OPENING THE DOORS TO THE DISCIPLINES: DEVELOPING CURRICULUM-*INTEGRATED* ACADEMIC LITERACY INSTRUCTION

AALL Conference 2017

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Outline

1. Academic literacy, student needs and instructional provision
2. Embedding or integrating?
3. Opening the doors to the disciplines (projects at King's College London)

Terminology

1. Learning developers, *ALL professionals,* EAP specialists
2. Disciplinary staff, academics, subject lecturers
3. Study skills, academic writing, academic language and learning (ALL), academic literacy

1. ACADEMIC LITERACY, STUDENT NEEDS AND INSTRUCTIONAL PROVISION

What is 'academic literacy'?

Communicative competence in an academic discourse community:

Understanding community's epistemology

Understanding and using the community's **genres**

⇨ Learning need for *all* novices

⇨ Learning cannot take place outside the discourse community (curriculum)

Academic writing versus academic literacy

What is involved in assignment writing?

1. Subject/topic knowledge
2. Literature search – identifying relevant sources
3. Evaluating sources for relevant information
4. Synthesising information into writer's argument; developing a position
5. Presenting the argument in a logical, coherent manner (structure, signposting)

Writing is the end product of a complex *literacy process*

Student needs

Student comments:

'*Made tons of notes. I typed all the notes on a word document and totaled 11 pages, which stressed me terribly. I get a feeling that I am going off the topic*'.

'*Now I've read all the books and I'm confused because there is much overlapping and I'm not sure what opinions are better. I am going to list all of them, because I want to show the work I've done*'.
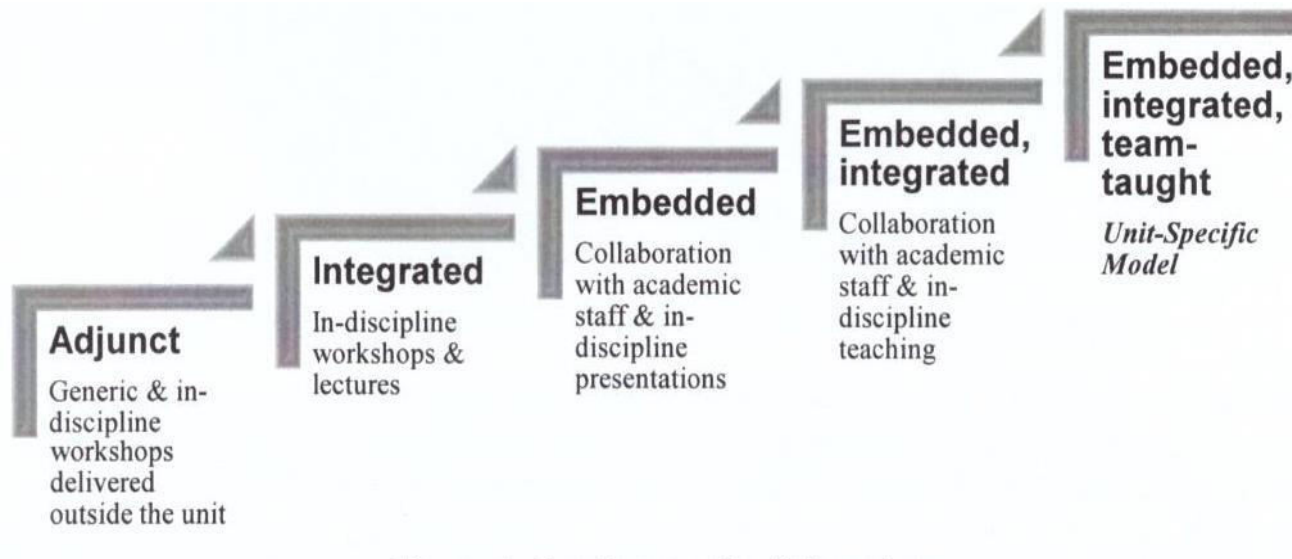
Lecturer feedback:

'Your essay lacks criticality. You provide lengthy reports of the literature without discussion'.

Implications for academic literacy instruction
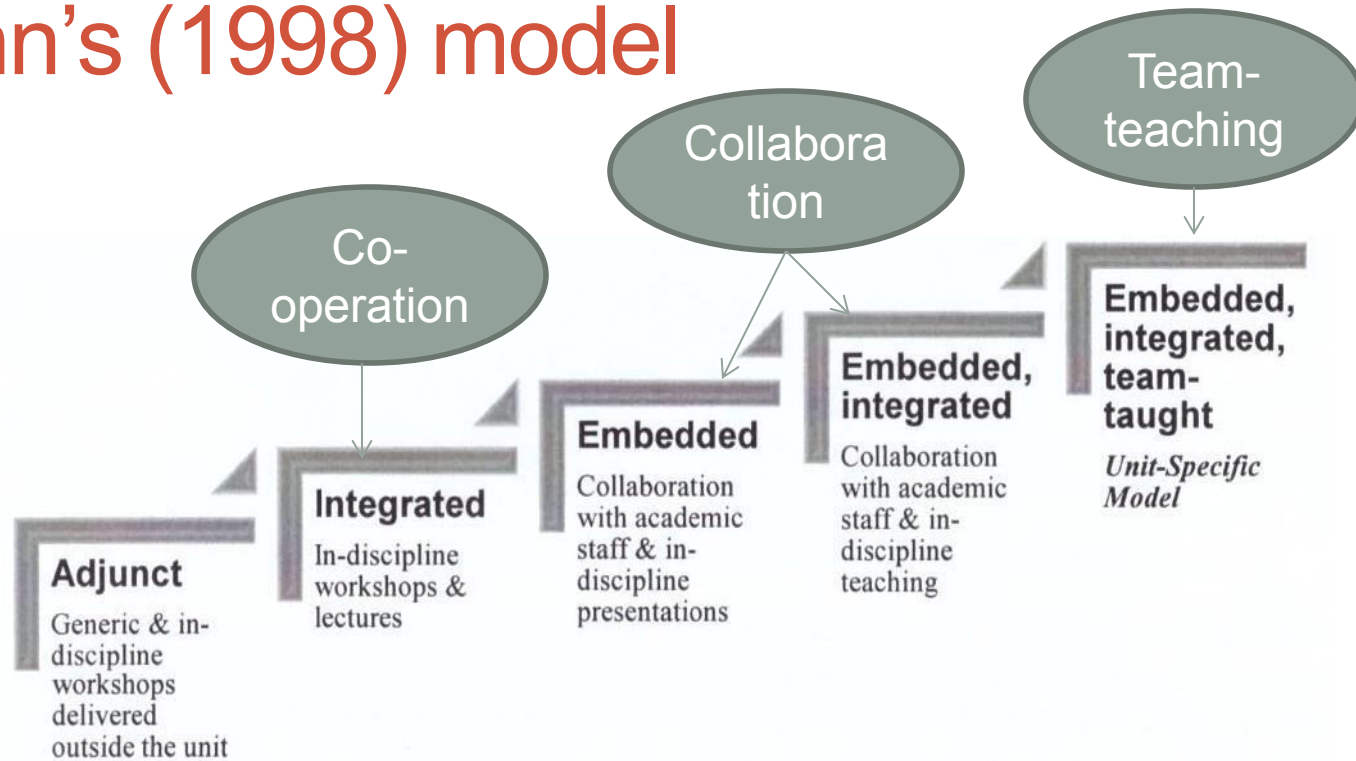
- Students need to be guided through whole literacy process
- Guidance needs to be specific to subject content and assignment topic

⇨ *Integrated development of subject knowledge and academic literacy*

⇨ *Responsibility of the subject lecturer*

Types of instructional provision

Maldoni & Lear (2016):

Adjunct
Generic & in-discipline workshops delivered outside the unit

Integrated
In-discipline workshops & lectures

Embedded
Collaboration with academic staff & in-discipline presentations

Embedded, integrated
Collaboration with academic staff & in-discipline teaching

Embedded, integrated, team-taught
Unit-Specific Model

Types of instructional provision: Comparison with Dudley-Evans & St John's (1998) model

Co-operation

Collaboration

Team-teaching

Adjunct
Generic & in-discipline workshops delivered outside the unit

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Unit-Specific Model

Approaches to academic literacy instruction

(Wingate 2015)

Type	Extra-curricular (Traditional model)	Curriculum-linked	Curriculum-integrated
Location	**Outside department** English Language/ Skills/ Learning development unit	**Timetabled** • Workshops • Designated teaching sessions	**Timetabled, credit-bearing** (Assessed) component of content modules
Delivery	EAP specialists	• EAP specialists • Subject lecturers	• Subject lecturers • EAP specialists
Collaboration	None or little	Some subject lecturer contribution to design and delivery	Advice/input by EAP specialists

Main features of curriculum-integrated approach

- Subject lecturer as main provider of academic literacy instruction

- Academic literacy instruction as integral part of subject teaching and assessment

- EAP specialist as staff developer, advisor, co-teacher.

2. EMBEDDING OR INTEGRATING?

A long history of curriculum-integration

- University of Wollongong 1990s: Integration of 'literacy skills instruction into the subject curriculum'
- Academic Language and Learning (ALL) representatives in each faculty (Percy & Skillen 2000)

⇨ 'Collaborative, curriculum-integrated literacy development'

⇨ Institutional and national policy (Purser 2011)

More recent examples: 'embedding'

1. Maldoni (2017), University of Canberra, Business School: Unit Support Programme, 'embedded, integrated and team taught initiative'

2. Murray & Nallaya (2016), University of South Australia: supported by Senior Management: curriculum-integration in eight targeted programmes

3. Veitch, Johnson & Mansfield (2015), Murdoch University Perth: Targeted Unit Approach, School of Education

4. Chanock et al (2012), La Trobe University: literacy instruction delivered by subject lecturers, designed by ALL staff, Humanities & Social Sciences

Obstacles to curriculum-integration

1. Lack of institutional commitment and investment

   a. Extra-curricular provision cheaper

   b. Quick fixes more desirable for senior managers

2. Resistance by subject lecturers

Reasons for resistance to teaching academic literacy

- Misconceptions about students' learning needs (Jenkins & Wingate 2015)

- Belief that students should learn 'writing' before they come to university (e.g. Lea & Street 1998; Jenkins & Wingate 2015)

- Tacit understanding of discipline's discourses and conventions (Jacobs 2005)

- Discomfort with language-related issues; lack of confidence (Bailey 2010)

- Lack of training (Donahue 2010)

Subject lecturers' comments

'I am a Law lecturer… I am quite happy to help as far as I can … but you know I am not an English support teacher I'm not trained to help people who really need specific targeted support nor are any of my colleagues' .

'All we could respond was that there is an entry qualification in terms of the standard of English required, this is well known and not a secret and that the subject is taught in English at an English institution in England, and the qualification is in English law'.

(Jenkins & Wingate, 2015)

Dealing with the obstacles to curriculum-integration

Long-term goal:

Providing evidence of improved student performance and satisfaction ⇨ Changing the mind-set of HE senior management

Shorter-term goal:

Bottom-up initiatives ⇨ Changing the attitudes of subject lecturers ⇨ changing their practices ⇨ providing evidence…

3. OPENING THE DOORS TO THE DISCIPLINES

How can EAP specialists initiate change?

1. Linguistic knowledge: ability to analyse disciplinary genres

2. Pedagogic knowledge: ability to (1) use genre analysis for genre teaching; (2) support lecturers in integrating academic literacy instruction into their regular teaching

   ⇨

1. Development of discipline-specific teaching/learning resources (curriculum-linked, semi-collaborative)

2. Assisting curriculum development and delivery (curriculum-integrated, fully collaborative)

1. Developing discipline-specific teaching/ learning resources

Aim: Raising students' genre awareness (Johns 2008)

Example: Project at King's College London in

- Applied Linguistics
- Pharmacy
- History
- Management

Collaboration

1. Collection of relevant student texts (subject lecturers)
2. Genre analysis: EAP specialists analyse exemplar texts, identify expected discourse features and prepare writing materials/tasks (in consultation with subject lecturers)
3. Presentation of writing materials/tasks in workshops - jointly delivered by EAP specialists and subject lecturers

Presentation of writing materials in workshops

- Three high-scoring text examples with commentary
- One high-scoring text example where commentary needs to be provided by students
- A notes section
- Two low-scoring text examples with commentary
- A reflection section

⇨ *Examples*

Example of move analysis (Applied Linguistics)

1.1   INTRODUCTIONS in high scoring assignments

TASK 1

- Review the analyses for the first three introductions in high scoring assignments.
- Complete your own analysis of Example 4.
- Summarise what would appear to be the desirable features of assignment Introductions

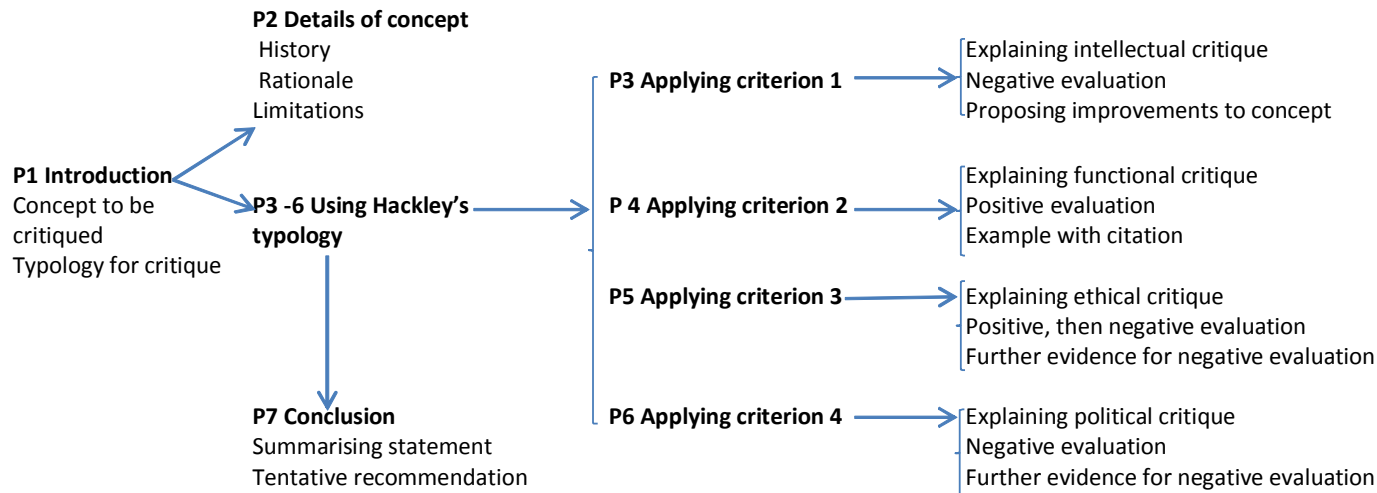| EXAMPLE A. *Assignment title: What counts as <u>validity</u> in <u>formative assessment</u>?*	MACRO-THEME
Introduction	
[1] The role of assessment in language teaching and learning is complex and often politically-charged. In recent years, many researchers have promoted a more socially and democratically equitable conception of assessment (i.e. Shohamy 2001, Lynch 2001), that is non-psychometric and non-standardised. This has led to the promotion, endorsement and implementation of various classroom-based alternatives, many of which have shared characteristics and concerns (cf. Leung 2005, p. 870 for a brief overview). [2] Despite this change in tide, however, a number of old questions rightly persist. In particular the issues of validity and reliability, which Leung (2005) refers to as "the quality and soundness" of the assessment approach, are still prevalent (p. 869). Interestingly, these questions are posed by those spearheading this new movement in an attempt to ensure theoretical, empirical and epistemological robustness (i.e. Leung 2004). [3]In this discussion I shall address the issue of validity in regard to Formative Assessment (FA). In the first section, I shall define, examine and then problematise the central tenets of FA; this problematisation will raise three key questions in regard to validity in FA. In the second section, I will begin by briefly delineating some of the underlying assumptions of validity in conventional assessment practice. Following this, I shall return to the three crucial and interrelated questions previously identified, through which I argue for a reconceptualised understanding of validity in FA that acknowledges its complex and contingent nature. In my conclusion I shall argue that subscription to this viewpoint will enable FA to attain a more prominent position in educational assessment.	[1] HYPER-THEME: summary of key issues implicit in Macro-theme with reference to relevant authorities. [2] Development of hyper-theme: introduction of the key issue that will be the focus of the assignment. [3] Provides a map / set of signposts which guide the reader through the rest of the assignment and which maintains link with macro-theme

Example of synoptic view of paragraph relations (Management)

P2 Details of concept
 History
 Rationale
Limitations

P1 Introduction
Concept to be
critiqued
Typology for critique

P3 -6 Using Hackley's typology

P7 Conclusion
Summarising statement
Tentative recommendation

P3 Applying criterion 1
Explaining intellectual critique
Negative evaluation
Proposing improvements to concept

P 4 Applying criterion 2
Explaining functional critique
Positive evaluation
Example with citation

P5 Applying criterion 3
Explaining ethical critique
Positive, then negative evaluation
Further evidence for negative evaluation

P6 Applying criterion 4
Explaining political critique
Negative evaluation
Further evidence for negative evaluation

Limitations of teaching/learning resources and workshops

High levels of participation, highly evaluated by students

But

- Partial – focused on writing
- Curriculum-linked rather than curriculum-integrated
- Collaboration difficult

2. Assisting curriculum development and delivery

1) CPD events

2) Integrating module 'Developing students academic literacy' into the compulsory teaching certificate course for new lecturers (PGCAP)

⇨ *Demonstrating integration of academic literacy instruction into lecturers' regular teaching and assessment practices*

⇨ *Demonstrating support role of EAP specialist*

Methods of curriculum integration

Method	Detail
Reading and writing	**Pre-reading for lectures; students write summaries and critiques; online discussion**
'Literacy windows' in lectures	**Lecturer pointing out how knowledge is debated in literature** Setting aside time to discuss assignments
Follow-up tutorials	Modelling academic literacy process; **developing genre awareness through genre analysis**
Formative feedback	Ensuring coherent progression in assignments; 'feed-forward' comments
Personal tutorials	Follow-up on feedback, individualised advice Creating opportunities for dialogue around feedback

Examples of methods:
1. Pre-reading for lectures

1. Pre-reading discussion: Student post a response to a series of questions; warm-up for the topic

2. Post-reading discussion: Students post a summary of article(s) and their own critical evaluation.

WEEK TWO Bax & Harmer 2003

WEEK TWO Tasksheet Bax & Harmer

Pre-reading discussions

Write a short paragraph (about 200 words) setting out your response to some or all of the following questions:

How far has CLT been adopted in your teaching context? (The word 'context' here can mean anything from your school or institution to your country).

If CLT is in use in your context, what problems (if any) have there been in implementing it?

How far have you adopted CLT in your own teaching? Have you felt you needed to modify it in any way to suit either your own beliefs about language teaching or your view of its appropriacy for your context?

Post reading discussions

Please read the instructions on the tasksheet carefully.

Evaluation of critical reading and writing U2

Contribution to post-reading discussion

Bax (2003) claims that CLT disregards one main aspect when it comes to language learning which is the context. Thus, he calls for a paradigm shift from a communicative approach to a Context Approach. He argues that…

For Harmer (2003), one problem with CLT is that the term is vague and interpreted in various ways. Unlike Bax, Harmer (2003) does not see methodology and context as an opposition….
I agree with Bax (2003) that there is the danger of neglecting the context when being too focused on one specific method. However, I do not agree that the context is more important than the teacher's methodology….

Examples of methods:
2. Literacy window

Chambers, G. (2014) Transition in modern languages from primary to secondary school: the challenge of change. *Language Learning Journal* 42, 3, 242 – 260.

1.   PMFL provision

Reports on PMFL tend broadly to consist of <mark>positive statistics</mark> on the number of primary schools teaching foreign languages (Whitby, Wade and Shagen 2008) tempered by concerns relating to staffing, timetabling, resources and transition, inter alia. Cable et al. (2010) report headteachers' and teachers' perception that children are enjoying benefits from the MFL learning experience, such as increased cultural awareness and understanding, enhanced language and literacy competence and acquisition of learning strategies of generic relevance. Wicksteed (2008) provides interesting insights into sound communication and collaboration between a secondary school and its feeder primary schools.

Research evidence <mark>also</mark> suggests<mark>, however</mark>, that quality of <mark>provision is patchy</mark> across the country. Driscoll, Jones and Macrory (2004), Martin (2000), McLachlan (2009) and Powel et al. (2000), amongst others, identify the absence of a coherent policy at LA level, the ever-increasing squeeze on curriculum time, the priority accorded to core subjects and the low status given to languages, the lack of communication between primary and secondary schools and the challenge of appointing and retaining suitably skilled and experienced teachers.

The role of EAP specialists in curriculum integration

Method	Detail	Role of EAP specialist
Reading and writing	Pre-reading for lectures; students write summaries and critiques; online discussion.	**Assisting with task design** **Moderating online discussion, advising on reading problems**
'Literacy windows' in lectures	Lecturer pointing out how knowledge is debated in literature Setting aside time to discuss assignments	**Helping to identify opportunities for 'literacy windows'**
Follow-up tutorials	Modelling academic literacy process **Developing genre awareness through genre analysis**	**Preparing resources specific to upcoming assignments**
Formative feedback	Ensuring coherent progression in assignments **Designing 'feed-forward' comments**	Advising lecturers on feedback practices
Personal tutorials	**Follow-up on feedback, individualised advice** Creating opportunities for dialogue around feedback	Assisting lecturers in individualised feedback

Outcomes of academic literacy option module

Participants

- Gained understanding of provision in their departments
- Identified shortcomings
- Designed instructional improvements, for example:

  → workshop for reading research articles (Bioscience)

  → 'literacy windows' in several lectures (Political Science)

  → curriculum-integrated genre-analysis sessions (Chemistry Y3, Nursing Y1, Mechanical Engineering Y1)

  → restructuring of module to integrate academic literacy development (Business Y3)

⇨ Examples

Example from Nursing

<u>Workshop 1: The community health needs assessment – writing the locality profile</u>

In pairs,

1. Review the move analysis provided below for a high scoring assignment
2. Summarise the desirable features of the profile section
3. Discuss how you can apply these features to your own profile section

<u>Identifying health needs – the locality profile</u>	**MACRO-THEME**
Example A: Postnatal depression in Islington	
[1] The London Borough of Islington is situated in North London and in 2011 had a population of 206,125 residents (Office for National Statistics, 2013). As a growing population, Islington is the most densely populated local authority within England and Wales and has the second lowest proportion of green space in the country. Whilst rates of deprivation have improved in recent years, Islington is currently the 26th most deprived borough in England (Islington Council, 2016). The population is diverse, with less than half of all residents (48%) classifying themselves as White British. For people whose main language is not English, 17% are either unable to speak English well, or at all (Islington Council, 2013).	[1] Provides a brief geographical & population context to introduce the practice locality, referencing national & local data sources
Islington's unemployment rate of 6.5% is higher than the London average, furthermore, almost 8% of the working age population claims sickness benefit, the highest rate amongst the London boroughs and the rest of England (Islington Evidence Hub, 2014). Alarmingly, over half of all sickness benefits claimants are due to poor mental health (Islington Evidence Hub, 2014). Barriers to parental employment are evident as shown by the 29% of households with children that are unemployed. Moreover, unemployment amongst single parents is even more prevalent as 56% of lone parents are not in work (Islington Evidence Hub, 2014).	[2] Describes data pertinent to the chosen focus of the report, referencing local and national data sources
[2] A particular concern for Islington is the high level of mental health issues. The Joint Needs Assessment of 2014/15 revealed that rates of depression are higher than the averages in London, as well as nationally (Islington Council, 2014). In 2013, 12.6% of the borough's population had a diagnosis of depression (Islington Evidence Hub, 2013).Latest figures show that there are 2,800 births a year in Islington, estimated to increase to 3,150 by 2020 (Islington Council, 2014). As more than 1 in 10 women have postnatal depression nationally (NHS, 2016), it is likely that a significant proportion of women within Islington are affected, posing an important health need within the borough. To add to this risk, Islington has considerable social inequalities and it is acknowledged that the risk of ill health increases where there are disadvantages in income, employment, housing and other wider determinants of health (Islington Evidence Hub, 2013). [3] As a borough with higher than average rates of mental health issues combined with significant indicators of deprivation known to have detrimental effects on health, addressing mental health needs is a priority. Postnatal depression is a significant area of need within this, particularly because the effects are pertinent not only to the woman herself, but to the wider family also.	[3] Clearly states the area of health need, justifying the focus of the report and highlighting the impacts of unmet need on community public health

Example from Mechanical Engineering

2 a) $P = 50\,000\,W$ $\tau_{max} = 60\,MPa$

$N = 300\,rpm$ $G_s = 80\,GPa$
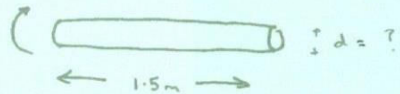
$P = \dfrac{2\pi}{6}$ A simple diagram helps the writer, and others, to envisage the problem

$\tau'' \times 500$

$= 1591.5\,N_m$

$$\dfrac{T}{J} = \dfrac{\tau}{r} \qquad\qquad J = \dfrac{\pi d^4}{32} \qquad r = \dfrac{d}{2}$$

$\Rightarrow \quad \dfrac{1591.5}{\left(\frac{\pi d^4}{32}\right)} = \dfrac{60 \times 10^6}{\left(\frac{d}{2}\right)}$

$\Rightarrow \quad \dfrac{\left(\frac{\pi d^4}{32}\right)}{\left(\frac{d}{2}\right)} = \dfrac{1591.5}{60 \times 10^6}$

$\Rightarrow \quad d^3 = \dfrac{16 \times 1591.5}{\pi \times 60 \times 10^6} \quad c \quad 1.35 \times 10^{-4}\,m^3$

$\Rightarrow \quad d = 0.0513\ldots\,m \quad = 51.3\,mm$

Example from Business

Session 2 Week 14 Date 23.1.18	Sociological and Psychological perspectives on Diversity.	Main Readings: • Kramar & Syed chapter 4; • Kirton & Greene, chapter 5. Roberson, Q.M., 2006. Disentangling the meanings of diversity and inclusion in organizations. *Group & Organization Management*, 31(2), pp.212-236.	Paper deconstruction: a) Journal Article: Roberson, Q.M., 2006. Disentangling the meanings of diversity and inclusion in organizations. *Group & Organization Management*, 31(2), pp.212-236. b) Other Genres: • Equality Act 2010 • Consultancy Report • FT Newspaper article
Session 3 Week 15 Date 30.1.18	Legal and other contextual influences on Diversity	Main Readings: • Kirton & Greene, chapters 6 & 10.	Coursework discussion, to include: • Case Study example • Assignment Exemplars from past students • Marking criteria • A review of essays from another module showing grades and written feedback of high scoring essays and poor scoring essays.
Session 4 Week 16 Date 06.2.18	Gender diversity in the workplace	Main Readings: • Kirton & Greene, chapter 2 to 4; • Blaine, chapter 6	Class debate: "Are children and family the reason why the proportion of women in senior roles is small compared to men? Students will work in groups to put a structure together and develop an argument, which will then be debated in class. Feedback will be given on development of the argument

Further ideas for opening doors

Bottom-up:

- Training 'expert' peers (graduate students) to support novices

Winning over senior management:

- Meta-analysis of work
- Performance data

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