Raising the profile of ESAP In-sessional practice and practitioners: Modularisation and Academic Language and Literacy (ALL) Liaison.

University of Reading

Dr Karin Whiteside, University of Reading

Durham BALEAP PIM - Leadership and Management in EAP: Insights, Issues and Experiences, 5th June 2021

Reading's Academic English Programme (AEP)

The In-sessional Programme

Discipline-specific provision

credit-bearing and non-credit-bearing (for 27 cohorts)

Open-sign-up provision Courses, Academic Language Webinars, and 1:1 Writing and Presentation Consultations.

Graduate School provision Research-writing courses, Reading Researcher Development Programme (RRDP) *Language of Research* input

Position & remit

As an academic School, many affordances but also some constraints for In-sessional (e.g. not being always naturally included/visible in some processes and places where the academic services are)

AEP

School (ISLI)

International students

Study Advice

Library

All students

So our usp has to be academic *language*

ACADEMIC LANGUAGE WEBINARS

'Academic language ... is no one's mother tongue'

(Bourdieu and Passeron, 1994: 8).

AEP's Academic Language Webinars are designed to help you with t
language needed in a range of academic communication contexts.

"Practical advice which can be directly applied in writing an assignment."
Master's student. Henley Business School.

"I was looking for some guidance with citing texts in my literature review. And this webinar
just what I needed. I think, I'm much better equipped now to write a better literature review
PhD student, Politics, Economics and International Relations.

"The exercises were dynamic and kept me interested in the session."
Post-doc researcher, Mathematical, Physical and Computational Science.

- Noun Phrases: the building blocks of academic texts
- The passive - when to and when not to use it
- 'may', 'mig

Vocabulary

- Improve y
- Improve y
- Collocatio

Building Blocks of Writing - click our Building Blocks of Writing webinar descriptions for details

- Writing critically - focus on language
- Language for paraphrasing & summarizing
- Language for citing and referencing sources
- Language for synthesising sources
- Language for writing definitions
- Language for flow and clarity: writing coherent and cohesive texts
- Successfully editing and proof-reading your written work

Writing Genres - click our Writing Genres webinar descriptions for details

- Language for Effective Essay Writing
- Language for Reflective Writing
- Language for Writing up Experiments
- University emails - communicating appropriately and effectively

Dissertation Writing - click our Dissertation Writing webinar descriptions for details

N.B. You can sign up for these webinars if you are a third year undergraduate student doing a fin

... e.g. with the webinar provision (new in 2020/21) we're very much leaning into *language* in a 'language as academic purpose'-type way (Turner, 2004), and these titles seem to have helped us better communicate to stakeholders the value of what we're doing - all the things that a focus on academic language can entail

Discipline-specific provision

School	Cohort	16/17	17/18	18/19	19/20
Henley Business School	PGT Accounting	✓	✓	✓	✓
	PGT Business Management	✓	✓	✓	✓
	PGT Informatics	✓	✓	✓	✓
	PGT ICMA	✓	✓	✓	✓
	UG Accounting & Finance	✓	✓	✓	✓
	UG Business Management	✓	✓	✓	✓
	UG AC109 (Lecture)				✓
Arts, Communication & Design	TY1EN/FA1EN/FT1EN*			✓	✓
Institute of Education	PGT Education	✓	✓	✓	✓
	BA CD&L** (Workshops)	✓	✓	✓	✓
	BA Education				✓
	BA Education – Structuring your Essay (Lecture)				✓
	PGCE - Writing 'conference' (1-day workshop)				✓
Law	Part 1 Law	✓	✓	✓	✓
	Part 2&3 Law	✓	✓	✓	✓
	PGT Law	✓	✓	✓	✓
Literature & Languages	PGT DELAL	✓	✓	✓	✓
	PGT DELAL – Dissertation			✓	✓
Politics, Economics & Int. Relations	NUIST 3+1 Economics - Dissertation		✓	✓	✓
	NUIST 3+1 Economics – Essay Writing				✓
Agriculture, Policy & Development	PGT Agriculture	✓	✓	✓	✓
Chemistry, Food & Pharmacy	PGT Food Science			✓	✓
	Part 1 Food Science			✓	✓
	FB2CAL – English for Science*	✓	✓	✓	✓
	CH3ENG – English for Chemists*	✓	✓	✓	✓
	Part 3 Chemistry - Dissertation	✓	✓	✓	✓
	MPharm			✓	✓
	MSc Pharmacy (spring start)				✓
Psychology & Clinical Language Science	PY1SKE – Skills for Psycho w. Ac Eng** (Lectures)	✓	✓	✓	✓
	PY1SKE – Skills for Psychology*	✓	✓	✓	✓
	PGT Psychology	✓	✓	✓	✓
	PGT Psychology - Dissertation				✓
Built Environment	PGT CME – Reflective Writing	✓	✓	✓	✓
	PGT CME - Dissertation	✓	✓	✓	✓
	PGT CME – Critical Writing (Workshop)				✓
	SBE PhD students – Corpus Tools Workshop				✓
Archaeology, Geography & Env. Sc.	PGT Environmental Science			✓	✓
	NUIST 3+1 Environmental Engineering				✓
Mathematical, Physical & Comp.Science	PGT Meteorology		✓	✓	✓
Graduate School	Writing – Programme 1 (Writing & Language Practice & Development)	✓	✓	✓	✓
	Writing – Programme 2 (Thesis Writing)		✓	✓	✓
	Writing – Programme 3 (Corpus Tools)		✓	✓	✓
	RRDP talks x 5**		✓	✓	✓
	Total	**22**	**27**	**33**	**43**

* = Credit-bearing; ** = Workshops/Lectures (one-off or short series)

Priorities to 2019/20

• Growth

• Content/pedagogy – genre, disciplinary discourse, scaffolding academic literacy

• Awareness-raising re: what we *really* do and its value/our expertise

• Relationship-building

(all this in the context of living with, rather than interrogating, our positioning/relationship to wider university systems)

Schools	Credit-bearing modules (3)	Non-credit-bearing, 'course-length' (27)
Agriculture, Policy & Development		PGT Agriculture
Archaeology, Geography and Environmental Science		PGT Env Science
Arts & Communication Design	UG Part 1 ACD FA/	
Biological Sciences		
Built Environment		PGT Construction Management Engineering
Chemistry, Food and Pharmacy	UG Part 3 Chemistry (TNE) UG Part 2 Food Science (TNE)	Part 1 Food Science; PGT Food Science; Part 1 Pharmacy
Henley Business School		UG Business Management; UG Finance; PGT Business Management; PGT Accounting; PGT Finance; PGT Informatics
Humanities		
Institute of Education		UG Part 1 Education; PGT Education
Literature & Languages		PGT Applied Ling & TESOL (3 courses - Academic Writing, Dissertation & Portfolio)
Law		Parts 1, 2, 3 & PGT Law
Mathematical, Physical & Computational Sciences		PGT Meteorology
Politics, Economics & International Relations	Part 3 IR (from 2021/22) (TNE)	Part 3 Economics (TNE); Part 2 IR (TNE)
Psychology & Clinical Language Science		UG Part 1 Psychology; PGT Psychology

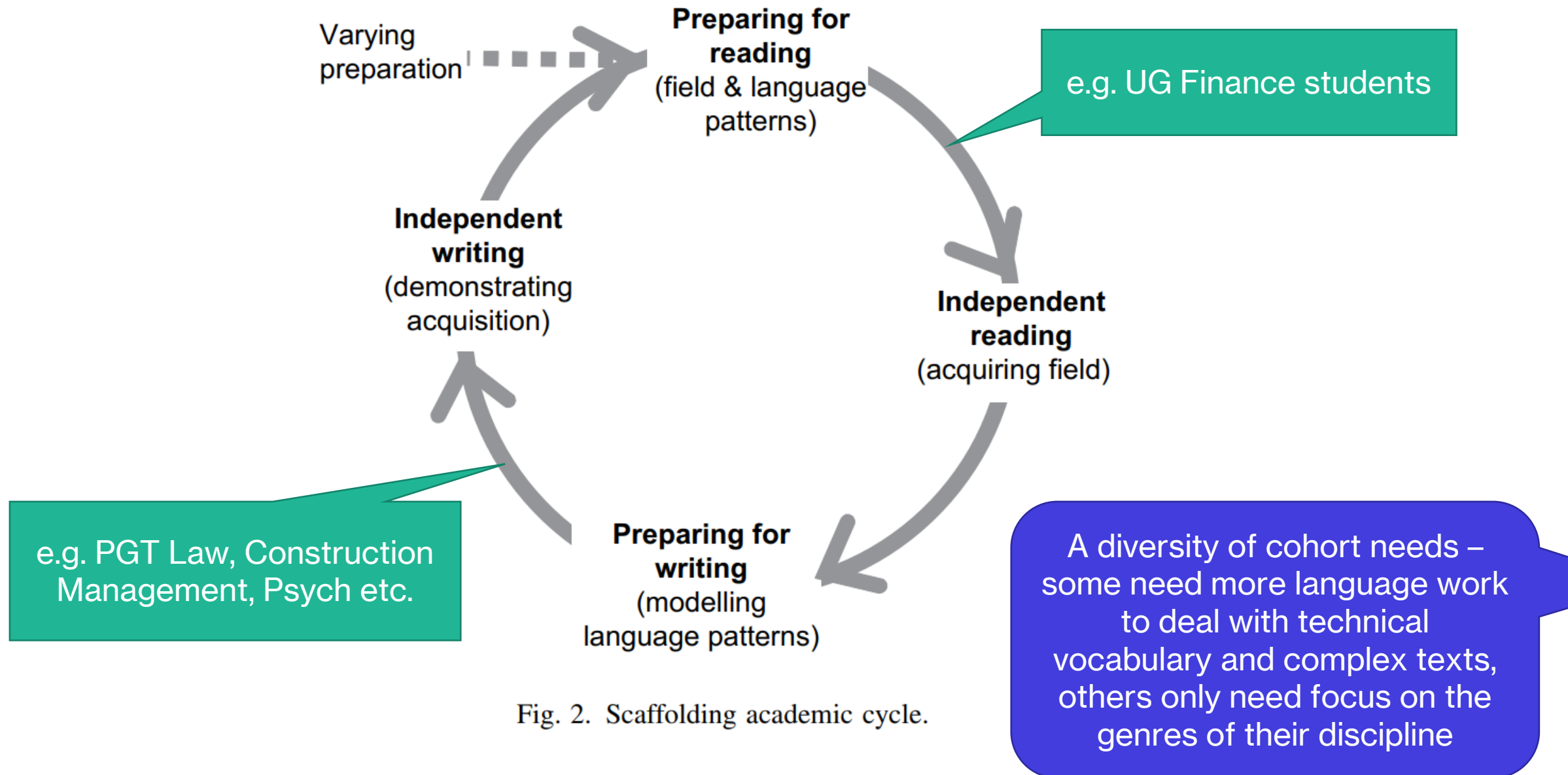Although our overall remit is international/nns, in underlined courses, we teach both ns and nns

Varying preparation

Preparing for reading (field & language patterns)

e.g. UG Finance students

Independent reading (acquiring field)

Independent writing (demonstrating acquisition)

Preparing for writing (modelling language patterns)

e.g. PGT Law, Construction Management, Psych etc.

A diversity of cohort needs – some need more language work to deal with technical vocabulary and complex texts, others only need focus on the genres of their discipline

Fig. 2. Scaffolding academic cycle.

Schools	Credit-bearing modules (3)	Non-credit-bearing, 'course-length' (27)
Agriculture, Policy & Development		<mark>PGT Agriculture</mark>
Archaeology, Geography and Environmental Science		<mark>PGT Env Science</mark>
Arts & Communication Design	UG Part 1 ACD	
Biological Sciences		
Built Environment		PGT Construction Management Engineering
Chemistry, Food and Pharmac...	...E) ...(TNE)	Part 1 Food Science; PGT Food Science; Part 1 Pharmacy
Henley Business School		UG Business Management; UG Finance; PGT Business Management; PGT Accounting; PGT Finance; PGT Informatics
Humanities		
Institute of Education		UG Part 1 Education; <mark>PGT Education</mark>
Literature & Languages		PGT Applied Ling & TESOL (3 courses - Academic Writing, Dissertation & Portfolio)
Law		Parts 1, 2, 3 & PGT Law
Mathematical, Physical & Computational Sciences		PGT Meteorology
Politics, Economics & International Relations	Part 3 IR (from 2021/22) (TNE)	Part 3 Economics (TNE); Part 2 IR (TNE)
Psychology & Clinical Language Science		UG Part 1 Psychology; PGT Psychology

<mark>Highlighted</mark> provisions sit within disciplinary programme non-credit modules (with 'skills' or 'enrichment'-type remits).

So, by 2019/20, 21 cohorts & 23 courses (400+ classroom hours) running *largely outside of regular university processes & systems* ...

a range of slightly randomized-feeling orientations to central timetabling processes

XXX = dummy module code

DP = 'Event'

students not enrolled for via *RISIS, 'Supplementary' VLEs requested annually rather than rolled over

UG Law – LW1AS**XXX**, LW2AS**XXX** etc.

PGT Busman – MMMAWS**XXX**

PGT Meteorology - MTMENG1**XXX**

PGT CME – **DP**MCE AEP_A Seminar/B_Seminar

UG Part 3 Economics - **DP**3EC NUIST

*Reading Integrated Student Information System

IT have now copied
AEPMTMENG1XXX-18-9NR to AEPMTMENG1XXX-19-0NR
and
AEPFBMENGXXX-18-9NR to AEPFBMENGXXX-19-0NR

Copying AEPFB1ENGXXX-18-9NR to AEPFB1ENGXXX-19-0NR had already been done in August following a separate request from Karin \

IT have raised the question, which I personally can't answer, but you may be able to: Why do we still have these non-RISIS courses?
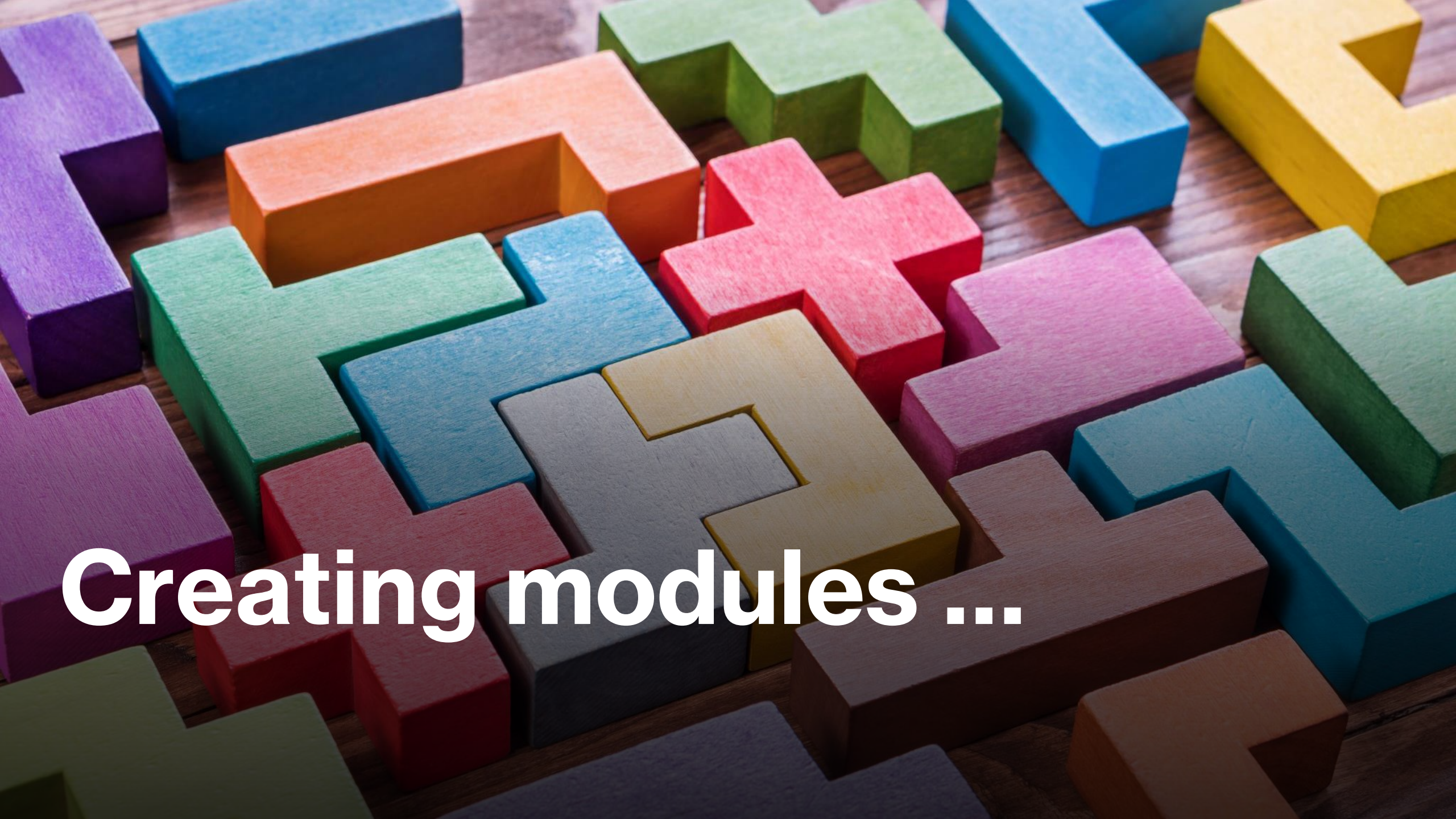
Various other 'English for' courses are RISIS modules, so why aren't they all?

FA1EN-19-0MOD English for Arts and Communication Design (Merged 2019/20)
LSMDES-19-0MOD English for Specific Purposes (2019/20)
IF3NUC-19-0MOD English for Chemists 3 (2019/20)
IL1EE8-19-0MOD English for Erasmus (2019/20)
IL1EE8N-19-0MOD English for Erasmus non-credit (2019/20)

Any thoughts on why English for Meteorologists, for example, couldn't also be set up in RISIS?

It would save IT time, and ISLI staff too, if these courses and enrolments appeared automatically in Blackboard.

best wishes

Creating modules ...

Varying preparation

Preparing for reading
(field & language patterns)

Academic Skills and Language for .../Academic English for ...

'literacy' not a very effective student-facing word (?)

Independent writing
(demonstrating acquisition)

Independent reading
(acquiring field)

Writing for .../Academic Writing for .../Dissertation Writing for ...

Preparing for writing
(modelling language patterns)

Fig. 2. Scaffolding academic cycle.

University of Reading
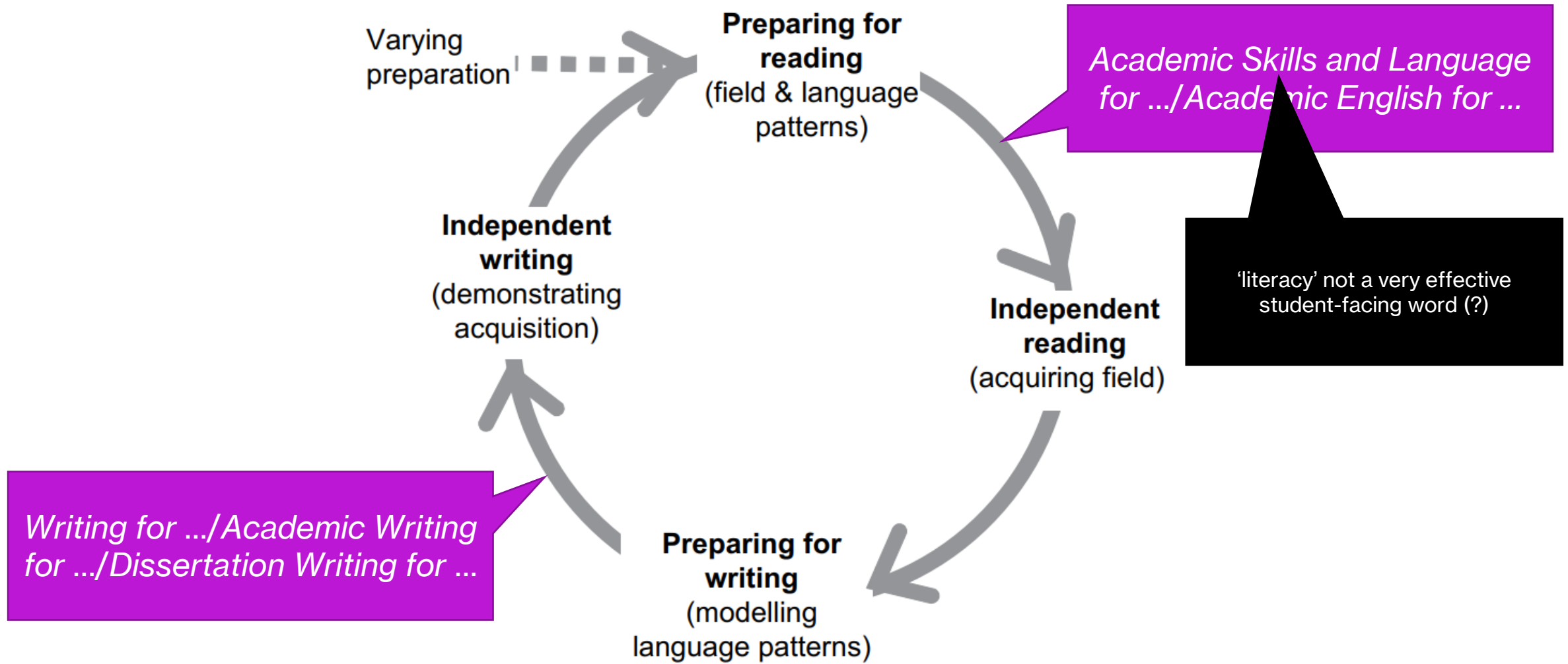
Module Description Template
(*indicates section is optional)

Module title:

Module code: Providing School/Department:

Level: Number of credits:

Term(s) in which taught: Number of ECTS credits:

Module convenor: Co-convenor:

Pre-requisites: Co-requisites:

Modules excluded: Current from:

Placement type (where applicable): *Type of module:

Summary module description:
(Note that this is the only content section that appears in the module browser for student module selection)

> The team of in-sessional ESAP coordinators workshopped the wording for the university Module Description form

Summary module description:
(Note that this is the only content section that appears in the module browser for student module selection)

This module focuses on ...

the academic language and literacy skills *(needed)* to ...
OR
the academic language and writing skills *(needed)* to ...
OR
the discipline-specific language and *study/communication* skills to ...
OR
???

more effectively manage coursework assignments on *X-discipline (undergraduate/master's)* programmes.
OR
successfully study on UK X-discipline degree programme
OR
to perform more effectively at *undergraduate/post-graduate* level in *X-discipline*.
???

and/. It is *primarily* designed for [undergraduate Politics & International Relations] students whose first language is not English.
OR
???

[+ a brief summary of content (e.g. specific genres) and approach (e.g. task-based etc.)???]

... and we ended up with a 'Wording Guide' document (living, subject to further revisions) containing suitable options for any given ESAP scenario we are dealing with

The module *closely follows/focuses on* genres of written assignments such as XXXXX and XXXXX core to X module/X programme.

OR

The module focuses on key [X(discipine] written and spoken assignment genres such as XXXXX and XXXXX

OR

The module *closely follows/focuses on* oral and written assignment types which are core to X module/programme such as XXXXX

OR

The module utilises [X(discipline)]-specific texts to develop a range of writing skills needed for successful completion of assessed coursework tasks.

OR

The module closely maps to core [X(discipline)] modules (include codes?) to develop academic language, literacy and study skills for successful participation in their degree programmes and completion of assessed coursework tasks.

AND

the core reading for X module/programme.

The module is non-credit-bearing and designed to support students' disciplinary study, the expectation being that students will apply the skills they have learnt [on + module code] in their credit-bearing work. Therefore, for the module itself there is no assessment or expectation of independent study hours.

Sarah Mattin
Used… of reading, writing and speaking skills…..for BA Education

… these modules are non-credit, so are deliberately designed not to add an extra workload burden to students, and this is quite unique so we had to do a bit of work on careful, positive wording for this fact

Aims:

This module aims to support [X e.g. MA TESOL] students whose first language is not English with their transition to ...
OR
This module aims to support [X e.g. MA TESOL] students whose first language is not English to study more effectively in ...

the UK HE context
OR
the UK HE context and academic culture.
OR
the UK academic context and culture/culture and context

It focuses on the key academic language and skills needed to successfully complete [undergraduate/master's level (discipline)][written/written and spoken/spoken] *coursework assignments/writing tasks* [and exam tasks] ~~on their degree programme.~~

OR

This module aims to support [X] students with their transition to the UK HE context and academic culture, with a specific focus on the key academic language and skills needed to successfully complete an [X-level X-genre in X-discipline]

GK **Gill Kendon**
/to engage effectively in lectures and spoken interactions and tasks.

Aim	Learning Outcome		
Knowledge and understanding outcomes written to enable students to demonstrate knowledge/understanding/ awareness/intellectual curiosity	state record identify clarify describe recognise draw on make distinctions	list recount discuss recognise respond to disclose define reveal	name indicate explain account outline refer to make observations illustrate
Application Outcomes written to enable students to demonstrate that they can apply their knowledge	apply compute calculate demonstrate discover	manipulate modify perform predict prepare	produce relate show solve use
Analysis outcomes written to enable students to demonstrate the skill of analysis	analyse compare criticise categorise	examine appraise debate	contrast question distinguish
Synthesis/ creativity outcomes written to enable students to demonstrate the skill of synthesis/creativity	arrange plan formulate redefine initiate conceptualise carry out	assemble prepare construct propose start elaborate synthesise	organise design develop invent create produce
Evaluation outcomes written to enable students to demonstrate the skill of evaluation	evaluate estimate measure recommend	assess criticise compare advocate	judge appraise discri... propose and de...

… as far as possible we adopted central/CQSD suggested words used to describe Learning Outcomes in an 'achievable, assessable' way

Table adapted from Bower (1999)

Intended learning outcomes:

By the end of the module, students will be better able to [a *__subset__* of]:

WRITING-RELATED
- understand the expectations of the key written assignment genre(s) in [X, (e.g. the Essay)]
- accurately interpret coursework assignment instructions/briefs
- employ task-appropriate organisational patterns at paragraph, section and whole-text level
- use a variety of task-appropriate techniques to incorporate and comment on the views of others in their writing

  OR one of
  - use a range of [X (discipline)]-specific sources appropriately and effectively
  - effectively use task and discipline appropriate reading-to-write skills
  - use appropriate techniques to incorporate and comment on the views of others in a [e.g. Reflective] text
- accurately use the referencing conventions for their discipline.
- employ *a task-appropriate register/task-appropriate language (grammar and lexis)*
- critically evaluate their own and others' writing
-

DISSERTATION-SPECIFIC
- understand what is expected, structurally and linguistically, in the different elements of a *Dissertation/Extended Research Project* text, i.e. (all or some) Abstract, Introduction, Literature Review, Theoretical/Conceptual Framework, Method*(ology)*, Results, Discussion & Conclusion
- write a clear, focused and effective [X (discipline)] Dissertation text

SPEAKING-RELATED
- understand the expectations of *Presentation/Presentation and Seminar* assignment tasks in [X (discipline)]
- utilise appropriate oracy skills to accomplish spoken language academic/professional tasks

READING
- read disciplinary texts employing appropriate reading skills and strategies to critically engage with them

LISTENING
- identify key ideas in lectures and seminars
- deploy listening and note-taking skills to record important ideas and information

BROADLY LANGUAGE-RELATED
- communicate fluently and accurately within their discipline by building their subject-specific vocabulary and grammar

Global context *(where appropriate)*:

This module supports internationalisation at Reading by facilitating successful and equal inclusion **of students whose first language is not English** in UK degree programme study

Brief description of teaching and learning methods:

The module will adopt an overall 'genre' approach, taking the social purpose of texts as the starting point to explicate organisation/structure and key discourse and language features.

AND/OR

(It)/ It takes a discipline-specific approach to language and literacy development using example student texts and published [X (discipline)]-specific sources in classroom tasks.

OR

The module will utilise *written/written and spoken* texts from [X (discipline)] to develop students' receptive and productive disciplinary language knowledge and *reading/reading and listening* skills.

Teaching will be learner-centred, taking a task-based approach to [a subset of]:

- analysis of example texts from the target genres
- guided 'noticing' of key *(organisational, (argumentative) and)* linguistic features in context
- (scaffolded) practice exercises (KW: as a vaguer catch-all!)
- exercises practicing use of relevant lexical/grammatical items
- scaffolded reading-to-write exercises
- scaffolded written-language and spoken-language tasks
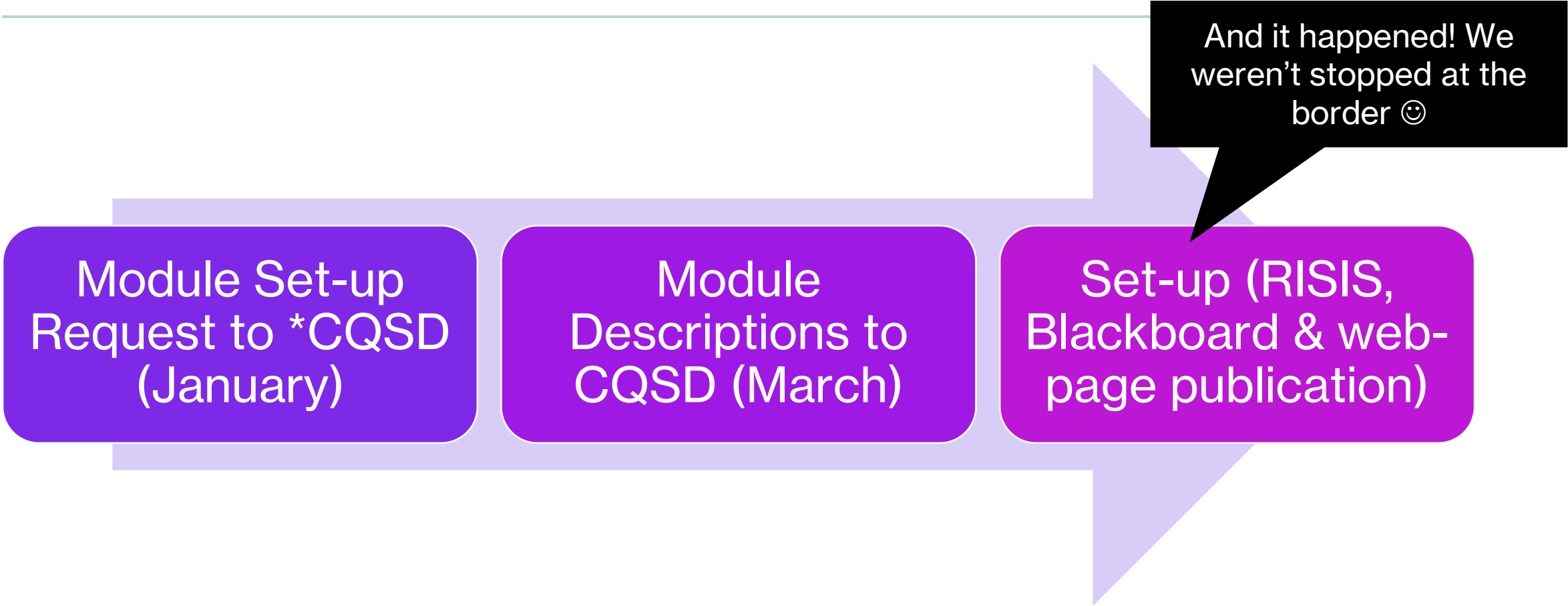- reading collaboratively and interactively, utilising Academic Reading Circle strategies/techniques
- ???

Contact Hours:

	Autumn	Spring	Summer
Lectures			
Seminars this one!			
Tutorials			
Project supervision			
Demonstration			
Practical classes			
Supervised time in studio/workshop			
Fieldwork			
External visits			
Work-based learning			

University of Reading

Module Descriptions

Browse 2020/21 by school

Arts & Communication Design

Agriculture, Policy and Development

The Museum of English Rural Life

Built Environment

Biological Sciences

Chemistry, Food Biosciences and Pharmacy

Henley Business School

School of Archaeology, Geography and Environmental Sciences

Humanities

Education

International Study and Language Institute

Law

Literature and Languages

Mathematical, Physical and Computational Sciences

Psychology and Clinical Language Sciences

Politics, Economics and International Relations

Things to do

Browse by part:

► Foundation 2020-21

► Part 1 2020-21

► Part 2 2020-21

► Part 3 2020-21

► Part 4 2020-21

► Masters 2020-21

Contact Us

► Telephone:

+ 44 (0)118 987 5123

► Email:

Please contact the

relevant department

IL1AFSN	Academic Skills and Language for Food Science	1	More information
IL1AKSBN	Key skills and language for Business and Finance degrees course	1	More information
IL1AKSGN	Key skills and language for university study course	1	More information
IL1ALWN	Academic Skills and Language for Law – Part 1	1	More information
IL1ASLEN	Academic Skills and Language for Education	1	More information
IL1GEE	English for Erasmus	1	More information
IL1GEEN	English for Erasmus non-credit	1	More information
IL1GMB1	Modern Britain: Society, culture and history 1	1	More information
IL1GMB2	Modern Britain: Society, culture and history – Undergraduate Research	1	More information
IL2ALWN	Academic Skills and Language for Law (Part 2)	2	More information
IL2APIRN	Academic Skills and Language for Politics and International Relations	2	More information
IL2AWCNU	Writing Credit (Legal English)	2	More information
IL3AECDN	Dissertation Writing for Economics	3	More information
IL3AECEN	Academic Writing for Economics	3	More information
IL3ALWN	Academic Skills and Language for Law (Part 3)	3	More information
ILMAACN	Academic Writing for Business Management and Accounting	M	More information
ILMABUSN	Academic Writing for Business Management and Accounting	M	More information
ILMACMN	Academic Writing for Construction Management and Engineering	M	More information

University of Reading

Module Descriptions

ILMACMN-Academic Writing for Construction Management and Engineering

Module Provider: International Study and Language Institute
Number of credits: 0 [0 ECTS credits]
Level:7
Terms in which tau
Pre-requisites:
Non-modular pre-re
Co-requisites:
Modules excluded:
Current from: 2020/1

Module Convenor: Dr
Email: k.whiteside@r

Type of module:

Summary module de:

This module focuses
manage coursework a
postgraduate student:
English. In autumn ter
term, the focus is on [

The module is non-credit-bearing and designed to support students' disciplinary study, the
expectation being that students will apply the skills they have learnt on ILMACMN in their credit-
bearing work. Therefore, for the module itself there is no assessment or expectation of
independent study hours.

Things to do now

▸ Return to previous page

I hope this email find you both well.

Ahead of the 14th May timetabling deadline and in light of the T&L Framework advice, I'm wanting to check with you both what would be best for next year for the ILMACMN Reflective Writing input (autumn) and Dissertation input (summer).

- For **the autumn Reflective Writing input:**
  - We have always taught this element of the module at 11 on Mondays (11:00-13:00 pre-Covid and 11:00-12:00 online in 2020/21) – is this still the best time?
  - Do you want (in line with the T&L framework guidance) a f2f session timetabled (with an

So, we now have a much better, easier way of showing departments what we are doing and communicating about it

Benefits

For the AEP Team:

- Coordinators - more explicit discussion and articulation of agreed ESAP aims, content and approach (principles)

- Teachers - individuality ←→ necessary levels of harmonization

Before

- Not (properly) part of potentially useful systems
  - RISIS/VLE
  - CQSD QA/QE systems
  - timetabling

- Lack of visibility

- Outsider status *not* helped (& sometimes aggravated) by all of the above

After

- Automatic Blackboard rollover

- Enrolment via RISIS

- Now part of central/CQSD module evaluation processes

- Timetabling *possibly* becoming easier ...

- A more legitimate-*feeling* School Board of Studies presence (e.g. new modules approval process)

- More visible

- More recognisable - speaking the language of the rest of the university

- Positive shifts re: professional identity/positioning – e.g. 'module' and 'Module Convenor'
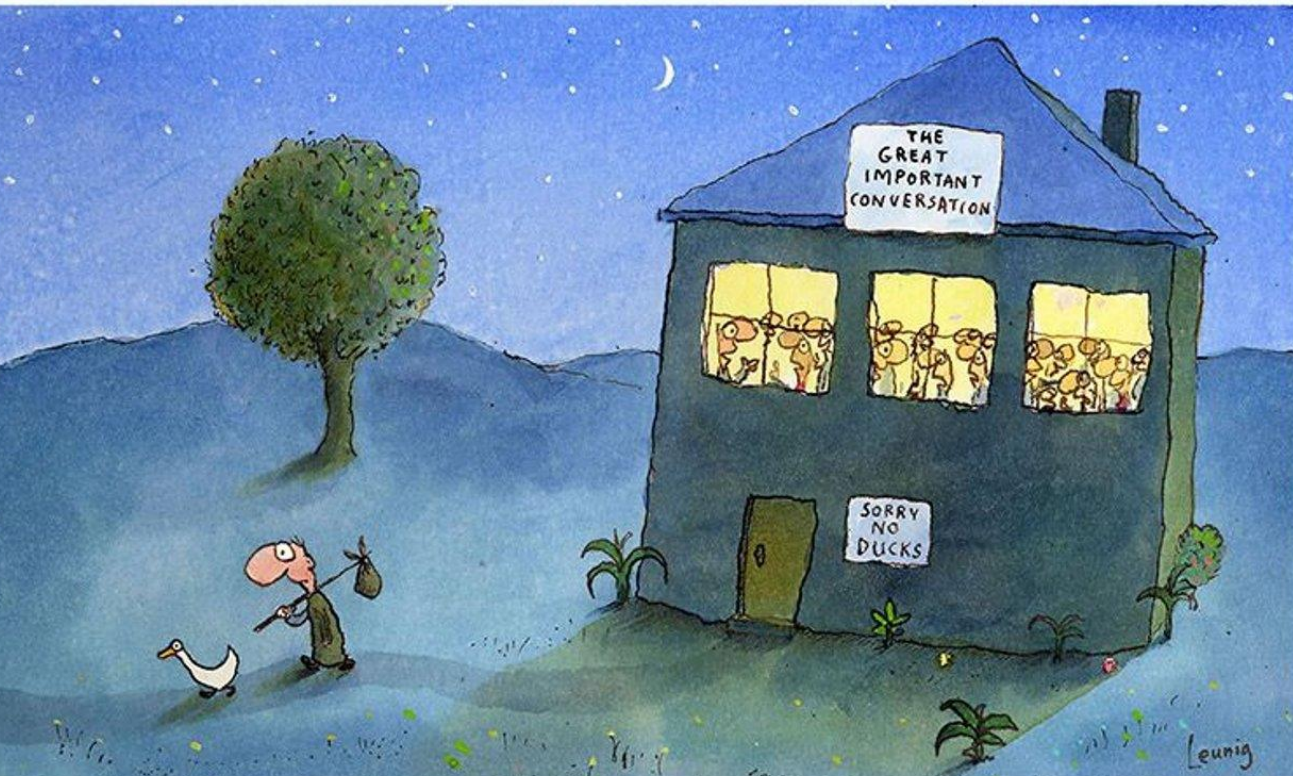
Student evaluation of AEP non-credit modules 2020-21

useful new metrics in a format recognised across the institution

	IL1ABMN	IL1AF	IL1AF	Il1ALV	IL1AS	IL3AE	IL3AE	IL3ALV	ILMA	ILMAB	ILMAB	ILMAI	ILMAI	ILMAT	ILMATLN	ILMATPN	ILMAWLN(AUT)	ILMAWLN(SPR)	Average
Reponse rate - percentage	24%	40%	33%	22%	25%	14%	32%	50%	52%	49%	50%	35%	6%	69%	65%	75%	23%	50%	
Section 1								5 = Definitely Agree, 1 = Definitely Disagree											**Average**
1.1 Staff were good at explaining things	5	4.8	4	4	4.5	5	4.6	4.5	4.8	4.8	4.8	5	4.4	4.8	5	4.8	5	4.4	4.7
1.2 Staff have made the subject interesting	5	4.8	3	4	4.5	4	4.4	4	4.6	4.8	4.7	4.8	4.4	4.7	4.9	4.8	4.5	4.4	4.5
1.3 Staff provided the academic support I needed to complete this module	5	4.7	3	4.5	4.5	5	4.7	4.5	4.6	4.7	4.6	4.8	4.3	4.7	5	4.8	4.7	4.6	4.6
1.4 The assessment criteria were made clear	5	4.7	5	5	4	5	4.8	4.5	4.6	4.7	4.7	4.8	4.4	4.7	5	4.7	4.3	4.3	4.7
1.5 I received useful feedback (consider both formal and informal feedback)	5	4.6	3.5	3	4.5	5	4.7	4.5	4.6	4.6	4.7	4.5	4.3	4.6	4.9	4.7	4.2	4.7	4.5
1.6 The resources on Blackboard for this module supported my learning well	5	4.7	4	3.5	4.5	4	4.7	4.5	4.7	4.7	4.6	4.8	4.6	4.7	4.9	4.7	4.3	4.6	4.5
1.7 The resources on Blackboard for this module were in a format I could use	5	4.8	4	4	4.5	4	4.6	4.5	4.9	4.5	4.7	4.7	4.6	4.8	4.9	4.8	4.5	4.4	4.6
1.8 The resources on Blackboard for this module were easy to navigate	5	4.8	4	4	4.5	5	4.7	4.5	4.8	4.6	4.5	4.8	4.4	4.8	5	4.7	4.3	4.6	4.6
1.9 The resources on Blackboard for this module were made available in good time	5	4.8	4	3.5	4.5	4	4.8	4.5	4.8	4.7	4.7	4.8	4.6	4.7	4.9	4.8	4.4	4.4	4.6
1.10 The module was designed in a way that helped me to learn	5	4.8	4	4	4.5	5	4.8	4.7	4.7	4.7	4.6	4.7	4.4	4.6	4.9	4.8	4.3	4.4	4.6
1.11 The guidance provided for the module (e.g.Module Roadmaps) helped me to understand what was expected of me	5	4.6	4	3	4	5	4.8	4.3	4.6	4.7	4.6	4.7	4.2	4.6	4.9	4.8	4.2	4.6	4.5
1.12 The module was well organised	5	4.8	5	4	4.5	4	4.7	4.5	4.9	4.6	4.7	4.8	4.6	4.8	4.9	4.8	3.6	4.4	4.6
1.13 This module enabled me to develop my abilities as an independent learner	5	4.8	5	3.5	4.5	4	4.7	4.5	4.6	4.6	4.6	4.7	4.3	4.5	4.8	4.8	3.7	4.6	4.5
1.14 I gave my best possible effort to learning in this module	5	4.8	4	3.5	4.5	4	4.5	4.5	4.4	4.3	4.6	4.3	4.4	4.7	4.7	4.7	4.2	4.6	4.4
1.15 Teaching methods helped to create a sense of belonging within the module cohort	5	4.7	4.5	4	4.5	4	4.6	4.5	4.5	4.7	4.5	4.5	4.2	4.6	4.9	4.8	3.8	4.4	4.5
Section 2																			
2.1 This module has improved my confidence	5	4.7	3.5	3.5	4.5	4	4.3	4.3	4.4	4.5	4.4	4.3	4.1	4.5	4.6	4.8	4.3	4.4	4.3
2.2 This module has developed my communication skills	5	4.8	3.5	3	4.5	4	4.4	4.3	4.4	4.3	4.4	4.7	4	4.5	4.4	4.8	3.8	4.6	4.3
2.3 I could see the relevance of this module to my Programme	5	4.7	4	4	4.5	4	4.6	4.5	4.6	4.5	4.7	4.8	4.7	4.7	4.8	4.8	4.5	4.6	4.6
2.4 The interactive sessions (whether campus-based and/or online) contributed to my learning	5	4.7	4	3.5	4.5	4	4.6	4.5	4.5	4.5	4.7	4.5	4.6	4.8	4.9	4.8	3.8	4.4	4.5
2.5 The online materials and activities contributed to my learning	5	4.7	3.5	4	4.5	4	4.8	4.5	4.6	4.6	4.7	4.7	4.7	4.8	4.8	4.8	4.3	4.6	4.5
Average	5	4.7	4	3.8	4.5	4.5	4.6	4.5	4.6	4.6	4.6	4.7	4.4	4.7	4.9	4.8	4.2	4.5	
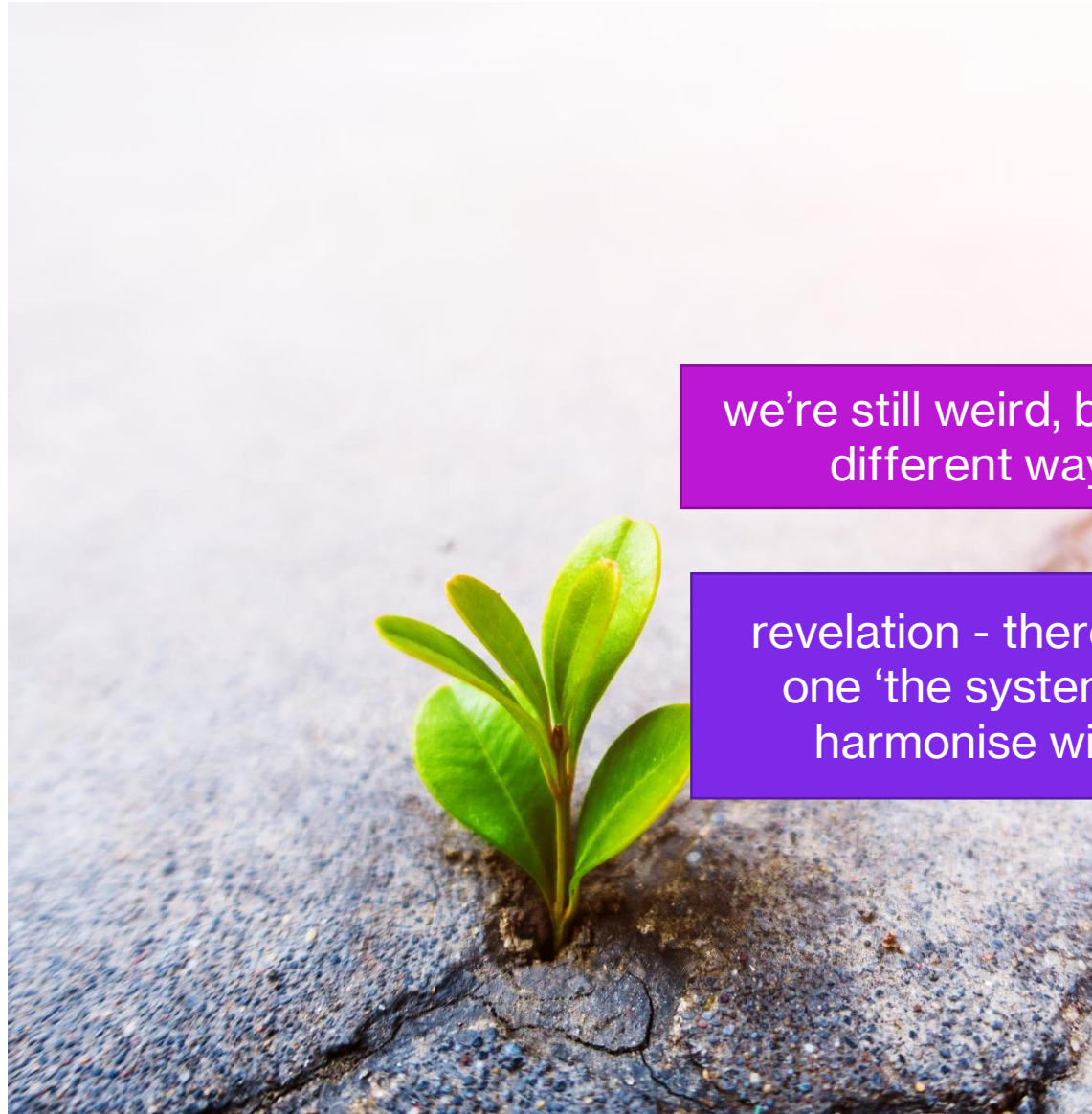
Timetabling

we're still weird, but in a different way!

revelation - there's no one 'the system' to harmonise with!

- Pre-modularisation issues persist
  - The 'IL' has created new problems
  - Conflicting stories from Schools – 'impossible' to 'OK' to 'we've created a special extra bucket for you in our module diet'
- *But* we're trying harder to behave like everyone else (e.g. May deadline)
- We're feeling a bit more empowered to argue for formal timetabling space
- The inserting-ourselves-into-the-system battle *probably* only needs winning once

'Business Partners' – Academic Language & Literacy (ALL) Liaison

2 'Liaison' role - name?

Possibilities:

- Academic English Liaison *Liaison/Advisor/Consultant/...?*
- Academic Language & Literacy *Liaison/Advisor/Consultant/...?*
- Academic Language & Skills *Liaison/Advisor/Consultant*
- Academic Language *Liaison/Advisor/Consultant*
- Discipline-Specific Language (& Literacy/Skills) *Liaison/Advisor*

... requested by the (non-EAP) Head of School, but we were able to workshop a labelling for the role which we felt was most more effective than 'business partner' in terms of communicating what we do

ACADEMIC LANGUAGE AND LITERACY LIAISON

Each Department at Reading has a dedicated Academic Language & Literacy Liaison contact from ISLI's Academic English Programme (AEP).

Academic Language and Literacy Liaisons have a wealth of experience in designing and delivering discipline-specific language and literacy provisions, and a unique understanding of the international student experience.

We can offer advice and support on matters related to international/EU students and any student whose first language is not English, including

- Setting up a new credit or non-credit discipline-specific AEP offering in your department
- Designing smaller, more targeted inputs, such as a lecture or series of workshops
- Interventions for individual students
- Supporting students' transition to a new academic culture
- Academic Integrity challenges for non-native English speakers
- Communicating effectively with your international cohort

See our Discipline-specific page for details of academic language and literacy modules and sessions we currently offer across campus.

I am writing to update you in your capacity as SDTL of Chemistry, Food and Pharmacy on developments in how the Academic English Programme (AEP) is providing support to international/EU students in your School and across campus this academic year (I'm also cc-ing Department DTLs).

The Academic English Programme has taken a step to further formalise our partnerships with Schools through the creation of Academic Language and Literacy (ALL) Liaison roles in the AEP team to provide schools and departments with specialist advice on supporting the learning of international students. **Gill Kendon** (cc-ed) is AEP's ALL **Liaison for Chemistry and Pharmacy** and **Sarah Mattin** (cc-ed) is AEP's ALL **Liaison for Food Science**. Gill and Sarah are the first point of contact for any questions or requests for new cohort-specific interventions in these areas.

In terms of targeted discipline-specific AEP, for cohorts in Chemistry, Food and Pharmacy, we currently provide the following: in Chemistry, a

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International Study and Language Institute
University of Reading
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UK

FOLLOW US
Facebook

CONTACT US
Email:
aep@reading.ac.uk
Telephone:
+44 (0)118 378 6610

See our Discipline-specific page for details of academic language and literacy modules and sessions we currently offer across campus.

THE LIAISON TEAM

Vicky Collins: Liaison for Henley Business School (PGT) and Humanities. v.collins@reading.ac.uk

Gill Kendon: Liaison for Chemistry, Pharmacy, Mathematical, Physical & Computational Sciences, Archaeology, Geography & Environmental Science, and Biological Sciences. g.b.kendon@reading.ac.uk

It's good to have an 'ask' in the paper so that it gets discussed properly rather than simply noted (I speak as a former co-chair of ██████. Something like: 'I have been asked by ██████ to make a report to ████ on recent activities in the Academic English Programme. The sub-committee is invited a) to note the contents of this report; and b) to consider whether it would be useful to receive a submission in this format once a year to inform the University's Annual Learning and Teaching Report.'

Dr Karin Whiteside: Liaison for the Graduate School (and all PGR students), Psychology and Clinical Language Science, Built Environment and Politics, Economics & International Relations. k.whiteside@reading.ac.uk

If you have an enquiry and are from a Department or Programme that does not yet have a liaison contact, contact Dr Karin Whiteside, the AEP Director on k.whiteside@reading.ac.uk or 5392.

... this is, again, a process of working out how to enter and become permanently part of wider institutional systems.

As 'outsiders' some of these processes not very visible/easily decodable, so 'insider' guidance often helpful!

Conclusions

"A certain degree of status-building can be accomplished by way of the quality of the engagement and pedagogy provided to students and other stakeholders ... and the networks we build across campus" (MacDonald, 2016, p. 111)

"The nature of work in the third space seems to be less bound by definitions and categories ... substantial leeway for EAP teachers, as professionals working in the third space, to do things they see most fruitful ... [they] should see the blended nature of their positions on campus as an opportunity" (MacDonald, 2016, p. 111)

this focus possibly an easier/more intuitive transition in terms of leadership for an EAP teacher

For ESAP In-Sessional provisions, yes, ...
- the quality/effectiveness of pedagogies
- successfully communicating expertise
- developing productive relationships/partnerships
... are all absolutely key

Yes, *but*
- paying more attention to how institutional systems work,
- identifying the ways in which we can either conform to them or *act more like them* increases our visibility and legitimacy

less intuitive but just as important - combatting the 'anti admin' and 'they' attitude Melinda talked about in her plenary today

References

- MacDonald, J. 2016. The Margins as *Third Space*: EAP Teacher Professionalsim in Canadian Universities. TESL Canada Journal 34(11)

- Rose D., Rose M., Farrington, S. & Page, S. 2008. Scaffolding academic literacy with indigenous health sciences students: An evaluative study. *Journal of English for Academic Purposes* 7(3). 165-79.

- Turner, J. 2004. Language as academic purpose. *Journal of English for Academic Purposes* 3. 95-109.

Thank you!

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