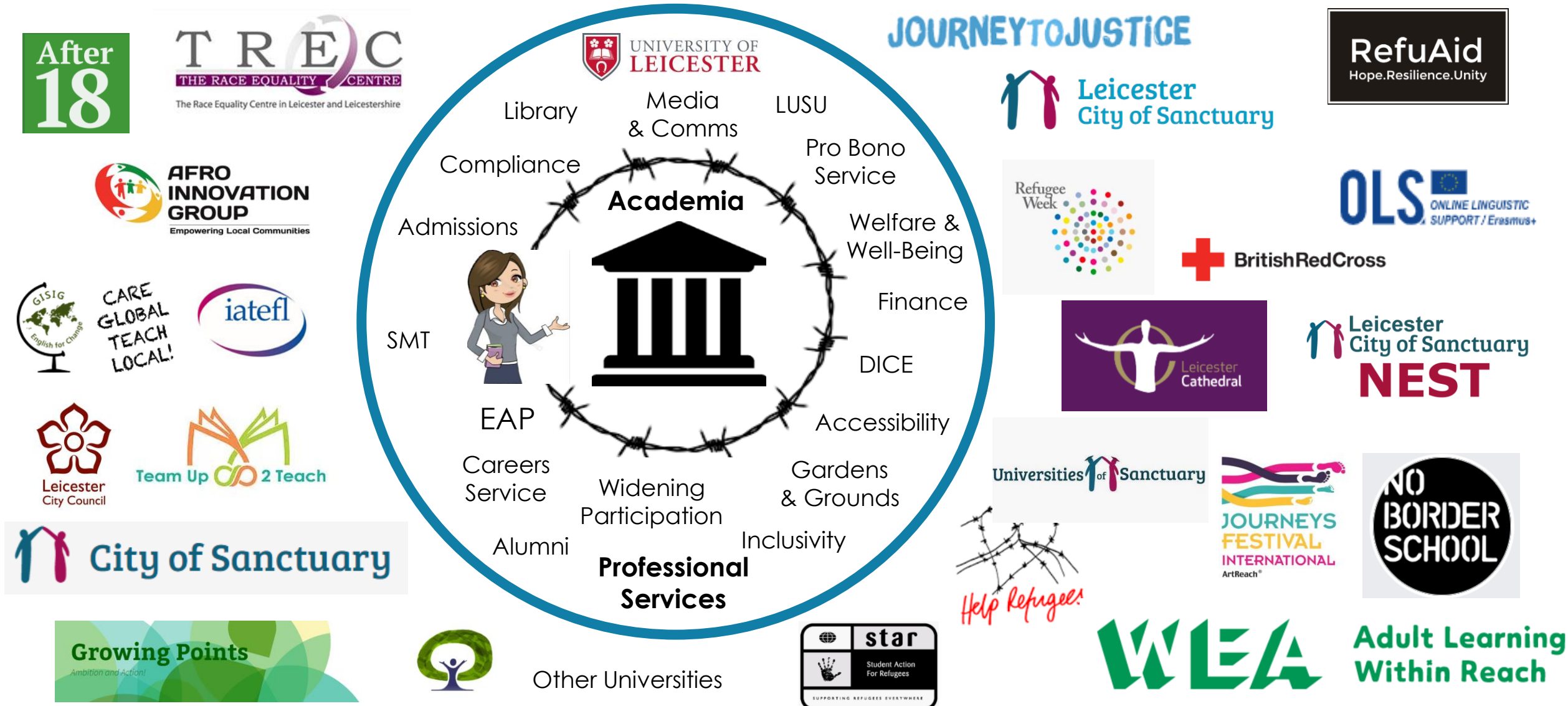
- University of Sanctuary award scheme + steering group
- 4 free places per course (12 new students at any one time)
- Free walk-in tests
- Induction sessions
- Teacher training (incl. on trauma-informed pedagogy for ELT)
- Good links with local agencies
- Help with printing, stationery and transport costs
- 25+ students since October 2017

#### Phase 3: Careers Guidance and Further Study

- Sanctuary Scholarships (incl. for DL PG courses)
- Referral to other university departments and services (e.g. WP, Careers, etc)
- Signposting to IAG charities (e.g. Growing Points + RefuAid)
- GMC IELTS / OET classes
- MOOCs



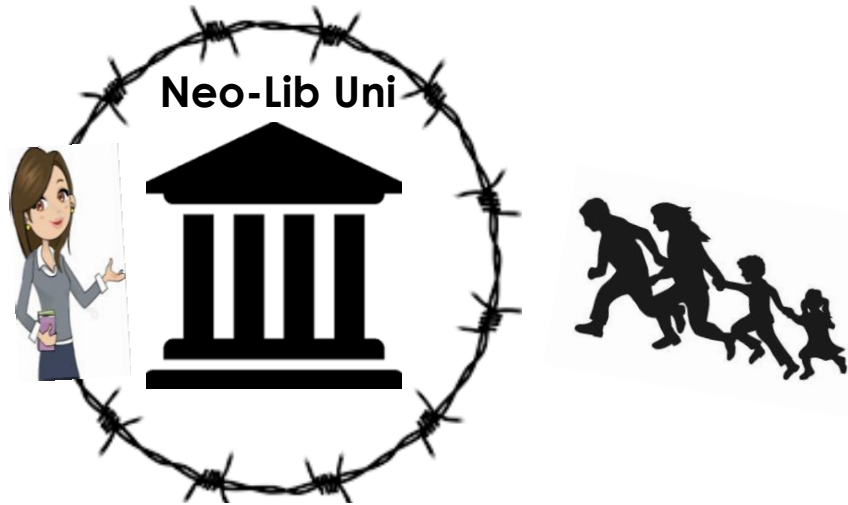
### 3. A CASE STUDY: INITIATING LEICESTER UNIVERSITY OF SANCTUARY



## 4. IMPLICATIONS

Use forces of neo-liberalism for good:

- CSR agenda – can help universities develop a competitive advantage (Dahan & Senol, 2012)
- UoS award – designed to appeal to neo-liberal logic of university management teams (Gill, 2017)



Sartre's enlightened waiter:

- question the status quo
- recognise extent of our own choice and potential agency within neo-liberal university
- decide whom to serve

How?

- create a case for widening access to sanctuary students – tap into neo-liberal arguments
- gain support of a key individual, such as a PVC (Whitchurch, 2008:10)
- using ambiguity of our position to advantage to experiment with new forms of activity and relationships (*ibid*)
- work together to create body of evidence + show successful precedent (e.g. Sanctuary JISCmail list)

## 5. FURTHER INFORMATION AND RESOURCES

For a detailed account of how the University of Leicester's English Language Teaching Unit drove the Universities sanctuary activities

Palanac, A. (2019 - in press) Renaissance of the Gatekeepers: Establishing a culture of welcome for refugees and asylum seekers at the University of Leicester's English Language Teaching Unit. *Language Learning in Higher Education: Language learning for and with refugees in Higher Education [Special Issue]*

For more information about the University of Leicester's current sanctuary activities

[www.le.ac.uk/sanctuary](http://www.le.ac.uk/sanctuary)

Universities of Sanctuary website and resource pack

<https://universities.cityofsanctuary.org>

UofS JISCmail list

<https://www.jiscmail.ac.uk/cgi-bin/webadmin?SUBED1=SANCTUARY&A=1>

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