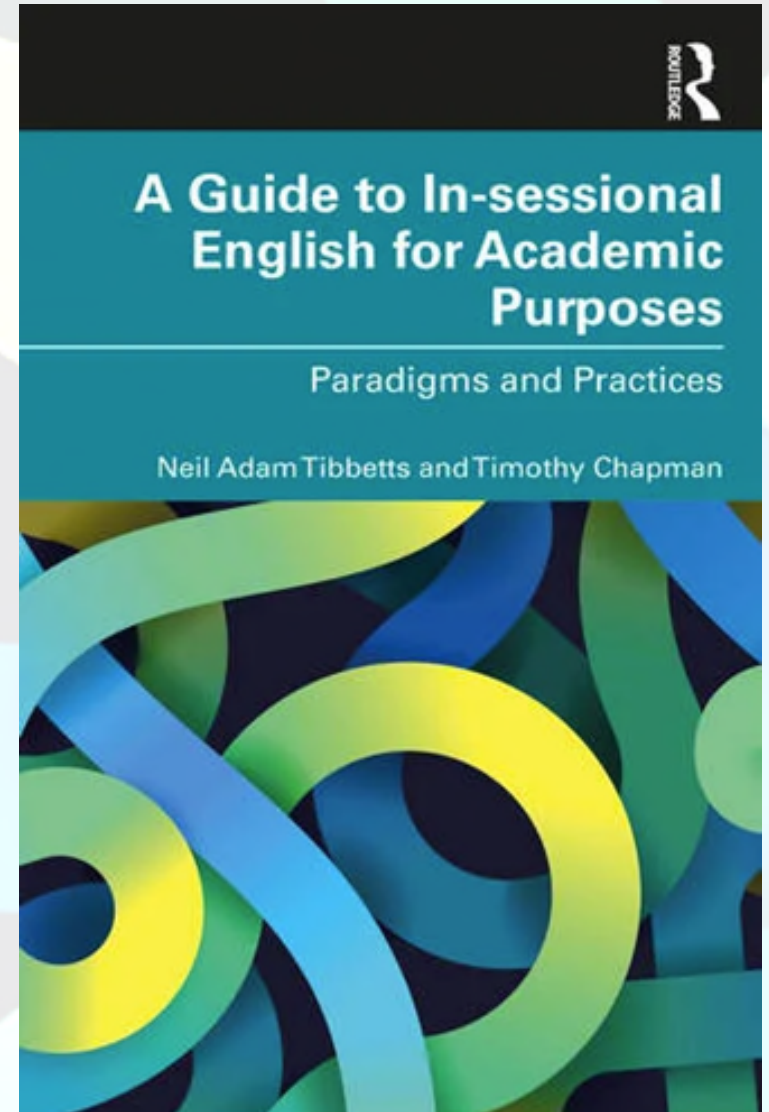


In-sessional course accreditation

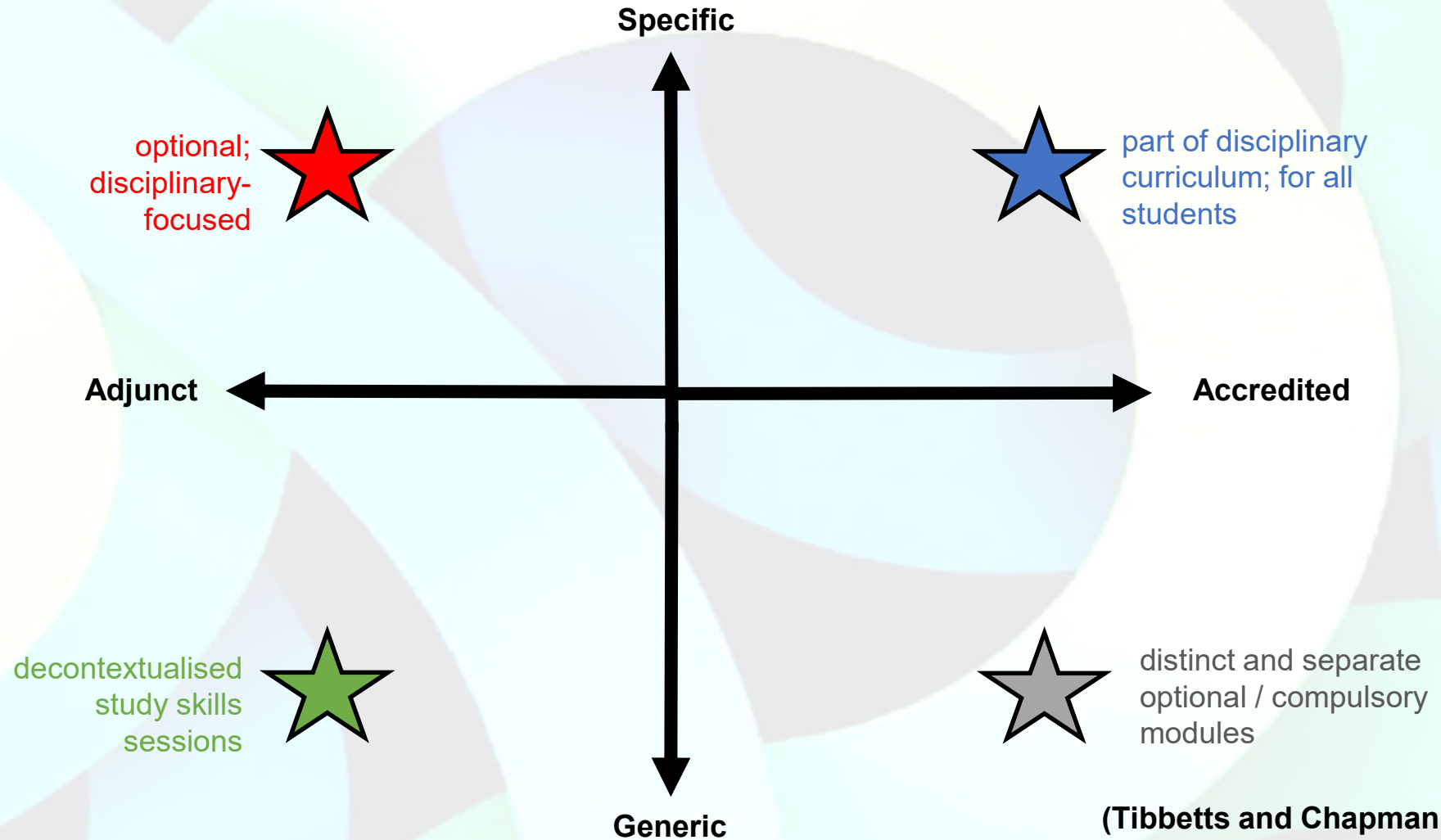
Neil Adam Tibbetts and Timothy Chapman



Assessing contextualised EAP provision

- “EAP courses (e.g. preparatory courses; **in-course provision for students**; research publication work with staff) that are appropriate to the institutional and disciplinary contexts” (BAS Handbook, 2024: 3) – how might this play out in practice?
- “Recognising the range of different contexts within which EAP provision is delivered [...] the Criteria are worded in a relatively open way and are interpreted by the assessors **in relation to the specified context.**” (BAS Handbook, 2024: 6)
- In-sessional as handmaiden to pre-sessional?
- Occludedness; particularity; responsiveness. Constructive alignment?

Constraints: relationship with institution



(Tibbetts and Chapman, 2023: 39)

How learner progress is evaluated

- How can student success be demonstrated in in-session contexts?
- Context is key: what is an in-session class? And what constitutes a course? 'One-offness', 'lunchtimeness', 'dipping-in-and-outness' all play a part;
- Would formative feedback on writing be sufficient?
- Greater reliance on student feedback and voices of disciplinary experts?

Impact of your EAP work on the relevant institution beyond your unit

- Collaboration, but tricky to demonstrate impact;
- Hard to quantify;
- Reliant on anecdote.

- Winning the hearts and minds of subject academics;
- In-sessional gets language centres integrated.

Principles underlying approach

A complex area in In-sessional dependent on context

- *“EAP draws its strength from a broad and eclectic range of different ideas, and its effectiveness lies in employing the ideas that offer the most for understanding communication and for classroom practice [...] tempering a possible overindulgence in theory with a practical utility” (Hyland and Shaw, 2016: 2)*
- *“The strength of EAP has been its sensitivity to context” (Benesch, 2001: 23).*

Pedagogical strengths of in-sessional

- Post method (Kumaradivelu, 2001) and ‘Principled eclecticism’ in (Larsen-Freeman, 2000; Mellow, 2002)
- ‘Beyond the pillars’- Hyland and Shaw (ibid.) ‘**ideals**’ (e.g. authenticity, interdisciplinarity),
- Explicitly stated **maxims** (e.g. Principles, underpinning pedagogies and our favourite phrases (Bristol - CALD SharePoint ‘Materials development for alignment’)
- **Teaching methodology** (e.g. Dogme, CLT- Tibbetts and Chapman, 2023) and 6 pedagogical approaches - Bell (2022: 6)
- Adapting theory to specific in-sessional course AND justifying why (e.g. Axelby and Nicholls, Kings PIM, 2024)

Professional development and scholarly activity

In-sessional = an arena for experimentation, collaboration and development.

- Informing other areas of EAP practice?
- Professional attributes beyond pedagogical; participation in the wider institution
- Publication or 'visible in-sessional'- e.g. Leeds- '*What is good academic writing?*' (Whong and Godfrey (eds.), 2022) and EAP: in-sessional website 'Our Scholarship'
- Networks and critical friendships across institutions
- Auto-ethnography 'lived practical experience and pedagogies of EAP practitioners working with each other with and in the creative disciplines'(Carr et al. 2021: 154)

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More details about
the book can be
found here.

