

THE INTERNATIONALISATION OF HE: LOCATING ACADEMIC WRITING AND RESEARCH IN THE UNIVERSITY

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OVERVIEW

- The context of this talk
- Models of EAP provision
- The Richmond “inclusion” model
- Challenges
- Going forward.....

A QUESTION EMERGES

- The changing profile of HE students
- The changing demands being made on HEIs
- New insecurities

Does Richmond have something to offer?

SOME OTHER MODELS FIRST

- Pre-sessionals
- In-sessionals
- Online resources
- Workshops and clinics
- Access courses
- Team-teaching (WID)
- Discipline specific research skills courses

THE RICHMOND PROGRAMME

| | | | | |
|--|--------------|---|---------------|-----------------|
| | | | | |
| | | Embedding EAP in the curriculum | | |
| | LEVEL | FOCUS | LENGTH | TYPE |
| | 100 | Academic papers in different disciplines (3) | 1,500 | General EAP |
| | 200 | Research papers in the disciplines (2) | 2,500 | <i>to</i> |
| | 300 | Research proposal | 5,000 | |
| | 400 | Original research paper | 7,500 | Specific EAP |

A WORD ABOUT EAP

Gillett's definition (1996)

EAP in the 100, 200 level courses

EAP in the 300, 400 level courses

PREMISE: Because the academic demands on students increase year by year, EAP courses at Richmond are required of *all* students throughout their studies.

ACADEMIC DISCOURSE IMPERATIVES

- Academic discourse as **dialect**
- Academic discourse as **a manifestation of a culture**
- Academic discourse for **communities of practice**

Both HSs and ISs need to explore academic discourse procedurally, linguistically and epistemologically

EVEN THE ACADEMICS ARE CHALLENGED!

“ Finding an academic voice is not easy. Between us we have a total of 40 years’ experience in writing and teaching academic writing, yet in drafting this paper we wrestled with the demands of negotiating a common academic voice ... If we, as ‘experienced’ academics, find the writing process difficult, how much more challenging must it be for students new to Higher Education, and especially to those for whom English is a foreign language.” (Bailey and Pieterick, 2008)

CURRICULAR FEATURES

- Scheduling the courses during the semester
- Placement according to ability not L1/L2 status
- HSs and ISs together in course sections
- Required courses not voluntary
- A time limit for completion
- Provision of additional language and writing assistance to support the courses

THE INCLUSION RATIONALE

- Not privileging or othering one cohort over another
- Not viewing other languages and academic cultures as problematic (the deficit model)
- Making EAP a central focus for everyone in the university (including staff!)

AWARENESS (BUT NO ACTION YET!)

Hyland: “Nor should we see EAP courses as exclusively directed at non-native speakers ... Growing numbers of L1 English-speakers who enter Higher Education without a background in academic communication skills have made EAP a critical aspect of their learning experiences.” (2006, p.4)

FURTHER CONSIDERATIONS

- Addressing political agendas
- Meeting economic objectives
- Addressing Student Union concerns
- Supporting Student Affairs' initiatives
- Protecting EAP centres and jobs

ACCREDITATION

Middle States Commission for Higher Education

Open University Validation Services

STUDENT PERCEPTIONS (L2)

The 200 level course “has been more influential and helpful in my academic career than I could have ever realised before I took it. It has been the backbone of everything I have been doing at the university since and will continue to be the backbone of the rest of my academic career.”

(Aya Kasai, a former student, February 2010)

STUDENT PERCEPTIONS (L1)

The 300 level course:

“I just came back from Cambridge because I was finishing up my MA dissertation which in itself was a task.

Really, I don't know how I would have gotten through that if I hadn't been through a semester of Research and Writing Methods.”

(Amanda Johns, 2010)

STUDENT PERCEPTIONS (NT/L1)

In reference to an elective academic skills course:

“Everything would have been much harder without it”

“Why don’t they get everyone to do it?”

(Sheila Leatherdale, 2011)

ON THE CREST OF A WAVE?

EAP research: Conference themes; research studies, e.g., Smith (2006); Bailey and Pieterick (2008); Holland (2008)

EAP publications: Godfrey (2010); Cottrell (2010); Northedge (2005); McCarthy and O'Dell (2008) *et al.*

CHALLENGES

- Faculty perceptions
- Student understanding

GOING FORWARD.....

Could Richmond's inclusion model of EAP delivery be adapted at other UK HEIs?

- Required throughout the degree programmes
- Required of both HSs and ISs
- Mainstream courses
- Mainstream staff

EAP for all, all through the university!