

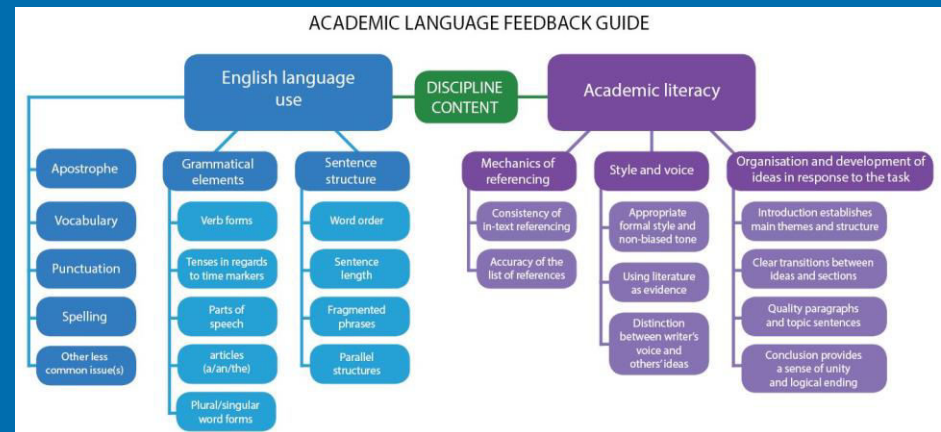


# Discipline academics as academic language development facilitators: Dream or reality?

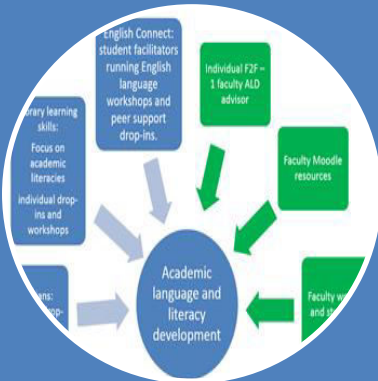
Dr Anna Podorova

AALL conference

1 November 2017



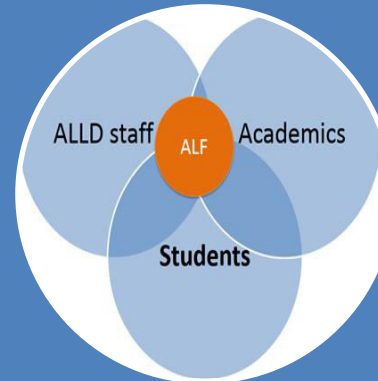
# Today



Institutional dynamics



Updated ALF toolkit framework



What's now?

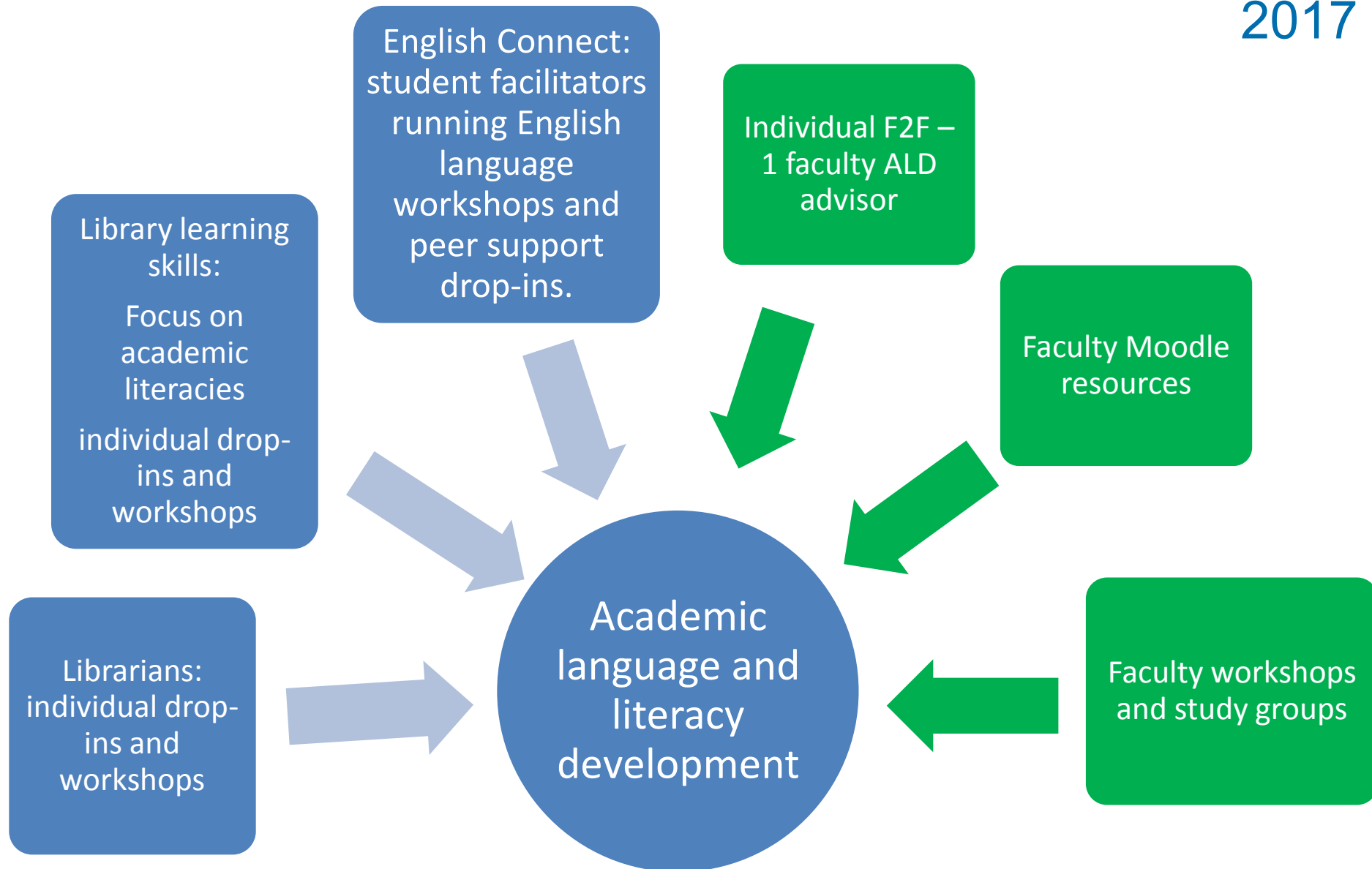


Where to next?

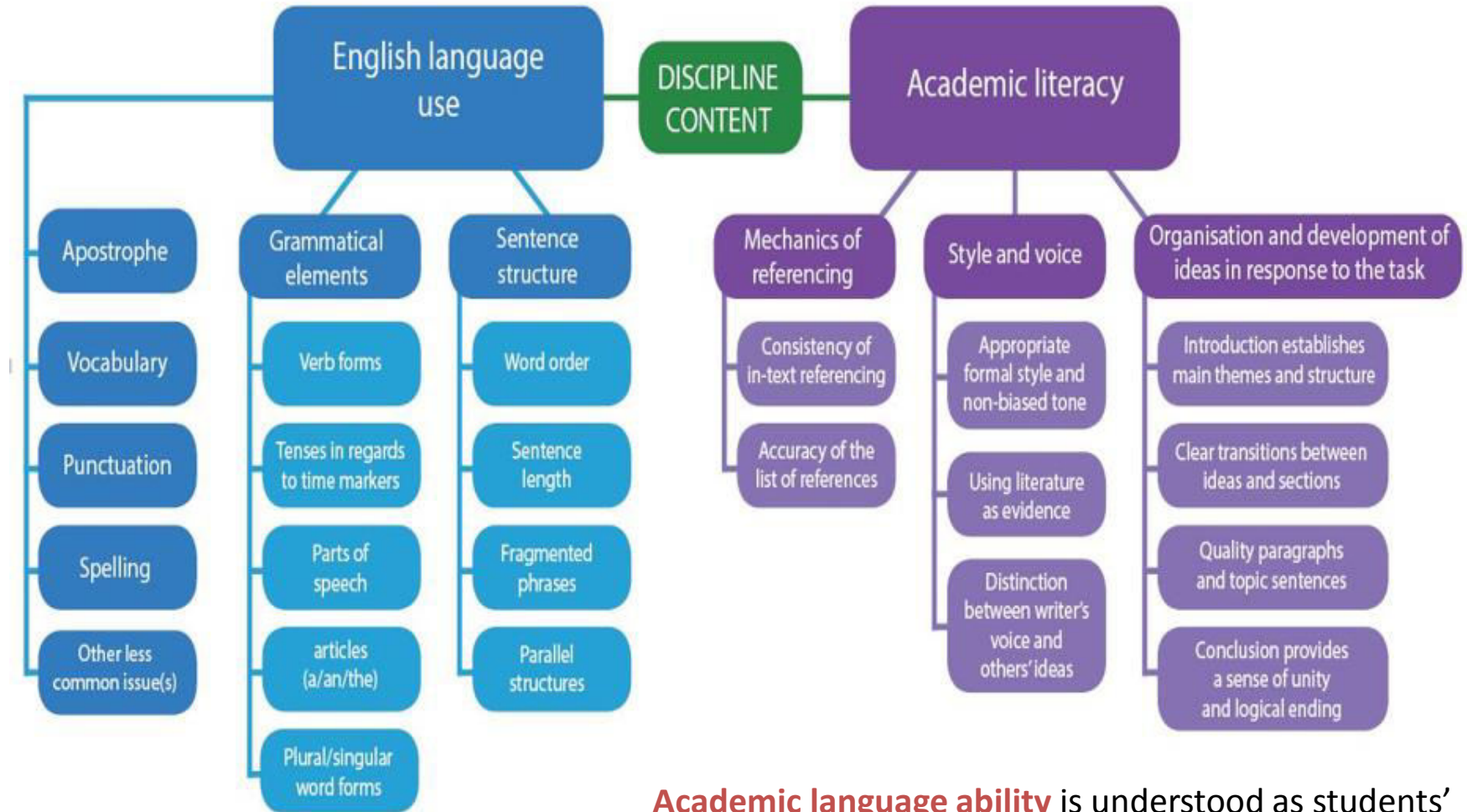


# Clarifying roles: Faculty of Education, Monash University

## 2017



- The faculty approach is based on the Academic Language Feedback (ALF) guide as a framework and tool.

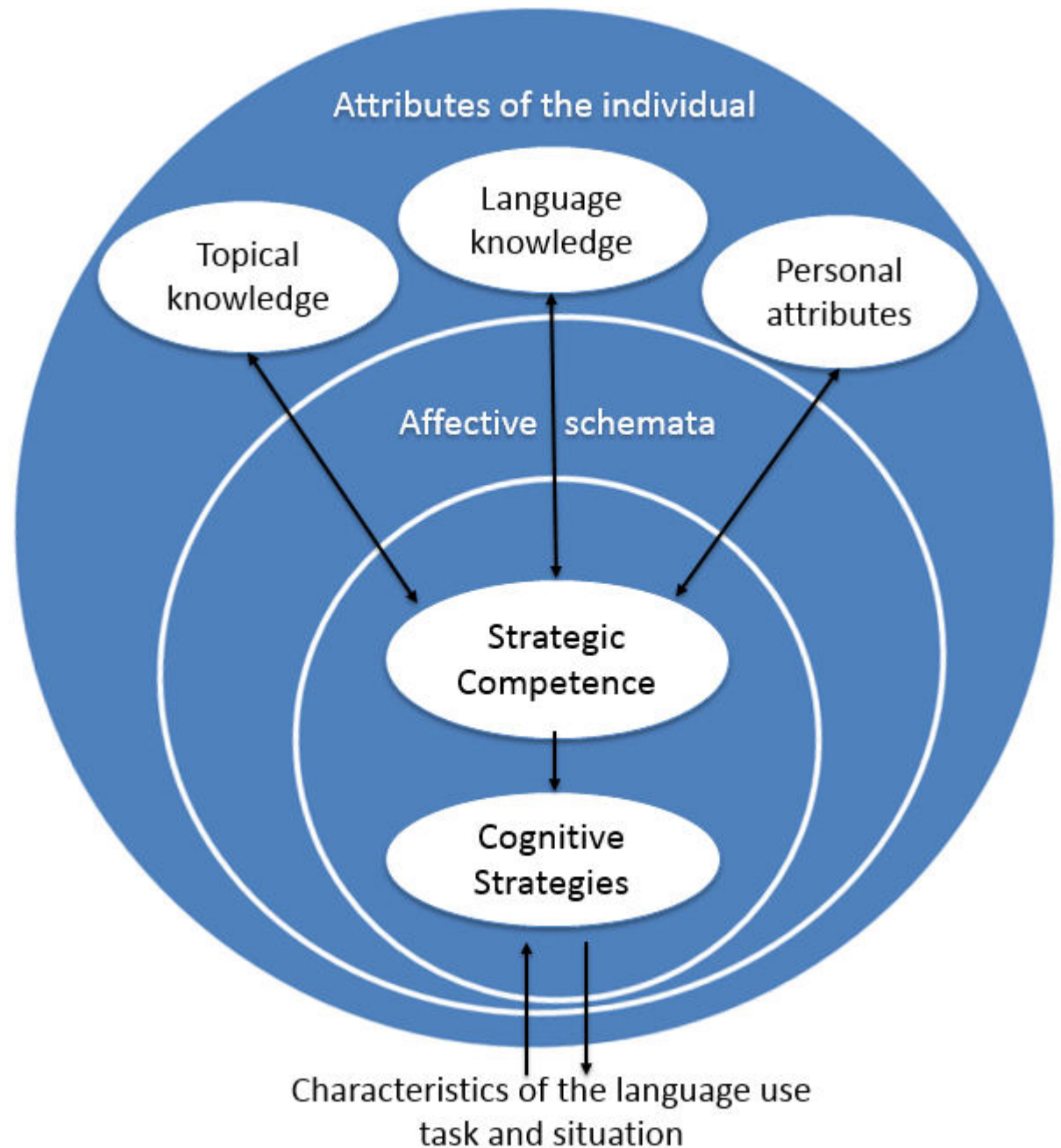


**Academic language ability** is understood as students' capacity to use their English language and academic literacy skills to engage with the course content and satisfy assignment criteria (Podorova, 2016b).



# Original framework foundations: Non-reciprocal language use

(Bachman & Palmer, 2010, Figure 3.1, p. 36, as cited in Podorova, 2016a)



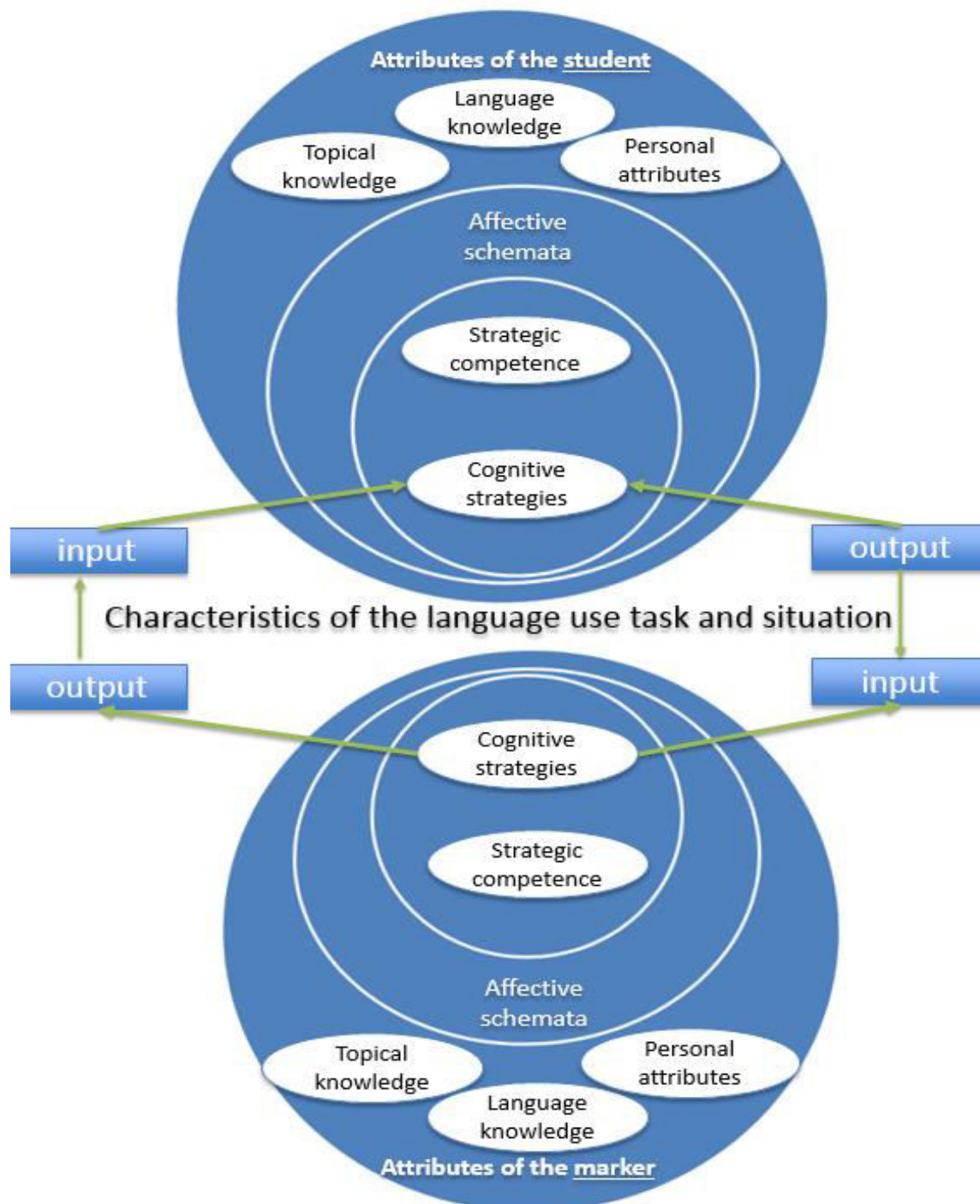


Updated approach:

Reciprocal  
language use in  
assignment writing  
and feedback

(adapted from Bachman &  
Palmer, 2010, Figure 3.2, p.  
38)

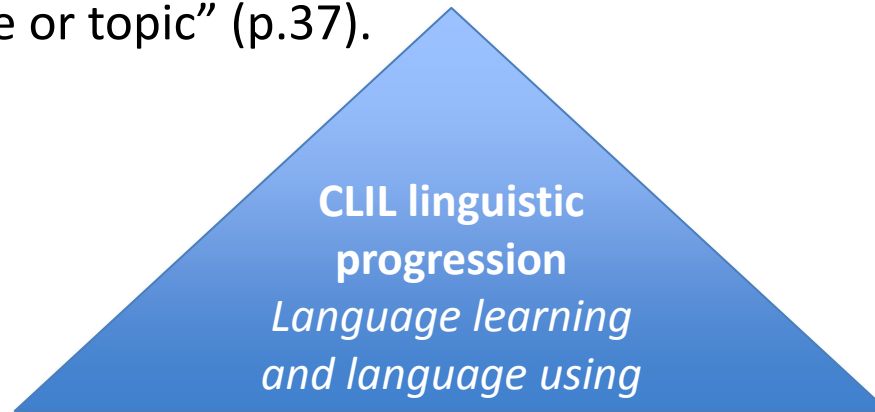
by both L1 and L2  
academic language  
users (Coyle, 2015;  
Vollmer, 2008)



# + Content and Language Integrated Learning (CLIL) (Coyle, 2015; Coyle, Hood & Marsh, 2010)

- Language Triptych as a conceptual representation of connections between language and content objectives (Coyle, 2010, p.36):

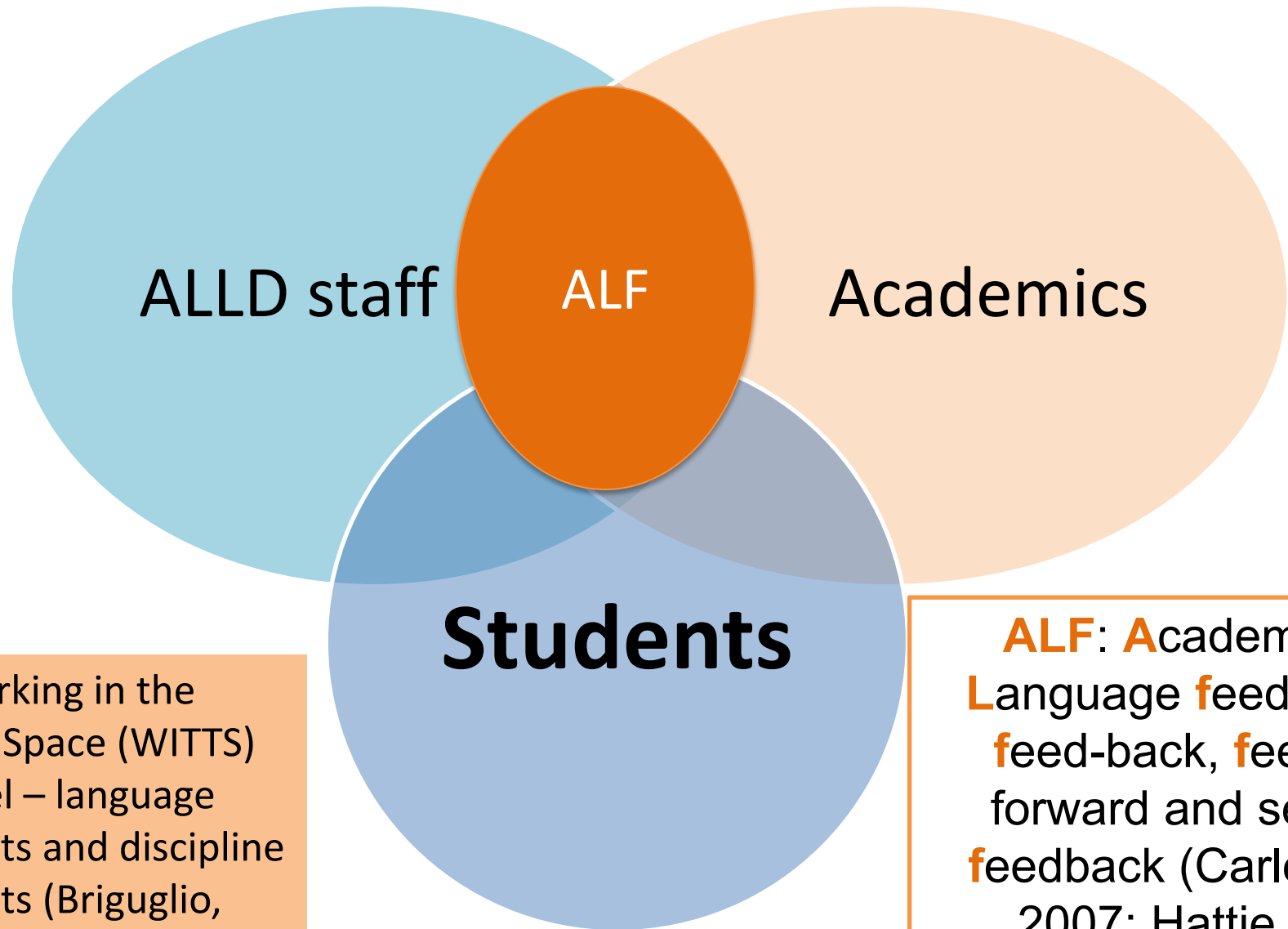
Language **of** learning – “an analysis of language needed for learners to access basic concepts and skills relating to the subject theme or topic” (p.37).



Language **for** learning – “language needed to operate in a foreign language environment”, e.g. group work, enquiring, etc. (p.37)

Language **through** learning - language needed by individual learners “to support and advance [learners’] thinking processes whilst acquiring new knowledge” (p.37)

## + Finding “common ground” (Podorova, 2016b)



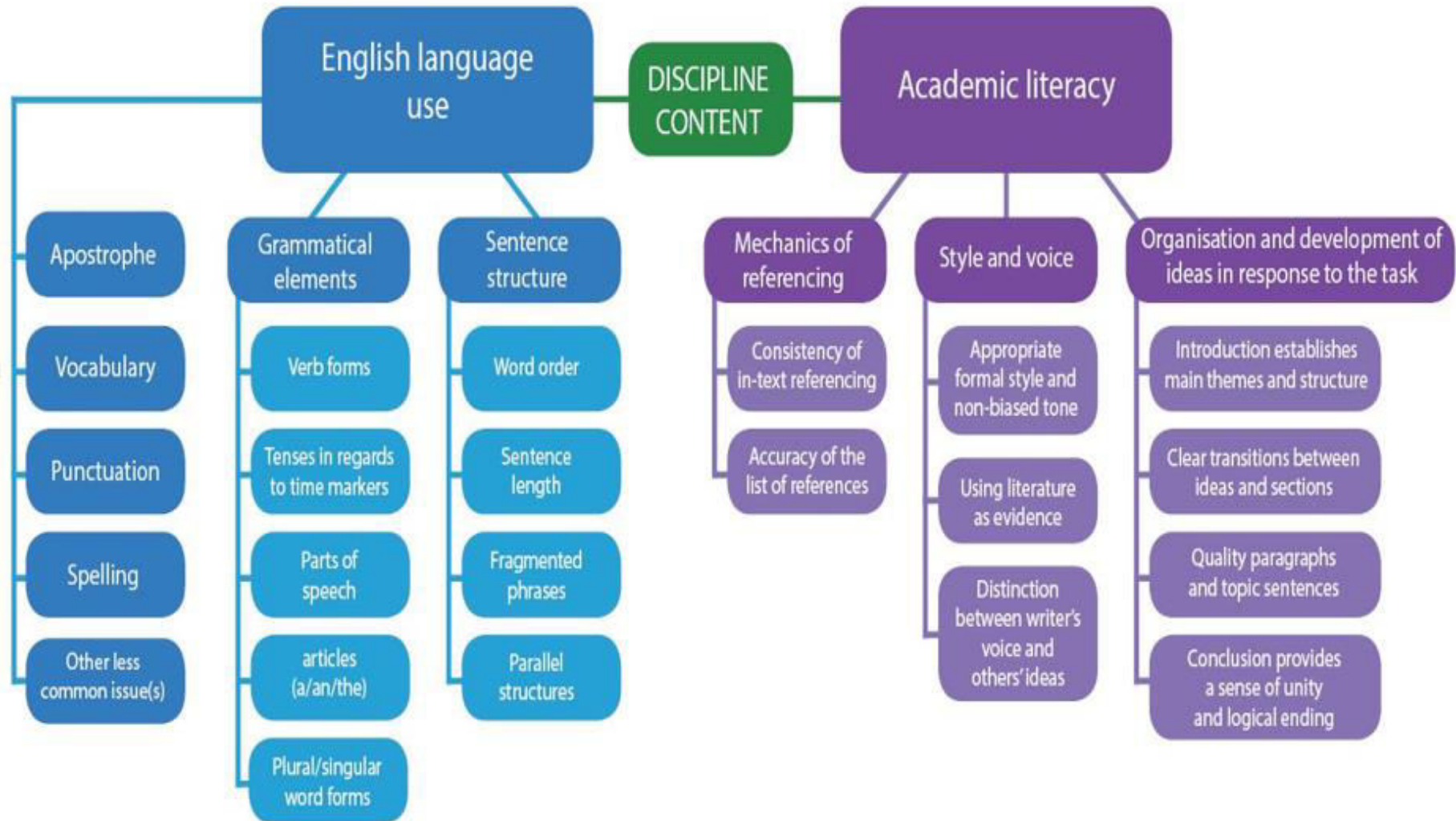
➤ Working in the Third Space (WITTS) model – language experts and discipline experts (Briguglio, 2013; Briguglio & Watson, 2014)

**ALF:** Academic Language feed-up, feed-back, feed-forward and self-feedback (Carless, 2007; Hattie & Timperley, 2007)



# ➤ Academic Language Feedback (ALF) guide as a tool for staff and students

Higher level of instrumental help seeking  
(Hattie & Timperley, 2007)



# Clickable version, as requested 😊

<https://english-connect.monash.edu/>

(Please note: link is subject to change)

## The Academic Language Feedback (ALF) guide

The ability to demonstrate an understanding of **discipline content** at university is closely linked to **English language proficiency** and **academic literacy**. This guide can be used for reviewing and proofreading your assignments.



### Discipline Knowledge

#### English language use

##### Other elements

Apostrophe

Punctuation

Spelling

Vocabulary

##### Grammatical elements

Verb forms

Tenses in regard to time markers

Parts of speech

Articles (a/an/the)

Plural/singular word forms

##### Sentence structure

Word order

Sentence length

Fragmented phrases

Parallel structures

#### Academic literacy

##### Mechanics of referencing

Consistency of in-text referencing

Accuracy of the list of references

##### Style and voice

Appropriate formal style and non-biased tone

Using literature as evidence

Distinction between writer's voice and others' ideas

##### Organisation and development of ideas

Introduction establishes main themes and structure

Clear transitions between ideas and sections

Quality paragraphs and topic sentences

Conclusion provides sense of unity and logical ending

# Online ALF tool module structure

## 🏠 The ALF Guide Articles

➤ Revisit

📖 Annotated example

✍ Have a go

🔍 Quick tips

📖 Learn more

⬇ Download module

### 🏠 The ALF Guide Articles

➤ Revisit 📖 Annotated example ✍ Have a go 🔍 Quick tips 📖 Learn more ⬇ Download module

#### What is an article?

Articles are those small words **a**, **an** and **the**, that often appear before nouns in the English language. Please remember that all nouns in the English language have articles. Sometimes, it is a 'zero' article which we cannot see, but it is there! Nouns do not always follow the articles immediately; numerals and adjectives can be used between articles and nouns.

Here is **a** **tutor** at **work** in **a** **tutorial room**. **The** **tutor** has **an** **idea** about how to help **students** write **an** **assignment**. **The** **20** tired **students** in **the** **tutorial room** have been trying to write **the** **assignment** all morning. **The** **assignment** is about **the** **diagnostic test results**.

Please note how the articles in the story change from being indefinite (non-specific) to definite (specific) as the reader becomes more familiar with each topic.

● ○ ○ ○ ○

### 🏠 The ALF Guide Articles

➤ Revisit 📖 Annotated example ✍ Have a go 🔍 Quick tips 📖 Learn more ⬇ Download module

#### Useful links on articles, common errors and more

[Module 4: Articles, ASCENT, Monash University](#)

[Articles tutorial, English page](#)

[English grammar guide: Determiners, Edufind](#)

[Articles, English Hilfen](#)

[Help yourself resources: Articles, Griffith University](#)

[Grammar for engineering, Monash University Language and Learning Online](#)

#### Face-to-face support

Who can help with English at Monash?

[English Connect](#) – conversational circles, peer feedback on your writing and grammar workshops.



# Academic Language Development (ALD): faculty resources for all

## Academic Language Resources Bank

[Dashboard](#) ► [Faculty of Education](#) ► [Academic Language Literacy Numeracy](#) ► [Academic Language Resources Bank](#)

### IMPORTANT INFORMATION



This Moodle site is maintained by [Dr Lynette Pretorius](#), the Academic Language Advisor in the Faculty of Education. If you have any questions or comments, please contact Lynette by clicking on the photo below.



If you would like to attend any of the Academic Writing and Reading or GET HELP Workshops, you can book a place [here](#). Further information about our Academic Language, Literacy and Numeracy Development program can be found on our [website](#).

### UNIT COMPLETION



Progress: 100%

|                      |                                 |                                      |                          |                         |
|----------------------|---------------------------------|--------------------------------------|--------------------------|-------------------------|
| Face-to-Face Support | Assignment Quick Resources      | Workshop Materials                   |                          |                         |
| Style and Voice      | Discussing Other Authors' Ideas | Organising Your Ideas Into Arguments | Mechanics of Referencing |                         |
| English Grammar      | Structuring Sentences           | Punctuation                          | Apostrophes              | Vocabulary and Spelling |

A suite of discipline-specific and generic academic writing resources available to all staff and students in the faculty.

## Welcome to EDF1304 - Understanding Teaching for Learning



GETTING  
STARTED



TEACHING  
TEAM



UNIT GUIDE



READING  
LIST



ANNOUNCE-  
MENTS



ASK A  
QUESTION



LEARNING  
COMMUNITY



MY  
GRADES



STUDENT  
SUPPORT



ACADEMIC  
LANGUAGE  
RESOURCES

# Proposed academic language criteria for all rubrics

| ALF criteria  | N   | P  | C   | D  | HD  |
|---|---|--|---|--|---|
| <b>Standard of English language including spelling, grammar, sentence structure and punctuation.</b>  | Adequate standard of English language is not demonstrated. The paper is very poorly presented. The submission is at times difficult to understand. You need to engage with academic language resources on Moodle and contact the <a href="#">academic language advisor as soon as possible</a> (details in the academic language resources folder on Moodle).   | The paper is adequately presented but needs to be rewritten and/or edited in places due to several errors in spelling, grammar, sentence structure and punctuation. You need to engage with academic language resources on Moodle and contact the <a href="#">academic language advisor as soon as possible</a> (details in the academic language resources folder on Moodle).   | The paper is mostly well presented, although a number of errors in spelling, grammar, sentence structure and punctuation were detected. Careful proofreading and engagement with academic language resources on Moodle are strongly recommended.  | The paper is presented to a high academic standard, with only minor errors in spelling, grammar, sentence structure and punctuation. Proper proofreading is recommended in the future.   | The paper is presented to a very high academic standard, with flawless sentence structuring, spelling, excellent grammar and correct use of punctuation.  |
| <b>Standard of academic literacy including proper organisation of ideas in response to the task, style, voice, formatting (paragraphing, spacing, font type and size) and APA (6<sup>th</sup> ed.) referencing conventions.</b> | Adequate standard of academic literacy is not demonstrated. The paper is very poorly organised, uses inappropriate style and voice and formatting (paragraphing, spacing, font).<br><br>Mechanics of in-text and end-of-text APA (6 <sup>th</sup> ed.) referencing style were not used appropriately (more than 6 error types).<br><br>You need to engage with academic literacy resources on Moodle and contact the <a href="#">library learning skills advisor</a> as soon as possible (details in the academic language resources folder on Moodle). | The paper is mostly adequately organised and mostly uses adequate style and voice and formatting (paragraphing, spacing, font) but needs to be checked and edited for consistency throughout.<br><br>Mechanics of in-text and end-of-text APA (6 <sup>th</sup> ed.) referencing style were not used appropriately (4-5 error types).<br><br>You need to engage with academic literacy resources on Moodle and contact the <a href="#">library learning skills advisor</a> as soon as possible (details in the academic language resources folder on Moodle). | The paper is mostly well organised, written with the use of the appropriate style and voice and formatting (paragraphing, spacing, font).<br><br>Accurate mechanics of in-text and end-of-text APA (6 <sup>th</sup> ed.) referencing style were used with inconsistencies but no more than 3 error types.<br><br>Engagement with academic literacy resources on Moodle is strongly recommended. | The paper is well organised, written with the use of the appropriate style and voice and formatting (paragraphing, spacing, font).<br><br>Accurate mechanics of in-text and end-of-text APA (6 <sup>th</sup> ed.) referencing style were used with minor inconsistencies.<br><br>Engagement with academic literacy resources on Moodle is recommended. | The paper is very well organised, written with the use of the appropriate style and voice and formatting (paragraphing, spacing, font).<br><br>Accurate mechanics of in-text and end-of-text APA (6 <sup>th</sup> ed.) referencing style were used. |

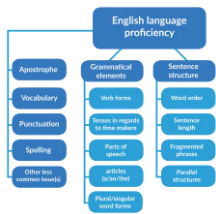
# Proposed academic language criteria for all rubrics: English language use

|  | N  | P   | C   | D   | HD  |
|--|--|---|---|---|---|
| <b>Standard of English language including spelling, grammar, sentence structure and punctuation.</b> | <p>Adequate standard of English language is not demonstrated. The paper is very poorly presented. The submission is at times difficult to understand.</p> <p>You need to engage with academic language resources on Moodle and contact the <u>academic language advisor as soon as possible</u> (details in the academic language resources folder on Moodle).</p> | <p>The paper is adequately presented but needs to be rewritten and/or edited in places due to several errors in spelling, grammar, sentence structure and punctuation.</p> <p>You need to engage with academic language resources on Moodle and contact the <u>academic language advisor as soon as possible</u> (details in the academic language resources folder on Moodle).</p> | <p>The paper is mostly well presented, although a number of errors in spelling, grammar, sentence structure and punctuation were detected. Careful proofreading and engagement with academic language resources on Moodle are strongly recommended.</p> | <p>The paper is presented to a high academic standard, with only minor errors in spelling, grammar, sentence structure and punctuation. Proper proofreading is recommended in the future.</p> | <p>The paper is presented to a very high academic standard, with flawless sentence structuring, spelling, excellent grammar and correct use of punctuation.</p> |



# Proposed academic language criteria for all rubrics: academic literacy

|   | N   | P  | C   | D  | HD  |
|---|---|--|---|--|---|
| <b>Standard of academic literacy including proper organisation of ideas in response to the task, style, voice, formatting (paragraphing, spacing, font type and size) and APA (6<sup>th</sup> ed.) referencing conventions.</b> | <p>Adequate standard of academic literacy is not demonstrated. The paper is very poorly organised, uses inappropriate style and voice and formatting (paragraphing, spacing, font).</p> <p>Mechanics of in-text and end-of-text APA (6<sup>th</sup> ed.) referencing style were not used appropriately (more than 6 error types).</p> <p>You need to engage with academic literacy resources on Moodle and contact <a href="#">the library learning skills advisor</a> as soon as possible (details in the academic language resources folder on Moodle).</p> | <p>The paper is mostly adequately organised and mostly uses adequate style and voice and formatting (paragraphing, spacing, font) but needs to be checked and edited for consistency throughout.</p> <p>Mechanics of in-text and end-of-text APA (6<sup>th</sup> ed.) referencing style were not used appropriately (4-5 error types).</p> <p>You need to engage with academic literacy resources on Moodle and contact <a href="#">the library learning skills advisor</a> as soon as possible (details in the academic language resources folder on Moodle).</p> | <p>The paper is mostly well organised, written with the use of the appropriate style and voice and formatting (paragraphing, spacing, font).</p> <p>Accurate mechanics of in-text and end-of-text APA (6<sup>th</sup> ed.) referencing style were used with inconsistencies but no more than 3 error types.</p> <p>Engagement with academic literacy resources on Moodle is strongly recommended.</p> | <p>The paper is well organised, written with the use of the appropriate style and voice and formatting (paragraphing, spacing, font).</p> <p>Accurate mechanics of in-text and end-of-text APA (6<sup>th</sup> ed.) referencing style were used with minor inconsistencies.</p> <p>Engagement with academic literacy resources on Moodle is recommended.</p> | <p>The paper is very well organised, written with the use of the appropriate style and voice and formatting (paragraphing, spacing, font).</p> <p>Accurate mechanics of in-text and end-of-text APA (6<sup>th</sup> ed.) referencing style were used.</p> |



# Face-to-face support



| English language use   | Academic literacy skills  |
|--|---|
| <p><a href="#">English Connect</a> – peer support drop-in consultations and workshops (+ on-line feedback)</p> <p><a href="#">GET HELP</a> (Hands-on English Language Program in the Faculty of Education)</p> <p>+ referrals for ‘at risk’ students</p> <p>➤ to [name], faculty Academic Language Advisor</p> | <p><a href="#">Drop-in sessions</a> with the library learning skills advisers and librarians</p> <p>+ referrals for ‘at risk’ students</p> <p>➤ a library learning skills adviser on each campus</p> <p>(<a href="#">click here for the latest details</a>)</p> |

If both English language use and academic literacy cause concern, refer students to [name], Academic Language Advisor in the faculty

# What's next?

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➤ **Culture change (revolution?)**

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