

# **Constructive (re)alignment and creative (mis)alignment: Working with the BALEAP accreditation scheme criteria in Luxembourg**

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# The Luxembourgish EAP context

# Our setting

English: one of 4 university teaching languages

Language Centre: Academic literacy

Mostly integrated into study programmes/PhD transferable skills

18 courses + new requests

Few experienced EAP teachers in the region



# Our EAP team

One FT staff member for English (Head)

10% managerial

90% teaching (EAP & Linguistics), research

1 secretary

EAP adjunct lecturers *only*

Come in to teach only or teach online

Max 120 hours/year

Limited stability



PhD

# Alignment scenarios

In-sessionals

# Sustainable (re)alignment

Example: Research article writing (PhD)

## **Planned learning outcomes with constant realignment**

Course content, materials & format: experience, research literature, circumstances of PhD students; personalisation

Flipped approach: pre-workshop tasks with student texts + questions

Consultations

→ Workshop focus & materials revision

Deroey & Skipp (2023a)  
Deroey & Skipp (2023b)  
Skipp & Deroey (2023c)

# Sustainable (re)alignment

Example: Research article writing (PhD)

## **Assessing outcomes**

Formative: application to own writing & reflection

Institutional questionnaire

Own questionnaire

Team input

→Content & organisational adaptations

Deroey & Skipp (2023a)  
Deroey & Skipp (2023b)  
Skipp & Deroey (2023c)

# Creative (mis)alignment?

## In-sessionals

Study programme director info → (secretary) → Head → Lecturer

Discussion with lecturer: EAP/ESP tenets; literature; team contacts

Draft course description by lecturer → Head

Coursebook or own materials depending on course & experience

Structured teaching observation with discussion

Study programme course evaluations *or* ULLC questionnaire



# Alignment challenges

Frequent staff changes

→ EAP experience

→ awareness of target audience

Off-site lecturers

→ limited opportunities for timely support & follow-up

Head 'hats'

→ limited opportunities for input & follow-up

# References

Deroey, K. L. B. & J. Skipp (2023). *Deconstructing a writing course through independent, personalised learning*. BALEAP Conference. Warwick, UK, 20 April.

Deroey, K. L. B. J. & Skipp (2023b). Designing and delivering an online research article writing course for doctoral students in Luxembourg during Covid-19. In Fenton, J, Gimenez, J., Mansfield, K, Percy, M., Spinillo, M. (Eds.) *International perspectives on teaching academic English in turbulent times*. Routledge. pp.81-94. 10.4324/9781003283409-10

Skipp J. & K. L. B. Deroey (2023c): Designing & managing an online, personalised research writing course for postgraduates. Proceedings of the 2021 BALEAP Conference. Garnet.