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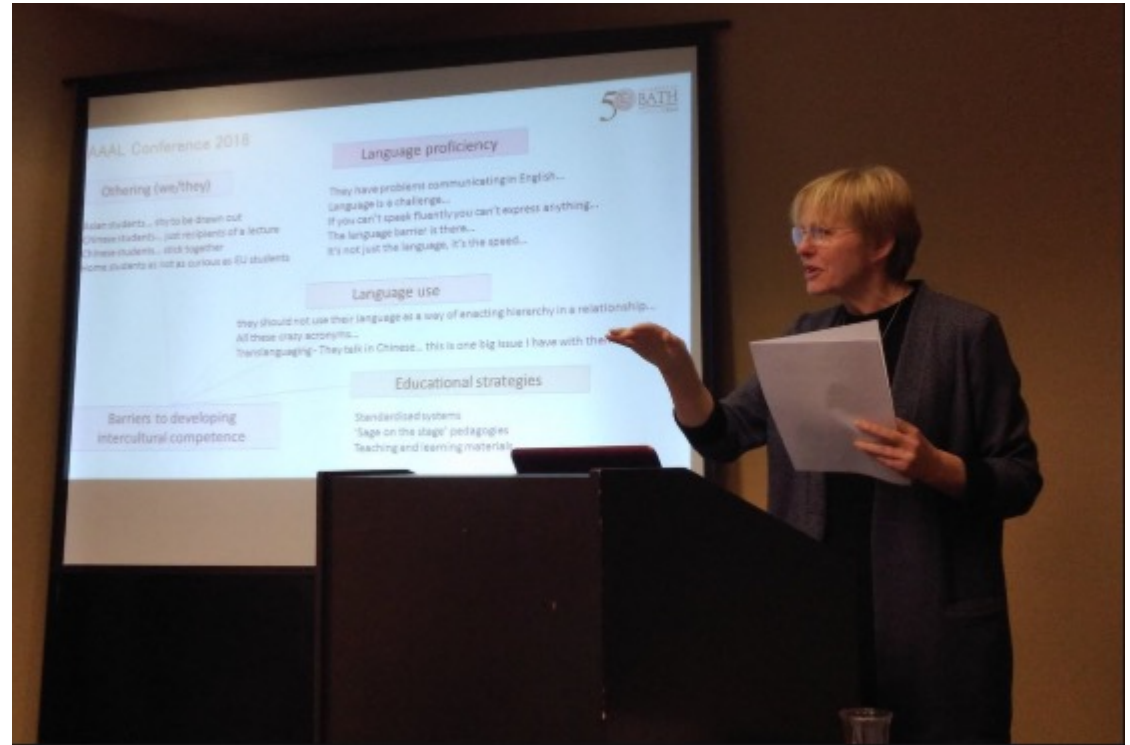
# Academic Leaders' Talk about Language Development

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# Eight factors for successful implementation of a language policy

leadership  
expertise  
consultation  
time  
unity  
resourcing  
educational integrity  
sustainability



Dunworth et al (2014)

## People with power can ...

"wield the power to initiate, approve, perpetuate and/or terminate an academic language policy across an institution (or significant part thereof)"

but

"communication between people with power and people with expertise could be improved."

(p84)

Fenton-Smith & Gurney (2016)

# Single case study

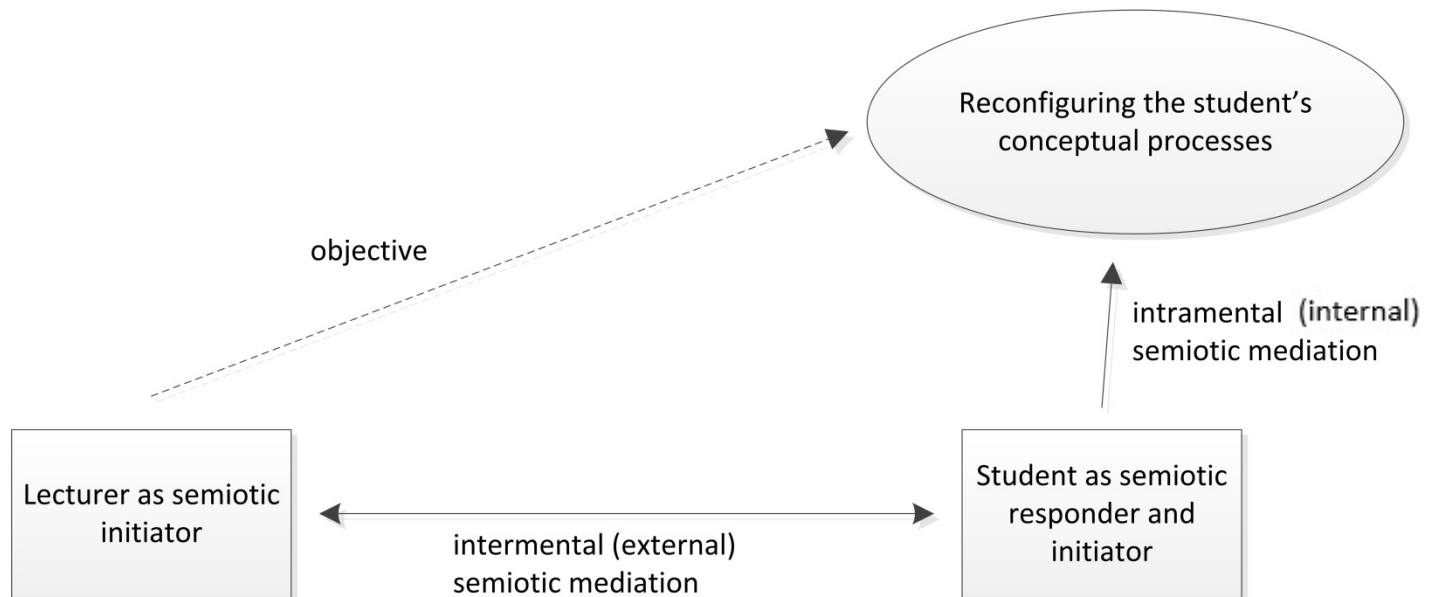
Research question:

How do academic leaders account for the development of effective language use in higher education contexts?

# Effective language use

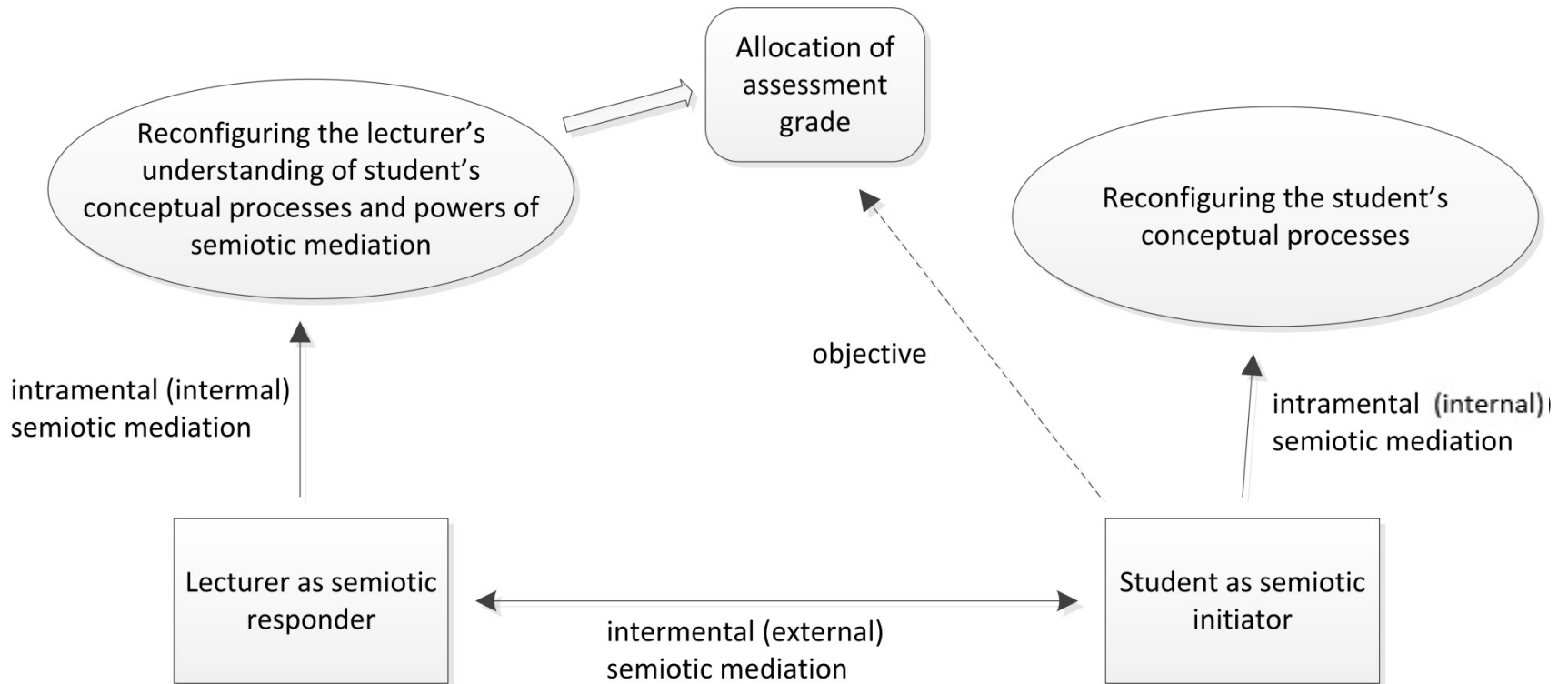
= semiotic mediation

# Conceptual framework – teaching and learning



Coffin and Donohue (2014) based on Hasan and Bernstein

# Conceptual framework - assessment



# Method- data collection

Single case study - stakeholder group

Four academic leaders with oversight for learning and teaching

Post 1992 UK university

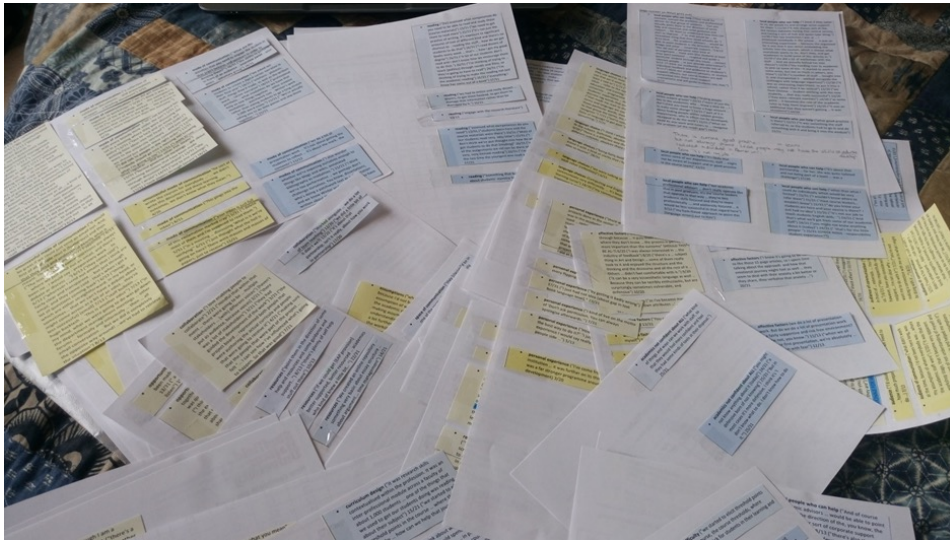


# Method- data collection

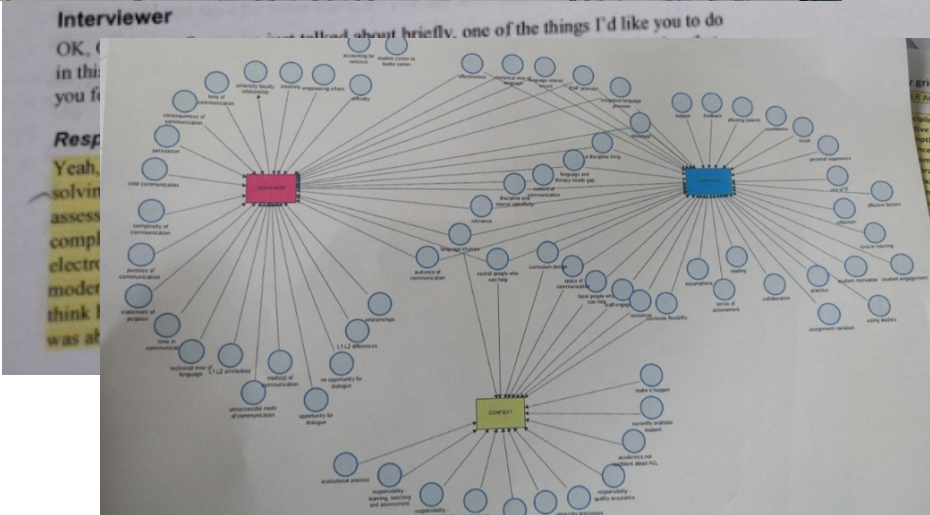
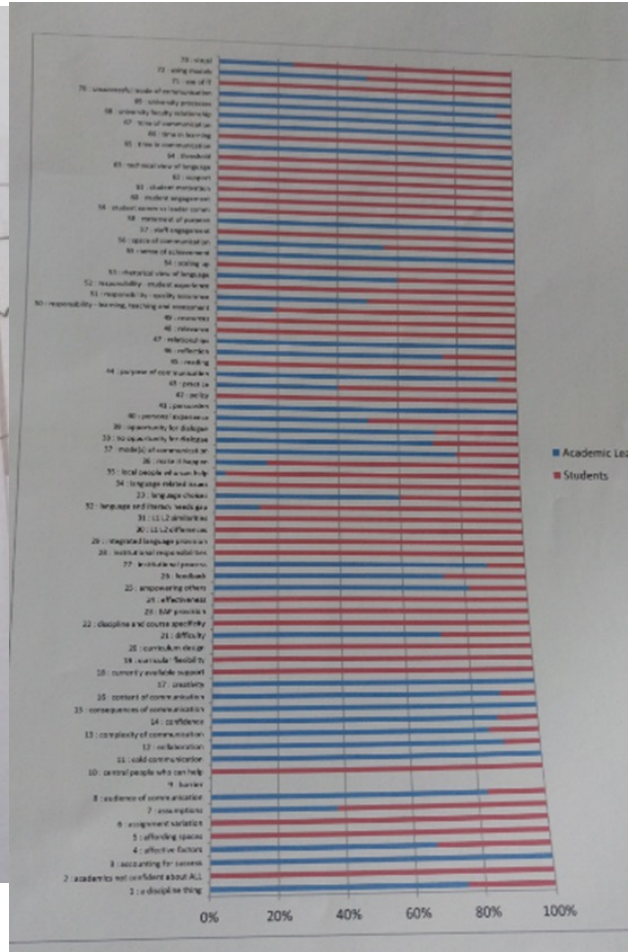
Semi-structured interview with two parts:

- i) describe a successful communication  
(+ how you came to be able to  
communicate that effectively)
  
- ii) hypothetical scenario - advice for a course  
team

# Method - data analysis

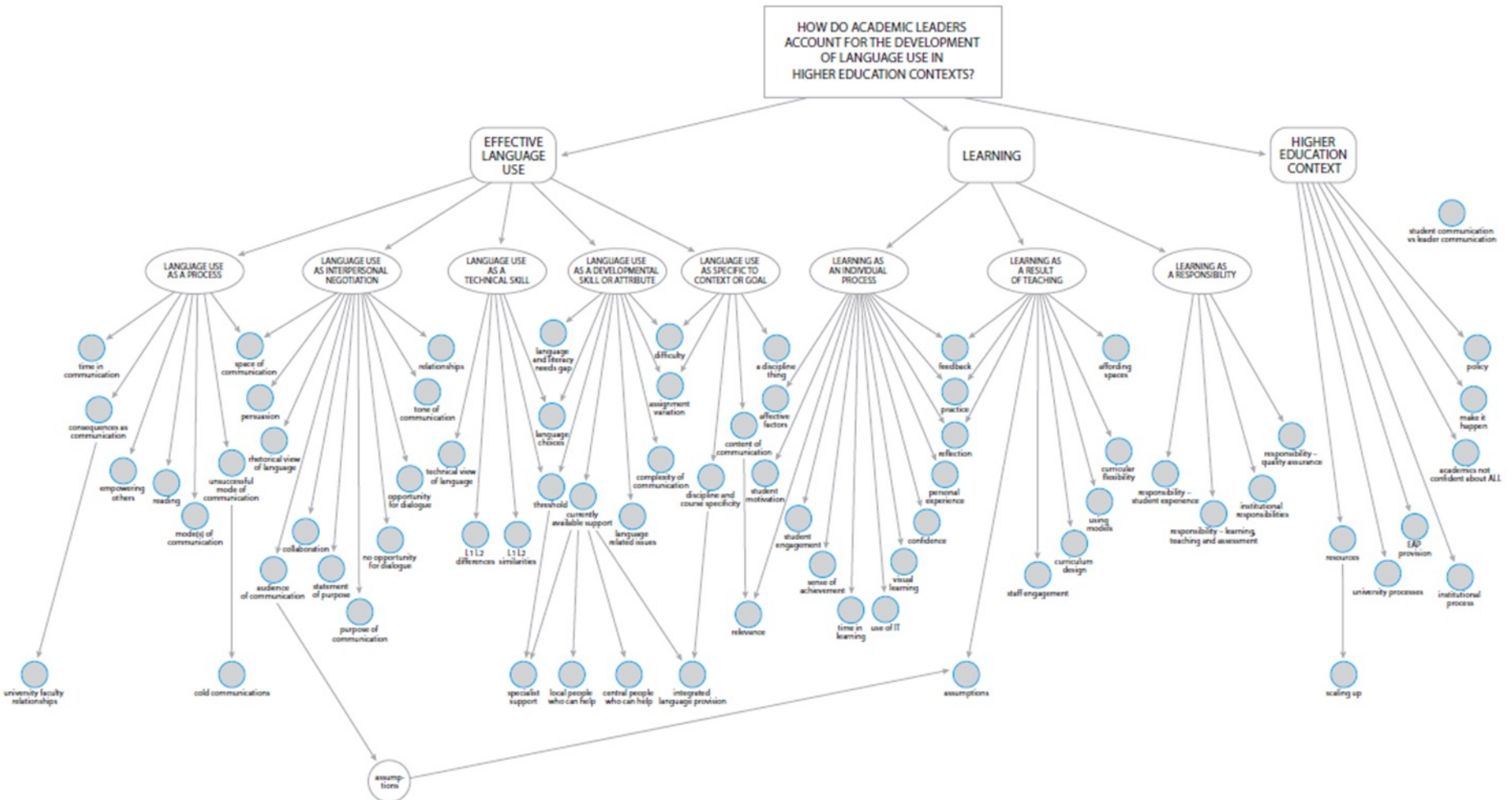


persuasion  
+ paving others



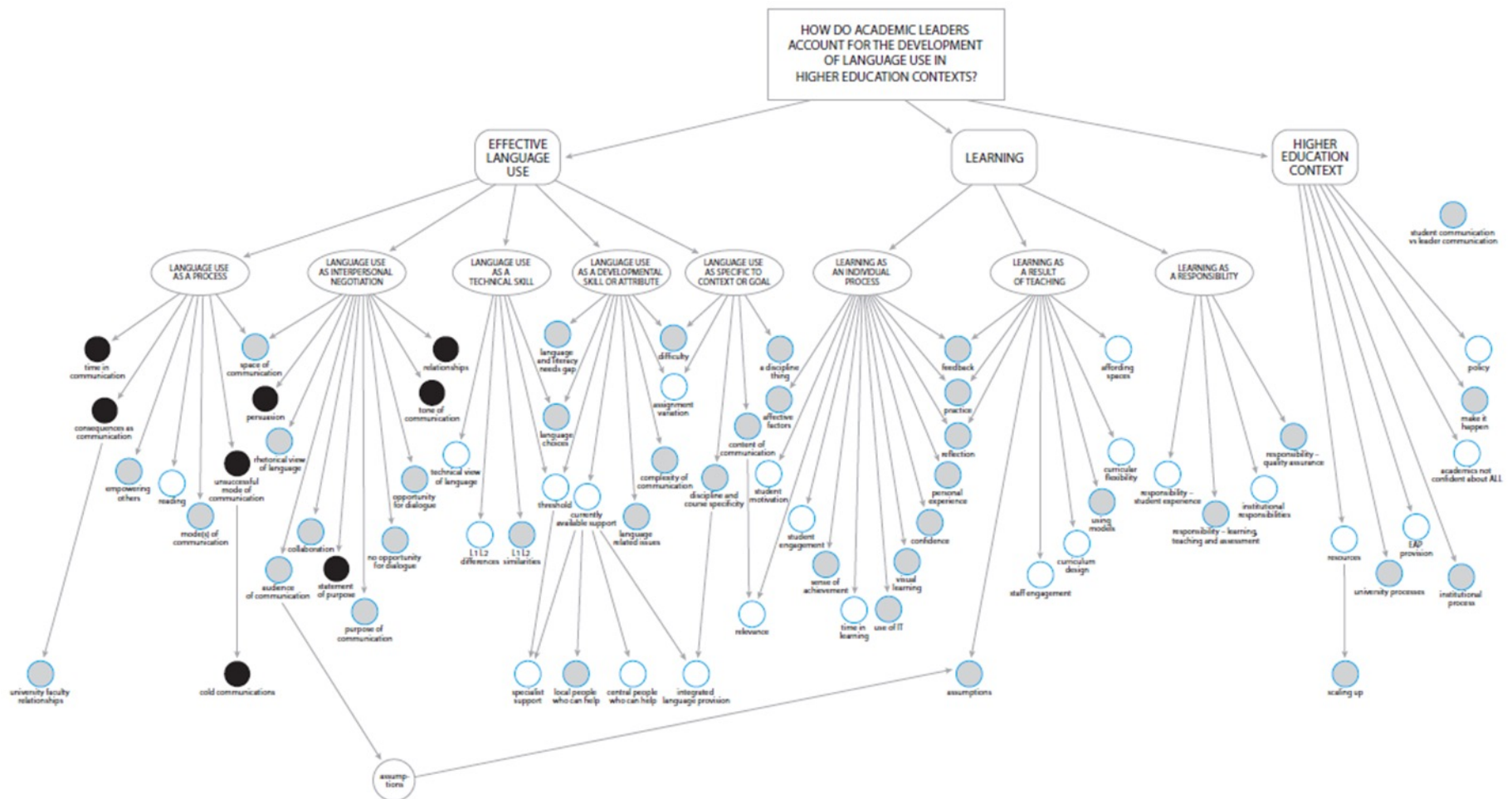
# Academic leaders' discourses

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# Academic leaders' discourses + power differentials

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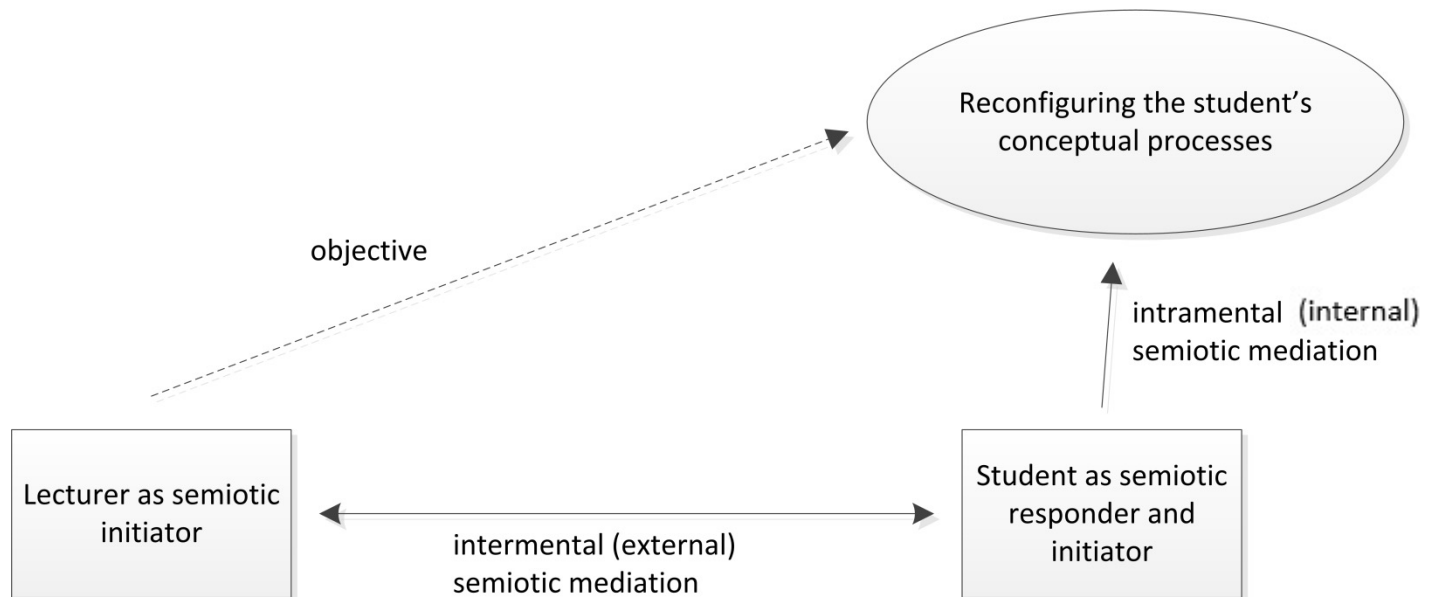




# Themes and sub-themes

Theme	Sub-theme / Discourse
Effective language use = intermental mediation	Language use as interpersonal negotiation
	Language use as a process
	Language use as a technical skill
	Language use as a developmental skill or attribute
	Language use as specific to disciplinary context or goal
Learning = intramental mediation	Learning as individual process
	Learning as a result of teaching ('pedagogically generated')
	Learning as a responsibility
Context as enabling (or not)	

# Conceptual framework - effective language use



Coffin and Donohue (2014) based on Hasan and Bernstein



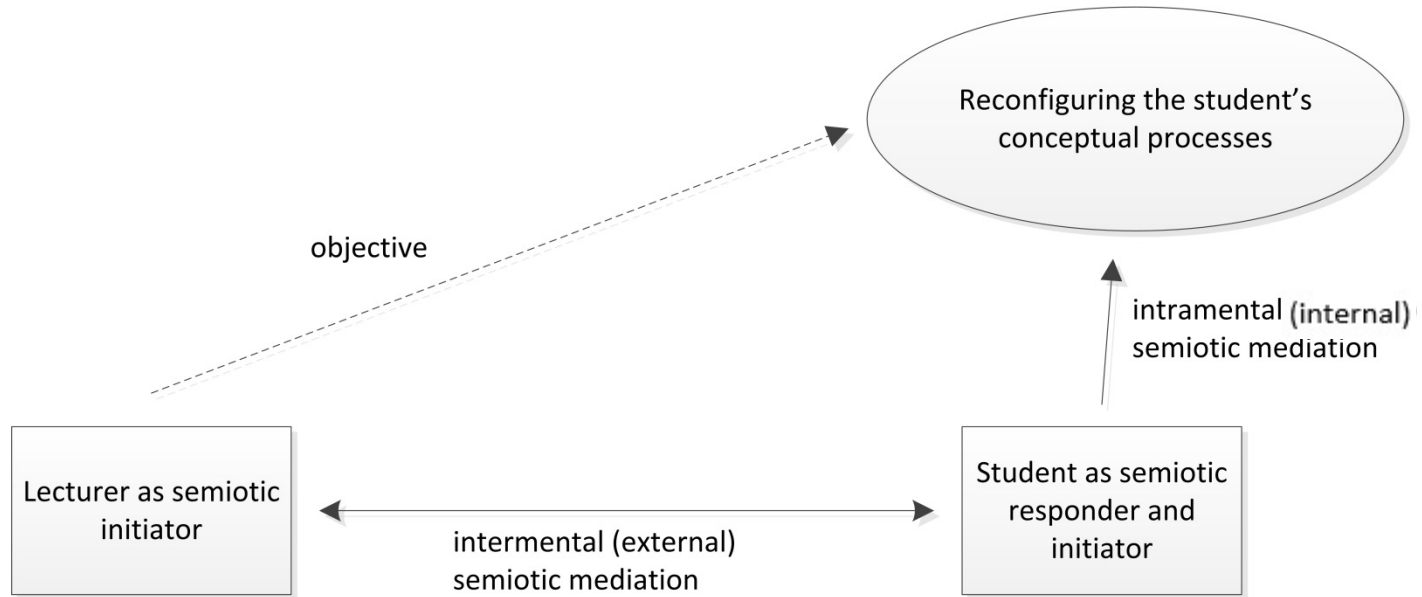
# Theme 1 - Effective language use

Theme	Sub-theme/ Discourse	Node
Effective language use = intermental mediation	Language use as a process	<b>successful mode of communication</b> time in communication consequences of communication unsuccessful mode of communication <i>reading</i>
	Language use as interpersonal negotiation	<b>audience of communication</b> persuasion statement of purpose tone of communication relationships
	Language use as a technical skill	<b>language choices</b> <i>technical view of language</i> <i>L1-L2 differences</i> <i>L1-L2 similarities</i> <i>relevance</i> <i>threshold</i>

# Theme 1 - Effective language use

Theme	Sub-theme/ Discourse	Node
Effective language use = intermental mediation	Language use as a developmental skill or attribute	<b>complexity of communication</b> <i>threshold</i> <i>currently available support</i> <i>assignment variation</i>
	Language use as specific to disciplinary context or goal	<b>a discipline thing</b> <i>assignment variation</i> <i>discipline/course specificity</i>

# Conceptual framework - learning



Coffin and Donohue (2014) based on Hasan and Bernstein

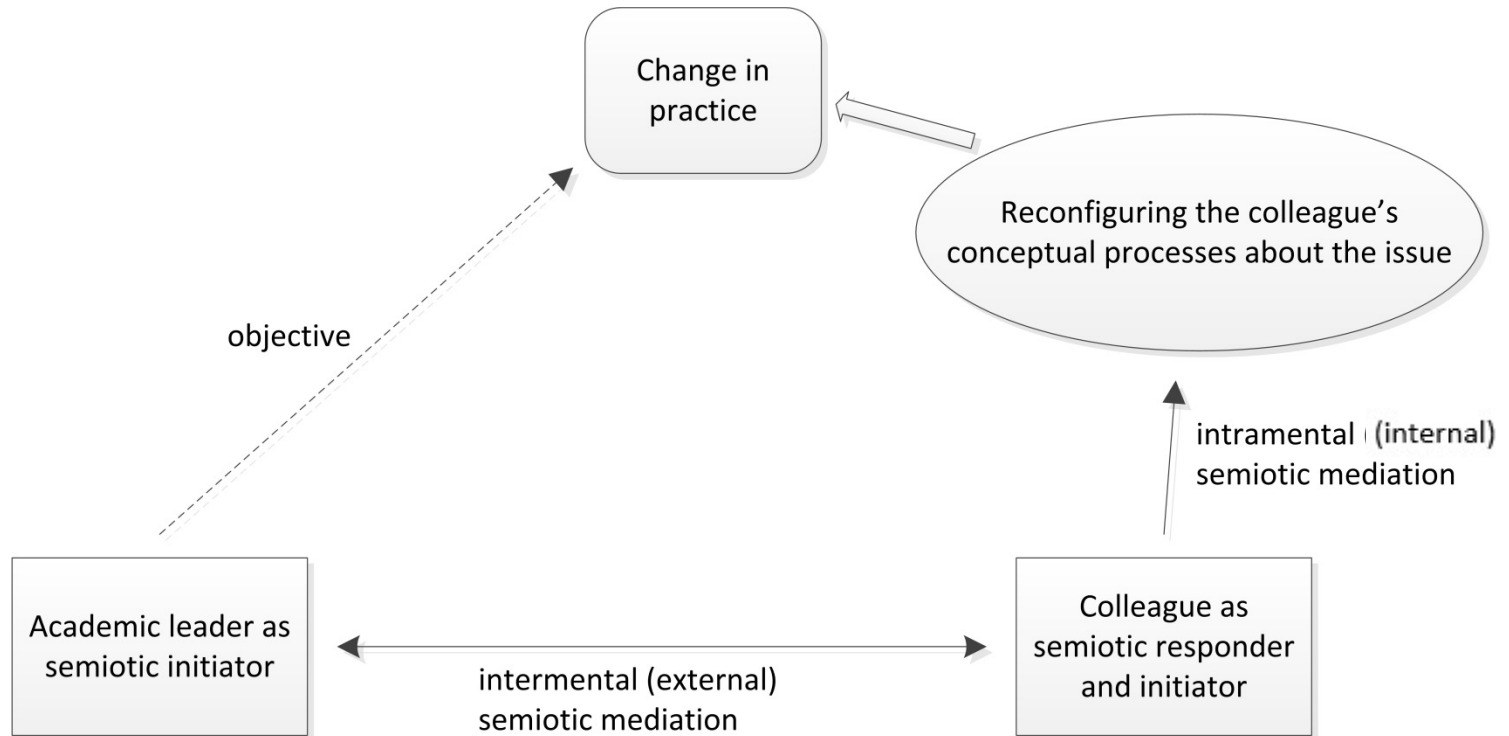
# Theme 2 - Learning

Theme	Sub-theme / Discourse	Node
Learning = intramental mediation	Learning as individual process	<b>personal experience</b> <b>feedback</b> <b>affective factors</b> <i>time in learning</i> <i>student motivation</i> <i>student engagement</i>
	Learning as a result of teaching ('pedagogically generated')	<b>feedback</b> <b>using models</b> <b>assumptions</b> <i>staff engagement</i> <i>curriculum design</i> <i>curricular flexibility</i> <i>affording spaces</i>
	Learning as a responsibility	<b>responsibility - learning, teaching and assessment</b> <i>responsibility - student experience</i> <i>institutional responsibility</i>

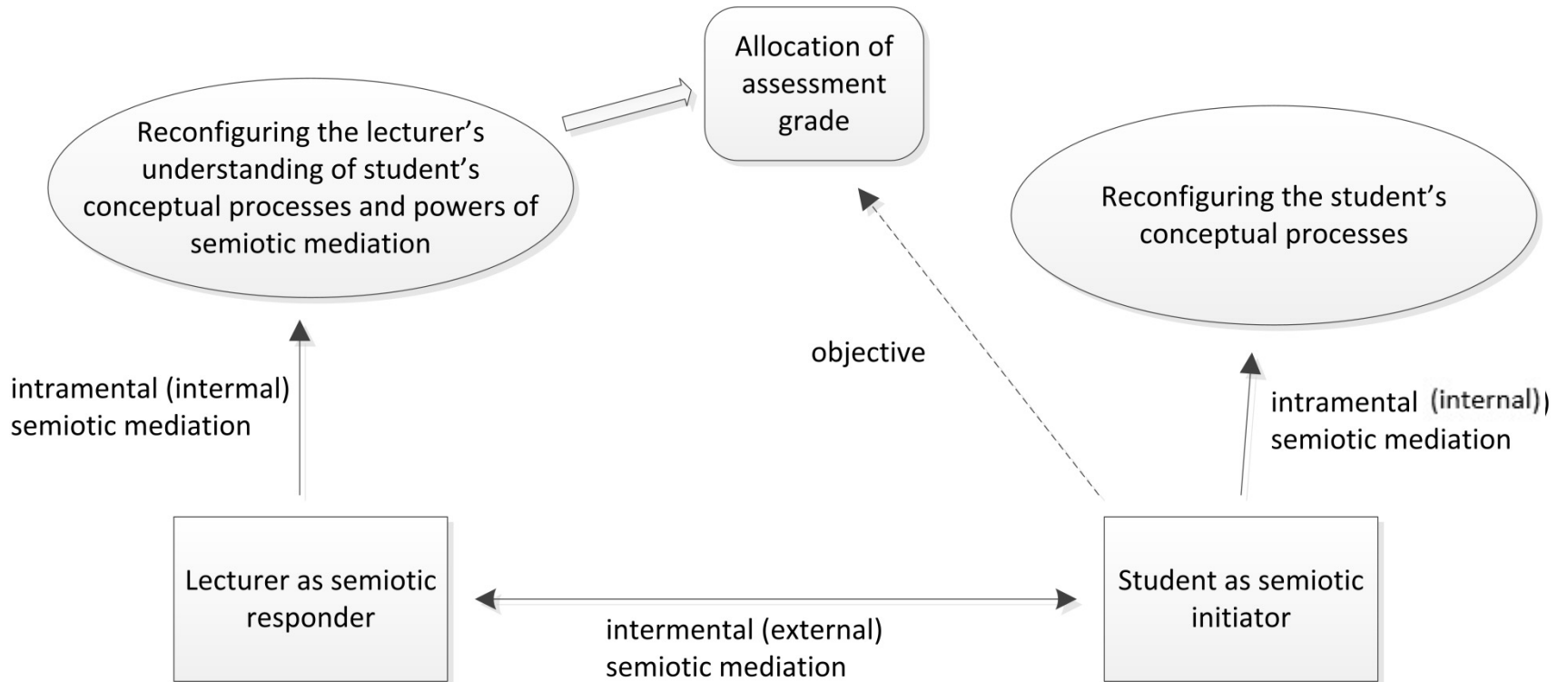
# Theme 3 - Context as enabling or not

Theme	Sub-theme	Node
Context as enabling (or not)		<b>make it happen</b> <b>university processes</b> <i>policy</i> <i>resources</i> <i>EAP provision</i> <i>academics' confidence</i> <i>about ALL</i>

# Power in communication



# Power in communication?



# Conclusions - recommendations

- clarify where responsibility lies and clear lines of responsibility
- identify and resolve (?) contradictory discourses, acknowledge their effect on provision
- provide subject lecturers opportunities to discuss their expectations
- embed explicit language development in the curriculum
- offer students the same opportunities/ choices leaders have benefitted from, e.g....
- provide risk-free practice allowing time for learning from mistakes and reflection



# References

Dunworth, K. (2013). Planning for success: developing an institution-wide approach to the enhancement of English language use in Australia's universities. Paper presented at BALEAP Conference, Leicester

All the rest, and full details are here:

Nicholls, K. (2020) 'You have to work from where they are': academic leaders' talk about language development, *Journal of Higher Education Policy and Management*, 42:1, 67-84, DOI: 10.1080/1360080X.2019.1658922

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