



## **Discipline academics as academic language development facilitators: Dream or reality?**

### **Key Words**

academic language, disciplinary academics, language-focused feedback, feedforward

### **Abstract**

The purpose of this paper is to explore a model of effective Academic Language and Literacy Development (ALLD) practices related to enhancing discipline academics' capacity to develop students' academic language, specifically through provision of effective academic language-focused feedforward. The revised Academic Language Feedback (ALF) Toolkit (for the original version, see Podorova, 2016) is presented as one possible tool and framework for delivering professional learning opportunities for teaching staff who may be required to provide language-focused feedback in the increasingly diverse university contexts in Australia. The updated ALF framework incorporates notions of form, use and the language triptych (Coyle, Hood, & Marsh, 2010) and reciprocal language use (Bachman & Palmer, 2010). One of the main components of the ALF toolkit is the ALF guide (now available online) which presents the complex concept of academic language ability in a colourful and concise way, encompassing both English language use and academic literacies. For students in the target units, the toolkit implementation focused on students' English language use and academic literacy development, accompanied by corresponding self-access resources, workshops and consultations provided by the ALLD team and central university services. The application of the ALF toolkit included professional development sessions and further resources for academics to support assignment marking and feedback provision using the ALF toolkit. The ALF guide elements featured in the unit materials, assessment rubrics, feedback comments templates, as well as in the titles of resources and face-to-face sessions, thus making the ALF focus areas more meaningful to students. This paper uses some findings of the evaluation study and ongoing observations to provide valuable insights into the world of teaching and learning in a tertiary context. It is hoped that the session will allow the presenter and attendees to shape a better understanding of challenges and strategies required for successful sharing of the ALLD expertise with disciplinary teaching teams in order to raise university teaching staff and students' awareness of their responsibility with regards to post-entry English language and academic literacy development.

### **References**

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