Papers from the Professional Issues Meeting (PIM) on **In-sessional English for Academic Purposes** held at London School of Economics

19 March 2016

Editors

Sarah Brewer

Alison Standring

Gemma Stansfield

BALEAP

The global forum for **EAP** professionals

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Foreword

This e-book of papers from the BALEAP Professional Issues Meeting (PIM) held at the London School of Economics in March 2016 has been long in the making. There are many reasons for this, not least my own lack of experience in taking this on. However, as BALEAP Events Officer at the time, I had been wanting for some time to have more lasting documentation of the papers given at PIMs. I also wanted to respond to a call by the plenary speaker, Ursula Wingate, to provide more tangible evidence of what we, as teachers of English for Academic Purposes (EAP), practise.

The papers that have been gathered here are representative of the talks that were given on the day. It should be remembered that PIMs were set up as fora for EAP practitioners to come together and discuss issues and interests in a friendly, collegial atmosphere. In terms of numbers (PIMs can attract well over 100 participants), they can seem more like conferences, but there is not the expectation that papers have to be at conference standard (though many are). BALEAP members are encouraged to put in proposals for papers whether they are experts or relatively new to the field. This collection then reflects the different backgrounds and experience of those who contributed, they have been copy-edited, but were not peer-reviewed, and are presented here as a record of practice at that time.

Ursula Wingate rightly called for us as a community to provide evidence of the work that is being carried out in universities to develop students' academic literacy. It is really important that we should document what we do not only so that others working in higher education are aware of what is happening, but also to ensure that we are in a position to build knowledge and good practice within our field. Failure to do this increases the risk of EAP practitioners working in isolation from each other when shared practice could benefit the wider community of teaching staff and students and raise the profile of EAP as a disciplinary field.

I would like to acknowledge all the hard work put in by Alison Standring and Gemma Stansfield who organised the PIM and gathered the papers together and wrote the Introductions. Many thanks should also go to our copy editor Jean McCutcheon. Greatest thanks, however, must go to Ursula Wingate for contributing the main Introduction to this collection and for challenging us to record what we do.

Finally, I hope that the long gestation of this collection of papers will not put off others who would like to create similar volumes of papers from future PIMs.

Sarah Brewer
BALEAP Chair (2019–22)

Introduction

Ursula Wingate, King's College London

This book offers a collection of the papers delivered at the BALEAP Professional Issues Meeting on 'In-sessional EAP', which took place at the London School of Economics on 19th March 2016. This was a successful conference filled with stimulating talks on innovations in the in-sessional provision at UK universities. I was invited to give the plenary speech, and my main message was that in-sessional support could be much strengthened by the collaboration between EAP tutors and subject lecturers that would facilitate curriculum-integrated academic literacy support. I was pleased to find in several of the other papers delivered at the conference, and in a subsequent survey, that this approach is being pursued by EAP units in a number of universities. In what follows, I give a short summary of the papers included in this book before outlining my own. In the last section, I summarize the findings of the survey of EAP provision at UK universities, which was conducted as a follow-up to my talk.

The first two papers in this volume focus on the online delivery of in-sessional support. Celia Antoniou discusses how a unit of the Moodle course 'Scaffolding Advanced Academic Skills' was used to help EAP students to develop academic reading skills. The evaluation showed that the 13 student participants enjoyed the tasks and found the scaffolding mechanisms helpful. Anne Vicary and Steve Thomas provide a detailed description of the development of an online course on critical writing. This course is multimodal and includes video-recordings of student interviews, discussion boards, quizzes and Wikis. The section 'Lessons learned' offers some useful advice for EAP practitioners aspiring to deliver online in-sessional support.

The following two papers present research into academic literacy requirements in different disciplines. Rice, Donovan and Jack analysed assignment briefs in various disciplines at Coventry University to explore how these briefs elicit critical thinking. Their finding that the same instruction verbs were used differently across programmes and modules will enable EAP tutors to raise the awareness of students in pre-sessional courses of the instructional discourse that accompanies the critical thinking requirement of academic writing. Colclough, Fox and Driscoll interviewed lecturers in Architecture, Finance, and Engineering to investigate the different ways of referring to literature in academic writing in these disciplines. Whilst the findings are still preliminary, it is encouraging to see that the participating lecturers welcomed the collaboration with EAP staff in order to enhance students' ability to use literature appropriately in their academic writing.

The report by Kavanagh and Gadsby on the 1:1 advising system for all students at the University of Essex provides an excellent example not only of an inclusive approach, but also of collaboration between EAP staff and lecturers from the disciplines. Doctoral students were trained to provide 1:1 advice alongside EAP staff. In their analysis of the take-up data, the authors found that over a third of the students seeking advice were home students. This finding highlights the fact that providing EAP exclusively to international students, which is still the practice at many universities, is inadequate.

The Academic Writing and Language team from Middlesex University (Pitt, Bernaschina, Celini, Dillon-Lee, Endacott, Lazar, Thomas, and Wilkinson) present successful examples of embedded academic literacy support. Whilst in some departments their work with lecturers remains at the level of cooperation (see Dudley-Evans and St John, 1998 for the distinction between cooperation and collaboration), in others the team has achieved full collaboration and is actively involved in curriculum and assessment design, feedback and team teaching. The paper provides valuable insights into the sometimes difficult process of building collaborative relationships with academic departments, and highlights the fact that the EAP team's engagement in research and publications enhances this process.

Benson and Anderson report on their collaboration with the School of Education at the University of Edinburgh in creating a discipline-specific dissertation writing course. Programme directors from the School advised on the content of the course and provided exemplars. The course achieved high levels of student satisfaction. Robert Marks, in his account of an action research study at Manchester University, also reports positive feedback from students on the writing classes he developed for specific faculties. Some useful examples of materials, tasks and classroom techniques can be found in this paper.

Bell and Guion Akdağ provide the results of a student survey on the use of the CEM (Contextualisation, Embedding, Mapping) model for the development of academic skills at Heriot-Watt University. Whilst it is a positive finding that most students perceived the academic skills course as sufficiently linked to the requirements of their discipline, the authors point out that developing contacts in the disciplines is an arduous and gradual route. In the concluding chapter, Simpson reflects critically on claims of EAP being marginalised and trivialised in universities, before explaining the in-sessional model at University of Sheffield. Here, as in many other universities, the English Language Teaching Centre has shifted towards embedded provision; however, university funding tends to be insufficient to make this provision discipline-specific.

In my own presentation, entitled 'Embedding academic literacy instruction in the curriculum: The role of EAP specialists', I argued that the integration of academic literacy instruction into the regular teaching and assessment prac-

tices of academic departments is essential for enabling all students in a study programme to become familiar with the literacy of their discipline. This integration means that much of the instruction is carried out by subject lecturers; however, the support of EAP specialists is crucial for helping lecturers to do this. I showed a table with three types of provision: (1) Extra-curricular, in which writing/academic literacy instruction is offered by EAP staff located in specific units, without any, or much, collaboration with subject lecturers. This provision type appears to be still the most common one in UK universities. (2) Curriculum-linked, in which the instruction is discipline-specific and delivered by EAP staff in timetabled sessions. Subject lecturers contribute to various degrees to the development of teaching materials or to the teaching itself. It appears from the papers delivered at this BALEAP PIM (see for instance Benson and Anderson in this volume) that more and more EAP units are developing links with academic departments to offer this type of provision. However, it is not what I would call embedded or (3) Curriculum-integrated. Curriculum-integrated provision means that academic literacy instruction is an integral component of content modules and, as said earlier, mainly delivered by subject lecturers.

I proposed five methods of integrating this instruction into academic practice, of which I will mention only three here. One, 'Reading and writing', pays attention to a much neglected aspect of literacy, and introduces the systematic pre-reading of academic texts for lectures and seminars. The EAP specialist could play an important role in assisting with reading problems and summary writing. Another method is follow-up tutorials to lectures, for which EAP specialists could develop specific academic literacy resources related to the lecture topics. I presented some examples of genre-based learning resources that we developed for four different disciplines at King's College London. Finally, EAP specialists could be instrumental in helping lecturers to formulate feedback in a way that enhances academic literacy development.

The close collaboration between EAP specialists and subject lecturers needed in this approach would be best possible if EAP specialists were positioned in academic departments. This has happened in an increasing number of Australian universities, where staff from the Academic Language and Learning (ALL) units have become respected teaching colleagues in the departments. This repositioning of EAP staff is more costly than the extra-curricular model, and this may be the reason why there is not much evidence of the necessary structural changes in universities in the UK. Where collaborative, curriculum-integrated literacy instruction is happening, for instance at Middlesex University, this is not institutional policy, but the EAP team's 'bottom-up' initiative and their effort in 'relationship building' (see Pitt et al. in this volume) with colleagues in the disciplines.

I concluded my talk with a call for more initiatives of this kind, so that evidence of the success of this approach can be accumulated. If it can be shown to

university managers that the curriculum-integration of academic literacy development, based on collaboration between EAP staff and subject lecturers, leads to greater inclusion, better student satisfaction, general improvements in teaching and learning, and an easier socialisation of students into the literacies of their disciplines, the chance of this approach becoming institutional policy and practice would be greatly enhanced.

In the discussion following my presentation, I was informed that various versions of collaborative, curriculum-integrated approaches were already in place in some UK universities; however, as there are no published reports, this information was not available to me. I offered to conduct a survey of instructional approaches taken by EAP units in UK universities and write up a report. An invitation to participate in the survey was sent out to BALEAP members at the end of March 2016, and I received seven responses. This did not provide me with enough material for a stand-alone publication, but I take this Introduction as an opportunity to summarise the findings.

Four of the seven institutions from which I received a response provide curriculum-linked rather than curriculum-integrated instruction, in the form of discipline-specific lectures and workshops delivered by EAP staff across various departments; subject lecturers are often consulted on the content. In the case of the English Language Centre at the University of Liverpool, this approach accounts for more than 50% of their in-sessional provision. Similarly, the English Language Support Service (ELSS) at Loughborough University offers curriculum-linked workshops and lectures to a range of postgraduate programmes, as well as two credit-bearing modules on the university's China Partnership programmes; these are all delivered by ELSS staff. The Richmond American International University offers a free-standing Level 4 Research and Writing module, which is embedded in the curriculum in the sense that it is compulsory, but is not discipline-specific, as it includes students from all disciplines. An example of building relationships across the institution can be found at the University of the West of England, where the library-based Academic Development specialists have created a cross-university Academic Literacy Forum which includes lecturers, senior management and student support staff. In addition, the library's subject teams offer discipline-specific writing workshops and online resources.

Three institutions reported curriculum-integration of academic literacy instruction in some departments or programmes. The Academic Writing Advisory Service (AWAS) at the University of Birmingham College of Arts and Law has integrated lectures and workshops on academic writing into some content modules (no information of departments or programmes was provided), and subject lecturers contribute to some extent to the design and delivery. York St John University has an academic literacy component in one content module of all MSc/MBA Business programmes. This is delivered by EAP specialists in the presence

of the programme director, who also helps with the design of the component.

The University of Reading has a broad curriculum-linked offer, with timetabled sessions in 11 postgraduate and three undergraduate programmes. Most importantly, Reading's International Study and Language Institute takes a curriculum-integrated approach in four programmes. For example, in a postgraduate programme in Construction Management and Engineering, academic literacy is an assessed part of a skills module which was jointly designed by EAP staff and lecturers on the programme. Assignments are also assessed jointly by the EAP specialist and the subject lecturer. The collaboration with subject lecturers seems to be also strong in the curriculum-linked courses. Detailed information on the rich in-sessional EAP provision at Reading can be found in the Appendix.

In summary, as some papers in this volume and the information from the –admittedly limited - survey show, there is a clear trend towards moving from extra-curricular EAP towards discipline-specific and collaborative approaches. Hopefully, an increasing number of EAP units will seek closer collaboration with academic departments, so that EAP specialists can help to integrate academic literacy instruction into teaching and assessment practices. This is, in my view, the most inclusive and effective way of developing students' academic literacy.

Reference

Dudley-Evans, T., & St. John, M. (1998). *Developments in English for Specific Purposes: A multidisciplinary approach.* Cambridge: Cambridge University Press.

Ursula Wingate is Reader in Language in Education and works in the School of Education, Communication and Society at King's College London. Ursula's research interests are in academic literacy, English language policies and practices, and language teaching methodology. Her recent publications are concerned with the impact of formative feedback on academic writing, the teaching and learning of argumentation, and genre-based approaches to academic literacy instruction.

Course	Type	Delivery	Notes
Accounting PG	Curriculum linked – 16 hours in autumn term & 16 hours in spring term	EAP specialists	Subject lecturer contribution to design and delivery – selection of students, monitoring of compulsory attendance, lectures recorded, and links to key readings and coursework assignments.
Agriculture PG	Curriculum linked Timetabled teaching sessions - 26 hours over two terms	EAP specialists	Subject lecturer contribution to design and delivery – attendance for course monitored and accredited on degree transcript.
Applied Linguistics PG *(new)*	Curriculum linked Timetabled teaching sessions - 22 hours over one term	EAP specialists	Subject lecturer contribution to design and delivery tasks relate to MSc programmes.
Business Management PG	Curriculum linked – 16 hours in autumn term & 16 hours in spring term	EAP specialists	Subject lecturer contribution to design and delivery – selection of students, monitoring of compulsory attendance, lectures recorded, and links to key readings and coursework assignments.
Chemistry UG	Curriculum linked – 8 contact hours in Spring term	EAP specialists in collaboration with subject lecturers	Research writing and exam writing classes specifically tailored to the needs of Part 3 UG Chemists; course uses past research projects and past exam papers to study language and discourse moves; classes are led by an EAP lecturer with a Chemistry lecturer in the room for support.
Construction Management and Engineering PG	Curriculum integrated – 16 hours per term autumn and spring & assignments which constitute a proportion of credits on a skills module.	EAP specialists in close collaboration with subject lecturers	Assignments marked by both sets of teachers and joint course design.
Economics PG	Curriculum linked Timetabled teaching sessions – 20 hours over one term	EAP specialists	Subject lecturer contribution to design and delivery – tasks relate to MSc programmes.

Appendix

Course	Type	Delivery	Notes
Education PG	Curriculum linked – 20 hours in autumn term & 20 hours in spring term	EAP specialists	Some subject lecturer and programme director contribution to design and delivery – monitoring of attendance.
English for Science *(>10 years old)*	Curriculum integrated – 20 credits – 40 contacts hours + 160 hours self-study during Autumn & Spring terms	EAP specialists	Compulsory Part 2 UG module worth 20 credits; part of a 2+2 degree programme jointly run with two universities in China and a 3+1 degree programme run with a university in Thailand; Programme Director from Food Science, Module Convenor & teaching staff from ISLI; this module deals with language & study skills; learning outcomes cover 5 aspects of language – vocabulary, reading, listening, speaking and writing; assessment done by ISLI, including separate external examiner with EAP background (rather than Food Science)
English Language for Chemists *(2 years old)*	Curriculum integrated – 10 credits – 20 contact hours + 80 hours self-study during Autumn term	EAP specialists	Compulsory Part 3 UG module worth 10 credits; part of a 3+1 degree programme (BSc Applied Chemistry 3+1) jointly run with Nanjing University of Information Science & Technology (NUIST) in China; Programme Director from Chemistry, Module Convenor & teaching staff from ISLI; this module deals with language & sister module (convened & taught by Chemistry & the library with advice from ISLI) deals with study skills; learning outcomes cover 3 aspects of language – vocabulary, speaking and writing; assessment done by ISLI, including separate external examiner with EAP background (rather than Chemistry)
Finance UG *(new)*	Curriculum linked – 16 hours in autumn term & 16 hours in spring term	EAP specialists	Subject lecturer contribution to design and delivery – selection of students, monitoring of compulsory attendance & links to key readings and coursework assignments
Graduate School (Workshop based) Academic Writing	Curriculum linked as part of the Reading Researcher Graduate Programme. Timetabled workshops – 14 hours over autumn and spring terms	EAP specialists	Workshops in autumn term are for all first year international PhD students and do not have subject-specific input other than drawing on research by, e.g., Hyland on the way that academic writing varies from one discipline to another and PhD writing is a genre on its own. Spring term workshops are grouped loosely according to discipline, but do not have subject lecturer/supervisor input.

Course	Type	Delivery	Notes
ICMA PG	Curriculum linked Timetabled teaching sessions – 16 hours over autumn term	EAP specialists	Subject Programme Area Director contribution to course design and course materials.
Informatics PG	Curriculum linked Timetabled teaching sessions – 16 hours over two terms	EAP specialists	Subject lecturer contribution to design and delivery - tasks relate to MSc programmes.
Law PG	Curriculum linked Timetabled teaching sessions – 20 hours over one term	EAP specialists	Subject lecturer contribution to design and delivery – tasks relate to LLM programmes.
Law UG Pt1 Law UG Pt2 Law UG Pt 3	Curriculum linked Timetabled teaching sessions – 8-12 hours in autumn term and 6 hours in spring term	EAP specialists	Subject lecturer contribution to design and delivery (focus on key UG law genres, the Problem Question and the Essay).
Psychology UG	Curriculum integrated – 8 hours per term autumn and spring & assignments which constitute a proportion of credits on a Psychology module, Skills for Psychology (PY1SK)	EAP specialists	Strong collaboration with subject lecturers – collaborative design of curriculum and of differentiated writing assignments (students chosen for the course via a mini essay test – class included non-native as well as native speakers).

Course	Type	Delivery	Notes
Real Estate and Planning PG	Curriculum linked Non-timetabled teaching sessions – 8 hours Real Estate over one term; 5 hours Planning over two terms	EAP specialists	Some subject lecturer contribution to design and delivery; Tasks relate to MSc programmes.

Appendix

strand one

Strand One – In-sessionals Online

Alison Standring and Gemma Stansfield
London School of Economics

> *"Online learning is not the next big thing; it is the now big thing."* - Donna J. Abernathy, past editor of Training + Development Magazine (1999)

We chose online learning as the first strand of our PIM. As far back as 1999, online learning was declared to be "the now big thing" and in many institutions, including our own, this still seems to be the case. During the PIM, we had three presentations and one workshop about online learning. In the first presentation, Celia Antoniou discussed scaffolding the development of academic reading online. The focus of the next two presentations was on writing: Nola Dennis discussed 'The Writing Centre' at Loughborough University, which is a self-access page on their VLE specifically created to support UK undergraduate students; while Steve Thomas and Anne Vicary discussed using their experience of creating an Academic Writing MOOC to develop an online 'Writing Critically' course for in-sessional students. The workshop combined both reading and writing as Jane Blackwell, from UCL Institute of Education, discussed moving a successful in-sessional course called "Reading and Writing Critically" online. Other in-sessional courses had worked well when transferred online but, in this case, the move was less successful and she invited participants to examine why.

In this e-publication, we have papers from two of the presentations. In the first paper, Celia Antoniou from the University of Essex discusses 'scaffolding the development of academic reading skills online'. She details how scaffolding was provided to students and their responses to various elements. Overall, students reported that the experience was a success and 'offered them the opportunity to develop conceptually by gradually developing and employing reading strategies that allowed them to read effectively'. In the second paper, Steve Thomas and Anne Vicary discuss building an online 'Writing Critically' course for in-sessional students at the University of Reading. They outline the rationale for the course, the process of building it, feedback, lessons learned and future plans. Two findings which chime with our own experience of building online courses are that it can be hard to motivate students to take part in online discussions and anyone attempting to build an online course needs to 'factor in the realisation that everything takes much longer than imagined'. Overall, this strand of the PIM made it evident that many universities are now using online learning to supplement, or even replace, face-to-face learning. However, online learning is not without its challenges.

Scaffolding the development of academic reading skills online

Vasiliki-Celia Antoniou, University of Essex

Introduction

The ability to read academic texts proficiently is critical to successful tertiary education, but is considerably more challenging for students whose first language is not English. University students using English for Academic Purposes (EAP) face pressures to act as independent learners similarly to native speakers with the added challenge of having to continue to develop their language level (Alexander, Argent & Spencer, 2008, p. 272). Part of student autonomy includes working within university learning management systems (LMS) such as Moodle.

The purpose of this paper is to explore how Moodle can support EAP students in becoming successful autonomous academic readers. It reports on a study on finding a balance between providing adequate scaffolding and support for online learning with opportunities for students to monitor and assess their progress in EAP reading skills development.

Course learning design

Characteristics of course management systems

Course management systems (CMSs) are sophisticated, virtual environments, such as Moodle and Blackboard, designed to enable real-time computer-mediated interaction. Within these settings, learners can access course contents in different formats (text, image, sound), as well as interact with instructors and classmates, via message boards, forums, chats, video-conferencing or other communication tools. Apart from the pedagogical functions, these platforms provide a set of management features for learner registering, monitoring and evaluation activities, enabling the contents' management via the Internet. The following features of these environments are highlighted as being particularly useful for language learners and educators for the purposes of the present study: a) organisation features that allow users to access content in a well-structured way, b) a variety of task creation options, c) opportunities for synchronous and asynchronous collaborative/peer activities, d) links to the Internet or other online sites, and e) multiple evaluation options.

Pedagogic approach and scaffolding

There is very little work in the area of language use for 'regulatory purposes', especially when L2 learners are engaged in genre-focused pedagogic tasks

(Gánem-Gutiérrez & Roehr, 2011, p. 299), such as the learning of EAP reading discourse. The present study extends the boundaries of the instruction context by transferring the learners' activities and training online within a course management system like Moodle, and by adopting a Socio-Cultural Theory (SCT) approach.

Building on Vygotsky's ideas about human development and internalisation, Galperin proposed three stages in the process by which such transformation occurs. These stages included progressing from physical action to oral verbalisation and, finally, to 'internal speech' (Galperin, 1989). Importantly, according to Galperin, the transformation of material actions into internalised 'mental processes' is a complex procedure that involves mastery of cultural tools such as language functions. Based on these theoretical claims, Galperin developed his mental action model, according to which he interpreted actions as 'conscious attempts to change objects according to some intended results' (Arievitch & Haenen, 2005, p. 159).

During this process the learners' actions require support. Bruner (1975, p. 60) defined the term 'scaffolding' as 'a process of "setting up" the situation to make the learner's entry easy and successful and then gradually pulling back and handing the role to the learner.

The scaffolding framework used for the present online course was adapted by Fu-Yun Yu (2009, p. 24) and had the following features: a) reflective social discourse features (i.e. comment boxes, peer-evaluation, notification system with message alerts), b) process prompts (i.e. built-in hints for the completion of the tasks), c) process displays (i.e. task completion and progress indicators, learner portfolios), and d) process models (i.e. accessing exemplary answers, concept maps, external links, etc.).

Target academic reading skills and materials

For the purposes of the current project, academic reading as a skill will be approached by adopting the SCT theoretical approach. This includes seeing the development of reading as closely linked to the use of higher-order cognitive processes such as reasoning, development of concepts, planning and voluntary attention.

Therefore, the students for the present study were expected to plan their approach when reading a text online by identifying top-level structures or by formulating self-generated questions. The students were then trained to focus their attention on specific terminology by underlining and then planning and depicting the relationships of specific article terms with the use of concept-mapping, to develop their understanding of concepts.

The specific reading skills that were addressed during this training were the following: a) developing reading comprehension abilities, i.e. strategy use and strategic processing, goal setting, and activation of schemata, b) developing the

awareness of academic genres, i.e. identifying different purposes for reading and different types of texts will also lead to more emphasis either on a text comprehension or text interpretation (Kintsch, 1998), and c) developing the awareness of discourse structure knowledge, since this could enable readers to organise the content and thus develop reading comprehension and retention.

With regards to the materials used to support the development of the reading skills, there were three academic articles with a focus on applied linguistics topics such as motivation, input and feedback. All students worked in a lab in front of a computer, and logged into Moodle in order to complete their tasks. All tasks were designed by the researcher.

Reading course delivery and online tutoring

From a socio-cultural perspective, reading and speaking are viewed as social practices, involving collaborative, co-construction of meanings between the (multiple) voices of the text and the reader (Bakhtin, 1994). Texts/speech do not exist in isolation, but rather in relation to both the reader/speaker and the writer's/audience's contexts (Hirvela, 2004, p. 18).

The teaching cycle

The purpose of this section is to present an overview of the project within which the teaching cycle stands, which is of crucial importance in order to understand the instruction process.

The Pedagogic Unit, Scaffolding Advanced Academic Skills (SAAS), was organised into three teaching units on Moodle. The first teaching session was an introduction to the topic, the treatment text and understanding the main ideas. The second session was a hands-on practice, where the students experimented with identifying specific text details and concepts, with peer-evaluating work online. In the final session the students were trained on summarising text parts, reducing content for presentations, note-taking and creating a presentation structure. The students worked on an academic article about the notion of noticing during the three-day training, and they went through a series of tasks, whose design and objectives will be analysed later on. Their activities were recorded by digital recorders and by using screen-capture software. At the end of the session the students were asked to submit their presentation of the academic article online and to deliver it orally.

Participants

The participants in this project included student volunteers (N=13) and a language tutor at the University of Essex. The students' native languages included

Chinese, Arabic, English, Hungarian and Greek. The students were enrolled in a general English course at an upper-intermediate level (level C1 according to the CEFR), and were also attending an MA course in the Department of Linguistics. Their familiarity with computer enhanced learning (CEL) ranged from none to some familiarity, but they were all computer literate, and familiar with Moodle, which is the platform used at the University of Essex for course management and academic article reading. The participants for the study were guided by the researcher, who also acted as facilitator of this pedagogical intervention unit.

Reading tasks

This section will provide an example online reading task that the students who participated in the online EAP training course had to complete. This will function as an example to showcase how various scaffolding mechanisms were implemented to support the development of the students' reading skills.

Task 1

The first example task is a concept map task that was also offered to students during the first session of their online training (see Fig. 1).

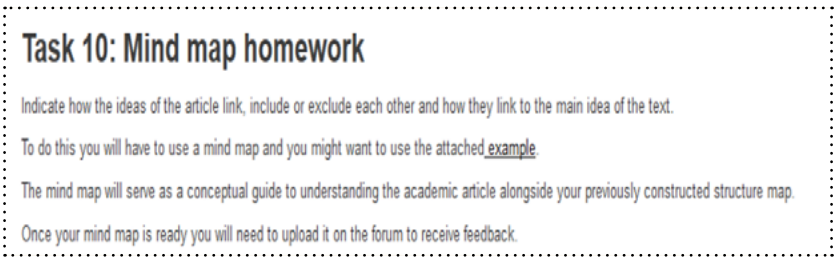

Figure 1 Task 1

The task offered scaffolding in the form of comment boxes (forum area), peer assessment (comments) and the provision of model concept maps (external link to website) (see Fig. 2).

The materials provided included a word document for the concept map and the forum area of the Moodle course (see Fig. 3).

What is Mind Mapping? (and How to Get Started Immediately)

Brainpower

A mind map is a graphical way to represent ideas and concepts. It is a visual thinking tool that helps structuring information, helping you to better analyze, comprehend, synthesize, recall and generate new ideas.

Just as in every great idea, **its power lies in its simplicity.**

In a mind map, as opposed to traditional note taking or a linear text, information is structured in a way that resembles much more closely how your brain actually works. Since it is an activity that is both analytical and artistic, it engages your brain in a much, much richer way, helping in all its cognitive functions. And, best of all, **it is fun!**

So, how does a mind map look like? Better than explaining is showing you an example.

Figure 2 What is Mind Mapping? (Litemind, n.d.)

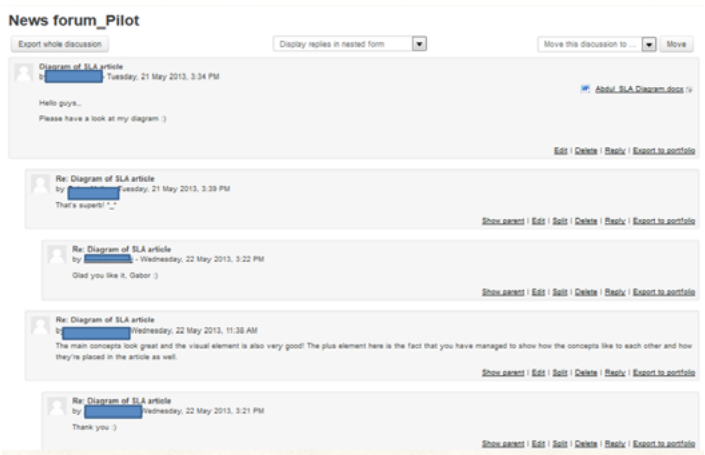

Figure 3 Forum Area

The aims of the task were to enable students to develop an understanding of text structure and to identify the main ideas and concepts of each article section (see Fig. 4).

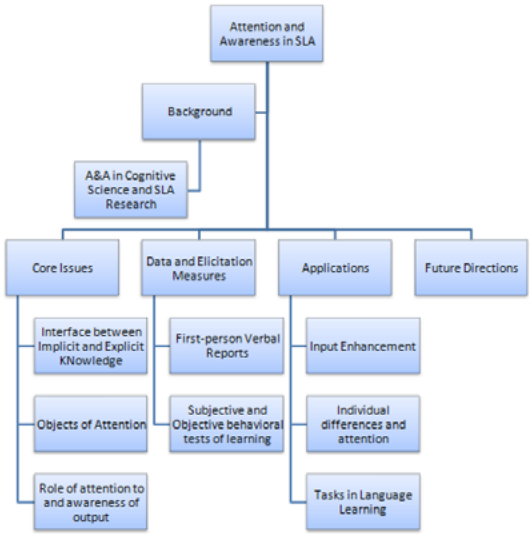

Figure 4 Student map

Student evaluation of the scaffolding features

The evaluation cycle comprised a mixed-methods approach to data collection and analysis in order to gather introspective and empirically based information about the students' evaluation of: a) the scaffolding features of the reading exercises, and b) the features' support in developing specific reading skills. The data in general was gathered in a sequence of 3 sessions: a) one 2-hour pre-teaching session, b) three 2-hour main training sessions, and c) one 2-hour post-teaching session and interview.

For the evaluation of the scaffolding features the 11-item questionnaire that examined the students' perceptions of the usefulness of various scaffolding designs included a 5-point Likert scale. These questionnaires were disseminated for individual completion, and the 5-point Likert scale ranged from 0 (none or almost none) to 4 (major). The questionnaire also required the evaluation of a statement on a five-part discrete scale ranging from strongly disagree (1) to strongly agree (5). The statement was: 'During the course, using the various scaffolding features helped me complete the tasks successfully'. All of the above were after-

wards compared to the qualitative interaction patterns of the students' recorded online activity.

With regards to the questionnaire, it was found that the students' attitudes towards the scaffolding features were very positive, as 95% of the respondents agreed with the initial arrangement. Regarding the 11-item questionnaire about the students' perceptions of the usefulness of various scaffolding features, the following two were perceived as offering the most support: 'having access to model answers during the tasks' (reported by 88% of the students) and 'receiving notifications about task updates' (86%). The scaffolding features were designed to offer students the opportunity to develop their learning and conceptual understanding, while completing specific reading tasks.

In terms of the four broad scaffolding techniques, the recordings of the students' online activity revealed that the process models (i.e. accessing exemplar answers, concept maps, external links, etc.) were viewed as giving the highest support, with almost 60% of the students indicating this support level as 'major'. The reflective social discourse features (i.e. comment boxes, peer-evaluation, etc.) were rated second, as 50.81% indicated they offered 'major' support. Process prompts (i.e. built-in hints for task completion) were rated third as 43.67% indicated they offered 'major' support. Finally, process displays (i.e. task completion and progress indicators) were the least supportive features, with only a 20.41% indicating they offered 'major' support.

Moreover, the post-training interviews revealed the students' views about scaffolding during the training. For instance, students mentioned that they understood concepts in more depth after receiving training feedback, and that they could apply the same suggestions to other articles or tasks to achieve the same outcome. Other students observed that 'the creation of the mind maps [concept maps] was really helpful since it helped to decide on the relationship between terms, their definitions and how this is reflected [in] the article'. The comments about the concept maps in the forum area helped them move gradually from a stage of simply representing knowledge to the state of linking ideas in creative ways. In addition, other students mentioned that the feedback comments, even in the cases where they simply highlighted the correct answers, helped the students revisit past knowledge, remember information and act accordingly. As a result, the students revealed that the overall training scaffolding experience offered them the opportunity to develop conceptually by gradually developing and employing reading strategies that allowed them to read effectively. In this respect, it was found that 11 out of 13 students were able to combine skills, synthesize information critically and present it effectively by the end of the training.

The following sub-sections will present in more detail the students' views with regards to features that were very frequently commented on during the post-training interviews.

Clarity of instructions

One of the scaffolding options included consulting task instructions before the completion of the tasks. Students found this feature helpful since nine out of 13 mentioned it during the interview, and most of their references to it suggested that 'the instructions were clear and most of the times indicated the steps we should take in order to complete the tasks' (Student 1). Student 10 also mentioned that 'there were a lot of tasks for which simply reading the instructions was enough in order to perform them'.

Clarity of task examples

The students were presented with the option of consulting example answers to the tasks either by clicking and having a look, or by downloading relevant files or by consulting external links. Students found this feature quite helpful, since it was mentioned by at least 10 students and most comments stated that the example answer triggered the students' 'creativity and provided a guide towards the right direction'. (Student 5).

Forum area

The forum area of the pedagogic unit was a space designed to provide general support to students with regards to questions or feedback both from the tutor and peers. It was also a place where tasks were uploaded and submitted as a means of showcasing work and comparing with others to improve further. Student 1 mentioned that 'it was very enjoyable to be uploading work there as it was fast' and they 'could see the work and feedback of others and incorporate feedback or take ideas'. In total, 11 out of 13 students showed a clear preference in favour of using the forum area and thought that it significantly contributed to successful task completion.

Glossary

One of the students' options in terms of understanding unknown words was the use of the glossary, and, at quite an early stage, students were invited to enter definitions of key terminology from the article. They found this feature quite helpful; it was mentioned as a helpful scaffolding tool by 11 students and most comments centred on the fact that the glossary enabled students 'to check the meaning of specific article terms quickly' whenever they needed (Student 3). Student 4 also mentioned that 'when unsure about which word I would have to use during the task, it helped a lot to check the glossary'.

Peer-assessment workshops

The use of comment boxes was a quite frequently used source of scaffolding for students. It was mentioned by nine out of the 13 students, and it was mostly

related to cases where the students received (or gave) feedback from/to peers or the tutor, in either the workshop or forum areas. Student 7 mentions that in one case the 'comments provided in the workshop area' allowed him to develop the stages of a task later on, and that the advantage of this was that feedback was not visible to other users. With regards to the peer-feedback option, Students 3 and 6 mentioned that it was 'it was enlightening to experience this and see the perspectives others have on doing the same task'.

Favourite scaffolding mechanisms

Apart from the scaffolding mechanisms that students particularly enjoyed, they also welcomed built-in hints. This was an additional type of support that students received when completing tasks and included the option to consult hints that could trigger them and enable them to move on. This type of scaffolding mechanism was quite popular (11 out of 13 students mentioned it) and usually appeared in the form of pop-up windows that, as Student 5 mentions, 'were consulted at times just to make sure we're on track' or 'when we run out of ideas about what to do' (Student 1).

Conclusion

This study contributed to the growing body of research into the potential role of scaffolding in online environments as a means of facilitating L2 learners' EAP training, and into the use of online environments to develop students' reading skills and lead to overall conceptual development. With regards to suggestions, students mentioned that an additional idea would have been to 'use more external links to websites with examples of how to perform a specific task such as creating a concept map'. Finally, it has also been found that in the future more online feedback should be provided to the students who make mistakes, if they wish to see more examples of specific suggestions, for instance. This opens up possibilities for further research studies with a higher number of online participants and with a longer duration.

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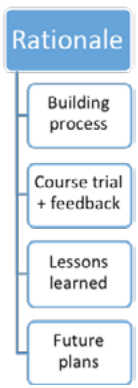
Building an online 'Writing Critically' course for in-sessional students

Anne Vicary and Steve Thomas,
University of Reading

We are Steve Thomas and Anne Vicary, In-sessional Programme Director and Programme Co-ordinator respectively, at the University of Reading (UoR). We have a large in-sessional programme, which consists of approximately 70 hours per week of general EAP classes across a wide range of skills, and the same quantity of subject-specific classes embedded within departments. Until the academic year 2015–16 all of these courses were classroom based. However, it became increasingly apparent that there might be demand for a purely online EAP course in our portfolio, and we were keen to build on our experience of preparing the ISLI MOOC for publication by FutureLearn the previous year (University of Reading, 2015). Therefore, in January 2015 we applied for funding to develop a purely online Writing Critically course for in-sessional students. Funding was obtained and throughout the summer of 2015 the course was developed. It was run for the first time in the autumn 2015 term.

This paper will explain the rationale for adding online courses to our in-sessional portfolio and share our experiences of building the online course, including lessons learned, student feedback, successes and failures, and proposed future developments. Finally, we will share our views on the future role of online courses within the in-sessional programme.

Outline of paper



Rationale

In-sessional tutors as well as academic staff throughout the university frequently find that international students on their degree programmes do not understand how to write answers to assignment questions. In particular they are very often criticised for not writing critically. Lecturers may attempt to explain what students need to do, but it is clear that these explanations are not sufficient; this is a skill that needs to be broken down, explained, and better understood and practised in the classroom.

> *When I handed in my formative assignment I wasn't too proud [...] The feedback I got I was a bit confused about what it all meant to write critically and I didn't really understand*

> *that bit, so that was the challenge I had after I got the assignment […]. I wasn't writing critically enough and it took me some time to find out what that meant.*

Whilst reference is made to critical writing in-sessional writing classes, there is limited study time available and several aspects of academic writing to cover. Therefore, we identified a need for a dedicated Critical Writing course. Since some students are unable to attend in-sessional classes due to timetable commitments and oversubscription, or because they are studying outside Reading, we decided to create a Critical Writing course which could ultimately widen our reach by using digital and online media.

Building process

The building of the course largely fell to Anne as the creator and lead educator, with Steve as the 'critical eye'. The project presented Anne with a huge learning curve. Although she was familiar with Blackboard in terms of using it as a repository for course content, she had had little experience of using Course Tools and of making her own videos and screencasts. She decided to write a generic online writing course that would appeal to all students of multi-disciplinary backgrounds, but to base the course on the experiences of the 2014–15 cohort of Master's students in the School of Agriculture, Policy and Development. She was fortunate to gain the full co-operation of the staff and students in question. Having received the appropriate permissions to interview and video students, plus gain access to their written assignments and feedback, Anne set about garnering further support. She was pleased to gain the assistance of both the UoR's Technology Enhanced Learning (TEL) team, who were keen to broaden their experience of online course building, and the UoR GRASS Project team (Generating Resources and Access to Screen Capture Software). The first stage was that the TEL team helped with videoing the students, who reflected on how they had felt about their writing before and after submitting their first formative assignment, after which Anne was able to begin constructing her course. She then spent time transcribing the interviews, reading the assignments and making a detailed story board (using headings below).

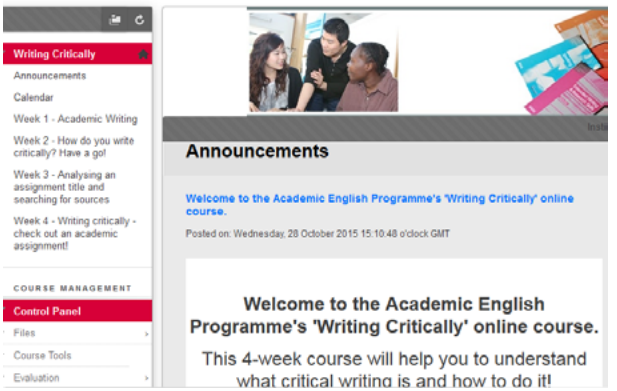
Story board headings

Step	Action on screen	Narration

Many hours later, she had constructed a course on Blackboard which would last 4 weeks, with 2-4 hours' online tuition per week. It included videos of students, Anne and other UoR staff, dialogue transcripts, Discussion Boards, Wikis,

voluntary feedback comment boxes, Camtasia-produced screencasts, quizzes, handouts, links to resources and a student writing assignment task with the promise of educator online feedback.

'Writing Critically' Welcome page



Course trial and feedback

This course ran in autumn 2015, with 60 students enrolled. Only one student was not based on the campus at Reading. To our surprise, there was little or no participation in Discussion Boards and Wikis, particularly after Week 1. No voluntary comments were left during the course. This was in direct contrast to the enthusiasm with which the distance learners on the MOOC respond to such resources. However, 15 students completed the assignment and received feedback via Blackboard using GradeMark. End-of-course feedback was received from five students, four of whom left written comments, including the one student who had been studying at a distance.

In my opinion the course is very useful. I wish, I had more time for it.
11/9/2015 8:47 PM View respondent's answers

Positive! Wish this course better and better!
11/5/2015 3:38 PM View respondent's answers

I hope the video content both on researching literature and on critical writing with sandra narrating in week 4 can be accessible after the completion of the online program. Overall I found the information shared to be invaluable. I took as many notes as I could and I feel more confident facing my current assignment. However, I might add it is challenging to keep up with the weekly assignments with work, family and other commitments. Despite this my need was great and I am truly grateful for this assistance. You should consider sharing with program members at the start of their MBA programs especially international students who are not availed on-campus privileges. Thank you Sandra!
10/29/2015 4:29 PM View respondent's answers

not much to comment. Overall, I think it is a great course
10/28/2015 6:12 PM View respondent's answers

These answers were received to the question 'Why did you not contribute to the Discussion Boards?'

I've not got to many time, because I work and study in the same time.
11/9/2015 8:47 PM View respondent's answers

The reason is that the increased of projects for some of my courses exceed my initial expectation. Therefore, most of my energy has been demonstrated to there
10/28/2015 6:12 PM View respondent's answers

Lessons learned

Target customers

Students on campus probably do not have the motivation to follow an online course as they are able to attend more traditional face-to-face lessons. Therefore, a 'niche' for this type of online course should be found – e.g. team up with departments to 'tailor' the content, possibly releasing prior to Master's students' arrival.

Course development process

- Before the project begins, set up the team who will help with conversion of materials (e.g. camera work/transcriptions/BB designer/lead educator). This may cost money, depending on availability of volunteers and/or quality of production needed.
- Write the materials in hard copy before converting them to online materials, and monitor progress regularly through meetings. Discuss and amend with the group as necessary.
- Factor in the realisation that everything takes much longer than imagined (although this would improve with increasing experience).

Future plans

We have now secured funding to tailor this course to the specific needs of the pre-arrival Master's students in the School of Agriculture, Policy and Development. We will build on our expertise and trial the adapted version in mid-August 2016, prior to student arrival, so that new students will be psychologically and culturally prepared for the requirements of their first formative assignment before the beginning of term. In this way we will hopefully circumvent the initial phase of anxiety that many students go through when they realise that they have not fully understood how to critically engage with the assignment topic, even though they may consider themselves to be skilled writers:

> *When I came here I felt very confident in my writing because I never had problems with my writing in my undergraduate, and so I was pretty confident of my writing skills. After writing my first assignment [...] I was very shocked [..] It really really affected me in the sense that I lost confidence in my writing. My confidence went from 10 to 0; one of the things they said was they complained much about my structure, my flow of ideas and how I wrote my essay.*

Those students who cannot gain online access prior to arrival will still be able to begin the course as soon as they arrive in Welcome Week, giving them three weeks to interact with the demands of critical writing prior to handing in their first formative assignment. We plan to trial this version of the course using Blackboard Course sites, and are hoping for fuller student engagement with this new version of the course. We will of course monitor the way in which the course is used and, if successful, hope to develop discipline-specific versions of 'Writing Critically' in the future.

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Steve Thomas has been the Director of the Academic English Programme (In-sessional) within the International Study and Language Institute (ISLI) at University of Reading since January 2013. Prior to that he worked in a variety of EAP roles at Oxford Brookes University, King's College London and Kingston University. He was a member of the production team on the ISLI MOOC: *A Beginner's guide to Writing in English at University*, published by FutureLearn, and is currently involved in a pilot project to develop a discipline-specific online writing course with potential to be adapted and tailored to a variety of subjects across the university for pre-arrival students.

Anne Vicary works as an in-sessional lecturer of EAP and Programme Co-ordinator within the International Study and Language Institute at the University of Reading. She has taught a wide variety of academic skills to international students at all levels, but is particularly interested in the teaching of academic writing and grammar. She is the author of *Grammar for Writing*, published by Garnet, and the ISLI MOOC: *A Beginner's guide to Writing in English at University*, published by FutureLearn. She is keen to pursue her interest in teaching academic literacies and writing new materials for the online environment.

strand two

Strand Two – In-sessional Materials

Alison Standring and Gemma Stansfield
London School of Economics

In Strand Two of the PIM, we focused on in-sessional materials. Most of the presentations took an ESAP (English for Specific Academic Purposes) approach to material production. The day began with a presentation by Claire Brett from the University of Bristol, who talked about using the way that engineers think and act to develop an in-sessional EAP writing course for 1st Year Engineering undergraduates. This was followed by Don Black, Peter Donovan and Lorraine Rice from Coventry University, who contrasted critical thinking across the disciplines. The third presentation, by Gavin Floater and Cornelius Medvei from the University of Surrey, considered using student-produced materials in a generic dissertation writing course and a specific course in critical review and grant application writing for postgraduate Biomedical Engineering students. After that, in our fourth presentation in this strand, Ted Colclough, Anna Fox and Jeni Driscoll from the University of Liverpool contrasted the use of literature in three disciplines. The day concluded with David King and Helen Hickey from the University of Arts London, discussing how a corpus-based approach could develop in-sessional materials that are 'as discipline-specific as possible'.

In the two papers contained in this e-publication, the linguistic differences between disciplines are evident. Based on research that indicates critical thinking is discipline specific, Lorraine Rice, Peter Donovan and Don Jack analyse the instructional verbs used in assignment briefs to reveal disciplinary differences and to develop teaching resources. Meanwhile, Ted Colclough, Anna Fox and Jeni Driscoll contrast the use of literature in Architecture, Finance and Engineering confirming 'the need to move away from a vague/general EAP approach towards even more discipline specific approaches and contexts' and suggesting 'the potential for (re)positioning ISE [in-sessional English] within a university context' such that English is taught alongside disciplines rather than being seen as a peripheral activity. Reflecting on this strand, what impressed us was the great effort and care that is being taken in EAP to develop high-quality in-sessional materials that are authentic and context-specific.

Critical thinking across the disciplines

Lorraine Rice, Peter Donovan and Don Jack,
CU Services at Coventry University

Introduction

Critical thinking, and our ability to engage with it, is far from a new concept. Indeed for thousands of years philosophers have been debating the topic and proffering their own interpretations of the elements of thought that critical thinking encompasses. The necessity for critical thinking is a prominent feature of education, noted by many as a central point of higher education in the UK. Course descriptions in prospectuses often emphasise the aim of developing students' critical thinking. As Moore (2011, p. 261) states, 'the development of these skills may be viewed as the most important objective of university life', and the way in which we approach the teaching or the development of these skills, is the subject of constant research and discussion within EAP. The requirement to think 'critically' is not confined to higher education, but is also seen as an essential part of secondary education – essential not only as preparation for tertiary education, but also as preparation for joining the workforce.

This study explores critical thinking (CT) across a number of disciplines at Coventry University. It begins by reviewing some of the key theories of CT before moving on to examine how CT is elicited within different courses and on different modules at the University. It does this by examining module assignment briefs. The various briefs were analysed to extract the key instructional verb used to elicit a critical response from students. The results of this analysis were then collated to determine patterns within and across courses. The findings showed that a wide variety of instruction verbs was used and although some were widely used across different disciplines other verbs were used more frequently in a particular discipline. Verbs were often polysemous in their nature and the intentions of individual authors could differ even when using the same verbs. These findings will subsequently be channelled back to the pre-sessional course at Coventry University to help prepare students to understand the critical thinking element in the assignments within their degree course, and to help students develop greater awareness of the complex layers of meaning of language in use.

The literature – a selective review

There are several approaches to critical thinking, coming from differing schools of thought. Richard Paul (1992, p. 9) defined it as 'disciplined, self-directed thinking that exemplifies the perfections of thinking appropriate to a particular mode or domain of thought'. John McPeck, Robert Ennis and others focused on its relation to subject specificity and the question of how well we need to know a subject in order to be able to think critically about it. McPeck (1981, p. 8) defined it as 'the propensity to engage in an activity with reflective skepticism'. Ennis (1985, p. 45) defined it as 'reflective and reasonable thinking that is focused on deciding what to believe or do'. All of the above-mentioned contributors came from a philosophical tradition with their approach to critical thinking.

Another approach to critical thinking is the cognitive psychological approach. This approach focuses on how people actually think in real situations. Notably, Robert Sternberg (1986, p. 3) described it as 'the mental processes, strategies, and representations people use to solve problems, make decisions, and learn new concepts'. This approach has been criticised by the philosophical tradition as reducing critical thinking to a list of skills.

The educational approach also has many contributors, perhaps most prominently Benjamin Bloom. His taxonomy for information-processing skills (1956) has become one of the most cited sources for educationalists when discussing and developing assessment of 'higher-order' thinking skills. This is a hierarchical taxonomy, with comprehension at the bottom. The top three levels are analysis, synthesis and evaluation. These higher levels are considered to be representative of critical thinking.

Even with all of these approaches and contributors, no single comprehensible concept has been ultimately accepted. Wittgenstein, in his *Philosophical Investigations* (1958), proposes that we approach this topic as a linguistic whole and, rather than looking at the detached issue in isolation, we look at the idea of critical thinking in association with its uses.

In 2013, Tim Moore conducted a study amongst academics in an Australian university from a range of disciplines: philosophy, history and literary/cultural studies. The results of his interviews identified seven definitional strands that were associated with critical thinking. These were judgement, scepticism, originality, sensitive readings, rationality, activist engagement with knowledge and self-reflection. Moore's findings showed that there was a great deal of difference in the way that academics interpreted the meaning of critical thinking. With these differences in mind, we too decided to follow Wittgenstein and look at the specific approaches to critical thinking in use at our own university.

Critical thinking at Coventry University

This section will outline why this topic was chosen, and how we went about researching it. We work for CU Services, which is a subsidiary of Coventry University, and we are responsible for delivering the pre-sessional English course for the university. Last year, we were asked to develop an in-sessional course to support borderline students once they left the pre-sessional course and joined their destination course.

As mentioned above, CT is highly valued within UK universities, and this was reflected in the destination courses that our students joined at Coventry University. However, CT is a complex enough topic for native English speaking students, and our in-sessional students faced what Floyd (2011) has called the 'double challenge' of dealing with CT skills in a foreign language. This was confirmed by the lecturers interviewed while setting up the in-sessional course. Many of them were concerned about the CT skills of international students.

As well as interviewing lecturers, we also drew on some earlier research from Donovan (2015), who interviewed a number of EAP tutors to find out their perceptions of CT. Figure 1 below summarises their views.

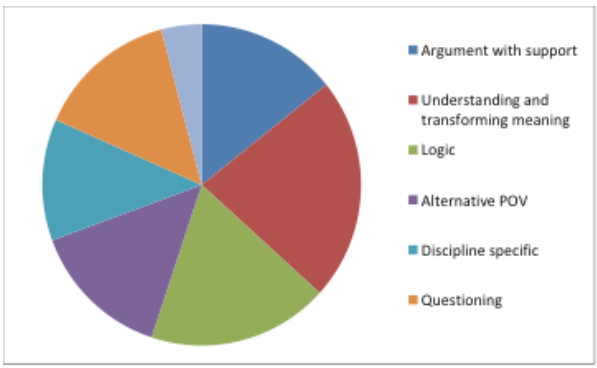

Figure 1 – EAP Tutors' perceptions of CT'

Many of these responses are what might be expected. However, one of the most interesting responses for the purposes of this research was the number of tutors who thought that CT was discipline specific. This was an idea that we explored further.

As part of our research for developing the in-sessional course, we had access to coursework briefs from a number of disciplines. By examining the assignment briefs of specific disciplines, we were able to identify when CT was called for, how frequently it was called for, and what particular words were used to elicit a critical response from students. This information allowed us to analyse the

similarities and differences of the words used to elicit critical thinking across different courses and within different modules.

Purpose of the In-sessional research

As part of the research for establishing the in-sessional course at Coventry, a wide variety of coursework assignment briefs from several disciplines was examined (see Appendix 1). A feature that became quickly apparent was that all subjects placed high importance on the demonstration of critical analysis in written assignments, and explicitly stated that higher marks would be awarded to assignments which displayed sufficient critical engagement. Drawing on Nesi and Gardner's (2012) framework for categorising genres within disciplines, and their categorisation of assignment types, a consideration was made of how critical thinking is solicited across disciplines, and whether there were common patterns or significant differences between courses.

The question then arose of how the language used in the assignment briefs could be analysed in order to gain insights that could subsequently be filtered back to the pre-sessional and in-sessional courses at Coventry University.

The method used

Academic literacy curricula often include materials which exercise skill in how to read essay titles carefully in order to ensure that a student can answer the question as the lecturer for the course expected. An important part of this reading of the title is the ability to identify and understand the meaning of instruction verbs (such as 'evaluate' or 'analyse'). Such instruction verbs are used not only in the essay title, but also elsewhere in assignment briefs in order to direct students in how the assignment should be carried out. The assumption was made that briefs were written in a register appropriate to the academic discipline, and that therefore any patterns identified in the use of instructional verbs may be of interest.

Writers of assignment briefs may refer to a number of academic websites to aid them in the writing of the briefs and one example is given below (see Appendix 2 for the complete list used). These provide tables of action verbs associated with Bloom's taxonomy. These tables are often used to give guidance to lecturers and tutors writing assignment briefs. In order to systematically identify instructional verbs used to request criticality, a database was built of these lists of verbs. Where any of the verbs in the database were present in assignment brief instructions, this was recorded for each individual module. Where the same verb was used more than once in any module, this was only recorded once, as the aim was to identify occurrences of individual verbs rather than their repetition within a module.

Bloom's taxonomy of action words

Bloom's Taxonomy Action Verbs

Level	Definition	Sample verbs					Sample behaviors
KNOWLEDGE	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	arrange define describe duplicate	identify label list match	memorize name order outline	recognize relate recall repeat	reproduce select state	The student will define the 6 levels of Bloom's taxonomy of the cognitive domain.
COMPREHENSION	Student translates, comprehends, or interprets information based on prior learning.	explain summarize paraphrase describe illustrate classify	convert defend describe discuss distinguish estimate explain	express extend generalized give example(s) identify indicate	infer locate paraphrase predict Recognize	rewrite review select summarize translate	The student will explain the purpose of Bloom's taxonomy of the cognitive domain.
APPLICATION	Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.	use compute solve demonstrate apply construct	apply change choose compute demonstrate discover dramatize	employ illustrate interpret manipulate modify operate	practice predict prepare produce relate schedule	show sketch solve use write	The student will write an instructional objective for each level of Bloom's taxonomy.
ANALYSIS	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question	analyze categorize compare contrast separate apply	change discover choose compute demonstrate dramatize	employ illustrate interpret manipulate modify operate	practice predict prepare produce relate schedule	show sketch solve use write	The student will compare and contrast the cognitive and affective domains.
SYNTHESIS	Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.	create design hypothesize invent develop arrange assemble	categorize collect combine comply compose construct create	design develop devise explain formulate generate plan	prepare rearrange reconstruct relate reorganize revise	rewrite set up summarize synthesize tell write	The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains.
EVALUATION	Student appraises, assesses, or critiques on a basis of specific standards and criteria.	Judge Recommend Critique Justify Appraise Argue	Assess Attach Choose Compare Conclude Contrast	Defend Describe Discriminate Estimate Evaluate Explain	Judge Justify Interpret Relate Predict	Rate Select Summarize Support Value	The student will judge the effectiveness of writing objectives using Bloom's taxonomy.

Reference: http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.html

Research shows that disciplines differ in many features of language use. It was therefore considered of interest to explore the expectations of the discipline as to how CT should be displayed. It is possible that differences in the language used in assignment briefs could be simply due to having been written by different individuals, rather than having significance for the discipline itself. However, given that the assignment briefs are written by people in an academic position, the assumption was made that the register employed would be that expected within the discipline.

Findings

The findings so far are that a wide variety of instructional verbs are used, and that this breadth appears wider in Science and Engineering subjects, which is consistent with the findings of Nesi and Gardner (2004; 2012). They also note that a wider variety of assignment categories are used in the Physical Sciences than other disciplines. The verbs used are presented in Appendix 1, and organised into frequency of occurrence within the discipline.

The verbs themselves are polysemous, and often contain complex layers of meaning. It is also uncertain whether individual writers have the same intend-

ed meaning when they use the same word, or even whether the same writer uses a word to carry the same meaning consistently. The inherent ambiguities of these words in isolation mean that, in order to interpret their meaning in a deeper way, it is necessary to see how they are used within the specific context of the surrounding text of the assignment brief.

Discussion

The wider range of verbs found in Science and Engineering subjects is consistent with the findings of Gardner and Nesi (2004) that a wider variety of genre of assignment categories are used in the Physical Sciences.

With regard to the polysemous nature of the verbs and their complex layers of meaning, Williams' (1976) examination of Keywords demonstrated how profound the different layers of meaning can be, and that, rather than attempt to pin down some underlying single truth of meaning through some resolution of a definition, this nature of multiple meaning should be embraced as advantageous, as 'an extra edge of consciousness' may result from understanding the different ways these words may be used. This again echoes Wittgenstein's (1958) assertion that the meaning of a word lies in its use in the language. This concept may be applied to how it is actually used within a discipline, and how, even within that discipline, individual lecturers and scholars may use the words differently in different contexts. Moore (2011) found that lecturers may contradict each other in their perception of what is required to demonstrate CT. This is consistent with the difficulties explained above in establishing a definition of what is meant by CT. There is, however, much evidence of common factors in the use of language within a discipline, such as the academic style, the register use and the variety of genres (Gardner & Nesi, 2004). A greater understanding of the language used in practice within a discipline is considered an important goal of many practitioners in the expanding field of ESP. The practical use, choice and differences in meaning of instruction verbs within assignment briefs may provide examples for students for the purposes of comprehension which allow us to value this variation of meaning rather than 'purify the dialect of the tribe' (Eliot, cited in Moore, 2013).

This polysemous nature and complexity of meaning within a word present a challenge to the tables of allocation of words to levels within Bloom's taxonomy. For example 'apply' is allocated to the level associated with use of ideas. However, the examples of this instruction found in some assignment briefs was for the respondent to apply more than one theory to a case study situation, and critically assess the use of those theories in the context. This could be argued to be closer to synthesis. This is a further example of how the meaning of a word may vary in context.

An understanding of how these verbs are used in specific contexts may well allow the development of Williams' (1976) 'extra edge of consciousness' through the development of deeper meaning. Rather than teaching that there is one dictionary definition of a word, exposing students to the actual use of these instruction words by lecturers in their own discipline may provide insight into the actual use of the word, which echoes Wittgenstein's (1957) position on the value of language at work, when it is actually in use rather than when the language is idle and an attempt is made to construct a theoretical position. This may allow the development of vocabulary-learning strategies which provide a deeper understanding of the meaning of some important words. Schmitt (2014) describes how students often employ vocabulary-learning strategies which result in limited knowledge of meaning and use. The use of these words in different contexts may allow the deeper understanding of meaning through the raising of consciousness.

Possible application of the findings

Given the difficulty there is for a NNS to develop an academic register appropriate for their discipline, the use of real examples of common language of instruction in realistic contexts may be a valuable teaching resource. Although more exhaustive collections of vocabulary and corpora exist, the focus on verbs to elicit critical thinking may be of use in PSE or ISE lessons intended to practice critical thinking. The focus on a deeper understanding of this relatively small list of verbs may be of benefit to students in understanding what will be expected of them in CT on their destination course. Although the number of verbs is limited, and therefore hopefully realistic for students to learn, the variety of vocabulary contained in the instructions may be wider than is usually practiced in exercises in criticality.

Conclusion

The complexity of establishing common agreement on what CT means, and of what individual language items represent in CT terms may be better understood by viewing their use in practice, rather than attempt a single definition. Presenting NNS students with multiple examples the use of critical language in realistic contexts within specific disciplines may allow the development of Williams' (1976) 'extra edge of consciousness' and Schmitt's (2014) deeper understanding.

A possible further focus of research may be to examine the work submitted by students, and how the marker has assessed the critical thinking ability of the writer. This may give a sense of how the instruction for criticality was issued, how it was interpreted and addressed by the writer, and how that address was viewed by the marker.

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Appendix 1

List of results

The verbs found in the assignment briefs are presented below, grouped by the discipline concerned, and then a final table of all verbs found. In each case the verb is presented in column 1, ordered by the frequency with which it was encountered. Column 2 contains the number of occurrences.

Key of course groupings:

EBM – Courses related to Engineering and Engineering Business Management
MKT – Marketing
B&F – Business and Finance
Media, Design Crime grouped courses with a lower number of International Student attendees .
'All' contains all Course modules.

Factor	EBM
Analyze	8
Apply	8
Evaluate	7
Assess	6
Recommend	6
Research	5
Choose	3
Critique/Critically	3
Discuss	3
Justify	3
Appraise	2
Choose	2
Conclude	2
Demonstrate	2
Describe	2
Examine	2
Explore	2
Interpret	2
Investigate	2
Summarize	2
Synthesis	2
Argue	1
Change	1
Compare	1
Contrast	1
Decide	1
Develop	1
Discriminate	1
Evaluation	1
Explain	1
Formulate	1
Identify	1
Illustrate	1
Prioritize	1
Propose	1
Relate	1
Select	1
Solve	1

Marketing	MKT
Critique/Critically	5
Discuss	4
Evaluate	4
Analyze	3
Describe	2
Produce	2
Recommend	2
Review	2
Analysis	1
Conclude	1
Demonstrate	1
Design	1
Develop	1
Distinguish	1
Explain	1
Identify	1
Investigate	1
Prepare	1
Write	1

Verb	B&F
Apply	12
Describe	12
Identify	12
Discuss	10
Write	10
Define	9
Explain	9
Identify	6
Compute	5
Conclude	5
Count	5
Demonstrate	5
Interpret	5
Report	4
Illustrate	2
Tell	2
Draw	2
Review	1
Summarize	1

Verb	Media & Design and Crime
Demonstrate	8
Analyze	7
Apply	5
Discuss	3
Interpret	3
Define	2
Analysis	1
Assess	1
Choose	1
Comprehension	1
Conclude	1
Critique/critically	1
Describe	1
Develop	1
Evaluate	1
Examine	1
Explain	1
Review	1
Select	1
Show	1
Summarize	1
Use	1

Verb	All	Verb	All
Apply	28	Analysis	4
Discuss	23	Appraise	4
Analyze	22	Choose	4
Describe	22	Conclude	4
Demonstrate	20	Explore	4
Identify	18	Produce	4
Evaluate	17	Select	4
Explain	15	Synthesis	3
Define	14	Tell	3
Write	14	Argue	3
Interpret	13	Change	3
Critique/Critically	11	Compare	3
Identify	10	Comprehension	2
Recommend	9	Contrast	2
Assess	8	Decide	2
Conclude	8	Design	2
Compute	8	Discriminate	2
Count	8	Distinguish	2
Research	7	Draw	2
Choose	6	Evaluation	2
Report	6	Formulate	2
Review	5	Prepare	1
Summarize	5	Prioritize	1
Develop	5	Propose	1
Examine	5	Relate	1
Illustrate	5	Show	1
Investigate	5	Solve	1
Justify	4	Use	1

Appendix 2

Sources of Bloom taxonomy of Action verbs

http://www.teach-nology.com/worksheets/time_savers/bloom

http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.html (used to add new verbs when not present in reference)

http://712educators.about.com/od/testconstruction/tp/Blooms-Taxonomy-Verbs.htm

http://www.nadn.navy.mil/CTL/bloom.htm

http://www.au.af.mil/au/awc/awcgate/edref/bloom.htm

https://www.cte.cornell.edu/documents/Assessment%20-%20Blooms%20Taxonomy%20Action%20Verbs.pdf

https://uit.no/Content/229450/BloomsTaxonomyVerbs.pdf

The use of literature in three academic disciplines

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Background to the research

In adopting a genre-based approach to teaching (see, e.g. Cooley & Lewkowicz, 2003), the English Language Centre at the University of Liverpool aims to enable students to develop the ability to, for example, demonstrate familiarity with their field, evaluate the work of others and create a space for their own work. However, discussions between In-sessional English (ISE) tutors and subject lecturers in Architecture (ARCH), Finance (FIN) and Engineering (ENGG) have indicated that, while the different departments share concerns over how effectively students deal with literature in their writing, there may also be potentially significant differences in the way these disciplines use literature. To explore these differences semi-structured interviews with the three subject lecturers were carried out and the data obtained will ultimately be used to inform the development of more appropriately targeted discipline-specific teaching and learning materials. Still at an early stage of the research, this paper presents the interview questions and some preliminary analysis of the findings.

Disciplinary differences

The written presentation of information differs depending on the discipline, as noted by Bazerman (1981), whose comparison of academic papers in the hard sciences, social sciences and the humanities led to the conclusion that 'each text seems to be making a different kind of move in a different game'. He observed, for example, that there may be 'accepted modes of argumentation' in the chemical or biological literature, whereas in a social sciences paper, a framework may first need to be established before any claims are made, while 'the literatures of poetry and its criticism tend to be particularistic and used in particularistic ways'. Equally, differences are evident in the approach to evaluating claims made: while there is likely to be a shared acceptance of criteria among biologists, the social scientist's reader may need to 'be urged, persuaded, and directed along the lines of the author's thoughts', while for the literary audience, 'evocation of the richest experience [in reading] is persuasion'. Such differences must have implications for EAP teachers.

In examining these differences more systematically, Becher and Trowler's (2001) analysis of the nature of knowledge (based on Becher's (1994) classification of hard-soft/pure-applied disciplines, see Table 1) has been influential. Characteristics considered include the discipline's general approach to knowledge (e.g. atomistic, holistic, pragmatic, etc.), the kind of evidence valued as

support for claims (e.g. qualitative/quantitative), and the ultimate outcomes achieved (e.g. new discoveries, interpretations, products/techniques, etc.). Each of these characteristics may impact on the choices made in the use of literature when writing.

Table 1: Classification of disciplinary knowledge, adapted from Becher (1994, p. 36) (in Becher & Trowler, 2001).

Categories	**Disciplinary groupings**	**Nature of knowledge**
Hard-Pure	Pure sciences (e.g. physics)	Cumulative; atomistic; concerned with universals/quantities; impersonal; clear criteria for knowledge verification/ obsolescence; consensus on key questions; results in discovery
Soft-Pure	Humanities (e.g. history) & pure social sciences (e.g. anthropology)	Reiterative; holistic; concerned with particulars/qualities; personal; dispute over criteria for knowledge verification/ obsolescence; lack of consensus on key questions; results in interpretation
Hard-Applied	Technologies (e.g. mechanical engineering)	Purposive; pragmatic; concerned with mastery of physical environment; applies heuristic approaches; uses qualitative and qualitative approaches; criteria are purposive; results in products/techniques
Soft-Applied	Applied social science (e.g. education, law)	Functional; utilitarian; concerned with enhancement of professional practice; uses case studies and case law to a large extent; results in protocols/procedures

To understand why the different disciplines might tend to favour different approaches to the use of literature, further light may be shed by Bernstein's theory of 'horizontal and vertical discourse' (Martin, 2007, adapted from Bernstein, 1999, & Wignell, 2007, see Fig.1). This suggests that knowledge is constructed and disseminated quite differently in science subjects and in the humanities: the sciences seek to identify general or overarching and widely accepted propositions, while in the humanities, separate fields develop their own specialised 'languages' with 'specialised modes of interrogation and criteria for the construction and circulation of texts'. Wignell suggested that these are extremes on a continuum and that the social sciences may occupy a hybrid central ground, conceived of as 'warring triangles', where competing theories vie for dominance.

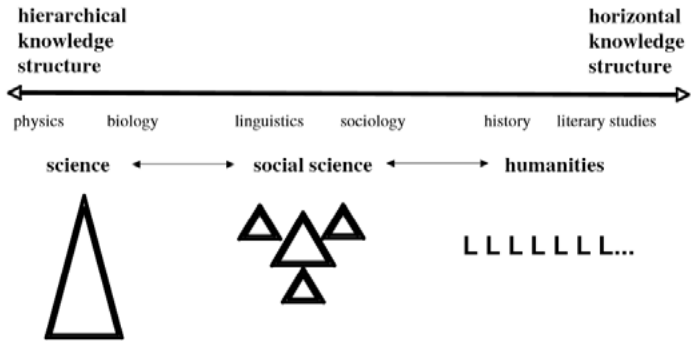

Figure 1. Horizontal and vertical knowledge structures (Martin (2007, p. 43), adapted from Bernstein (1999) & Wignell (2007)).

Interview questions

These various conceptualisations of how disciplines view and develop knowledge also offer insights into how writers cite sources in their writing, depending on the field in which they are writing, and were used to frame our questionnaire. Two sets of questions were developed (see Table 2), the first dealing with the subject lecturer's view of the nature of the discipline itself and the second considering the use of sources in written work within that discipline.

Table 2: Interview questions to explore the nature of the disciplines and the use of literature within them.

Questions on the nature of the discipline
1. In this first part, we want to ask about the nature of your academic discipline. What are the fundamental issues or questions [architecture/ engineering/finance] addresses?
2. What is the nature of the phenomena you study? Are they, for example, stable/concrete/measurable or are they changing/abstract/open to interpretation?
3. What methods or theoretical approaches do you generally adopt when studying these phenomena? To what degree are these standardised/ accepted?
4. How is written knowledge presented/structured in your field? What counts as evidence? What makes knowledge claims credible? How are claims assessed?
5. What was a major new revelation/breakthrough in your area? How did it contribute to the field?
6. How would you describe the relationship between the writer and the reader? Where do PGT students sit on an expert/non-expert continuum?

Questions on the uses of literature

1. In general terms, how is literature used in your field? How would you describe the purpose of the literature review?
2. How much agreement/discord is there in the literature?
3. It is often said that a literature review should be critical. What does this mean in practice?
4. Are the features listed (below) of equal importance in your discipline? Is the list exhaustive?
5. Should/can students include their own voice in the literature review and how can they avoid simply listing the literature?
6. To what extent are PGT students expected to be able to review literature in the ways we have discussed? Where do your students tend to fall short in their uses of literature?

Purposes of using literature (adapted from Cooley & Lewkowicz, 2003)

(a) To demonstrate familiarity with the field/that you have read what you should have read if you wish to be considered an expert in your field.
(b) To evaluate the work of others in order to negotiate your position with regard to the present body of knowledge and to establish your stance.
(c) To relate your results to the work of others and, thereby, to support your own findings/claims.
(d) To show what has already been done in order to identify a gap in knowledge which you intend to fill.
(e) To establish links within the literature and to impose a coherent organisational structure on the literature.

Emerging themes

At the time of the PIM, production and analysis of interview transcripts was at an early stage and was confined to the Architecture and Engineering interviews. Nevertheless, a number of themes were emerging, reflecting trends in HE and therefore of significance to EAP practice.

The ARCH interviewee makes numerous references to a growing concern with social and cultural context as well as to the need for Architecture to embrace scientific developments. The ENGG interviewee makes similar references to the applied nature of the discipline and the need to understand society in order to respond to its needs (see Fig.2).

ARCHITECTURE

…fundamental changes that are taking place in the relationship between universities and public affairs.

You can't just work in Architecture and make buildings in isolation.

The dissertations of the past five years have all been more and more cultural studies.

It is how much can you get Architecture to work together with science.

ENGINEERING

It's where science meets society.

We don't make steam engines anymore!

Figure 2. Interview extracts ('interdisciplinarity')

This points to the first major theme, the growth of interdisciplinarity, which appears to be increasingly incorporated into teaching and strategy in HE. At the University of Liverpool, for instance, undergraduate students from a range of departments collaborate on a 'greening the campus' project, and the University's Strategy Review 2026 makes explicit reference to interdisciplinarity. This is also reflected in the literature. Trowler, Saunders and Bamber (2012), in revisiting Tribes and Territories (Becher & Trowler 2001), specifically ask the question, 'Have disciplines been replaced by interdisciplinarity?'

Related to this is the move, first described by Gibbons et al. (1994), from Mode 1 knowledge production, characterised by the hegemony of disciplines and the autonomy of academics and their host universities, to Mode 2, in which knowledge is generated by multiple agents, often from outside academia, in the context of application, as would seem to be the case, for example, with the response to the 2015–16 flooding in Cumbria. While it would seem unlikely that students in the earlier stages of their academic life will be involved in the writing of studies of this type, it is certainly possible that they will be exposed to them as sources.

It seems reasonable to assume that this concern with social context, increasing interdisciplinarity and the move towards Mode 2 knowledge production have contributed to the second emerging theme, namely that disciplines must engage with an increasingly diverse body of literature which extends beyond the traditional academic literature of the discipline. ARCH states the need for PGT students to refer to readers in social sciences if they are to successfully investigate how users might experience a building, while ENGG provides a revealing categorisation of the types of literature on which engineers draw (Fig.3). These sources may not be regarded as conventional academic text types, as is the case with the use of Health and Safety reports to establish a need in society requiring

a response from Engineering, or may be from disciplines other than Engineering, such as with the use of medical literature to inform the development of artificial bone for transplant purposes.

- Sources which establish the sector, problem or need
- Scientific literature
- Fundamental underlying science
- Emerging developments
- Manufacturing literature
- International standards
- Regulations/policy

Figure 3. Potential types of literature encountered in engineering

This existence of a broader literature has important consequences for EAP. What level of familiarity, for example, are student writers expected to display when dealing with sources from outside their immediate discipline? EAP has also perhaps tended to think in terms of a more homogenous body of literature. In reality, it would seem likely that different source types are used by writers for different purposes and possibly in different parts of a text. Investigation of this area using a system of analysis such as that proposed by Bizup (2008) would be worthwhile (Fig.4).

- Background – gives general information, factual evidence
- Exhibit – analyses, interprets
- Argument – engages with claims
- Method – derives a manner of working

Figure 4. Bizup's (2008) 'BEAM' framework for analysing the purposes of various sources

Similarly, criticality may be handled differently according to discipline and for different source types. Again, EAP perhaps advocates the need to critically evaluate the literature as a rather blanket piece of advice. ENGG, however, indicates that it would in practice be unusual for student writers to review the work of published authors in this way (Fig. 5). Where criticality is more likely is in evaluating the suitability of different design choices. The ARCH comment suggests that a key role of criticality is in showing awareness of the very significant contributions made by the most influential architects. Greater understanding of these subtleties would enable EAP to take a more nuanced approach to criticality.

ENGINEERING

> *They're not going to critically review the findings of Professor X from Cambridge. They're going to take the findings of Professor X from Cambridge as cold, hard fact on which they're going to base their work.*

ARCHITECTURE

> *Put them on the shoulders of giants and hold their hands.*

Figure 5. Interview extracts (criticality)

Strengths and weaknesses

Having outlined relevant theory, our research questions and some initial findings from the interviews, here we offer some concluding comments and reflections on the study thus far. The first of these relates to the scope of the study and a sense of having 'bitten off more than we can chew'. Indeed, the general response to our initial proposal was that our study would be too ambitious and it would be preferable to conduct an interview within one academic discipline rather than three. It may be worth noting, however, that this was the response of a non-EAP audience. Within EAP, the practice of researching multiple academic disciplines simultaneously is not uncommon and, as in the case of in-sessional English, often necessary if EAP is to be truly discipline specific.

Partly due to the scope, the study at this stage remains somewhat removed from EAP classroom application. Further detailed analysis of the interview data is required in order to better understand an insider's perspective of each discipline before it can directly inform our EAP teaching.

Regarding the interview process, there was occasional confusion on whether the focus of the question was student writers or expert writers. In truth, there is equal interest in how these two groups use literature in their writing, which raises the issue that a clearer understanding of both and of the transition from one to the other would be desirable in the future.

A key strength of the study has been the interviewees, all of whom are insightful, informed and enthusiastic about the research. It could be argued that this level of engagement and enthusiasm is indicative of broader developments within ISE in terms of collaborative relationships between language departments and academic disciplines. To some extent, the current research also exemplifies two of the emerging themes from the interviews. The first is in critically evaluating our own EAP practice, based on evidence from subject specialists, and secondly practising and developing interdisciplinarity within our own institution.

Implications and future directions

This leads to a number of possible implications and future directions. The original hypothesis and motivation for the study was that, in relation to the uses of literature in academic writing, our teaching approach was not sufficiently discipline specific. Through interviews with subject specialists, this hypothesis has been confirmed; the list of common uses was described in interview as 'too vague'. Therefore, this confirms the need to move away from a vague/general EAP approach towards even more discipline-specific approaches and contexts. The eventual approach we are working towards is one which can provide a means of better contextualising our teaching for different departments.

A further outcome has been the questioning of our assumptions about the uses of literature in academic disciplines. For example, the unmitigated belief that criticality toward sources is appropriate in all disciplines has been upturned. Questions can also be raised about the application of generic criteria for evaluating sources in different academic disciplines so that, for example, currency is frequently equated with recency.

In order to develop more contextualised and appropriate teaching materials, it will also be important to investigate more specific types of sources which are common to different academic fields. As indicated by the array of text types encountered on a PGT Engineering programme, the type of text can influence how it is typically used in writing, and the relationship between source type and more specific uses of source such as those outlined in the BEAM framework (Bizup, 2008) merits further attention.

Referring back to the ambiguity regarding student or expert writers, this ambiguity is perhaps understandable. On the one hand, EAP materials often use published work as a model for student writing, but it is also the case that student work can offer a suitable focus and model for training purposes. There is also the question of whether published or student writing offers the best model for realistic student outcomes. Given that the choice of model is often influenced by what the intended 'outcome' is, it may be worth considering whether EAP can or should aim to develop writing skills beyond the target assessment context. One concern with an either/or student-expert perspective is that it presents a flawed dichotomy of students as novice writers and published writers as experts, precluding the notion of student expertness. However, a goal of EAP is to recognise and develop student expertness and the ability to communicate expertise. In fact, many current EAP classes contain writers who will go on to publish. Therefore, student-expert status would seem to be more of a continuum than a dichotomy.

Concluding comments

A final implication of the study is that it has highlighted the potential for (re)positioning ISE within a university context. As this study has shown, collaboration with other academic disciplines has improved over time. With specific reference to the current study on the uses of literature, one interviewee summarised this and brought our role as EAP practitioners quite sharply into focus:

> *The role of the academic and researcher has changed and so too has the role of the literature review. Writers are no longer individuals working in isolation; they are part of research groups, they are fund chasers. The role of writing has also changed in that academics and researchers need to be constantly doing it, competing with their colleagues and engaging in knowledge production. English is going to become more important, trans-disciplinary teaching is going to become more important … not just interdisciplinarity… Teaching English takes place alongside disciplines in part of new knowledge production. It is not a peripheral activity or a peripheral university department.*

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strand three

Strand Three – Opening In-sessionals to All

Alison Standring and Gemma Stansfield
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As the internationalisation agenda grows in universities, necessarily leading to changes in policy, we thought it would be interesting to focus one of the PIM strands on current and changing in-sessional access and how this works in practice. In all four presentations we heard about in-sessional support open to all students but from different perspectives. In the first two we heard about burgeoning and recent transitions: Louise Greener described the impact and challenges facing Durham following the decision in 2015 to open its in-sessional provision to all. Then Anne Kavanagh, Michel Mason & Pam Gadsby explained the process of upscaling to a centrally located 1:1 adviser system for both home and international students at the University of Essex. In the third presentation, Julia Hathaway & Christina Healey spoke about a required research and writing course for all students and how it is set within the mainstream curriculum at Richmond American International University in London. Finally, Alexandra Pitt closed the strand by sharing the embedded model of in-sessional support at Middlesex University.

Two of the papers are included here: *'1:1 advising - rising to the challenge of providing support for all'* by Kavanagh and Gadsby and *'Embedding academic literacies and educational development'* by Pitt, Bernaschina, Celini, Dillon-Lee, Endacott, Lazar, Thomas, and Wilkinson. The first discusses a new system at the University of Essex in the first 6-month period of implementation. They present an analysis of the range of support requested, the make-up of students seeking support and explain the advising style they encourage. They also report on a focus group discussion with advising team members and identify some areas for improvement and further development in order to best serve the needs of their students. In the second paper, Pitt *et al.* discuss how, in the past, language and literacies development at Middlesex University was situated outside core programmes and provision for international and home students was separated. The paper reports on a different picture today, one in which there is university-wide commitment to centralised open provision and where in-sessional provision is largely embedded within programmes, thereby reaching a wider community and ensuring academic literacies are integral to the support of whole cohorts. It is interesting to observe from these two papers, and presentations on the day, a move in some universities towards opening up EAP provision to all.

One-to-one (1:1) advising – rising to the challenge of providing support for all

Anne Kavanagh and Pam Gadsby,
University of Essex

As universities seek to broaden their reach to an ever-widening population, there is a simultaneous increase in the challenges of ensuring a smooth transition for new participants into a UK Higher Education culture, with its various communities of practice and accompanying expectations. Functioning as part of the radical enhancement of in-sessional academic skills provision at the University of Essex, the Talent Development Centre team is in the process of upscaling to a centrally located 1:1 adviser system for both home and international students at all levels, from pre-undergraduate to postgraduate research.

In our session at the BALEAP PIM we sought to introduce this new system in its first 6-month period of implementation, analyse the range of support requested and the make-up of students seeking support, and explain the advising style we encourage.

We reported on a focus group discussion with advising team members and identified some areas for improvement and further development in order to best serve the needs of students.

Background

Provision of a 1:1 academic advising scheme at the University of Essex, offering study support to our undergraduate and postgraduate student body, started with a project set up in 2010. At that time in-sessional support for academic skills and EAP was based within the International Academy (IA – an academic department which also ran the University's pathway and pre-sessional programmes), and this support was directed through the University Skills Centre.

The project started with the setting up of a Learning Resource Centre, which was the base for a small lending library specialising in resources to support academic skills/English Language development, as well as the base for the 1:1 advising sessions. Initially, the advising team was made up entirely of members of the IA's EAP teaching staff. Since January 2013, however, postgraduate students have been integrated into the advising team through a work-experience scheme funded by the Students' Union and run by the Employability and Careers section. Under this scheme, University departments/sections apply for funded 3- to 9-month placements which offer students training and mentoring while they work alongside regular staff. This

has been extremely effective as a way of bringing together the experience of students doing doctoral study with the expertise of the EAP teaching staff. Several of these postgraduate students, having completed their placement with us, have gone on to provide the team with additional advising availability during peak periods.

In 2014, in-sessional provision was moved into the Professional Services section under the name Talent Development Centre (TDC), and in August 2015 the advising base was given a more visible, accessible location and a much higher profile when it moved into the university's new Student Centre. This building is a purpose-built one-stop shop which accommodates all the student services (finance, accommodation, registry, student support). The TDC has a Helpdesk, alongside IT's in the Learning Hub area, which is staffed with an administration team, who deal with enquiries and bookings and liaise with the full advising team, who deliver the academic skills/English language provision and also Maths/Stats/Numeracy support (previously based within the Maths department).

This paper focuses on our academic skills/English language 1:1 provision in the first months after the move.

Analysis of who, what, and how

Taking stock after six months of operating in this new location, we wanted to review the effectiveness of these new arrangements. We used data gathered over the period September 2015 to early March 2016, and examined this on three levels: the student body we are providing support for, the form that support takes, and how it is provided.

Who?

In examining take-up data, we established that we support both undergraduate and postgraduate students from a wide range of departments. Of 19 departments, students from 17 have accessed the Helpdesk 1:1 advising service (Figure 1). The highest proportion of requests has come from students in departments with whom the in-sessional provision team has the strongest relationships, those in which we provide embedded modules and regular workshops.

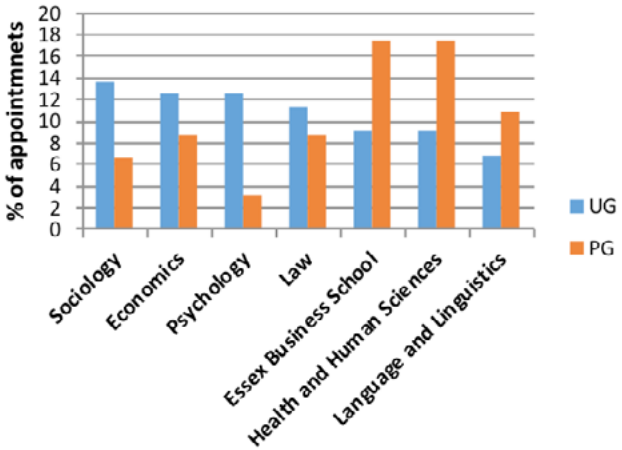

Figure 1 UG/PG appointments: Most frequently represented departments

Expectations within the EAP tradition may be for a predominance of international students seeking support, and Essex is no exception. However, the data in Figure 2 shows that more than a third of requests were made by home students, reflecting increasing awareness of the need for support to extend beyond the international student body (Wingate, 2008; Smit, 2012; Murray, 2013; McKay & Devlin, 2014; Gillway, 2015).

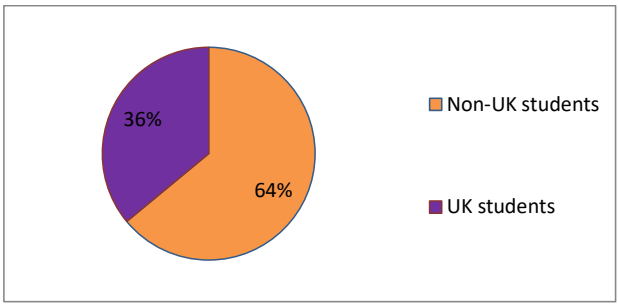

Figure 2 Proportions of home and international students seeking support

Demand has come predominantly from first years at both post- and undergraduate level (Figure 3). This reflects the greatest need at the beginning of study life, when students are adapting to new academic practices in what is often a very different study environment. As the data only relates to the first half of the year, it is not possible to determine whether this pattern would continue throughout the year, but from our experience in previous years we anticipate receiving more requests from third-year undergraduates and one-year postgraduate students for support with dissertation writing in the second half of the academic year. We also recognise that this is only the early days of greater visibility and accessibility.

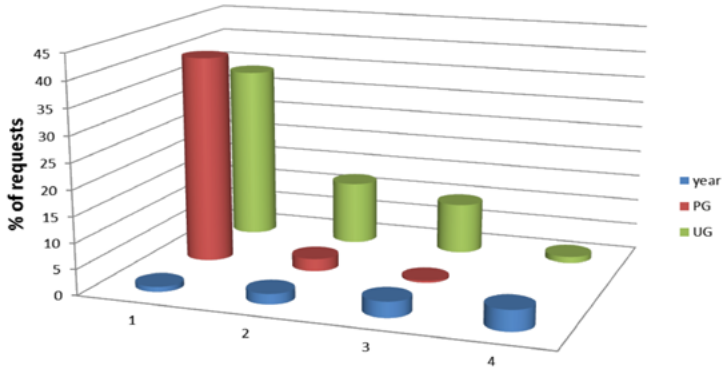

Figure 3 1:1 requests by year of study from PG and UG students

When students first register at our Helpdesk, they are asked to indicate how they have heard about us. The data in Table 1 confirms a significant rise in departments recommending students to come for help, very often in written feedback on assignments. Hearing from peers (by word of mouth) is also encouraging and may indicate general satisfaction from those who have already used the service. The fact that Welcome Week appears near the bottom of the list may indicate that this information coming at such an early stage of university life is premature, before students are aware of their need for support.

Table 1 How students hear about us

Lecturer/teacher/department	**39%**
Word of mouth (another student)	**24%**
Website/Facebook	13%
Student Support	10%
Pre-sessional induction	5%
Welcome Week	5%
Poster/Flyer	5%

What?

By far the greatest demand from students in terms of advising requests is clearly for support with assignment writing (Figure 4). Language help appearing in second place implies their belief that it is not language *per se* that they struggle with. Indeed, in Figure 5, a further breakdown of requests reveals a greater emphasis on academic writing style (marginally higher from PG students) and essay planning (marginally higher from UG students).

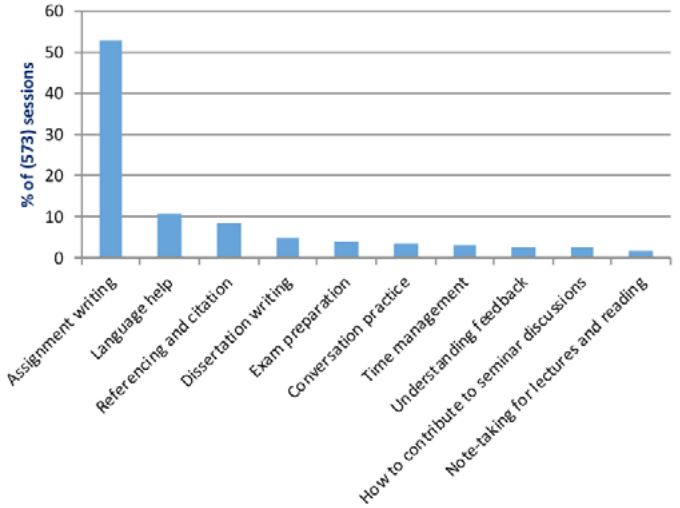

Figure 4 Top 10 advising requests

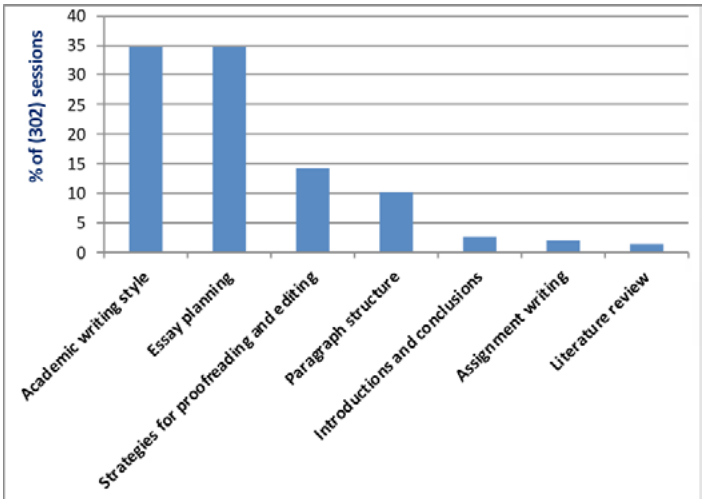

Figure 5 Breakdown of assignment writing requests

How?

The advising sessions we offer, which students can book in advance or drop in for, last for 30 minutes. Currently, students can book up to two sessions a week with no restriction on how many sessions per term, though if uptake increases dramatically we may need to revisit this. Our model emphasises student, rather than adviser, preparation. There are a number of pedagogical reasons for this: firstly and most importantly, a 'come prepared' model for students encourages them to take responsibility for and retain ownership of their work; secondly, it

allows advisers to approach the session with an open mind, especially as the request specified on booking may have changed or mask the actual need; and, from a pragmatic point of view, this also eases the cost of upscaling 1:1 advising provision, as no preparation time is involved for the adviser.

Advising style

As we are trying to cater to the needs of such a wide range of students from different disciplines and an eclectic mix of departments with very varied expectations and specific requirements, it is necessary to pin down exactly what is achievable with any one student in a 30-minute session. For such short sessions to work effectively, we have developed a particular advising style underpinned by a number of key concepts regarding roles.

The session is person-, as opposed to text-oriented; rather than telling a student what is wrong with a piece of work or correcting it, advisers adopt an active listening and questioning approach in which they seek to establish what the student feels their difficulty is. The power of questioning, even before engaging with any text, can endorse this perception of student responsibility and ownership to the point where students may come to recognise that they have answered their own questions in an atmosphere of encouragement and reassurance.

A major part of our role is to check students' understanding of department requirements and to direct them towards finding relevant sources of such information for themselves. Occasionally, this involves establishing whether it might be more appropriate for help to be provided by an individual in the student's own department, or even student support services or another support network.

In any event, it is important to manage expectations. Some students expect the adviser to simply provide answers to questions, since in their past experience many teachers have done just that. Waters (1998, p. 13) describes this as 'the picking up of learners' monkeys'; in other words, the teacher relieving the student of responsibility to solve a problem and taking it upon herself. In our context, we encourage advisers to resist this urge and to use careful questioning to return ownership to the student.

While some advisees arrive anticipating that an adviser will proofread their work, it is the role of the adviser to dispel such misconceptions, and to suggest useful strategies for proofreading and editing their own work.

Focus group comments

To gain insight into advisers' experiences of 1:1 advising over the 6-month period we arranged a focus group discussion which generated some useful insights into the perceptions of their role, the challenges they face and some differences of opinion.

There was a clear sense of the need for supporting students in transition from dependency to empowerment, and that this requires continuity of support over a longer period of time for some students. There was also consensus that we have a role to play in helping a wide range of achievers. One contributor suggested it was 'like being a GP': having a breadth of expertise to draw on to apply to any 'patient' request, responding in an appropriate manner, probing to identify an underlying problem, discussing ways of treating the problem, or referring on to an expert.

Challenges included helping to explain or interpret abstract or vague feedback from lecturers; giving advice that fits with department expectations; providing clarification rather than increasing confusion for students; judging what is manageable within the timeframe; avoiding getting bogged down in the minutiae; and ensuring the student is engaging with the issues that present themselves in a particular session.

Differences of opinion reflected the diversity of personalities and individual preferences rather than any fundamental disagreement. One adviser indicated he wanted more information before a session in order to mentally prepare himself, while several others preferred to have minimal information, as supplied on the email booking. While another suggested discouraging repeat bookings, others felt this was not a problem and provided much-needed continuity for struggling students. There was also a range of feelings expressed regarding the length of a single session, with comments such as 'I sometimes wonder what difference we can really make in 30 minutes?' to 'I'm pleasantly surprised at how much we can do'.

Areas for improvement and further development

Based on our findings from this review, through both the statistical and the qualitative data gathered, we see a clear need to provide ongoing support for all advising staff. In terms of offering more tailored support for advisers, this includes information on a range of different writing genres, improving access to useful resources such as clearer information on other specialist support services, providing links to online resources for use in advising sessions, and developing a more structured delivery of training and discussion sessions to respond to advisers' requests.

We also recognise the need to gather meaningful feedback from all stakeholders: department lecturers, students using the service, and other support staff. This should enable us to develop a more efficient and joined-up provision.

By taking such measures, we hope to further increase the effectiveness of the service we provide and to broaden our reach to all students in order to help them achieve their full potential.

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Anne Kavanagh has taught EFL both in the UK and abroad, including several years at tertiary level in China. She holds a CELTA, a DELTA and an MA in TESOL. After 7 years of teaching and coordinating EAP presessional courses at the University of Nottingham, she moved to the University of Essex in October 2015. Here she teaches across a number of modules in EAP and Academic Skills, and is involved in developing department-embedded academic English support modules at undergraduate and postgraduate levels. She is involved in coordinating recruitment, training and support for the 1:1 advising team.

Pam Gadsby has worked at the University of Essex since 2005, and her role since 2010 has chiefly been as Learning Resources Coordinator for the in-sessional team. She was involved in setting up a study centre and the systems for a resource base and a 1:1 academic advising service within it. This drew on her previous experience in the ELT sector in which she taught from 1978, some of this time outside the UK. Her EFL teaching covered English learning in ESP and EAP contexts, as well as General English, and Pam became particularly interested in helping students develop their independence as learners. During her 10 years working with the Bell Educational Trust, she was involved in various projects to establish resource facilities and academic mentoring to support students beyond the classroom. Pam now coordinates the provision of academic advising through the Helpdesk in the University's new Student Centre.

Embedding academic literacies and educational development

Alexandra Pitt, Paula Bernaschina, Luciano Celini, Faith Dillon-Lee, Nick Endacott, Gillian Lazar, Peter Thomas and Gemma Wilkinson
Middlesex University

The Academic Writing and Language team at Middlesex University have a core background in applied linguistics and English language teaching and a broad range of professional experience. Over the last ten years our work has become increasingly embedded within programmes and schools at the University, so that we each specialise in supporting staff and students in different fields. An array of partnerships, projects and research interests have emerged.

In terms of linguistics these interests include language acquisition, academic literacies, the writing process, language and power, linguistic ethnography in the workplace, the role of writing in the creative process and professional writing simulations in higher education.

Further interests centre more on teaching and learning, including investigations into creativity, reflexivity, the psychosocial factors of learning, and learner engagement and motivation, or educational development, including the culture of academic practice and integrity, collaboration, and research and practice enhancement in higher education.

Finally there is an eclectic range of further interests ranging from psychology and sociology to cultural studies and literature, to the visual and performing arts, creative practices and yoga traditions and meditation.

Introduction

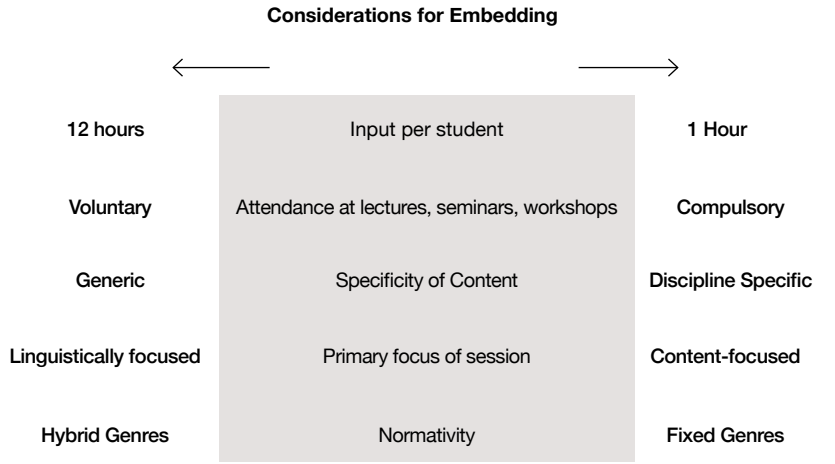
This paper explores the lived experience of an Academic Writing and Language unit at a post-1992 university as a collective reflection on our embedding of academic language and literacy within the curriculum. We consider barriers and catalysts for development and explore the perception of our role and the educational development opportunities of close collaboration. In the past, language and literacies development was situated outside core programmes. We separated provision for international and home students, and offered centralised, more generic support to only a portion of the student body. However, such a model is underpinned by a series of false divides and notions. These are the distinction between home and international students and assumptions of deficiency (Turner, 2012; Wingate, 2015), the separation of academic literacies development from that of disciplinary understanding, (e.g. Lillis 2003; Ganobc-

sik-Williams, 2006; Hyland, 2004; Nesi & Gardner, 2012), and the concept of academic socialisation as a process in which students acquire and adapt to the discourse community of their chosen discipline, rather than one in which students actively engage in creating that discourse and social meaning making (Ivanic, 1998; Ganobcsik-Williams, 2006; Lea & Street, 1998; Lillis, 2003; Lillis & Scott, 2007).

We now encourage all stakeholders at the University to value competencies in language and literacy as fundamental life skills which need development at all levels, and to recognise the complexity of discourse communities and the role of all stakeholders in its construction. Our ethos therefore takes a multiple literacies approach that recognises how discourse evolves across disciplines, genres and contexts, and our involvement in University life has become more integrated and eclectic (Bernaschina & Thomas, 2014; Gimenez & Thomas. 2015). Although we remain committed to centralised open provision for those who seek it, our work is now largely embedded within programmes across each school of the University. This means that we now reach a wider community and ensure academic literacies are integral to the support of whole cohorts. Consequently, the way we work is changing.

To explore the notion of embedding, Dudley-Evans and St John (1998) identify a shift from *cooperation* to *collaboration* and true embedding, or a *curriculum integrated* model (Wingate, 2015), requiring close collaboration and team-teaching between both writing and disciplinary specialists (Jacobs, 2010; Wingate, 2015). Some of our work might be more readily identified as *curriculum embedded* (Wingate, 2015), where we liaise to identify module and assignment needs, but thereafter operate relatively independently. In these cases we may provide discrete sessions, either additional to or part of the core timetable, but with minimal involvement from core lecturers, involving cooperation rather than collaboration. In *curriculum integrated* models, we might more productively input into programme management meetings, curriculum, materials, feedback and assessment design, or collaboratively write resources and team teach with academic partners in the schools. We argue that this more collaborative embedding generates the most transformative opportunities, not only in linguistics and disciplinary understanding for students, but also in the academic practice of ourselves and those we collaborate with.

Through working with multiple disciplines, programmes and academics, our *curriculum integrated* approach is influenced by many variables. In the diagram below, Lazar (2015) identifies various academic, disciplinary and logistical considerations which influence our work, resulting in multiple contexts and Widdowson's (1990, p. 51) 'principled eclecticism' (Bernaschina & Thomas, 2014; Lazar, 2015).



Bernaschina and Thomas (2014), in interviews with past and present members of the unit, found diversity of practice was, in fact, a strengthening factor and underpinned by shared values. These values and strengths further share commonalities with those of educational development, such as student engagement and the ongoing development of teaching and learning (Stefani, 2003), the nurturing of independence in those we work with (Shrives & Bond, 2003), the need to use different models (Kahn, 2003) and the need to work within and across disciplines, adapting to local tribes and cultures from a point of being outside of that tribe (Baillie, 2003; Bartholomae, 1983).

Shrives and Bond (2003) identify a three stage educational development consultancy cycle; *getting in*, *getting on* and *getting out.* In this cycle it is assumed that the ultimate goal is to progress teaching and learning in multiple contexts, but then withdraw involvement as local teams become more self-propelling. As we move towards curriculum integrated work, we gain in reach and collaborative transformation but unfortunately lose airtime with students. We weave into tightly packed lecture programmes and may, in fact, only see students a few times a year. To ensure holistic and ongoing development under such models, we therefore also need local teams to integrate academic literacies development into their own practice.

The Shrives and Bond cycle can therefore be helpfully applied as we discuss issues and successes when initiating an embedded presence (get in), and then taking full advantage of that presence (get on), and then potentially reducing involvement as programmes become more self-sufficient in the embedding of academic literacies (get out). By contrast to Shrives and Bond, however, we argue that collaboration creates such fertile ground for practice enhancement that the

final *getting out* stage might, in some instances, be more desirably reframed as a *getting innovative* stage.

Collaboration and relationship building

All stages in Shrives and Bond's cycle present challenges and opportunities, including the variables identified by Lazar (2015) and the eclecticism identified by Bernaschina and Thomas (2014), but we argue, as King (2003) does, that credibility is pivotal and success depends on how our expertise is perceived. Misunderstandings need to be allayed, appreciation for our work engendered and trust built. If core lecturers do not perceive our work as credible, relevant and important, they may be reluctant to encourage our involvement, as this poses considerable risk on their part. They may, for example, fear that we do not fully appreciate their discipline. They may also lack understanding of our discipline and believe literacy development relevant only to the weakest of their cohort or language development only to international students. In this case they may fear that embedding a session for all students will adversely affect student engagement and that NSS surveys may suffer. They may also need to sacrifice airtime in their own lecture programme, not appreciating that with strong collaboration it need not be a sacrifice but an enrichment of their own material. Considerable persuasion and education is therefore needed among the academic community and once we do *get in* we need to live up to expectation. Shrives and Bond (2003) therefore emphasise the importance of the initial contract and explain that the *getting on* stage, if successful, may in fact become another means to getting and staying in.

Getting in

Credibility and clarity are therefore fundamental, and when we first embarked on embedded support, there were few models to follow, so considerable groundwork was needed. We now have advocates, models, and successful projects to draw upon, as well as established identities and relationships, but we still find some areas more collaborative than others. In some cases we may secure a footing but not always in the optimum way. Some lecturers seek our involvement because of top down pressure, but may not personally engage and expect us to work fairly independently. Others may inherently appreciate our specialism, but experience logistical difficulties in collaborating more fully. Alternatively, hierarchical issues sometimes mean we have strong collaboration with core lecturers, but as they are not module or programme leaders, they have limited curriculum influence. We find the best collaborations are when core lecturers are personally engaged and highly collaborative, when they understand and appreciate the value and pedagogies of our field, and when they have more curriculum responsibility.

In our experience of successfully finding a voice, initial discussions and the overcoming of disciplinary protectionism and territoriality are necessary. Core

lecturers look for a sense that we understand where they are coming from. We need to demonstrate that we understand and speak the language of their discipline, but also help them to speak the language of ours (Baillie, 2003; Bartholomae, 1998; Shulman, 2005), and potentially move towards transcending disciplinary paradigms. By engaging with other disciplines beyond our linguistics specialism, we develop broader understanding and vocabulary, and become more adaptably conversant among wider communities. Our Academic Writing and Language coordinators therefore must demonstrate a willingness to adapt to context, and invest considerable time and energy into meeting with academic staff, listening to them, and discussing possibilities with them. For embedded support we need to show that we can provide targeted development which is mindful of both our own and local disciplinary values and signature pedagogies (Shulman, 2005), but which is also responsive to uncertainty and unpredictability (Kahn, 2003; Shulman, 2005).

Getting on

So getting embedded is a result of considerable discussion, education and adaptation on the part of ourselves and others, but, even if we gain an initial footing, our involvement can fall flat for a number of reasons and prevent us getting further in. All members of the team felt embedding was more effective when core lecturers were fully involved in team teaching, enabling mutually responsive evolution of practice, as advocated by Baillie (2003) and Jacobs (2010). In these best examples of our practice, new innovations continue to grow, but there are also examples where progress is more gradual and our embedding can be said to be moving towards rather than fully modelling strong collaboration.

Example difficulties are being given lecture space but not seminar time so that hands-on skills work is difficult or not receiving sufficient information. One member of the team further mentioned feeling under pressure. If we are given two seminar sessions out of ten on a module then we have minimal airtime to make an impact, and may need to do so from a point of not knowing the cohort or the module terribly well. We may also be under close scrutiny from academic partners or find ourselves team teaching with many different personality types and teaching styles. This reiterates the importance of the initial contract, as we need to be involved in a legitimate way that is conducive to appropriate pedagogies. When we first embed in a module this can be very time consuming.

We need first of all to negotiate towards optimum conditions, but manage expectations if such conditions are not yet viable. Whatever constraints we encounter and however far away from our ideal that first footing may be, we still need to ensure students gain from our work. For even a single hour-long lecture or seminar within a module timetable, it is not unusual to invest considerable time in reading module handbooks, exploring assignment briefs, getting to

know the discipline, and to then spend many hours liaising with local lecturers and designing bespoke materials which are pitched to meet the needs of a diverse cohort. It can be a struggle to invest that time because of individual, departmental or institutional constraints, but as we become more established and efficient, the investment serves a dual purpose of student support and ongoing academic practice enhancement. As a result, our embedded provision has grown in quantity and integration, so that new initiatives continue to emerge, while existing ones evolve. This depends not only on finding time and influencing the practice of others, but also on being willing to adapt ourselves.

As a unit we have developed familiarity with a diverse range of disciplines and we find ourselves at the forefront of cross-disciplinary trends, which allows for practice enhancement. As we all work with different schools and engage in different studies, between us we have an eclectic range of influences and experience identity and practice shifts as a result. These shifts however, are not only influenced by disciplinary cultures but also by academia itself. For English for Academic Purposes specialists, who come predominantly from a language teaching background rather than traditional doctoral study routes, adapting to the culture of academia can be daunting (Wilkinson, Pitt & Dillon-Lee, 2015). Speaking the language of the academic may in fact be more challenging than speaking the language of the discipline.

Seeing ourselves not only as teachers but also as lecturers, researchers and academics has, for some of us, been a gradual and unexpected by-product of collaboration and the institutional framing of our work and in itself a subject for discussion. We are, for example, employed on academic contracts and while some of us have been engaged in more traditional academic outputs for a number of years, when the University instigated an institution-wide strategic shift towards enhancing research outputs, we all accelerated this aspect of our work. We more purposefully engaged in active research projects, contributed to conferences, publications and the teaching and learning community, and nurtured external partnerships with industry, examples of which can be found in various publications (Thomas, 2013; Bernaschina & Thomas, 2014; Saldiray, Naidoo & Pitt, 2014; Lazar & Barnaby, 2015; Gimenez & Thomas, 2015; Gibbs et al., 2016). These developments have enhanced, and continue to enhance, our fluency as academics, expertise and credibility. This has complemented our teaching and evidence-based practice, but also inspired empathy with other academics. Through collaboration, we are each honing finely tuned and unique tool-kits with which to engage with core lecturers and researchers on their own terms. In essence, we are evolving in different directions, but with common values (Bernaschina & Thomas, 2014). This offers diversity in how we work and collaborate, and more opportunities for advancing and evolving our field as we learn from each other.

For the purposes of this paper, staff were asked to identify what they perceived as their role; navigator, facilitator, empowerer, broker, advocate, negotiator, supporter, teacher, entertainer, mentor, bridge, controller, consultant, salesman, and motivator were the responses. Not only was the list rather extensive, much as Land (2003) observes in educational development roles, there was also disciplinary bias in the answers given. Those who worked closely with health disciplines, for example, spoke more about empowerment and advocacy, using the vernacular of the health professional codes, while those who worked with the business school identified themselves more as brokers, navigators or consultants. We therefore find we have diversified beyond our English for Academic Purposes practitioner beginnings, and are shifting towards multiple identities in ways we may not actively pay attention to, cannot predict and may not fully comprehend yet. We are diversifying, transforming and specialising in deliberate and unpredictable ways that go beyond EAP or academic literacies, and beyond awareness of disciplinary discourse.

Cross-disciplinarity is in the zeitgeist of higher education and we see a blurring of boundaries, not only of disciplines but also of what roles we perform. While we shift into academia, new disciplines and educational development, the academics we work with are also diversifying, and one aspect of this is developing pedagogic understanding of academic literacies development and discourse communities within their own field.

Getting out

In common with educational development specialists, we meaningfully engage with cross-disciplinary pollination, and it is part of our role to disseminate and develop academic literacies pedagogies for new contexts, and empower core lecturers with the resources and understanding to integrate this into their everyday practice (Peake & Mitchell, 2015). In light of this, the more controversial stage of the Shrives and Bond cycle, that of *getting out* and making ourselves unnecessary, prompts some debate. If we truly find ourselves in cross-pollination so that core lecturers appreciate the value, complexity and nature of academic literacies pedagogies and also feel empowered to integrate those into their own practice, then the question arises of whether we should continue channelling energies where they are no longer needed. If we feel we become a supplement rather than a complement to local practice and we are simply doing what local teams would do anyway, then it might be time to scaffold an exit. At this point our credibility is secondary to confidence, expertise and investment from the module leaders themselves.

On the other hand, when we perceive that our practice still adds qualitatively different value, we perhaps wish to divert from the three-stage cycle. Firstly, bringing in guest lecturers provides a new voice and we are potentially more

passionate advocates for academic literacies development than students might otherwise encounter. In the best case scenario we might wish to continue our collaboration even if we feel the academic literacies agenda is comprehensively and effectively pursued locally, because we feel we can advance practice and nurture exciting and productive partnerships. What grows from cross-disciplinary dialogue is unpredictable so continued collaboration allows for innovation (Shrives & Bond, 2003; Shulman, 2005). Although in some cases we might advocate the Shrives and Bond stage of *getting out*, in others we might want to stay in and enter a stage of *getting innovative*. Our current practice spans all such stages. With each new collaboration, we gain credibility and perceive more opportunities for evolution of practice, which in turn affirms and encourages institutional investment in embedding academic literacies and diversifying our role.

Conclusion

It is thus suggested that academic literacies development requires commitment from multiple stakeholders and that specialists in the field perform not only a student support role, but also an educational development function. We further argue that a collaborative approach to embedding academic literacies within the curriculum is an effective means of developing practice and academic literacies development opportunities, but that this is dependent on multiple variables, and involves a diverse and challenging process. Through diversifying our specialisms, adapting to context, and reframing how we perceive our own roles and identities, we can gain credibility within the academic community and secure an integrated presence within modules, programmes and university processes. We recognise that this integration is a gradual process, involving various stages, models, constraints and challenges. However, if we can negotiate a strong integrated presence and collaborate across disciplines, we can enhance our own practice and that of others, and engage with unpredictable innovations that further benefit teaching and learning and student support in Higher Education. In so doing we can make the language and literacies agenda part of the very fabric of modules and programmes, and the culture of Higher Education and beyond.

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strand four

Strand Four – Challenges and Transitions

Alison Standring and Gemma Stansfield
London School of Economics

Strand four of the PIM, 'Challenges and Transitions', was designed as a space to share challenges, practices and responses to change. The papers here were concerned with aspects of in-sessional EAP that have perhaps not always been considered in great depth. The day began with Cathy Benson of the University of Edinburgh presenting her research on a dissertation writing course. This was followed by Anneli Williams, from the University of Glasgow, whose paper focused on students' acquisition of academic literacies in an institutional context. After lunch, the University of Manchester's Robert Marks examined issues of motivation for in-sessional students. Next came Karen Matthewman and Helen McAllister's talk on how the Language Centre at the University of the Arts is working to consolidate its position within the university. Rounding off the day, we had Dawn Daly from Loughborough University, whose paper was concerned with teaching EAP to home students. The talks were all well-attended and generated wide-ranging debates.

Two of the above papers are included here: *Education students at the University of Edinburgh* by Cathy Benson and Kenneth Anderson; and *"Doing writing": Motivating students to write in in-sessional classes* by Robert Marks. The first of these examines the creation of a dissertation writing course for post-graduate course students in a particular field. The authors identified that existing provision at Edinburgh was mainly generic, and they felt that a more tailored approach might be more effective. The subsequent course design was carried out after extensive discussion with programme directors and the article sets out in detail the steps involved in this process, as well as providing a thorough description and analysis of the programme itself. The authors' considered approach may well provide a useful example for other EAP professionals who are interested in establishing a similar programme. Robert Marks' paper is concerned with the important issue of student motivation in the area of writing. Having presented the specific teaching context in which the research took place, he outlines a number of challenges faced by teachers at his institution and how they responded to these in the development of materials and classroom techniques. Based on student feedback, the author then evaluates the relative success of the various approaches trialled in the research. Overall, it is evident from both the papers included here and the talks presented on the day that the field of EAP research will benefit greatly by continuing to consider new topics and issues and being open to new research approaches.

A dissertation writing course for School of Education students at the University of Edinburgh

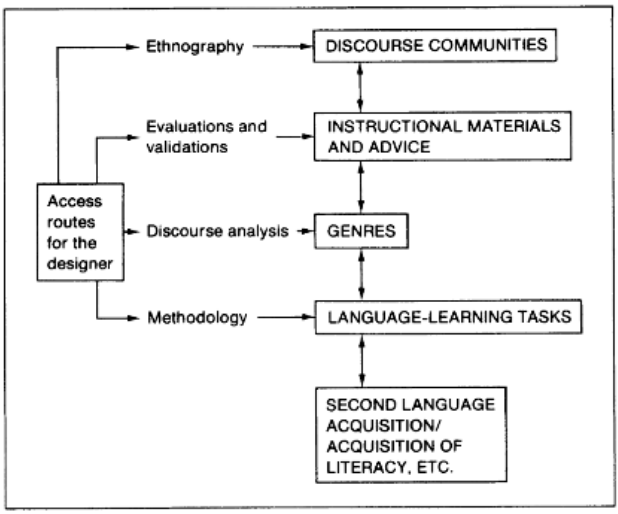
Cathy Benson and Kenneth Anderson,
University of Edinburgh

For many years at the University of Edinburgh we offered generic in-sessional writing courses for taught post-graduate students, following a modified process approach and culminating in the writing of a full source-based essay. These courses, while offering a reasonable grounding in various aspects of academic writing, did not provide adequate support for students at the dissertation stage of their Masters programmes.

Along with a number of colleagues, we had long felt this was a real gap in what we offered – a gap partly due to the practical reality that the summer term is largely given over to the preparation of our summer pre-sessional courses. In 2014, we decided it was time to create a dissertation-writing course specifically aimed at students in a particular field, and we approached the University's Moray House School of Education (henceforth MHSE), with whom we have close links (in particular with the TESOL section), and whose campus we share. We found a great deal of enthusiasm from MHSE staff for this idea.

The closest equivalent among our existing provision was actually a course for first-year PhD students, aimed at the writing of a First Year Report (the document – sometimes also referred to as a Research Proposal or Board Paper – required from students before their First Year Progression Board, which judges whether they are ready to go forward to the next stage of their PhD). This was (and is), however, a generic course, open to students in all disciplines. The Writing a First Year Report (WFYR) course was written by Kenneth Anderson, who contacted PhD supervisors in a wide range of departments to request 'good' examples of these, plus any printed guidelines that might be available on writing FYRs; he received about 12 FYRs, ranging in length from 3pp to around 60pp, plus two sets of departmental guidelines. He deliberately did not specify criteria for what should constitute 'good'.

Kenneth followed a genre-based approach, following Swales' (1990) framework:



A framework for developing academic English courses (Swales, 1990, p.69.)

and adopting Swales' (ibid.) definition of 'task':

> *One of a series of differentiated, sequenceable goal-directed activities drawing upon a range of cognitive and communicative procedures relatable to the acquisition of pre-genre and genre skills appropriate to a foreseen or emerging sociorhetorical situation. Swales (1990, p. 76)*

Below, Kenneth outlines the procedure he followed:

Stage one: We compared the macrostructures of the documents: nearly all contained five basic content elements also occurring in the two departmental guidelines:

Literature Review (or 'Background' or 'Review of the Field')
Objectives
Report on progress
Future plans
References

Stage two: We identified patterns of organisation within each element which seemed generalisable, and therefore 'teachable', as basic organisational principles – e.g. Literature Review sections were subdivided by key concepts or topics, and within each sub-section we identified recurring structural patterns:

general–specific
chronological
problem–solution
comparing/contrasting theories, procedures, etc.

Stage three: I started selecting sample extracts for inclusion in the materials, for analysis tasks. I looked generally for short, clear examples from a range of fields of what had been identified as typical structural patterns, and sometimes longer extracts – for example, to illustrate how several patterns might combine in a Literature Review section. Some extracts which deviated from the organisational principles I wanted to highlight were also included, for students to evaluate.

Stage four: I looked for linguistic features that typically play a key role in constructing the discourse in the various sections. Because of the multidisciplinary audience, I focused on language common to all or broad sectors of academic research, rather than specialised uses. For example:

- lexical items denoting general research processes (e.g. 'investigate', 'assess')
- evaluative lexis ('scant', 'valuable')
- discourse markers and signposts (e.g. the key function of 'but' or 'however' in signalling gaps and problems), and
- salient grammatical features associated with particular sections and the discourse functions they perform (e.g. the alternation between past and present tenses in citing, respectively, research findings on the one hand and opinions, arguments, theories, etc., on the other; and the use of various forms of modality in referring to plans for the future).

These became the focus for analysis tasks based on the extracts, plus 'Typical Language Features' boxes presenting the lexicogrammatical tools that seemed most useful in writing the FYR section in question. The items selected for the boxes were usually a combination of language actually mined from the Reports and material that experience suggested could be appropriately included.

The reason for this rather lengthy preamble about our earlier, Writing a First Year Report course is that we used it as a starting point for the dissertation writing course, and followed a similar procedure to Kenneth's, the main difference being that it was a specialised, ESAP course, rather than a generic one (with the caveat that sports sciences are included under the School of Education). Kenneth brought his expertise as one of the three co-writers of the dissertation writing course, the third being Mike Garbutt.

The intention was to adopt a Contextualisation, Embedding and Mapping (CEM) approach (Sloan & Porter, 2010), as summarised in the diagram below:

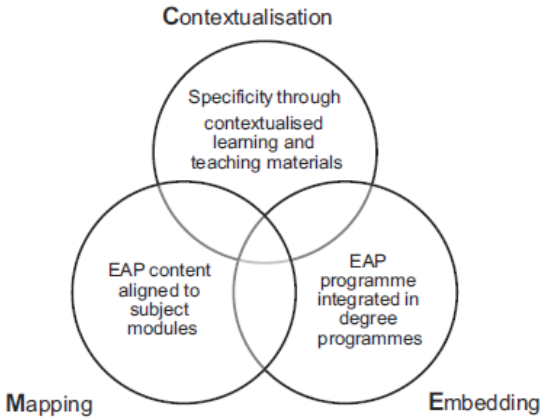


Fig. 1. The CEM Model. (Sloan & Porter, 2010, p.205)

There were several face-to-face conversations with programme directors, to discuss the content of the course. It proved impossible to find a time when all programme directors could meet together, so we held individual meetings, to ascertain which areas of academic writing they would particularly like us to cover. These included:

- overall organisation
- paragraphing
- contents pages
- the introduction, and mini-introductions at the beginning of each chapter/section
- the literature review (including the structure thereof)
- citation, including practice with paraphrasing
- presentation of results (e. g. labelling of tables, incorporation of interview extracts)
- discussion – explaining coherently what it all means, and incorporating referral to literature
- conclusion (not just summarising - statement of limitations, further research, own personal journey)
- language: appropriate verb tenses for the different sections, language of hedging, signposting
- proofreading and editing.

We requested samples of dissertations which programme directors regarded as good exemplars (and from whose writers they were able to obtain permission), and we analysed these in terms of their structure and typical language; we then selected extracts for students to analyse, devised tasks, and created language boxes, very much as Kenneth had done for Writing a First Year Report

We felt we should emphasise to MHSE staff that our remit was, and is, to support students with language and academic literacy, rather than to help them with content or with their research design. The target students for the course were those whose grades were negatively affected by the criterion 'Constructing academic discourse' (one of six criteria used for assessing assignments in MHSE), with priority given to students who were failing, or on the borderline. The intention was for students to be referred by programme directors or 'personal tutors', with any remaining places opened up on a 'first-come-first-served' basis to self-referred students. We were able to offer places for 80 students altogether, in 8 groups of ten students. (In fact, there was a ninth class, for referred students from the Sports Sciences, which was taught using different materials).

The course materials consisted of five units corresponding to the chapters identified by examination of the 'exemplar' dissertations and the programme guidelines: Introduction, Literature Review, Methodology/Research design, Results and Discussion, and Conclusion. There was a weekly assignment to be e-mailed to a tutor and feedback was given in the following class. The assignment was usually based on the unit covered, but some tutors chose to offer more flexibility – in one case, giving feedback on five different versions of the Introduction, as this was the students' preference. As with Writing a First Year Report, time in class involves students working through the analyses of structure and language, and time permitting, drafting parts of the chapter under focus and receiving peer and teacher feedback. Any students not allocated a place were able to access the materials on Learn (the learning platform used at the University of Edinburgh) for independent study; and some selected course 'Highlights' were presented at a Dissertation Training Day organised by MHSE, attended by some of those students who missed the actual course.

Moray House School of Education, University of Edinburgh

We considered to what extent we had fulfilled our aim of following a CEM approach. We believe the course largely fulfilled the criterion of Contextualisation, as the materials were based closely on the School's expectations of what

an effective dissertation should look like, and specifically all extracts provided were taken from dissertations written by previous students. The criteria for embedding, however, were only partially fulfilled, as, although the course was planned in conjunction with MHSE staff, and indeed was met with a very enthusiastic response by staff and students, it was not integrated into the degree programmes. In fact, this would have been unmanageable, as two of the MSc programmes are huge in terms of student numbers, and English Language Education simply does not have enough teachers for every student to be given a place in a face-to-face class. Regarding Mapping, again the criteria were only partially fulfilled; in the early stages of the course, we were working on the Literature Review and Methodology chapters at roughly the same time as the students were working on these chapters, but again logistics (in the form of summer pre-sessional courses looming) prevented us from offering the Results and Discussion and Conclusion chapters late enough in the dissertation-writing process to represent optimal timing for the students.

Some sample materials are in the Appendix.

Evaluation of the course took various forms:

• Student evaluations, which were very positive without exception, with an average rating of 8.6 out of 10. The units on Literature Review and Methodology were particularly appreciated. Comments on the Literature review included:

> *… because literature review is* ***the first challenge of our dissertation.*** *If we know how to write it,* ***we will feel more confident about the whole dissertation*** *and it helps us know how and what to do later;*
>
> ***… previously I just listed the definitions and studies.*** *But now I gradually learnt* ***how to organise them and synthesise them.***

Comments on the Methodology Unit included:

> *I had no idea what I should do for this chapter but the course helped me get a* ***clear picture of how to write this part.***

• Teachers generally found the course rewarding to teach, and presented helpful suggestions for the future.
• Comments from programme directors, including:

> *I am DELIGHTED that this course has run and I know that staff are very enthusiastic as an addition to the experiences and opportunities for students.*
> MHSE Head of Post-graduate Studies

• Student performance: To investigate whether the course might have had any effect on outcomes, we requested and were granted the final dissertation grades of all TESOL students. We carried out an independent samples t-test to compare the grades of students who had taken the course with those who had not, and found no significant difference. This was not a disappointing finding, given that the students taking the course were assumed to have started with a lower level of English and academic writing skills than those who were not selected (or did not elect) to take the course. It was also noted that, of 25 TESOL students achieving distinction grades for their dissertation, five took the Dissertation writing course. Admittedly, four of these were self-referred, but the one student who had been referred by the programme director represented a success story, as her grades earlier on in the programme had been low, hovering around the 50% bare pass mark. Of course, we are aware that our writing course is unlikely to be the only factor in her success!

For a more systematic evaluation in the future, we would like to track a sample of students after the course, from a range of programmes, vis-à-vis their experience of completing the dissertation, and (retrospectively) the helpfulness (or not) of the writing course. We would also like to carry out more extensive statistical analysis, using inferential statistics to compare scores of non-dissertation course students, dissertation course students (referred) and dissertation course students (self-referred). We feel it would also be illuminating to look at and compare extracts from the actual texts written by students at beginning of the dissertation writing course, with their final dissertations, looking at issues like linguistic accuracy and complexity, cohesion and coherence, and register.

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Cathy Benson has worked at the English Language Teaching Centre (now English Language Education [ELE]) of the University of Edinburgh since 1991.

Kenneth Anderson has been there for even longer. Among other duties, they both design, run and teach a variety of pre-sessional and in-sessional EAP courses, including the Dissertation Writing course described here, which was co-produced with colleague Mike Garbutt. They are also both involved in CPD courses and workshops for teachers and lecturers, and some teaching and supervision on the Language Teaching and TESOL Masters programmes. Cathy taught previously in Spain, Portugal, Catalunya, Mexico and Germany, and Kenneth's previous teaching experience was in Finland and Malaysia. Kenneth is the co-author, with Tony Lynch, of *Study Speaking.*

Appendix

Extract from Unit 3: Methodology

Unit 3: Methodology

Task 3.1 Discuss with your partner(s):

a) What do you think is the purpose of the Methodology chapter?
b) Can you remember (from Unit 1) any alternative titles for this chapter? Can you think of any others?

We believe that the main purposes of this chapter are:

To provide enough information to enable other researchers to replicate your study.

To justify your choice of approach/methodology/methods/instruments/sampling/procedure; to allow your reader to evaluate your research design, and convince him/her that you have conducted your research in an appropriate way.

If your research is quantitative, to allow your reader to judge whether any generalisations you make on the basis of your results are valid.

To show that you have taken ethical considerations into account.

To demonstrate that you are aware of the limitations of your study.

To prepare your reader for the results chapter, by describing how you analysed your data.

Task 3.2 Here is a list of some of the elements we noticed in the Methodology chapters of the dissertations that we looked at:

a) In what order do you think they appeared? Which order would be most logical?
b) Which of these elements do you think are essential, and which do you think may not appear in every dissertation?
c) Do you think there are any elements missing from this list?

- Philosophical underpinnings (reasons for choosing the approach used)
- Restatement of aims
- Restatement of research questions
- Ethical issues
- Participants and sampling method
- Equipment
- Data analysis
- Instruments
- Procedure

INTRODUCTORY PARAGRAPH

As we saw with the Literature Review, a brief introduction to your chapter will be helpful to the reader. Look at the extracts below (samples A, B and C), and notice how the writer has constructed the paragraph in each case, and the reporting verbs he/she has used.

Task 3.3 Underline the words and phrases the writers have used to indicate the sequence of what follows in the rest of the chapter, and circle the 'text function' verbs. What other 'text function' verbs might you find here? What tense(s) is/are used? What kinds of nouns act as the subjects of the verbs?

A) This chapter outlines the research design and the rationale for its inclusion. It then presents the methods of data collection, including pilot studies and the process of quantitative data collection. After that, it explores issues of sampling in social research and explains how the qualitative data component of the research was constructed and implemented. Section four outlines how the data was analysed. The final section explores in some detail key ethical issues. This is particularly important as locating the research in Belarus creates some specific ethical considerations.

B) This chapter will consider the choices made in the planning and execution of the research. It will first outline the research aims and questions before explaining the processes involved in accessing participants, designing the research instrument, collecting data and analysing the data. Finally, the methodology will be evaluated in terms of its credibility and its respective risks and limitations.

C) The methodology employed to investigate the research questions will be described in this chapter by introducing the participants and the way the data were gathered and analysed. The validity and reliability of the methods will also be addressed, followed by the limitations of the research design.

Task 3.4 Write a brief introductory paragraph to your Methodology chapter, then show it to a partner. Give each other feedback: does the paragraph give the reader a clear idea of what is to come?

RESTATEMENT OF AIMS AND RESEARCH QUESTIONS

.... (deleted)

PHILOSOPHICAL UNDERPINNINGS/RATIONALE

Task 3.6 What would you expect the heading for this section to be?

Task 3.7 What is the difference between 'methodology' and 'method'?

Read the following definitions from Paltridge and Starfield (2007) and write 'methodology' or 'methods' in each gap.

1) _____ refers to the theoretical paradigm or framework in which the student is working; to the stance he or she is taking as a researcher (e.g. choosing a quantitative or qualitative paradigm) and the argument that is built in the text to justify these assumptions, theoretical frameworks and/or approaches as well as the choice of research questions or hypotheses.

2) _____ refers to the actual research instruments and materials used. The chosen _____ informs the choice of _____ and what counts as data. For example, interviews, participant observation and discourse analysis are _____ commonly used in qualitative research...

Not all dissertations will necessarily have a section about the philosophical underpinnings of the study, although in the School of Education it appears to be usual. Advice from one programme director is as follows:

> *You may choose to discuss the philosophical underpinnings for your specific approach to research (in other words, why did you research the issue in the way you did); whether you include this or not will depend largely on the typical style of papers in the area you are working on.*

Ultimately, our advice would be to check with your supervisor or personal tutor.

Task 3.8 Look at the extract below. This section actually consisted of five paragraphs, but they have been combined into one paragraph here. With a partner, decide how you would divide this text into five paragraphs, and discuss the reasons for your decisions.

'Doing writing': Motivating students to write in in-sessional classes

Robert Marks, University Language Centre,
The University of Manchester

Introduction

At the University of Manchester, the University Language Centre (ULC) runs a programme of in-sessional English classes across a number of skill areas. In this paper, I will focus on the Writing classes, for which 1,347 students registered in 2014–15. Most of these (64%) were postgraduate taught (PGT), with 15% post-graduate research (PGR) and 18% undergraduates (UG). I will firstly outline the teaching context and describe how the present study was conducted. I will then describe three challenges which emerged for in-sessional teachers, including myself, and explore responses to them in terms of materials development and classroom techniques. Lastly, I will evaluate these responses using some student feedback data, and suggest areas of further work.

Teaching Context

In order to contextualise the challenges and responses, I will begin by making some general observations, then describe the student cohort and finally talk about the course structure and materials.

A total of 18 different 1.5 hour in-sessional writing workshops ran per week in Semester 1, 2015–16, and for the vast majority of students attendance was voluntary. The students attend one of these writing workshops per week, and most classes start at 4.30pm or later. The classes are free of charge for registered students, but no credits are offered and there is no assessment beyond an initial diagnostic test. A total of 12 tutors taught these writing workshops in Semester 1 2015–16.

In terms of the student cohort, each in-sessional writing class is generally aimed at a specific faculty, such as the Faculty of Engineering and Physical Sciences. There are, however, designated workshops for some schools, such as Alliance Manchester Business School. In addition to the main in-sessional programme, some schools financially support designated writing classes, and I teach on and have developed a course for MSc Computer Scientists.

Two key points emerge with regard to these cohorts. Firstly, even within these seemingly more English for Specific Academic Purposes (ESAP) groups, there can be substantial variation in the students' programmes and writing needs. For example, my Computer Science group includes both individuals studying computer programming and people majoring in IT management. These courses

have very different styles of writing associated with their dissertations (Swales & Feak, 2012, p. xi). In addition, there is continuous enrolment on the course, with a maximum of 50 students in the first week of Semester 1. Subsequently, attendance drops, as Figure 1 shows. This attrition and continuous enrolment can mean that there is considerable variation in the cohort attending week by week.

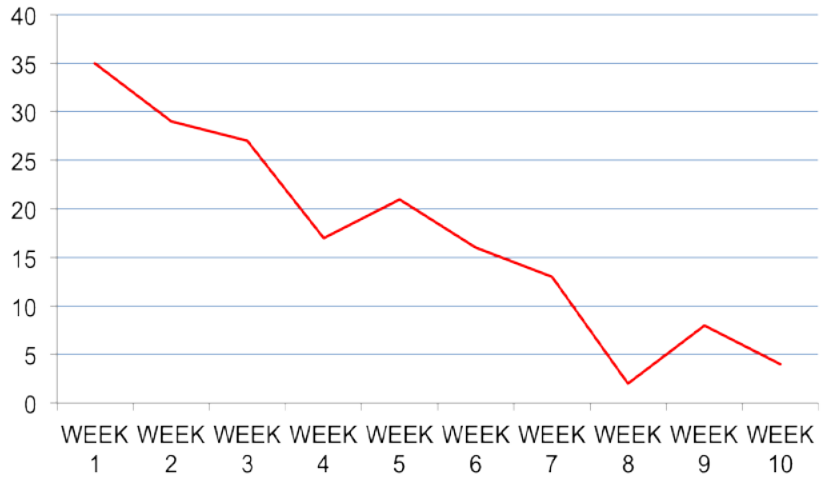

Figure 1. Average (mean) student attendance in Sem. 1 in-sessional writing classes, 2015–16. (Source: ULC attendance records)

Finally, the materials used in these classes, which have been written by ULC tutors, have evolved over a number of years. Sessions early in each semester mostly focus on general EAP writing skills, such as academic style or summarising, while later workshops concentrate on the specific sections of research reports and dissertations, such as introductions and methods. Due to the weekly cohort variation, most workshops are standalone in nature, making little connection to previous or later sessions.

Methods

The present study is a retrospective recasting of my work as a tutor, course coordinator and materials developer as a piece of action research which investigates how I (and, to some extent, other tutors) have responded to the above challenges (Richards & Farrell, 2005, p. 171). As such, it involves 'reflection-on-action' (Schön, 1983 & 1987, cited in Burton, 2009, p. 299) regarding these responses. In doing this, I use a number of data sources: course administration documents, such as attendance figures; student feedback questionnaire data; the materials developed, with comments from myself and other tutors; and other sources in the literature.

Challenges for tutors

The above teaching context presents tutors with three main challenges, which I will deal with in turn.

1. What exactly should be taught in an in-sessional writing class?
2. Assuming that writing is involved, how can the tutor motivate students to write?
3. How can the tutor give feedback on what the students write?

In response to the first challenge, the ULC writing materials provide a typical sequence of activities for each class. At the start of most classes, the students engage in genre analysis of the target text type. There is then a language focus and restricted practice activities. In the final part of the lesson, the students write freely. For the purposes of this study, I will assume that writing involves students freely producing a paragraph or more of text, and call this process 'doing writing'. However, it seems that some tutors do not reach the final writing stage, either because they spend too much time on the first two stages, or because they choose not to include it. This latter approach is reflected in the wider literature, too; Basturkmen (2010, p. 131) describes an ESP course for thesis writers which involves genre analysis but not 'doing writing'. ULC student feedback, however, suggests that students in classes which do not 'do writing' are not entirely satisfied, with one remarking,

> *It could be really helpful if we could do some practice during the class instead of just looking at the paper lecturer prepared for us.*
> (ULC Student feedback survey 2014–15)

Assuming, then, as I do, that it is a good idea for students to 'do writing' in class, the second issue is how to motivate them. This can be difficult, as most writing classes start at 4.30pm or later, when the students may be tired after a day of main course study. In addition, students may feel reluctant to write, as they know the in-sessional writing classes neither carry credits nor involve summative assessment.

The final challenge concerns the tutors' feedback to the writing the students have done. As discussed above, classes are large (up to 50 students at the start of Semester 1), which makes it difficult for the tutor to give individualised feedback. Furthermore, given the week-by-week cohort variation, if the tutor collects in the students' scripts, marks them and tries to return them in the following workshop, not all of the original writers will be there. This is an inefficient use of tutors' time, and the lack of individual feedback may further disincentivise the students to write in the first place. Technology does not help, either: apart from the teacher's machine, there are no computers in the classrooms, and very limited VLE access.

Responses

My response to these challenges, for myself and for other tutors on the course, is two-fold. Firstly, we have developed specific classroom materials. Secondly, in class I use a number of techniques to mitigate the challenges.

1) Classroom Materials

A tutor delivering a writing workshop may reasonably ask: 'How can I give them something to write about in class?' (Alexander, Argent, & Spencer, 2008, p. 179). The materials that we have developed could, on reflection, be categorised in two ways, which I will outline below.

The first group is personalised writing tasks, in which the students write about an aspect of their research. Figure 2, below, is an example from a workshop on writing introductions and conclusions to dissertations, research papers and university assignments.

> *Write an introduction and a conclusion for an assignment that you are currently working on.*

Figure 2 Source: Morley, Doyle & Pople (2007, p. 74)

There is no support for the students built into the task; they have to draw on their own knowledge. It is quite a 'deep-end' approach and in my experience, it works fairly well with classes of PGR students, particularly those at PhD level. Classes of UG and PGT students, however can find it hard to think of anything to write about. Therefore, some degree of scaffolding can be included in the task, as Figure 3 shows:

> *Write a short paragraph on one or two of the following …*
> *• Defining a term, exemplifying if necessary*
> *•Describing the properties and/or applications of a material/substance, etc.*
> *• Outlining a category & providing examples if necessary*
> *• Comparing and contrasting two things*
> *(list continues)*

Figure 3 Source: ULC materials, Faculty of Engineering & Physical Sciences

This task comes from a workshop on identifying functions in academic writing. As with Figure 2, it is personalised, but it is more specific and so offers some scaffolding. As a result, this type of task tends to work better with classes of PGTs and UGs.

With the second approach, there is a stimulus to write from: a set of notes, a graph or table, or a piece of writing in another register. Figure 4 shows a set of

notes, produced from a text describing a process, which I use in the Computer Science writing classes.

Using the notes, write a paragraph showing the process of dispensing cash from an ATM.

- *Insert card*
- *Enter PIN*
- *Verify PIN and account*
- *ATM host computer: ask cardholder's bank*
- *Bank: check if enough money in account*

(continues)

Figure 4 Adapted from Glendinning & McEwan (2002, p. 184)

This is a good alternative to the personalised tasks exemplified in Figure 2 and 3 for UGs and PGTs. When given this task in a writing workshop, in my experience most students will write a paragraph of text. To further encourage the students to write, we often include a suggested first line and a page of lined paper for the students to write on (e.g. Figure 5 for the task in Figure 4), as part of the photocopied handout distributed during the workshop. This removes the obstacle of students not having any paper to write on, and provides a visual prompt.

The process of withdrawing cash from an ATM takes only a few seconds. _____

_____

_____

_____

_____

_____

_____

Figure 5 Adapted from Glendinning & McEwan (2002, p. 184)

In my experience, tasks like these with a handout similar to that in Figure 5 usually work: most students write something. However, note-taking in particular is a very personal skill, and it can be hard to understand and write from someone else's notes. It is also better if the source text used for the notes is a simulated authentic EAP text, as is the case in Figure 4. If a set of notes is produced from an authentic journal article, the argument may be too complex and the topic may be too specific for some students in a heterogeneous class. As a result, these students may not understand the topic, and will find it difficult to write a text from the notes.

2) Classroom techniques

There are two main choices I make in a writing class. The first choice is whether to ask the students to write individually or in pairs/groups. One advantage of pair/group writing is that, for a large class, it reduces the number of scripts to feed back on. The second choice is how to conduct feedback. There are a range of feedback techniques available: delayed aggregated correction, as might be done after a speaking activity (Harmer, 2001, p. 109); on-the-spot individual correction, where I circulate, read the students' scripts as they write, and offer oral and written comments; peer correction, where the students read each other's texts; and finally, model answers and reformulations, which the students compare their scripts to. I might use these feedback techniques alone or in combination.

The key factor determining whether the students write alone or in groups, and which feedback techniques I will use is attendance. I react flexibly to the number of students there, and Table 1 summarises my how I make my in-class decisions:

Table 1 Organisation and Grouping of Feedback

Attendance	Writing: individual or pair/group?	Feedback mode
25–50 +	Individual or pair/group	Delayed aggregated correction
15–25	Individual	Delayed aggregated correction
1–15	Individual	Individual correction, on the spot/ delayed

With larger classes, greater than 25 students, I tend to ask students to write in pairs or small groups. I also usually circulate, noting errors and good language use, which I aggregate into an anonymised delayed feedback session after the writing. With smaller classes, up to about 15 students, I usually instruct students to write alone and correct their scripts individually as they write. At intermediate attendances (15–25), I usually ask the students to write alone but then conduct delayed aggregated correction, as there will not be time to check each student's script individually. I make these decisions reactively, and change my plans about writing and feedback modes depending on the number of individuals who arrive at the workshop.

In addition to the individual on-the-spot and delayed aggregated correction which I mentioned above, after writing I sometimes offer students model answers. This means, for writing tasks based on notes, tables or graphs, that the students compare their scripts to the original text which the notes were prepared from. There are two main issues with distributing model answers. Firstly, as a

lecturer in the School of Computer Science once remarked to me, the students may think that the original text is too perfect, and feel demotivated if their writing is not so polished. Secondly, the students may not see reading a model answer as a form of feedback (Pryjmachuk, Gill, Wood, Olleveant, & Keeley, 2012, p. 162).

A further form of feedback is reformulation, in which 'a native writer… rewrite[s] the learner's essay, preserving all the learner's ideas, making it sound as nativelike as possible' (Cohen, 1983, cited in Hanaoka & Izumi (2012, p. 334). The aim is to 'promote learner noticing' of how a writer solved a problem (Hanaoka & Izumi, 2012, p. 333). This implies individualized feedback: the native (or proficient) writer re-writes each student's script individually. This is impractical with the large classes and variable cohorts on the University of Manchester in-sessional courses. However, for some writing tasks, I or other tutors have written our own suggested answers. These can be distributed after writing, like model answers, but the language may be less polished than a published text, and so perhaps less intimidating for students.

Evaluation

I e-mail in-sessional tutors, asking for their comments each semester, and also have an online feedback questionnaire sent to in-sessional students. The tutors generally give mixed feedback: some like the writing tasks based on notes, graphs or tables, while others feel it is too hard for students to interpret someone else's notes and write a text from them. Still others don't like 'doing writing' in class, and avoid it.

On the whole, those students who respond to the online questionnaire are positive about the writing classes. For example, for the Engineering and Physical Sciences students (n=28), 82% found the classes 'extremely/very useful', and 65% thought they were 'extremely/very interesting/enjoyable'. Two of my students added (my emphasis):

> *In some classes, students were asked to* ***write paragraphs, which could be reviewed*** *by Rob. My writing had ever been reviewed* [sic] *and some mistakes were found. This is* ***very helpful****, because practicing and learning from mistakes are absolutely good methods when learning a new skill.*
>
> ***I like it*** *when the tutor asked you to try to* ***write several paragraphs*** *and tenth* [sic] *tutor would* ***have a review*** *based on your writing*

Both of these individuals mention writing paragraph-length texts and some kind of 'review' or feedback being conducted. They are positive about this, saying 'I like it' and describing it as 'helpful'. While two students is far from a significant sample, there were no comments in the feedback questionnaires suggesting that students did not want to 'do writing' in class.

This is a small-scale study, but further work in this area could systematically investigate students' and tutors' perceptions of writing classes and writing tasks. It could also explore subject lecturers' attitudes to in-sessional writing classes and develop more tutor-written reformulations for the writing tasks to use instead of the model answers.

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strand five

Strand Five – Situating EAP

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In designing the final strand of the PIM, we felt there were interesting discussions to be had around how EAP sits relative to the traditional division of higher education domains - academic and administrative, and how in-sessional provision sits relative to departments and disciplinary knowledge. In the first presentation, Ian Carey described the benefits, challenges and practicalities of embedded in-sessional support at Northumbria University and the effects of moving away from a language support model to focus on academic skills in the Faculty of Business & Law. Sarah Taylor from London School of Economics then discussed EAP practitioners' views and experiences regarding the physical and 'psychological' locus of EAP in higher education. As EAP provision may be positioned within service or support departments, within academic departments, or, in the case of private providers, in separate 'pathways' programmes, Sarah reported findings from interviews with EAP practitioners on how they perceived EAP in their institution, how they perceived themselves and how they felt others in the university perceived them. The third presentation returned to the theme of embedded provision in which Emma Guion Akdağ & Jane Bell presented a case study from Heriot-Watt University of in-sessional Academic Skills provision using the CEM model on six postgraduate courses, within the School of Management and Languages. In the final presentation, Richard Simpson from the University of Sheffield reflected on how EAP is situated relative to three concepts: marginalisation of EAP; trivialisation of EAP and structures and funding models.

Two papers from the above presentations are presented here: *In-sessional Academic Skills (AS) provision using the CEM model: a case study at Heriot-Watt University* by Bell and Guion Akdağ (Heriot-Watt University) and *Funding In-sessional* by Simpson (University of Sheffield). In the first paper, the CEM model (Sloan and Porter, 2010) and the terms 'Academic Skills' and 'Study Skills' are explained, with reasons for the term 'Academic Skills' being used at Heriot-Watt outlined. A case study of Academic Skills sessions for 10 postgraduate courses within the School of Management and Languages is then presented, followed by a discussion of student perceptions of the provision and implications for future courses. In the second paper, Richard Simpson reflects on whether EAP is often marginalised within universities; the implications of EAP teachers being seen as 'fixers of deficits' and the funding model advantage of the ELTC, as independent of a departmental or faculty finance office, at the University of Sheffield. It is interesting to note from presentations and discussion at the PIM, how perceptions of identity and professionalism among EAP practitioners is shifting and how in-sessional provision sits relative to departments and disciplinary knowledge in different HE contexts.

In-sessional Academic Skills (AS) provision using the CEM model: A case study at Heriot-Watt University

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Introduction

The aim of this paper is to evaluate the development of in-sessional Academic Skills (AS) provision at Heriot-Watt University. This provision first began in 2009. In particular, progress, issues, and successes regarding implementation of the Contextualisation, Embedding, Mapping (CEM) model (Sloan & Porter, 2010) are discussed. The CEM model is explained, followed by our understanding of 'Academic Skills', in contrast to what could be considered as the narrower and more limiting concept of 'study skills'. A brief outline of current AS provision is then provided, and analysis of the results of a survey of student perceptions (2015) is given. A brief discussion of more recent student feedback on Academic Skills provision at HWU is then included. A discussion of the progress, issues and successes in Heriot-Watt AS provision follows, and the paper concludes with some implications for future provision.

The CEM Model

The CEM model was originally developed at Newcastle Business School and entails three key concepts: contextualisation, embedding and mapping (Sloan & Porter, 2010 p. 202). *Contextualisation* refers to the context in which EAP is presented and communicated to students. Rather than offering generic EAP classes, EAP specialists work with subject specialists to produce content-specific EAP provision. *Embedding* refers to the perceived status or role of the EAP specialist relative to that of the subject specialists. Sloan and Porter (ibid.) argue that the 'key contribution' of CEM was 'changing staff and student perceptions of EAP' by embedding it in the degree programme. Including the EAP programme in the published course timetable for students produced a 'major cultural shift' regarding how positively the EAP programme was perceived (ibid.). *Mapping* is the process of ensuring that EAP provision is specifically tailored to the students' learning needs and outcomes throughout the course (ibid.).

In a second case study involving Heriot-Watt University and Northumbria University, Sloan, Porter, & Alexander (2013) argue that the CEM model has the potential to change student and staff perceptions of EAP from a remedial service based on the deficit model of international students to a fruitful collaboration between subject and language specialists that engages students.

The aim was to offer a pedagogical alternative to EAP remedial sessions based on the deficit model of students and to address a lack of student engagement, communication between study skills and subject specialists, and transferability of 'study skills' (ibid.). 'Study skills' or surface skills was rebranded as 'Academic Skills', to reflect changes in content and approach. Embedding and mapping in this study was less successful than hoped, due to lack of awareness of AS provision and a lack of communication from some subject lecturers. Student attendance was variable. However, feedback from staff and students was positive and the continuation and expansion of in-sessional AS provision at Heriot-Watt since then has largely been welcomed by subject-specific lecturers and students.

Criticisms of the CEM model

Sloan & Porter (2010) have been accused of '[compounding] the notion of EAP tutor as 'servant to the discipline' and of positioning EAP teachers as 'deficient in knowledge [and] dependent on the subject-specialist' (The EAP archivist, 2016). The EAP archivist (2016) also commented that the CEM model is 'not rocket science' and called for more conclusive evidence of how students and also subject specialists benefit from the CEM model. The current case study is a response to the latter criticism, in other words, our aim is to further assess the potential benefits this model has for students. Furthermore, research into attitudes of subject-specialists attitudes towards EAP and AS provision is planned for the coming academic year. Although the CEM model may not be 'rocket science', EAP specialists in some UK HE institutions are in the enviable position of having top-down university support for embedded EAP provision in every department. However, there are also many universities such as Heriot-Watt where embedding is a long and gradual process of making personal connections across the university and persuading programme/course coordinators that their students would benefit from AS provision.

Discourse specificity is a key issue for EAP practitioners. Hyland & Hamp-Lyons (2002, p. 6) argue that it is 'important for EAP to … establish practices that challenge the widely-held assumption that academic conventions are universal and independent of particular disciplines as this undermines our professional expertise and leads learners to believe that they simply need to master a set of transferable rules'. Hyland (2002, p. 388) reminds us that students learn new language features as they need them, 'rather than incrementally in the order that teachers present them'; hence, EAP work needs to be conducted in the context of the student's own academic discipline at the earliest opportunity. Embedded in-sessional AS provision is one way of delivering EAP in the context of the writing genre of the students' own discipline.

'Academic skills' versus 'study skills'

Studying at postgraduate level entails a great deal more than the acquisition of in-depth knowledge. The Scottish Higher Education Enhancement Committee (SHEEC) have highlighted what they consider to be seven key aspects of Master's level study, namely 'research, autonomy, complexity, abstraction, unpredictability, professionalism and depth' (SHEEC, 2013, p. 1). Criticality is arguably a necessary component of all of these areas.

Waters & Waters (2001) distinguish between 'study skills', in other words the surface skills students need for effective study, and 'study competence', 'consisting of attributes … such as self-confidence, self-awareness, the ability to think creatively and critically, and independence of mind'. Study skills tend to focus on the more 'mechanical' skills of learning such as time management and note-taking techniques. While these skills are essential, AS provision tends to focus more on understanding academic texts and showing criticality in reading and writing and the development of 'study competence'.

The term 'Academic Skills' is used at Heriot-Watt to mean enabling students to understand and meet the demands of undergraduate and postgraduate study. These include research skills, understanding assessment requirements, critical reading skills with reference to required reading, critical writing skills including genre-specific text structure, avoiding plagiarism and English language provision. We avoid the use of the term 'support', since by implication its use 'suggests the existence of a superior group who function in a strong and 'unsupported' way', thus pathologising those students who benefit from AS (Haggis, 2006, p. 525).

A brief outline of current AS provision at Heriot-Watt University

Since September 2014, we have been offering AS sessions for 10 postgraduate courses within the School of Social Sciences, AS sessions were created for an additional MSc course in 2016–2017. Of these courses, only one is credit-bearing (10 credits). For the remaining nine courses, approximately six to eight AS sessions are provided for each course with subject-specific materials. With the exception of the credit bearing course, these sessions are optional, which means attendance can fluctuate, with the most popular sessions being those at the beginning and at the end of the first semester. The first AS workshop for each course at the beginning of the semester focuses on 'Writing for a critical reader' leading to a critical evaluation of essays from previous years. Other AS sessions tend to focus on various aspects such as the 'Critical reading of a research paper – using structure to read efficiently', 'Critical evaluation – identifying perspectives in contested concepts', 'Finding a critical voice – giving your own perspective', with the final workshop entitled 'Exam strategies – writing to show what you have learned'. Besides group AS sessions, students can also sign up for one-to-one consultations. These are also available to students during the dissertation

writing process, and students request input on areas such as formulating a clear, specific research question, research skills, critical reading and methodology, besides the usual language issues.

During the second semester, AS sessions are offered for just two postgraduate courses (Research Philosophy and Practice and Research in International Business Communication). However, students can book one-to-one consultations, and these seem to be particularly effective for reaching students who chose not to attend AS group sessions in semester 1 but are in danger of failing. Over 50% of students who attend these tutorials request help with research issues, and an equal number want help to understand coursework requirements. A very common concern among the latter group is how to structure essays. It was clear from the feedback recorded on the tutorial meeting forms that the majority of attendees were unsure how to take the critical approach they knew their lecturers expected of them, although only around 10% requested a meeting for that specific purpose. Nearly a third of students (most from Business, Management or Marketing programmes) also request help to formulate a dissertation research question or focus. Around 13% of students seek advice on English language issues and a small minority also need assistance with exam techniques or had concerns about grades or pastoral issues.

Survey results

An online survey was sent in December 2015 to over 450 postgraduate students who had been offered AS sessions, to investigate student perceptions of AS provision over one semester (Semester 1, 2015-2016). In total, only 68 responses to the student survey were obtained from the following disciplines; Accounting and/or Finance (19.4%), International Business and/or Management (29.9%), International Marketing (17.9%), Strategic Project Management (7.5%), and other courses related to Business, Management and Marketing (9%). These respondents accounted for approximately a third of the students who attended AS sessions.

Attendance

The majority of respondents (76.1%) had attended AS sessions. Of those who attended, the majority (65.4%) attended between three and six of the six sessions; however, only 10.9% (6 students) attended all the AS sessions. Of the 23.9% of respondents who did not attend, 40% (12 students) considered that they already possessed sufficient academic skills; of these, 33.3% (10 students) reported they had already attended our summer pre-sessional English course. A further 30% (9 students) needed to 'spend time on [their] studies rather than attending Academic Skills', while 30% did not attend for other reasons, including lack of awareness of the AS provision and timetable clashes.

Student learning priorities

When asked what learning outcome in the AS sessions was most important to them, nearly a quarter of respondents (22.4%) wanted to understand what critical evaluation involves. The second highest priority (19.3%) was mastering an academic writing style, while 17.4% wanted to understand what their lecturer expected of them in coursework submissions. Understanding how to structure an essay was also a common concern (16.8%), as was interpreting exam questions (14.9%). A smaller number (9.3%) simply wanted to 'get the best possible grades'.

Contextualisation, embedding and mapping

With regard to the question, 'To what extent did you realize that AS sessions were based on the sources and assessment tasks for the core course on your degree?', the vast majority of respondents (90.2%) perceived the Academic Skills classes as being moderately or strongly linked to their core course. The vast majority (91.7%) also viewed the AS course as being moderately to strongly 'embedded in the core course', with over 60% of respondents considering it to be closely embedded.

Concerning the timeliness of AS sessions, in relation to submission deadlines, with '1' signifying 'not in time to meet deadlines' and '5' representing 'in time to meet deadlines', 82.5% students selected numbers 3 to 5, with over half selecting 4 or 5 and nearly a third selecting the number 5. Concerning writing feedback, almost half of the respondents preferred to receive it by email although 32% preferred face-to-face discussion.

The two most popular formats of AS sessions were small groups 'with the team for my assessment task' (32%) and one-to-one meetings (24%). Most respondents considered one hour per week to be ideal, although a significant minority (22%) preferred fortnightly sessions and half that number would prefer to book a session when needed. Further sessions were requested by 87.5% of respondents in Semester 2, with around a third requesting one-to-one consultations while a slightly lower number preferred small group sessions. This increased preference for one-to-one consultations in Semester 2 may reflect the greater autonomy that postgraduate students tend to have in the later stages of their degree.

The survey provided some opportunity for respondents to comment on AS provision in more detail. There was only one criticism of the EAP specialists' lack of subject knowledge; 'the Academic Skills lecturers don't know anything about International Business and therefore should only focus on showing us how to write critically and not assessing content'. The remainder of the feedback was positive; 'These sessions helped me to be critical in my research', 'found the sessions very helpful', 'it was really useful'.

In summary, a significant majority of respondents attended between half and all of the sessions on offer, although their attendance was clearly strategic

and linked to assessment deadlines. Most expressed a preference for a one-hour session per week either alone or with a small group, although some preferred more flexibility. Students' main concerns were criticality, writing style and understanding coursework and exam requirements. The AS sessions appear to have been successfully embedded in the degree programmes, since an overwhelming majority of respondents were able to understand the link between these sessions and the requirements of their degree, and crucially, perceived these sessions as part of their programme despite being optional and (mainly) non-credit bearing.

Of the 68 survey respondents, 16 did not attend any AS sessions. The majority of these students either claimed that they did not need this type of input or that they had received it already, having attended our summer pre-sessional course. It also appears that a significant number preferred to prioritise their assessed course work, and it could be speculated that some of these students were struggling with the very skills the sessions were designed to address. Moreover, it should be emphasised that many of the students who attended the AS sessions did not respond to this survey.

Student Feedback on accredited AS course, 2017-18

Written student feedback on Advanced Writing and Introduction to Research, solicited as part of the overall feedback for the students' MSc degree, has been consistently positive and compares very favourably to feedback on the other components of the MSc Programme. In answer to the question 'How did you rate the overall teaching material for the following courses? (1 = poor and 5 = excellent)', the Academic Skills course achieved significantly higher ratings than the MSc content courses, as can be seen in Table 1 below:

Table 1. Rating of 'overall teaching material on all courses': combined average grades for the three content courses and for the Academic Skills course, 2016-17 (10 respondents) and 2017-18 (17 respondents):

	4/5	5/5	4/5 + 5/5 combined	4/5 + 5/5, both years combined
Average score for three content courses 2016-17	44%	30%	74%	76.2%
Average score for three content courses 2017-18	40.6%	37.9%	78.5%	
Academic Skills 2016-17	20%	80%	100%	94%
Academic Skills 2017-18	41%	47%	88%	

Student feedback on how interesting or relevant they found the Academic Skills course was also high (see Table 2 below), particularly significant on a science Master's degree programme in which much of the course work is practical and

does not require a great deal of written work:

Table 2: Student rating of 'Your interest and relevance of the content' of credit-bearing AS course, 2016-17 and 2017-18:

	4/5	5/5	4/5 + 5/5
2016-17	30%	70%	100%
2017-18	17.6%	76.4%	94%
Both years combined	23.8%	73.2%	97%

This positive student feedback suggests that the students a) 'recognise that the texts and tasks in the workshops are the ones they will use on the core course' and b) can 'see how to transfer the strategies they learn ... to assessment on their degree' (Alexander *et al*., 2017, p.69). Importantly, the Literature Review student groups produce as their final assessment is co-marked by a subject lecturer.

Implications for future provision

The 2015 survey raises a number of questions. One clear gap, which we aim to address next academic year, is a survey of subject lecturers' attitudes to AS provision. Other key questions that require further investigation include ways in which AS sessions can be more closely tied to students' needs, the optimum format of in-sessional provision, the types of discipline-specific knowledge EAP practitioners need, and the ongoing issue of diminishing attendance.

Based on the data gathered so far, it seems clear that knowledge of the assessment requirements of the relevant degree programmes is essential for EAP practitioners, together with the ability to understand the structure and purpose of the research papers which students are expected to refer to. In order to achieve this, the EAP specialists who deliver in-sessional provision at Heriot-Watt attend some lectures, including those that deal specifically with assessment. We also use research papers in the relevant field, together with assigned coursework tasks, to guide students towards a more critical approach. Critical thinking skills are best developed in the context of meaningful content (Hyland, 2002; Haggis, 2006).

Regarding the optimum format of AS provision, the results suggest that some aspects of AS, such as interpreting coursework instructions and understanding exam questions, are common student concerns. Some areas can usefully be dealt with in group sessions, but the variation in student needs means that one-to-one provision is also welcomed by respondents, particularly in the later stages of their degree programme. The high level of positive feedback on the only credit-bearing AS course may indicate that this is the most effective format of all, although more research is clearly needed as the data set was very small.

In the past five years we have continued to make gradual progress in raising awareness and reshaping Heriot Watt staff and student perceptions of EAP

provision. For example, in response to student concern about writing skills, it was recently agreed that a compulsory two-hour AS session would be embedded in the syllabus of the undergraduate course Intercultural Issues in Business & Management. Furthermore, internationalisation remains a key strategy and as an example of the neoliberal discourses prevalent in Higher Education in the UK (Guion Akdag & Swanson, 2017), the University has recently expressed growing concern about the retention and attrition rates of students from overseas. These concerns may persuade department heads to look more favourably on embedded academic skills provision for their students.

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Emma Guion Akdağ taught English as a Foreign Language and was a teacher-trainer and ESP (English for Specific Purposes) trainer for various organisations including the British Council, working in France, the Czech Republic, Switzerland, Syria and Turkey. For Heriot-Watt University, she has trained teachers in Turkmenistan and lecturers from Sichuan University, China. She currently teaches and coordinates EAP provision on pre-sessional and in-sessional courses and is a (part-time) PhD candidate at the University of Stirling.

Funding in-sessional

Richard Simpson, English Language Teaching Centre, University of Sheffield

Introduction

This paper is a write-up of the short presentation I gave to the BALEAP Professional Issues Meeting (PIM) on 'In-sessional' at the LSE in March 2016. I started my presentation with a foreword – I hope worth repeating – referring to a Massive Open Online Course (MOOC) which I recently completed on 'How to Survive your PhD'. The MOOC included a focus on 'The Imposter Syndrome', which was described as the 'fear of being "found out" as fraud, not really knowing enough/being smart enough to be a [doctoral] student' (Thesiswhisperer, 2016). From this I fashioned an old joke into a new quip: 'Just because I have The Imposter Syndrome doesn't mean I actually know anything!' This self-deprecation was felt necessary as, unlike many of the day's presenters, I am not currently teaching on our in-sessional programmes. I am, however, responsible for the running of a large centre which provides extensive and varied in-sessional support. My paper is built around reflections on the development, and particularly the funding, of that provision. The reflections focused on three main areas: Marginalisation of EAP; Trivialisation of EAP; Structures and Funding Models. There were also some comments on aspects of the discussions heard earlier in the day. I hope to capture here a summary of the presentation and the various reflections.

Marginalisation of EAP

The previous BALEAP PIM was hosted by my own centre, and included among the plenary speakers David Hyatt, who happens to be my doctoral supervisor. One of the key arguments Hyatt (2015) made that day is that EAP is often marginalised within universities. Although I do not disagree with much of this line, I took the opportunity of this presentation to articulate a rejoinder to some of Hyatt's examples, not least because they focused on my centre, the English Language Teaching Centre (ELTC)!

The first example of marginalisation was the fact of ELTC being part of the University's Central Services, rather than being part of an academic school or faculty. My counter to this is that we enjoy greater freedom and financial independence outside the academic structure than our counterparts in modern language teaching do within their school. The second example focused on our building being on the fringe of the campus area. Overlooked is the fact that we have a purpose-fitted building, far better equipped than the School of Education, with up-to-date multimedia technology and tremendous resources. The third

suggestion was that we are marginalised because our educational oversight body is the Board of *Extra* Faculty Provision. However, as our provision is extremely diverse and touches all faculties of the university, it seems appropriate that oversight should come from a board representing all of them.

As mentioned, I do not seek to claim that EAP is not marginalised at all. At the BALEAP conference in 2015, Ding argued that the theme of marginalisation has been recurrent. Many EAP teachers are marginalised by being hourly paid or on zero hour contracts, making the professional development they undertake largely unpaid or voluntary.

Trivialisation of EAP

The second reflection I presented was concerning the trivialisation of EAP within our universities. Hyland (2015) illustrated the problem succinctly in his closing remarks at the 2015 BALEAP conference:

> *The bottom line is that EAP is not about topping up deficiencies in language skills that students haven't acquired at school, it's about equipping students with a new kind of literacy that they need to participate in their learning when they are at university.*
> (Hyland, 2015)

For both pre-sessional and in-sessional provision, our colleagues within academic departments all too often see the role of the EAP teacher as that of fixing the structural language deficiencies of students, rather than enabling them to participate in the discourse of the academic community they are joining. In being seen as fixers of deficits we are trivialised and kept at arm's length from academic endeavour.

Wingate (2015) argues that following exercises to widen participation in HE, institutions should include academic literacy development for all students. She suggests, however, that this is unlikely:

> *…the curriculum-integrated approach is rarely taken in English-medium universities, and implementing it would require a mind change among university managers and … considerable structural changes.*
> (Wingate, 2015)

It may be too strong to suggest that reluctance to undertake structural change amounts to trivialisation, but a resistance to embedding maintains the distance described above. On a more positive note, responses to Ursula Wingate's plenary talk on the day suggested that a range of approaches to in-sessional EAP are to be found, and that more embedded work is happening than she realised. This is supported by the fact that a colleague's proposal to report to the PIM on a col-

laborative, credit-bearing EAP initiative was rejected because too many similar proposals had been received.

Structures and funding models

A wide variety of in-sessional structures is to be found around the sector. There are English centres (such as my own), centres which integrate English and Modern Language Teaching (MLT), dedicated literacy/skills development units, stand-alone units within departments, third-party/out-sourced free provision and, occasionally, provision on a pay-per-use basis. Teaching units may be found in central services, schools (typically Education, English, Languages), in Management/Business centres, or dispersed around departments and faculties.

Evidence from BALEAP events and posts suggests that many centres are involved in embedded EAP, including credit-bearing provision. English for Specific Academic Purposes (ESAP) provision is, by its nature, more expensive to provide than general purpose provision (EGAP). Academic and EAP teacher staff time is needed and materials produced will have a limited audience.

At ELTC we have pro-actively encouraged a shift from EGAP to ESAP for our in-sessional provision. We have a wide range of provision, and the funding we receive from the University is insufficient to cover the costs. However, the University has recognised the importance of providing for the ongoing academic development of the international students, and has allowed ELTC some control of the income received from our pre-sessional students. As a result, we have over 80 fulltime equivalent teaching staff on contract and just a handful of hourly paid occasional staff. We have an extensive staff development programme and good opportunities for career enhancement. I do not believe this model would been possible had we been situated inside an academic department.

Conclusion

I opened my talk with the promise of something of a manifesto as a conclusion. The underlying argument echoes Wingate's suggestion (referenced above) that, having widened participation, institutions have a responsibility to make provision for development. This widening extends to international students just as much as it does to 'home' students from 'non-traditional' backgrounds. My assertion is that the funding for extensive and varied in-sessional work must be made available by the institutions which rely heavily on their overseas student income: the funding is out there – our students deserve it and so do we!

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In-sessional English for Academic Purposes

Papers from the BALEAP Professional Issues Meeting (PIM) — London School of Economics 19 March 2016

The global forum for **EAP** professionals

Edited by Sarah Brewer, Alison Standring and Gemma Stansfield

Professional Issues Meetings organised by **BALEAP the global forum for English for Academic Purposes (EAP) professionals** are held three times a year. They are an opportunity for EAP practitioners to present on and discuss issues in the field, building knowledge and disseminating good practice. Presentation slides are made available on the BALEAP website following each event (see https://www.baleap.org/resources/presentations), but this publication has been put together to provide a more substantial account of current practice in providing in-sessional or 'embedded' courses of EAP teaching, both general and subject-specific, in higher education institutions in the UK.

A selection of presenters have written up their papers and the volume is prefaced by an Introduction written by Ursula Wingate, Reader in Language in Education in the School of Education, Communication and Society at King's College London. The volume is edited by Sarah Brewer, Chair of BALEAP, and Alison Standring and Gemma Stansfield who organised the PIM at the London School of Economics.

Sarah Brewer is an Associate Professor at the University of Reading and Head of English for Academic Purposes at the International Study and Language Institute. She has taught EAP since 2002 on pre-sessional and in-sessional programmes developing both general and subject-specific materials. Since joining the University of Reading, she has been a member of BALEAP (the global forum for EAP professionals) and was Events Officer from 2013-18 organising various events including Professional Issues Meetings (PIMs) such as the PIM held at London School of Economics. Currently, she is Chair of BALEAP (2019-22).

Alison Standring is the Deputy Director of the London School of Economics Language Centre where she coordinates the EAP pre-sessional and in-sessional programmes. She has also taught EAP at the University of Bahrain, the University of Durham and the European University Institute. She has been a member of BALEAP since joining LSE in 2005 and worked with colleagues to organise the PIM on In-sessional EAP that was held at LSE.

Gemma Stansfield is Student Learning and Development Manager at London Business School. Prior to this she spent eleven years at London School of Economics, working in EAP and Learning Development. At the time of the 2016 LSE-BALEAP PIM Gemma was Co-ordinating Language Teacher in EAP and one of the organising committee members for the PIM. She co-ordinated in-sessional EAP provision for the departments of International Relations, International History, Government, the School of Public Policy and the European Institute.