Transitioning from Generic Academic Literacy Provision to Collaborative, Discipline-Specific Academic Literacy Instruction: A Case Study

by Angela Hakim

British Council's Master's Dissertation Awards 2021

Commendation

Transitioning from Generic Academic Literacy Provision to Collaborative, Discipline-Specific Academic Literacy Instruction: A Case Study

Angela Hakim

King's College London

Abstract

A generic study skills approach to the development of academic literacy dominates in U.K. universities; however, there has been an increasing attention in the literature to growth in discipline-specific, collaborative academic literacy provision provided through collaboration between specialists in English for academic purposes and discipline specialists. The present study focuses on a single case study of the English Language Center at a Russell Group university in England that is transitioning from offering primarily generic academic literacy provision to discipline-specific, collaborative academic literacy provision. This study builds on research focused on collaborative academic literacy provision, aiming to identify the types of academic literacy provision developed in the case studied, as well as perceptions of course design, lesson content, materials and collaboration among EAP specialists. A single case study approach was utilized to gain an in-depth description and analysis of the transition to collaborative, discipline-specific AL provision. This approach involved the collection of data from semi-structured interviews, classroom observation, and a departmental report. Findings from the study indicate that while there is an overall trend toward greater discipline specificity in the ELC, the types of academic literacy provision and collaboration among EAP and subject specialists in the same institution vary across discipline departments, programs and modules depending on levels of top-down support of this provision. The results of this study contribute to the literature by providing an in-depth comparison, within the same institution, in the implementation of a range of types of collaborative, discipline-specific AL provision, which provides important insights into the transition from generic study skills provision to collaborative AL provision in English language centers and highlights the importance of top-down support for this provision. Suggestions for future research are also identified.

Acknowledgements

First, I would like to thank my dissertation supervisor for her mentorship and guidance.

Second, I would like to thank my husband and my family for their unending support.

Finally, I would like to thank all those who participated in this research without whom it would not have been possible.

Table of Contents

Chapter 1 Introduction

1.1 Overview of academic literacy provision in U.K. universities

Interest in the teaching of academic literacy, 'the ability to communicate competently in an academic discourse community' (Wingate, 2015: 6), in U.K. universities is relatively new. As Ivanic and Lea (2006) point out, traditionally writing, one component of academic literacy (AL), in U.K. higher education has solely been used to demonstrate subject-specific learning and has not had a separate role in curriculum. This was not considered necessary as it was assumed that traditional students learned how to write before coming to university (Skillen, 2006). While there may always have been issues with assumptions around the traditional student (Bond, 2020), it has become even more problematic as higher education institutions and their student populations have changed and as the higher education system has moved from an elite one to one focused on mass education (Lillis, 2006). Efforts toward widening participation and internationalization in higher education have led to an overall increase in the student population and participation from groups that were previously excluded from university education, and thus current student populations are more culturally, linguistically and socially diverse (Lillis, 2001). In response to this increased participation and diversification, universities have begun to offer support to students, many of whom were deemed language deficient.

This support has typically been a generic study skills approach (Lea and Street, 1998). Study skills provision is offered through library skills centers, writing centers, and English language centers, for which much of this provision takes the form of workshops or part-time 'in-sessional' provision for students during term time (Jordan, 1997). Much of this provision is led by specialists in English for academic purposes, which is targeted to non-native speakers of English or students who are at risk of failing (Wingate and Tribble, 2012). The focus of this generic, study skills provision is on topics such as academic writing, presentations, and note-taking. While the generic approach taken for in-sessional and other study skills provision remains common, calls have been made to transform academic literacy provision (Lea and Street, 1998). This support is increasingly becoming discipline-specific and focused on academic literacy (AL) because of dissatisfaction with a generic, study skills approach (Sloan and Porter, 2010; Wingate, 2006) and mounting evidence in English for specific purposes (ESP) and English for academic purposes (EAP) research of the role and importance of context and discipline specificity in academic writing and student genres (Hyland and Hamps-Lyons, 2002; Nesi and Gardner, 2012).

Within ELCs, this discipline-specific provision provided in collaboration with subject departments, programs or modules is often called 'embedded' support, referring to the position of the EAP tutor in the subject specialist team (Alexander, et al, 2013) as well as the various levels of collaboration between EAP tutors and subject specialists.

Though discipline-specific, collaborative approaches to AL instruction in U.K. universities are becoming more prevalent (Wingate, 2016; Alexander et. al., 2017), there remains little research focused on English language centers transitioning from providing generic, study skills provision to discipline-specific, collaborative AL instruction beyond one module or department, the types of AL instruction they employ in this transition, and collaboration between English for academic purposes (EAP) specialists (e.g. tutors, coordinators) and discipline specialists (e.g. program directors and lecturers) toward this end. This study aims to offer insights into the transition from generic to discipline-specific, collaborative AL instruction provided by English language centers through a single case study focused on the English Language Center in a Russell Group university in England transitioning from providing primarily generic study skills provision to discipline-specific, collaborative AL provision in partnership with discipline specialists.

1.2 Structure of the Dissertation

This dissertation includes five chapters. In the first chapter I provide an overview of types of AL instruction at universities in the U.K. and the structure of the dissertation. In the second chapter, I provide a discussion of literature on the role of EAP in AL provision, discipline specificity within EAP, collaboration between AL specialists and subject lecturers, and implementation of varying types of collaborative AL instruction, concluding with the rationale of this study and its research questions. In the third chapter, I describe the research methodology, ethical considerations, data collection and data analysis techniques employed. In chapter four I discuss the findings of the study, focusing on key issues and sub-themes that emerged from data analysis. In the final chapter, I conclude with a summary of key findings, a discussion of limitations to the study, and recommendations for future research.

Key terms

Academic literacy	ESP	Embedding
Collaboration	EGAP	In-sessional
EAP	ESAP	Study skills

Chapter 2 Literature Review

In this chapter, I provide a critical discussion of relevant literature. I begin by discussing EAP and its role in AL provision in U.K. universities. I then discuss literature covering collaboration between subject specialists and AL specialists in this provision, and finally implementation of collaborative AL provision. I conclude this chapter with a discussion of the rationale of this study and research questions.

2.1 English for academic purposes and its role in academic literacy provision

English for academic purposes (EAP) emerged from English for specific purposes (ESP) in the 1970s to become a significant force within English language teaching (Hyland and Shaw, 2016). Since then, EAP has grown steadily along with the growth of English around the world (Hyland, 2006). Flowerdew and Peacock (2001) have defined EAP is the teaching of English with the goal of helping learners to study or conduct research in English. It has been implemented in U.K. universities in pre-sessional, foundation, or in-sessional courses (Woodrow, 2017). Jordan (1997) points out that these are typically generic classes covering paraphrasing, summarizing, note-taking, presentations, time management, research and reference skills, academic style, and academic writing, among others, provided for students from a range of disciplines, using texts that come from a variety of subject areas. These generic courses, often run and developed by English language centers (ELCs), academic skills centers or writing centers are targeted to either international students or home students at risk of failing (Wingate and Tribble, 2012) and have been one of the primary sources of the teaching of the reading and writing practices of the university in the U.K.

Lea and Street (1998) have called this generic approach to the teaching of the reading and writing the study skills approach. Lea and Street (2006) point out that this generic study skills approach views academic writing and literacy as an individual, cognitive skill, which can be transferred across contexts. It focuses on fixing up problems with surface features, grammar and spelling in student writing (Lea and Street, 1998) as well as general strategies to tackle academic tasks such as through 'general principles of inquiry and rhetoric' (Spack, 1988) rather than specialized language and literacy practices. The conceptualization of AL as an individual cognitive skill, transferrable across context that requires general language top up has led to critique in particular from Academic Literacies scholars such as Lea and Street (1998) and Lillis

(2001) and EAP scholars such as Wingate (2006) and Hyland (2018). These critiques, and others, are discussed next.

2.1.2 The case against generic EAP and study skills

There are several problems with a generic study skills approach. The first is found in work that rests on the assumption that there is a general academic English, 'a common core' (e.g. in Bloor and Bloor, 1986; Hutchinson and Waters, 1987) of grammatical and lexical features that are found across academic writing. Hyland (2006) has argued that while it may be the case that there are register level features common to academic discourse, such as nominalization, impersonalization, and lexical density, there is significant variability across disciplinary genres and contexts. The generic approach disguises this variability (Hyland, 2016b). The assumption that there is a general academic English that can be taught neglects the significant differences in genres across disciplines (Flowerdew, 2016), the degree of specificity required of student writers (e.g. in Nesi and Gardner, 2012), and the context-specific nature of meaning making (Flowerdew and Peacock, 2001). Disciplinary writing achieves its purposes, Hyland (2002) argues, by framing messages to the appropriate audience, drawing on shared context, and crafting arguments according to what is valued by the discourse community, which all goes far beyond specialist topics and vocabularies. Yet because study skills provision is divorced from subject content, it is decontextualized, Lillis and Tuck (2016) have argued, and cannot achieve these disciplinary purposes.

When seen as abstract and decontextualized, students' difficulties with AL practices are seen as an individual weakness, deficits, and instruction becomes a remedial 'exercise in repair' (Hyland and Hamp-Lyons, 2002: 2), leaving disciplinary discourses and genres invisible, as Lillis (2001) has argued. The generic study skills approach also assumes that what is learned in generic study skills session will transfer across modules, for example that the writing skills learned in study skills sessions will be applicable to subject-specific assignments in a variety of modules. This transfer is critical in a 'bolt-on' (Wingate, 2006) approach in which the development of skills is separated from subject learning. Yet as Donahue (2011) has argued, there is not consensus on how writing may transfer from one context to another. This accords with current views on situated learning, which sees learning as context dependent rather than autonomous (ibid). The significant variability that exists across disciplines, the degree of specificity required of students

in their writing, and the uncertainty that generic study skills transfer unproblematically across contexts has led to increased interest in discipline-specific alternatives to this generic study skills provision.

However, because of the level of specificity in disciplinary discourse, it has been argued by scholars such as Spack (1988) and Raimes (1991) that EAP specialists, as outsiders to the disciplines, cannot and should not attempt to teach discipline-specific AL practices. Rather, they argue, this should be left to subject specialists. What is not taken into account in these arguments, though, is that this is typically done implicitly, through a 'pedagogy of osmosis' (Turner, 2011: 21 cited in Nesi and Gardner, 2012). The problem here, as Jacobs (2005:477) has pointed out, is that while subject lecturers are experts in their disciplines, they may only have a 'tacit' understanding of the literacy practices of their discipline, which they may see as self-evident (Lea and Street, 1999). Thus, the instruction of AL practices of the discipline is left to be learned implicitly through what Lea and Street (1998) have called academic socialization. Lillis (2001: 58) has highlighted that this process of academic socialization leaves students confused by 'institutional practices of mystery'. This is one place where EAP expertise can be utilized. Hyland (2018) has argued, rather than acting as technicians to simply fix up grammar or teach general features of academic register, EAP specialists have built the expertise to identify the needs, contexts, and conventions of academic discourse communities through text analysis and corpus analysis. Utilizing these tools to inform their understanding of disciplinary discourses, EAP specialists can teach discipline-specific AL practices.

2.1.3 EAP and the case for discipline specificity

While generic EAP and study skills provision have dominated AL provision in universities, Costley and Flowerdew (2017) highlight that there has been growing evidence of the implementation of discipline-specific approaches to teaching AL in universities. In a discipline-specific approach, instruction focuses on the specific needs of students in a discipline, a social community with practitioners that investigate phenomena, using agreed upon methods of inquiry and theories of knowledge, or epistemology (Thonus, 2020). Discipline-specific approaches can range in degree of specificity from a broad field focus such as English for science and technology (Parkinson, 2017) to a highly specific disciplinary focus such as English for Clinical Pharmacy (Hyland, 2016). In classes with students from heterogenous disciplinary backgrounds,

discipline-specificity can be incorporated through individualized learning for example with texts students bring in from their disciplines, as Charles (2012) has shown, to explore and compare text features and variation across disciplines, with an aim of rhetorical consciousness-raising (Cheng, 2018).

In classes with students from homogenous disciplinary backgrounds and with similar needs, courses can be even more specific, or 'narrow angled' (Basturkmen, 2010: 54), focusing on key student and professional genres, norms, expectations, and argumentation in disciplines. This narrow-angled approach has a theoretical grounding in Lave and Wenger's (1991) 'communities of practice' whose members share goals related to their fields as well as practices of creating and disseminating knowledge, which cannot be separated from disciplinary contexts. It is also supported by evidence of high levels of discipline specificity in the shared communicative purposes, rhetorical and lexico-grammatical patterns, student genres, and shared practices and conventions of disciplinary discourse communities (Hyland, 2000; Nesi and Garder, 2012; Hyland, 2012; Flowerdew, 2019).

While a 'narrow angled' approach has support in text analysis and corpus analysis as well as strong support from EAP practitioners, Fenton-thonuh and Humphreys (2015) have found, Alexander, et. al. (2008: 26) argue it is seen as a 'luxury' not implemented due to institutional constraints. It also has been criticized by scholars in Academic Literacies and Critical EAP for its pedagogy and focus. It is criticized for textual bias (Lillis, 2001), the teaching of genres, which is deemed normative (Lillis and Scott, 2007), and unquestioning accommodation (Benesch, 2001) to institutional demands. These critiques have led the way in shedding light on the issues in need of reflection in EAP, but, Wingate and Tribble (2012) argue, critics have incorrectly subsumed all EAP teaching under study skills and academic socialization approaches and ignored the contribution of EAP to making student genres explicit through EAP genre-informed approaches. Hyland (2018: 394) has argued that rather than leading to conformity, current EAP genre-based pedagogy 'situates learning and encourages students to analytically engage with relevant texts – not to blindly follow models but to recognize variation, novelty and creativity within what is routine practice'. Hyland (2008) has argued that this is empowering for learners, who gain the awareness and tools necessary to analyze, compare, evaluate and critique the discipline-specific practices of academic discourse communities, all of which lend further support for a discipline specific, genre-informed approach to AL instruction in universities. This

discipline-specific approach to AL instruction requires collaboration with discipline specialists, and I turn to discuss this collaboration next.

2.2 Collaboration in Providing Academic Literacy Instruction

Collaboration toward discipline-specific AL instruction can occur between EAP specialists and staff at multiple levels of the university: schools, departments, and discipline lecturers. Skillen (2006) points out that collaboration at the school and program level works toward goals of identifying the desired skills of the department or program graduates and core modules in which teaching and assessment of these skills could be incorporated. Collaboration between subject specialists and EAP specialists can work toward providing teaching of AL skills and practices assessed within modules or more general academic study skills. In this collaboration, EAP specialists analyze the subject's content, learning objectives, assessments and marking criteria, and design a syllabus, materials, and teaching strategies to address these in cooperation with module lecturers. Sloan and Porter (2009) have found that collaboration may be most successful when it receives top-down support from senior management and includes actors from senior management, program directors, module leaders and lecturers. Yet there is little discussion in the literature (e.g. Sloan and Porter, 2009) of the roles of various actors beyond those responsible for teaching. What is more prevalent in the literature, as McDonald, Scheider, and Kett (2013) point out, are reports of collaboration in a bottom-up, piecemeal approach, which develops through ad hoc and idiosyncratic collaborations with willing subject lecturers, and which are developed without university-wide funding or support (Thies, 2012). This piecemeal approach, reliant upon individual ad hoc collaborations, may not be transferable across departments, which limits the reach of collaborative efforts.

The extent of collaboration between EAP specialists and disciplinary specialists in providing AL provision varies from context to context. Dudley-Evans and St. John (1998) categorize it at three levels: cooperation, collaboration, or team-teaching. At the lowest level, cooperation, EAP specialists gather information from discipline departments regarding the content, tasks, and expectations of the department regarding communication in the discipline. At the second level, EAP specialists and disciplinary specialists work together outside of teaching time to develop activities that are delivered in separate but parallel sessions on AL (Etherington, 2008). At the highest level, team-teaching, the EAP and discipline specialist work together in the classroom in which the EAP specialist prepares materials and delivers the session with the cooperation of the

subject specialist, who acts as an advisor on the subject. Fenton-Smith and Humphreys (2015) have found that this level of collaboration is highly valued by AL specialists as it is seen as an effective way to ensure discipline specificity, which leads to course integration and impacts subject lecturer teaching practice. Yet Sloan and Porter (2010) point out that team-teaching is the least common form of collaboration toward AL instruction.

While there are examples of team-teaching, in studies such as Dudley-Evans and Johns (1981) and Dudley-Evans (2001), this level of collaboration does not typically extend beyond a few modules or departments, as Sloan and Porter (2009) highlight. This raises the question of scalability. Rather than teaching as a team, EAP specialists tend to work 'for rather than with subject specialists' (Hyland and Hamp-Lyons, 2002: 3) resulting in servant like status for EAP specialists (Etherington, 2008). Murray and Nayalla (2016) argue that this may be in part due to the way AL is conceptualized, as a set of obvious generic and transferable skills or how discipline specialists perceive their role as content rather than language experts. Airey (2016: 78) points out that it may also be due to how EAP specialists are viewed, as low-level technicians there to fix up students' language issues. The limited reach of team-teaching may also be due to practical concerns around resources needed for staff training and restructuring of programs (Fenton-Smith and Humphreys, 2015), as well as staff workload (Purser, 2011), though it may be the case that collaboration in providing AL instruction could lessen workload due to the sharing of certain responsibilities, as Wingate (2015) has argued.

Even as this approach to collaboration is the least common, Dudley-Evans and St. John (2001) have argued that collaboration and team-teaching can be successful when the subject lecturer's time commitment is limited, when there are clearly defined roles for both, and when both parties respect the other's professionalism and judgement. At any level of collaboration, success in collaboration requires support from disciplinary specialists, as Sloan and Porter (2010: 203) describe in the importance of a subject 'champion'. Yet while Sloan and Porter (2009; 2010) and Alexander, et al (2013) describe the significant role of subject champions, there is little research that includes the perspective of subject specialists on what makes these subject champions support collaboration and implementation of collaborative, discipline-specific AL provision. I turn to a discussion of this implementation next.

2.3 Implementation of Collaborative Academic Literacy Instruction in U.K. Universities

While generic provision dominates, studies show that there has been a gradual but growing shift toward more discipline-specific, collaborative approaches to AL instruction in U.K. universities (e.g. Dudley-Dudley-Evans and St. John, 1998; Sloan and Porter, 2009; Wingate, 2016; Bell and Guion Akdag, 2016). These discipline-specific approaches to AL instruction are developed in collaboration with discipline specialists, but differ greatly in terms of administration, management, content, curricular integration, input from and collaboration with subject lecturers, delivery, materials and pedagogical approach. In this section, I provide an overview of discipline-specific, collaborative approaches to AL instruction found in the literature.

The Birmingham Approach

Among the first documented examples of discipline-specific collaborative approaches to AL instruction in UK universities is at the University of Birmingham (Dudley-Evans and Johns, 1981). In this approach, EAP tutors and subject lecturers cooperate on the development of materials for team-taught sessions on listening comprehension for international students in follow-up tutorials after lectures (Dudley-Evans and St. John, 1998). These follow-up tutorials later moved toward focusing on written student genres, as Dudley-Evans (2001) points out.

In this approach, EAP tutors seek information from the subject department or module tutor about the content, tasks and expectations of the department, which is then used to inform materials development (Dudley-Evans, 2001). While Dudley-Evans and St. John (1998) designate these sessions team-taught, they were taught primarily by EAP tutors, as subject lecturers acted as an advisor clarifying points about the subject and to evaluate the contribution of students in discussion in only a few sessions. Dudley-Evans (2001) admits that team-teaching only occurs occasionally across departments. The primary responsibility for teaching and developing materials lies with EAP tutors. While this approach does move provision toward discipline-specificity and a focus on student genres, it is not clear that delivery goes beyond the level of 'cooperation' for more than a few sessions. It also does not seem to have much reach outside of Birmingham University, and as Sloan and Porter (2009) point out, where team-teaching was achieved in that context this was not extended beyond a few disciplines. This has led to questions around the transferability of this model, as Fenton-Smith and Humphreys (2015) have highlighted.

The CEM Model

Another collaborative, discipline-specific approach to AL provision is the CEM model developed at Newcastle Business School by Sloan and Porter (2009). This provision developed through collaboration between an AL specialist and a program director in the Business School (Sloan and Porter, 2009). The CEM (contextualization, embedding, mapping) model was developed to provide in-sessional support to international students who were already studying in their degree programs (ibid). Sloan and Porter (2010) discuss that in this model, teaching and learning are contextualized through subject-specific materials, content that is mapped to the subject module and timing of assignments, and that the EAP program is embedded in degree programs' teams. Embedding in this model refers to the location of the EAP tutor and team rather than in terms of integration of AL into curricula.

Sloan and Porter (2009) cite many positive outcomes of this approach at Newcastle Business School. The first is a change in management structures to include many more actors beyond the EAP tutor, subject lecturer and Business School program administrators. This meant that EAP tutors were embedded on business programs teams and the AL sessions were included on students' timetables, which in turn had an impact on operational support from academic staff (ibid). The second is the relevance of instruction, which was contextualized to the content of students and thus more relevant to them. This change also led to increases in student attendance and negotiation between EAP tutors and subject lecturers regarding the curriculum. Finally, closely mapping AL support at point of need for assignments led to better meeting student needs, Sloan and Porter (2010) argue. Following on successes at Newcastle, this model was trialed at Hariot-Watt University and Northumbria Business School, and here a more nuanced picture of implementation of this model emerges.

Sloan, et al. (2013) point to several issues in implementation of this model at Northumbria Business School and Hariot-Watt University. While some content was made discipline specific, some remained generic, failing to meet one of the core goals of this provision. EAP tutors had difficulty mapping content to coursework as subject lecturers did not always share information about coursework in time. While EAP tutors attempted to contact subject lecturers to discuss content of sessions, embedding remained weak due to little communication between in-sessional coordinators and course directors and perceptions of academic staff and students that EAP

support was separate from degree programs. In response to these issues Sloan, et al (2013) propose a refined ten-point implementation plan with the aim of clarifying communication and processes for implementation for multiple stakeholders. They also include a hierarchy of embedding which provides an overview of five levels varying in the extent to which AL instruction is integrated in the teaching of course modules, though it is unclear which of these levels correspond with ongoing teaching or which they recommend.

Bell and Guion Akdag (2016) report that at Hariot-Watt University, all embedded EAP provision but one module continues to be optional and thus attendance continues to fluctuate and diminishes over the term. This is in part, they conclude from survey results, because students preferred to 'prioritize their assessed coursework' (Bell and Guion Akdag, 2016: 112) over optional support. At Northumbria, Carey (2016) has pointed out that while the CEM approach has led to greater integration, relevance of materials, and communication with business staff a few years on, issues in changing the perception of 'host faculties' and getting staff to develop and share contextualized materials remains a challenge. Each of these issues relates to the perception among students and staff that AL instruction is something apart from discipline instruction, though combatting this perception is a primary goal of the CEM model.

Although the CEM model moves AL instruction toward discipline specificity and instruction that is mapped to coursework and has led to better understanding and negotiation between business staff and EAP staff, it remains unclear at which level of embedding, per Sloan, et al (2013), collaboration and teaching occur, the level of subject lecturer involvement, the pedagogical approaches used, the transferability of this model across departments, how it can adequately address the perceptions of EAP and AL instruction to subject staff, and how this model can ensure attendance of students. These issues are addressed, however, in the curriculum-integrated approach, which I discuss next.

The Curriculum-Integrated Approach

At the highest level of discipline specificity and curricular integration is what Wingate (2015) has called the curriculum-integrated approach to AL instruction. In this approach, AL instruction is integrated into the subject curricula and into regular teaching by subject specialists. Wingate (2018) has pointed out that this is done ideally with the support of EAP specialists. While this curriculum-integrated AL instruction has taken place institution-wide at universities in Australia,

for example at the University of Wollongong (Purser, 2011), there are no examples in the literature of this approach at the institutional level in the U.K. There are examples, though, at the module level in studies such as Mitchell and Evison (2006), Purser, et al (2008), and Wingate, Andon and Cogo (2011).

One example of this approach is a writing intervention carried out in a first-year module in applied linguistics reported on by Wingate (2011). In this case, instruction focused on reading practices, classroom group discussion, explicit teaching of argumentation, explicit teaching of discourse features in pedagogical genres, and formative feedback. While this intervention was highly rated by students and showed improvements in writing, Wingate (2015) highlights that this initiative was unsustainable due to workload and possibly unrealistic in other contexts as this initiative was led by applied linguistics specialists with explicit knowledge of the discipline's genres and textual features. This explicit knowledge of disciplinary genres and textual features would require collaboration with AL specialists in other contexts in which subject specialists may only have a 'tacit' (Jacobs, 2005: 477) understanding of disciplinary genres.

A curriculum-integrated approach leads to changes in teaching and learning practices and curriculum as Purser, et al (2008) argue. It achieves the highest level of discipline specificity and integration of subject and language teaching. Wingate (2015) also highlights that it is inclusive, reaching all students in a cohort, and Skillen (2006) has highlighted that it is transformative in that it affects student learning outcomes, curricula, assessment, and teaching practices toward AL development. Yet this approach is initially resource intensive and would require restructuring of curricula, and these are likely significant reasons it has not been widely implemented in U.K. universities.

It also requires a reconceptualization of the nature of AL, beyond transferable skills and implicit socialization, the role of subject specialists in leading in the instruction of AL practices, rather than outsource-able to separate skills, writing, or language centers, and the role of the university, to place AL at the core of university teaching, recognizing their responsibility to ensure all students have equal access to support and development, as Bond (2020) points out. Mitchell and Evison (2006) argue that this reconceptualization and change in roles and teaching necessitates ongoing, top-down support from university administration and management, which may be difficult to obtain, and which may fluctuate. It also necessitates collaboration between AL

specialists (Wingate, 2019), integration of language in subject curricula, and institution-wide approaches to academic literacy provision as discussed by Skillen (2006). This institution-wide, curriculum-integrated approach toward the development of AL in U.K universities is not evidenced in the literature in the U.K. context.

2.4 Rationale and Research Questions

Still, a gradual shift to discipline-specific collaborative types of AL instruction is evidenced in literature on the development of the Birmingham approach, the CEM model, and the curriculum-integrated approach. The literature on these approaches provides a description of the approach, the level of collaboration between actors, integration into curricula, and issues with each approach. Literature on the Birmingham approach and the CEM model make it clear that they move in the direction of discipline specificity, but questions remain regarding their feasibility, transferability, and implementation. Literature on the curriculum-integrated approach highlights the advantages of curriculum integration and collaboration between AL specialists and subject specialists at the highest levels, but there are no institution-wide examples of this type of provision in the U.K as there are in Australia. In addition, what is not addressed in the literature on discipline-specific collaborative types of AL instruction in U.K. universities is research on the transition of central units, such as ELCs, toward collaborative AL provision across all schools, departments and programs, rather than on one module, program or school, though there are ELCs transitioning department-wide away from generic to discipline-specific, collaborative provision.

Little is known about the transition from generic provision to discipline-specific provision among ELCs moving all provision toward collaborative discipline-specific approaches, the of models of collaboration resulting from this transition, and how selection of a model may impact course design and collaboration. An in-depth look at an ELC undergoing this transition can provide great insights into the actors, processes, and issues involved in this transition. To address gaps in the literature and gain an in-depth understanding of one ELC undergoing this transition, this study seeks to answer the following research questions:

Research Questions

- Which types of academic literacy instruction have been selected in the transition to discipline-specific academic literacy instruction in this case?

- How has the type of academic literacy provision implemented affected collaboration in academic literacy provision from the perception of tutors?
- How have the models of academic literacy instruction selected affected the development of lesson content and materials from the perception of EAP specialists?

Chapter 3 Methodology

3.1 Introduction

In this chapter, I describe the methodological approach used in this study and the rationale underpinning this approach. This chapter is divided into the following sections: an overview of the context of the case, an outline of the research approach and rationale, a description of data collection tools and procedures, a discussion of ethical considerations, an overview of participants, and finally a description of data analysis procedures.

3.2 Context

This case study focuses on collaboration between teaching staff in a language center and subject specialists across multiple programs and departments in a Russell Group university in England. In this university, writing support for students was previously provided by the language center for both domestic and overseas students, whose first language may or may not be English, through generic in-sessional provision in one-off or a series of sessions covering topics such as general strategies for academic writing, study skills and avoiding plagiarism. While there were a few ad hoc arrangements with disciplinary departments to provide course or subject-specific sessions, most of this in-sessional provision was generic.

In 2017, the English Language Center began to transition away from providing generic in-sessional provision available to all students, who booked a place on these sessions through a central timetabling service to what the center has called 'embedded' provision, in which teaching staff from the language center collaborate with teaching or program staff in disciplinary departments to provide academic writing and language support. This collaboration begins when subject departments or staff request it through a form that is sent out by the language center to departments and programs university wide. The language center now has partnerships with over nineteen schools, departments, and programs to provide a variety of sessions on academic writing, plagiarism, and assignment-specific support. These sessions are taught by EAP tutors, who collaborate with subject specialists to varying degrees.

This site was selected for this case study initially because after preliminary discussions with ELC staff, I thought it was a 'critical case' of curriculum-integrated academic literacy provision that could act as a test to a significant theory (Yin, 2018) regarding collaboration and curriculum

integration in AL provision; however, after holding interviews and observations, it became clear to me that this site is in fact a typical or common case, which 'captures the circumstances of conditions' of a typical situation (Yin, 2018: 49). This case is typical in the types of collaboration and levels of curriculum integration implemented in its academic literacy provision, which will be described in the Findings and Discussion chapter. This typical case provides insight into the processes, outcomes and challenges related to transition from generic to collaborative, discipline-specific AL provision.

3.3 Research Approach

The aim of this study is to investigate the transition from generic in-sessional support to collaborative AL instruction in one university and the collaboration between EAP tutors and subject specialists toward this end. In order to explore this transition, a qualitative case study research approach was used. A case study creates an in-depth description and analysis of a bounded system (Hood, 2009) – one person or one institution, for example, drawing from multiple sources of data to triangulate, or corroborate findings (Dornyei, 2007). In this study, the focus is on one language center, which has developed partnerships with schools, departments, or individual module leaders in one Russell Group university in England. This site was selected as it had recently begun the transition from providing generic in-sessional provision to collaborative, discipline-specific AL provision, exemplifies a typical case that can be used to challenge current understanding of a particular phenomenon (Duff, 2008), and provided an opportunity to illuminate issues particular to this transition, typifying an 'instrumental case study' (Stake, 2005) that provides insights into wider issues. The in-depth nature of case studies allows for detailed analysis to draw these issues out. While this single case study does not allow for generalizations to be made across universities that have collaborative, discipline-specific AL provision, it may be generalizable to propositions (Yin, 2018) regarding types of AL provision, collaboration, and course design in the teaching of academic literacy.

3.4 Ethical considerations

Before beginning data collection, I obtained ethical approval from the College Research Ethics Committee at the University. A copy of the approval letter is in Appendix A. To ensure informed consent, an information sheet and consent form were provided to participants. The participant information sheet, in Appendix B, was sent by email to all participants. The consent form, in

Appendix C, was sent via email to participants as well. Participants were also given paper copies of the information sheet and consent form before interviews began and were offered time to discuss questions or concerns.

Confidentiality was carefully considered in planning and carrying out this study. To ensure confidentiality, the identities, and names of participants have not been included in the data or write-up, nor has the name of the university. Interview transcripts include pseudonyms for participants.

Following initial analysis of interviews, preliminary findings were shared with the participants so they could 'elaborate, correct, extend and argue' (Rallis and Rossman, 2009: 269) them. Unfortunately, no participants responded to requests for these 'member checks' (ibid).

3.5 Participants

In order to gain an in-depth description of the transition to collaborative academic literacy provision and collaboration toward this, I interviewed coordinators and tutors involved in teaching and/or coordinating this provision. I interviewed one subject lecturer and four EAP tutors, two of which also coordinated this provision. The first participant was recruited for his role in establishing coordination between the language center and one school in the university. All following participants were recruited through snowball sampling, whereby the researcher identifies people who meet certain criteria and then asks these participants to identify others who may fit these criteria (Dornyei, 2007). The first participant in this study provided the names and contact information of three EAP tutors who also taught on this provision. One of these EAP tutors also provided the name and contact information of the subject lecturer interviewed. This subject lecturer was of particular interest because of his role and interest in collaboration and the teaching of academic literacy within the subject module he leads. Below is a profile of each participant, using pseudonyms to protect participants' identities.

1. John is a coordinator and EAP tutor in the English Language Center. He helped establish the partnership between the language center and one school in the university. He continues to teach and coordinate between the language center and one subject school.

2. James is a coordinator and EAP tutor in the English language center. James teaches on and helps coordinate between the English Language Center and multiple departments and modules.

3. Emily is a coordinator and EAP tutor in the English Language Center. She collaborates with subject lecturers and teaches AL provision, though her primary role is in short courses and pre-sessional provision.

4. Olivia was an EAP tutor in the English Language Center. She was the first EAP tutor to collaborate with a subject lecturer under the newly established AL provision. She has since moved on from this university and teaches in another higher education institution.

5. Jack is a subject lecturer. He teaches first-year business students a compulsory comparative politics module and has collaborated with EAP tutors, who design AL lessons, for three years.

3.6 Data Collection

Data for the study were collected via semi-structured interview, observation, and a departmental report. One limitation to data collection was a result of cancellations of academic literacy sessions during industrial action and the Covid-19 pandemic. Because of these cancellations, I was only able to observe one teaching session.

3.6.1 Interviews

Semi-structured interviews were carried out from January through March 2020 and lasted between twenty-five minutes and fifty-five minutes. The interview guides used for these semi-structured interviews are in Appendix D. Questions in the interview guides were adjusted depending on the role of the participant being interviewed – a coordinator, a tutor, or a subject lecturer to ensure questions were relevant to the participant, so there are three interview guides. Interview guides included initial questions to get an overview of collaborative AL provision and establish rapport (Dornyei, 2007), content questions focusing on experience, opinions, knowledge, and background (Patton, 2002), prompts to probe with follow-up questions as needed, and final closing questions to give the interviewee the last say (Dornyei, 2007). Interviews were recorded and transcribed. Interview extracts are included in Appendix E. Following each interview, a contact summary (Duff, 2008) of the interview with follow-up questions, themes and salient points was written.

3.6.2 Observation

In addition to interviews, classroom observation was carried out for one embedded session. I had planned to observe the four remaining sessions in the term, but it was not possible to observe further sessions as they had either been completed in the previous term or cancelled due to industrial action or university closure due to the Covid-19 pandemic.

Observation of an embedded session provided direct information about embedded provision, complementing self-reporting accounts in interviews. An observation protocol (Appendix F) was used to keep a record of the observation. The observation protocol was developed following suggestions by Cowie (2009), who recommends dividing field notes into columns for details about time and place, field notes and analytical memos, and Spradley's (1980) key dimensions of observation, including space, actors, activities, objects, events, time and goals. Using multiple categories to record details allows for thick description (Geertz, 1973) of the observation site. It also allows the research 'to make the familiar strange' (Holliday, 2007: 13) questioning and noticing everything seen as a stranger in a new situation.

3.6.3 Report

The third source of data used in this study is a departmental report. During an interview, one participant mentioned that he was developing a year-end report on in-sessional and embedded support and offered to share a copy of the report. The report contains definitions for key terms including 'in-sessional' and 'embedded', recommendations for future provision, an overview of provision, attendance and engagement figures, feedback from staff and students, and an evaluation of embedded and in-sessional provision. While documentary evidence, such as reports, are not free from bias, documentary evidence is very useful in case study research to confirm or contradict and augment evidence from other sources (Yin, 2018). The report used in this study has been used to corroborate and supplement information emerging from interviews.

3.7 Data Analysis

Data analysis in this study began during data collection and transcription, and like much qualitative case study research was 'iterative, cyclical and inductive' (Duff, 2008: 160). Following each interview and observation, a contact summary sheet (Duff, 2008) including salient points, themes and follow-up questions was written beginning analysis and eliciting

preliminary themes. Analysis of transcribed interviews, the observation protocol and report continued throughout the research process and is described in detail below.

Data were analyzed using qualitative content analysis, in which qualitative categories used emerge inductively and are not predetermined (Dornyei, 2007). This analysis followed several stages outlined by Braun and Clarke (2006): interviews were transcribed, initial codes were developed, these codes were collated into themes or patterns, and these themes were reviewed, defined and named. Many codes reflect questions in the interview guide, ideas frequently raised by the interviewees, and a comparison of interview transcripts that revealed similarities or contradictions across interviews (Rubin and Rubin, 2005). While coding, analytic memos were recorded to keep record of working ideas to be used later during analysis (Lynch, 2003).

Following initial coding for key words and concepts and second-level coding for patterns and themes, validity of the codes was confirmed through re-coding. After confirming the consistency of codes, 'a category map' (Dornyei, 2007: 256) of these codes was developed to provide a visual representation. This category map is in Appendix G. Finally, drawing from coded transcripts, interview summaries, analytic memos, the departmental report, observation scheme, and the category map, salient themes were selected for further interpretation.

Chapter 4 Findings and Discussion

4.1 Introduction

In this chapter, I outline the main findings from this study and critically discuss these findings in relation to the research questions and existing literature on collaborative academic literacy instruction in U.K. universities. First though, it is important to clarify and problematize the term 'embedded' used in this chapter. While the term 'embedded' is used in the literature to describe both the placement of EAP specialists on discipline program teams (Sloan and Porter, 2010) and integration of AL into curricula as well as instruction into the teaching of subject modules (e.g. Wingate, 2015), the term 'embedded' within the ELC is used to refer to all provision which includes collaboration between EAP specialists and discipline departments, programs and lecturers to provide AL provision. While this provision in the ELC may be collaborative to an extent, the majority is not embedded in subject teaching or curricula and may be 'embedded' in name only. Still this term will be used here to reflect the terminology used within the ELC. The term 'in-sessional' is used here to refer to one type of collaboration between EAP tutors and discipline departments, programs and lecturers that is targeted to specific programs with large numbers of graduates of the ELC's pre-sessional program, as this is what this provision is called by ELC staff.

This chapter is organized by issues raised in interviews and their associated sub-themes, which emerged from the data analyzed. The issues addressed include types of academic literacy (AL) instruction, collaboration between EAP and discipline specialists, course design, lesson content and materials, and challenges and recommendations for collaborative AL instruction from the perspective of EAP and subject specialists. I begin with an overview of types of collaborative AL provision in the ELC.

4.2 Types of Collaborative Academic Literacy Provision in the English Language Center

Questions in the first portion of the interview sought to gain an overview of the types of AL instruction in use during the transition from generic to discipline-specific, collaborative AL provision, according to EAP and subject specialists and to answer research question 1: 'Which models of academic literacy instruction have been selected in the transition to discipline-specific academic literacy instruction in this case?' Section 4.2.1 provides an overview of embedded provision in the Business School; Section 4.2.2 provides an overview of embedded provision

outside the Business School. Provision within and outside the Business School have been separated here as they differ significantly in management, design, and implementation.

4.2.1 Types of Academic Literacy Provision in the Business School

 In 2017, the Business School began a partnership with the ELC to provide AL and language support for their students, which is jointly funded by both the Business School and the ELC. This partnership and new provision were developed in response to growth in student numbers. To support this provision, a new coordinator role was created. The coordinator, pseudonym John, began to meet with program directors and gather information regarding the students, programs and assignments to plan for embedded support. Within the Business School, provision developed in collaboration with the new coordinator and tutors includes module-specific, program-specific, cross-program, career-focused, and one-to-one provision. Career-focused provision will not be discussed here, as it is not focused on AL instruction but career readiness.
Module-specific provision includes both language and subject-specific, tailored support, which is mapped to assessment to ensure relevance and engagement. Unique to this type of AL instruction in the ELC, it does include team-teaching. Still, responsibility for subject teaching in team-teaching is shifted to graduate teaching assistants (GTAs), reflecting a disconnect in teaching AL from subject content and shifting of AL teaching responsibility away from subject lecturers (Mitchell and Evison, 2006). These sessions are timetabled, included in presentations within lectures or tutorials, and thus available to all students in the module. Content and materials are determined in collaboration with subject lecturers and developed by EAP tutors using past assignment prompts and students writing samples, which are made available to the EAP tutor through the module virtual learning environment (VLE). As these sessions are incorporated within module tutorial sessions, attendance is expected, tracked and incorporated into the class participation mark, and this too is unique to this type of provision.

This module-specific provision is consistent with several features of curriculum-linked support (Wingate, 2015), based on genres relevant to students, available to all students, and delivered by both subject and EAP specialists within designated teaching sessions. In the one module that uses module-specific support in the Business School, the role of the GTA, the subject specialist, is as an advisor in team-taught tutorials, clarifying points about the subject (Dudley-Evans, 2001), rather than contributing to design and delivery of AL sessions. Because of this advisory

role of the subject GTA, the majority of planning and teaching done by the EAP tutor, the location of teaching, and the fact that AL instruction is not credit-bearing, it does not reach the level of curriculum integration, the most effective and inclusive type of AL provision (Wingate, 2018). Nevertheless, this provision is highly regarded by EAP and subject specialists in the ELC, and this is consistent with Fenton-Smith and Humphreys (2015) who found that while curriculum-integrated approaches are most highly rated, academic literacy and language specialists strongly support 'adjunct strong' tutorials, an option that offers many advantages and good practice without requiring the restructuring of entire programs.

Program-specific provision includes sessions to support students across a program, focusing on skills needed for assessments from core modules. These program-specific sessions are timetabled workshops available to all students in the program and are taught by EAP tutors. Content and materials are determined in cooperation with program directors and materials are developed by EAP tutors. Program-specific support is consistent with an 'additional approach' (Wingate, 2015) in which EAP tutors deliver instruction. Although subject lecturers may provide input on texts or assignments, they have a relatively low level of involvement, reflecting the view that the development of academic literacy is separate from the development of subject knowledge (Murray and Nayalla, 2016). This type of provision is discipline-specific in that it focuses on texts and tasks from the discipline, and is available to all students in a program, but it is not credit bearing and is voluntary. The voluntary nature of this provision has an impact on student uptake, which wanes throughout the term. This is not surprising given demands on students' time across the course of the term and academic year. This fluctuating attendance is discussed further in section 4.5.

Cross-program provision is open to students across four different programs. It includes timetabled workshops available to all students in designated programs and is taught by EAP specialists. Content and materials are determined in cooperation with program directors and materials are developed by EAP tutors. Cross-program support also takes the form of online support through downloadable videos and supplementary exercises. Two sets of online lessons have been developed, one for undergraduate students and one for postgraduate students, and are tailored through the use of student exemplars provided by departments. The extent of tailoring across multiple programs and reach of this online provision are questionable, though. Though

this discipline-specific provision is an improvement from generic provision, it may not be tailored enough to meet the specific needs of students as it uses exemplars from multiple departments that may not be fully relevant to all students and does not have the reach of face-to-face provision as online, additional provision is not inclusive (Wingate, 2011).

One-to-one provision, individual student consultations with an EAP tutor, took place at the end of the first term. This was promoted via email to students, who could sign-up for a session with an EAP tutor to discuss upcoming assignments. Attendance to these one-to-one meetings is optional. This voluntary, one-to-one consultation service is highly regarded by AL specialists for individualization (Fenton-Smith and Humphreys, 2015), but is dependent on voluntary attendance by students, which is low in the ELC. While initial interest and sign up to one-to-one sessions was high, attendance to one-to-one meetings was low. This indicates that an alternative may be needed. One alternative form of individualized AL provision, with an inclusive reach, is in the form of formative feedback for all students in a program provided by both subject and EAP specialists (Northcott, 2019). Another is in personal tutorials with subject specialists where dialogue between students and tutors can help meet students' desires for learning the literacy practices of their discipline as well as challenge them (Lillis, 2001). These alternatives would provide individualization with wider reach than voluntary one-to-one consultations, which have been poorly attended.

The types of provision developed within the Business School reflect a top-down, school-wide approach developed in consultation with multiple levels of management and academic teaching staff, contextualized to an extent with discipline-specific materials, mapped to assessments, and embedded, to an extent, in the Business School programs teams (Sloan and Porter, 2010), though the coordinators and EAP tutors that teach this provision are still housed in the ELC, reflecting semi-devolved provision (Murray, 2016). Yet while the top-down nature of AL support in the Business School is a critical strength of this provision in comparison to provision outside of the Business School, it does not go far enough. To make language visible (Bond, 2020) across the curriculum and meet students' highly specific disciplinary literacy needs (e.g. in Nesi and Gardner, 2012; Hyland, 2018), AL provision across all departments and programs must be closely linked to subject curricula and assessments, ideally integrated into subject teaching

through the collaborative efforts of discipline and EAP specialists, which can be further supported and individualized through collaborative feedback and dialogic personal tutorials.

4.2.2 Types of Academic Literacy Provision in other Departments, Programs and Modules

There is a wide variety of types of AL instruction in multiple formats outside the Business School through partnerships developed between the ELC and disciplinary schools, departments, program and modules. These range from generic to discipline-specific, from face-to-face to online formats, and from additional to curriculum-linked. Within the ELC, this provision is categorized as either 'embedded' or 'in-sessional'.

Embedded provision, outside of the Business School, is requested by disciplinary departments, who pay a fee for this provision. EAP tutors in the ELC then develop the materials and deliver the these 'additional' sessions, which are subject specific but not necessarily specific to modules or assignments. Topics covered in these sessions include academic writing, developing argumentation and criticality, seminars and presentations, dissertations, referencing and plagiarism, and lecture listening, but the most requested topics are academic writing process and plagiarism. Here again, while the move toward some discipline specificity is an improvement from extra-curricular provision, this provision likely does not go far enough to meet the highly specific needs of learners, which go far beyond specialist topics and vocabularies (Hyland, 2002).

All embedded AL sessions outside the Business School are face-to-face and range from one-off sessions to a series of sessions for groups of 50-220 students. This provision is often a result of pre-existing arrangements between disciplinary departments and the ELC and have been 'quite informal, ad hoc arrangements' (James, Interview 2), characteristic of the ad hoc way in which academic writing and literacy courses have evolved in U.K. universities (Ivanic and Lea, 2006) and the low level of commitment by institutions and departments to AL development. EAP tutors teach this provision alone. Though there is sometimes input from subject specialists at the level of cooperation (Dudley-Evans and St. John, 1998), subject specialist involvement is low. The knock-on effects of this low level of subject specialist involvement are realized in attendance, collaboration, course design and implementation. Attendance and uptake to embedded sessions varies. James (Interview 2) attributed these attendance issues in part to 'teething issues' with sign up forms and processes as well as lack of promotion by the discipline departments, which are responsible for promoting them. It is important to note here that these sessions are voluntary rather

than a compulsory component of regular teaching, a point that is cited in the literature as an important factor in explaining issues in attendance (Wingate, 2011; Bell and Guion Akdag, 2016). Findings from this case study further support this. This will be discussed in more depth in section 4.5.

In-sessional provision is targeted to post-graduate students who have progressed from the ELC's pre-sessional program, though others in the department who are interested can attend. It was developed to ensure that pre-sessional students who had progressed onto their programs would excel. Unique to this provision, it is promoted, planned, timetabled, and funded by the ELC. In-sessional provision for departments with large numbers of students who have progressed from the pre-sessional is program specific and materials are created in collaboration with academics from disciplinary departments. This provision is delivered in both face-to-face and online, via Microsoft Teams. It covers topics ranging from core module support, academic writing, developing argumentation and criticality, seminars and presentations, dissertations, referencing and plagiarism. In-sessional provision for other departments with a smaller number of students who have progressed from the pre-sessional program is generic, though attempts have been made to make them field specific, for example with sessions that are intended for a 'science-based audience' (In-sessional and Embedded Report). Still, this type of provision conceals a great deal of disciplinary diversity (Hyland, 2002) as discipline specificity is 'approximated by not realised' (Fenton-Smith, et al, 2017: 469). This provision is delivered once a week via webinar, targeting up to seven hundred possible students. Online provision was selected to reach a larger number of students, but the result of providing online provision targeting students from a diverse set of disciplines is generic, decontextualized, bolt-on provision, and this results in low rates of uptake (Sloan and Porter, 2010).

In-sessional provision differs from embedded support within and outside the Business School as it is funded and driven by the ELC. This may be a significant factor in the type of provision offered and is an indicator of the ongoing needs of learners beyond the pre-sessional as well as efforts to conceal issues with pre-sessional program growth. The impetus for AL instruction for all other embedded provision comes from schools, departments, and programs who seek support for their students, but this in-sessional provision was developed by the ELC. This came amidst growth in student numbers in the pre-sessional program, which raises questions about the impetus for this

provision. Discussing the development of this in-sessional provision, James (Interview 2) highlighted: 'There's definitely a desire for our students not to look as weak.' If the primary impetus for this provision were to support pre-sessional learners beyond the pre-sessional, it would target all students progressing onto degree programs, but it is limited in reach to those programs with a large number of students who might reflect poorly on the pre-sessional program.

Many of the types of AL support developed outside of the Business School reflect provision developed at the 'grass roots' level rather than that with top-down support, as Mitchell and Evison (2006) discuss. This is clear in the 'informal, ad hoc arrangements' described by James (Interview 2). It also reflects a conceptualization of students, the teaching of AL, and the role of subject lecturers in teaching AL. As James pointed out:

> 'They see them, in my opinion, language deficient to some extent, students who are making, I would say, making their lives more difficult because of the burden, extra burden on teaching and marking.' (Interview 2)

These ad hoc arrangements and conceptualizations of student needs in terms of language deficiencies are both explanatory factors in the largely generic types of embedded AL provision provided outside the Business School.

In the Business School, a top-down approach with support from Business School management has provided funding, created a new role dedicated to developing embedded AL provision and space for EAP and subject specialists to collaborate to develop this provision. The result is a move away from generic provision for some departments and programs. These move the development of AL provision in the right direction, though they must go further. Outside the Business School, embedded AL provision has been largely ad hoc and does not have the same top-down support; the result is often generic study skills provision, which is not taken up by students. To best meet students' needs, support in both of these contexts will need to be extended to include all students and be integrated into curricula and implemented in regular teaching, as Wingate (2018) has advocated. This would require a significant contribution from discipline specialists in collaboration with EAP specialists, which is discussed next in section 4.3.

4.3 Collaboration in Embedded Academic Literacy Provision

The second section of the interview sought answers to research question 3: 'How has the type of academic literacy provision implemented affected collaboration in academic literacy provision in the perception of tutors?', to identify who is involved in collaboration between the ELC and disciplinary departments, what level of collaboration this entails, and how this collaboration is managed, according to EAP and subject specialists. In addition to these, sub-themes related to perceptions of teaching staff on collaboration, the roles of EAP and subject specialists in teaching academic literacy, and characteristics of 'subject champions' emerged in the data. Each of these shed light on the extent and characteristics of collaboration in AL provision, which are critical to its success.

4.3.1 Levels of collaboration across embedded provision in the ELC

Collaboration between EAP specialists and subject specialists (e.g. program directors, module leaders, and subject lecturers) varies in terms of management and subject specialist involvement. Compared with provision outside the Business School, there is a moderate amount of collaboration between the coordinator for embedded provision and program directors, particularly at the initial stages of collaboration. The coordinator for embedded provision in the Business School meets with program directors, has access to program VLE pages including module documentation and student samples, and develops a scheme of work which program directors review and are asked to approve. Again, this level of collaboration may reflect the 'top-down' nature of embedded provision within the Business School. Still, even with this seeming 'top-down' support, EAP specialists have had difficulty in getting discipline specialists to engage in collaboration. It is understandable that subject specialists do not engage consistently in these collaborative efforts given workload and research pressures of academic staff in Russell Group universities, where teaching is often marginalized to research priorities (Seldon and Davies, 2016). To further this collaboration and ensure engagement among subject specialists, university management will need to reform an institutional culture of seeing AL provision as separate to subject teaching and provide space in academics' workloads, as Wingate (2019) argues, as well as incentives and rewards for their improved teaching practice.

Embedded provision outside the Business School often involves less formalized arrangements, in which the coordinator for embedded provision liaises with a member of the administrative staff,

rather than an academic. This has played an important role in planning for sessions, as is highlighted in the In-sessional and Embedded Report: 'When the contact was not an academic, there was either confusion or a lack of clarity regarding recommended content and any updates to assignment.' Again here, lack of subject specialist involvement is indicative of a lack of institutional support for AL provision. The result is provision which may be outdated or irrelevant to student needs.

While module support in the Business School includes team-teaching, the highest level of subject lecturer involvement where the subject lecturer has regularly attended embedded sessions in tutorials in previous terms and has provided feedback on teaching materials, all other embedded provision (program, cross-program, embedded non-business, and in-sessional) in the ELC is at the level of 'cooperation' (Dudley-Evans and St. John, 1998) in which EAP specialists gather information about key texts, discourse conventions, student genres and assessments from subject specialists to develop materials and deliver academic literacy sessions. Though there are sessions that are included in timetabled lectures or tutorials, these sessions are developed and delivered solely by EAP tutors and thus the level of collaboration does not go beyond 'cooperation'. The level at which AL instruction is linked to subject learning in much of this provision in the Business School and in in-sessional provision outside of the Business School is curriculum-linked (Wingate, 2015) through materials developed around texts and tasks directly link to classroom content and assignments. However, this level of integration is not reached in embedded provision outside of the Business School. Though it might use subject-specific materials including texts from the discipline, it is not directly linked to classroom content and includes little input from subject lecturers, leaving it at level of an 'additional' approach. Consistent with the 'additional' approach, levels of attendance in these additional, embedded sessions has been low. This is likely related the low involvement of subject lecturers and lack of integration in subject curricula, as Wingate (2011) has found regarding 'additional' provision.

4.3.2 Perceptions of collaboration among EAP and disciplinary specialists

Another sub-theme to emerge from the data relates to perceptions of EAP and disciplinary staff surrounding their roles in collaboration and the characteristics of subject champions. The first of these perceptions relates to EAP specialists' perceptions of roles in collaboration. EAP tutors and coordinators reported that they sought information on subject content and assessments from

subject specialists, whose role it was to approve and make suggestions on materials and schemes of work developed by EAP specialists. Yet even as EAP coordinators and tutors consulted with subject specialists to plan and develop academic literacy materials and sessions, they still struggle with ownership. When discussing a difference in opinion on the use of student writing samples, Emily noted: 'It's not your thing, so you have to go along.' (Interview 4). This also reveals how EAP tutors may see their role in relation to subject specialists, as second to the subject specialist (Etherington, 2008). Also highlighted was the importance of the role of subject specialists regarding input, involvement, and 'buy-in', as Emily (Interview 4) noted. Without this 'buy-in', EAP specialists note there are problems in promotion of sessions, attendance, and engagement from students. However, when subject specialists do buy in, are involved, and act as 'subject champions' (Sloan and Porter, 2010), there is a stark difference in the success of collaboration and embedded provision. John provides an overview of the role of subject champions and the implications of their involvement:

> 'One thing that's been very clear is the extent to which is championed by academics seems to us very clear and then seems to say okay, my perception from numbers that we have and my own knowledge about the program directors is that the extent to which it is championed feeds into the extent to which attendance holds up and students engage. So if you haven't a really got a buy-in from the academics, those courses don't engage with us and then we get negative feedback at the end of it because it's not tailored. And yeah, so the idea of getting a champion for each program, perhaps, someone who's going to, who does buy into it and who will continually ask students about whether they've seen that video or been to that class that will help them with this piece of work that they're doing. That's a really important part of the success I think for these types of programs.' (Interview 1)

The success of embedded AL provision is contingent on buy-in from discipline specialists in seeing a role for themselves in AL provision.

Collaboration between subject specialists and EAP specialists in the ELC ranges from no collaboration in some cases, to cooperation and team-teaching (Dudley-Evans and St. John, 1998) in others, with the highest levels of collaboration in the module-specific provision within the Business School. This is not surprising as the subject lecturer in module-specific provision is described by EAP tutors as an 'ally' and 'subject champion', who buys in to teaching of academic literacy. The lowest levels of collaboration described include little input from subject specialists but rather an administrative relationship with programs' teams. This provision is

extra-curricular and embedded in name only, as provision is planned and delivered by EAP tutors without collaboration with subject specialists and focuses on providing generic, remedial provision.

4.4 Course Design, Lesson Content, and Materials in Embedded AL Provision

Questions in the third section of the interview sought to gain an overview of course design, lesson content, and materials used in embedded provision to answer research question 2: 'How have the models selected affected the development of lesson content and materials from the perception of tutors?' and gain an understanding EAP specialists' perceptions of the levels of discipline specificity and collaboration in each type of provision. Sub-themes related to tailoring content and materials, negotiation between EAP and subject specialists, and issues in developing subject-specific materials emerged in the data.

4.4.1 Course Design in Embedded AL Provision in the ELC

In embedded AL provision with the Business School, course design and implementation for cross-program and program-specific sessions began with the EAP coordinator for embedded provision discussing students' needs with program directors, gathering program and module documentation to identify key assessments, identifying learning outcomes and marking criteria, and developing a scheme of work and AL sessions from these. Program directors provided input in initial meetings with the EAP coordinator and were sent the scheme of work for approval, though they were not always responsive to these requests. Course design for module-specific provision was also developed to align with learning outcomes and key module assessments and in collaboration with the subject lecturer. After an initial meeting, EAP tutors who have taught this module-specific provision used module documentation to identify learning outcomes and assessments descriptions and marking criteria to develop sessions that were directly linked to subject curriculum.

Within AL provision in the Business School, course design and implementation follow several stages similar to Sloan, et al's (2013: 294) 'CEM action plan'. In terms of course design, this action plan provides a process to identify and utilize teaching and learning plans from subject core modules to develop tailored, discipline-specific lessons and materials, which also address generic skills. This discipline-specific 'hybrid' course design process (Basturkmen, 2017) aims

to result in provision that focuses on generic writing skills, academic style and processes, as well as student genres, norms, expectations, and argumentation within a discipline. However, the level of tailoring and discipline-specificity implemented in this course design process in the Business School has been unequally implemented as there have been issues in input and responsiveness from some subject specialists. While the hybrid course design process, which links AL provision to discipline content and assessment, moves toward discipline specificity, it is unlikely to be consistently implemented in course design without integration into program curricula. This curriculum integration (Purser, 2011) ensures the highest level of tailoring and discipline specificity.

Outside of the Business School, the design of in-sessional and embedded AL provision ranges from the development of extra-curricular generic academic courses to 'hybrid' academic courses in which text exemplars from disciplines are used to make general academic courses more discipline specific. In in-sessional provision provided to former pre-sessional students in high-volume destination departments, course design for some departments was completed with discipline specialists' input through initial meetings and follow-up emails to address students' needs for particular programs or modules and through the use of discipline-specific materials and student exemplars. In embedded provision for other departments and programs, course design has been developed around departmental requests often for one-off sessions for large numbers of students. These requests are often for generic provision on academic writing and plagiarism. While changes to course design have been considered to update in-sessional materials and to embedded provision to make it tailored to programs, modules or assessments, this requires funding and input from departments, and this is problematic where AL provision is not prioritized and budgeted for by departments who are responsible to pay for it in a 'pay-per-use' (Simpson, 2016) funding model.

The 'pay-per-use' funding model to in-sessional and embedded AL provision can have significant impacts on course design. In in-sessional provision for departments and programs with large numbers of pre-sessional graduates, which is funded by the ELC, provision has been made discipline-specific and tailored to student assignments in cooperation with subject specialists in many cases, but as this is solely funded by the ELC, there is no funding for updates or changes to lesson content and materials. In embedded provision for other departments and programs, lesson content and materials are largely generic, based on repeat requests, and

intended for large lecture-style groups, all of which make it cheaper for departments or programs to request. In order for course design to be discipline specific and tailored to the needs of students, departments must prioritize the development of AL provision in their budgets. Just as important, the pay-per-use funding model should be rethought, as it seems to disincentivize departments from providing tailored, updated AL provision and instead providing provision at the lowest rate for the highest number of students.

4.4.2 Discipline Specificity in Lesson Content and Materials in Embedded AL Provision in the ELC

The focus of lesson content and materials in the Business School includes principles of academic writing, structure and criticality in writing, group work and group presentations, plagiarism and referencing, acting on feedback, written exams, and assignment-specific sessions. For some programs, these sessions and materials are closely tailored to incorporate and address the texts and tasks students encounter in their programs. This is done using module assigned readings and past student exemplars, similar to what Wingate (2015) describes as curriculum-linked academic literacy provision. But similar to issues in course design discussed above in section 4.4.1, tailoring here can be problematic or unevenly applied. One problem mentioned is reticence or lack of response on the part of subject specialists. Another relates to subject specialists' conceptualization of AL provision and EAP specialists' expertise, which includes concerns of academic standards:

> 'Weirdly, I got feedback from a couple of the program directors that they didn't want stuff tailored to their writing that their students did. And the reasoning behind that on one program was about maintaining academic standards.' … 'so then they got more generic skill support in those cases.' (John, Interview 1)

This is not surprising given persistent marginalization of EAP tutors (Ding and Bruce, 2017) in universities, which leaves their professional expertise and competencies under question.

Outside of the Business School, lesson content and materials focus on academic writing, developing argumentation and criticality, seminars and presentations, dissertations, referencing and plagiarism, lecture listening and may be tailored, but this tailoring has not been as consistent as it is in the Business School. This may be in part a result of the ad hoc nature of arrangements and partnerships with subject specialists, as well as budgetary and financial constraints as the development of new sessions and materials incurs an additional charge to departments. The

result is that departments repeatedly request the same generic sessions as they have had in previous years.

Whether lesson content and materials are remedial and generic or tailored to the texts and tasks of students' programs and modules is also a result of negotiation between EAP specialists and subject specialists. Negotiation between EAP and subject specialists regarding content and materials in collaborative AL provision is expected as it requires the merging of scholarship from different disciplines into teaching (McDonald, Schneider and Kett, 2013). One example of this negotiation is in a new request for embedded provision from a department discussed by James:

> 'And we tried to move away from language, which I don't know how receptive departments will be because having discussions with departments, they focus on language. So, you know, a department came to speak to me about what we could do. They have the budget for it, which often the case is when you talk about the budget, then they're like I don't know if we can do this, but this department really want to do it, but they focus on the grammar. And I'm like well, firstly, you might find actually the grammar isn't the thing holding students back. And secondly, three sessions a year probably won't radically change that student. But we could talk about how we can bypass the grammar issues by circumventing what resources are available to them. That sort of thing.'…'And we just have to now negotiate what comes next. So with the one with grammar, I'm going to talk to them.' (Interview 2)

James brings to life here what Jacobs (2015:139) describes as the process of 'interrogation and negotiation' between disciplinary 'insiders' and 'outsiders' in collaborative AL provision, which can lead to a shift in disciplinary specialists' explicit understanding of disciplinary discourse conventions as well as conceptualizations of AL development. A shift of this kind could have far reaching impacts on lesson content and materials, as Jacobs (2015) argues.

These findings indicate that from the perspective of EAP specialists, levels of discipline specificity and tailoring in course design, lesson content and materials differ significantly across types of provision, but other factors significantly impact these. They are impacted by perceptions of student AL needs, input from discipline specialists, and funding and are a result of negotiation between EAP and disciplinary specialists. A deficit perception of students, lack of input from subject specialists, and lack of funding for AL provision results in course design, content and materials that are less tailored and more generic. To remedy this and best meet students' academic literacy needs, course design, content and materials must be highly discipline specific (Hyland and Hamp-Lyons, 2002). This will require universities to support AL provision by providing funding for the development of curricula and materials as well as space for

collaboration among discipline and EAP specialists to negotiate the development of courses which integrate content and AL.

4.5 Challenges to and Recommendations for Embedded Academic Literacy Provision

The final section of the interview sought to gain an overview of tutor perceptions of challenges to transitioning to discipline-specific academic literacy provision and recommendations for future practice. Most challenges and recommendations that emerged from the data surround administrative issues, attendance, and buy-in, each of which is a result of or impact collaboration and course design.

4.5.1 Administrative Issues

The most prevalent sub-theme related to administrative issues to emerge from the data was timetabling. Timetabling was an issue for embedded provision as there were often clashes in the timetables of students and EAP tutors who deliver AL provision. It was also an issue when AL sessions were scheduled at a time that clashed with students' subject modules. These timetable clashes caused issues in attendance and for those sessions that were timetabled by subject departments rather than the ELC, the timetabling of these sessions was not always communicated to students.

This is consistent with Bell and Guion Akdag (2016) who found that timetable clashes and lack of notification of timetabled sessions account for lack of attendance in sessions. Literature on embedded provision makes clear the benefits of having academic literacy sessions included on student timetables as this impacts student perceptions of this provision, which in turn impacts attendance and engagement (Sloan and Porter, 2009; Sloan and Porter, 2010). However, what may be more significant, and still address these timetable clashes and student perceptions, is where these sessions are placed in the timetable – either in additional workshops or within regular teaching sessions in lectures, seminars or tutorials, which are inclusive and which would not clash with students' timetables or need to be communicated separately.

A second sub-theme related to administrative issues that emerged from the data surrounds communication. This relates to lack of regular communication with subject specialists. While regular communication was established between the EAP tutor and module lecturer for module-specific support in the business school, a lack of responsiveness and lack of regular communication

were mentioned as an issue across embedded provision. While there might be an initial meeting between EAP specialists and subject specialists to discuss AL provision, there are issues in communication following on this meeting and no regularly scheduled meetings between EAP and subject specialists. The result of this lack of communication is weak collaboration and provision without subject specialist input.

Sloan and Porter (2009) refer to this situation, where there is a lack of communication, as working in parallel rather than in synergy with subject specialists. This may result from unsupportive organizational culture or from the perception of EAP as something separate from subject schools and departments (Sloan and Porter, 2010). Sloan, et al. (2017) devised a CEM implementation plan to address issues in communication between EAP and subject specialists that provide ten points at which collaboration and communication is key; however, the success of this plan requires two-way communication. In the case in this study, though EAP specialists who coordinate embedded provision followed many of the steps suggested in the CEM implementation plan, communication still suffered because of lack of response and follow-up from subject specialists. This is indicative of a lack of buy-in, which is discussed further in section 4.5.3. Sustaining communication in collaborative AL provision requires not only clear channels of communication and an implementation plan but also active support of senior management and consequences for staff who do not engage in collaboration, as Murray and Nayalla (2016) argue.

A final administrative issue that emerged from the data relates to budgetary and financial issues in this provision. One of the primary issues is the pay-for-use model in use in embedded provision, which negatively impacts the types and amount of AL provision provided. In the ELC, this funding model is particular to embedded provision outside of the Business School where embedded AL may be less financially viable due to lower numbers of international students (Murray and Muller, 2019). As long as this model continues, implementation of AL provision will be inconsistent, leaving large numbers of students with inadequate or inexistent instruction in the development of academic literacy.

4.5.2 Attendance

Issues with attendance also emerged in the data as a sub-theme. The most prevalent issue related to attendance relates to low and variable rates of attendance for most provision. EAP coordinators explain this low attendance in part as a result of self-selecting by need or as a result

of the nature of this provision, which is not assessed or credit-bearing. The low and variable attendance in embedded provision in much of the cross-program, program specific, and generic provision differs from attendance in module-specific provision. In module-specific provision, there are few absences in sessions held in timetabled tutorials. This can be attributed to the fact that attendance in tutorials is required and assessed.

These low, variable rates and stark differences in attendance reflect differences in voluntary and compulsory, additional and credit-bearing AL provision. Wingate (2015) has argued that the nature of provision, voluntary or compulsory, additional or assessed, plays a significant role in attendance. Research by Bell and Guion Akdag (2016) is consistent with this as it found that attendance for non-compulsory embedded sessions was low overall and variable across the course of a term. In the ELC, attendance is highest in module-specific sessions which are taught within timetabled, assessed tutorials. Attendance is lowest in additional, online webinars. This provides further support for AL provision to be incorporated into regular, timetabled teaching sessions.

Another issue in attendance relates to who is attending embedded sessions. Embedded provision in the ELC develops in partnership with schools, departments, programs and module lecturers, but not all departments, programs or modules within the university have a partnership to provide this provision. Previously, in-sessional, AL provision was developed, promoted, timetabled, and delivered by the ELC and made accessible to all students who signed up via a central student service. This is no longer the case. As provision has moved away from generic provision to provision provided in partnership with subject specialists, the majority of promotion and sign up for this provision has been handled by the schools, departments and programs that opt in. This means that there is an untold number of students who attend no AL support sessions.

Moreover, those students who are attending these sessions may in fact be those in the least need of it. John pointed this out:

> 'but it does feel like often the support that we're offering is going to the students who perhaps don't need it that much. So those are the students who are signing up are the keenest, often quite able students, who come in asking about real minutia things that might not make the difference of a point or two in their writing and then there's students who we know from the fact that this whole role exists so that the perception need is there

who are not doing so well in this in their assessments, but they don't seem to be coming along to these things and taking advantage of the support' (Interview 1).

This is consistent with research on voluntary provision, which is often taken up not by those students that may need it the most but by high achieving students (Durkin and Main, 2002).

4.5.3 Buy-in

A final sub-theme that emerged in the data relates to buy-in. Buy-in relates to support for, and appreciation of, AL provision amongst subject specialists. It entails input from and an active role for subject specialists. It also entails how subject specialists conceptualize the role of AL development in university. When there is a lack of buy-in from subject specialists, issues including lack of input from subject lecturers, lack of engagement from students, and low rates of attendance arise. This is highlighted in the In-Sessional and Embedded Report:

> 'Embedded often had the opposite response unless the contact for that department was pro-active. Anecdotally, when academics were involved, there seemed to be more desire for materials to be requested to be available to share with students.'

This is consistent with Alexander, et al (2013), who point to the importance of support from subject lecturers through input and communication with EAP specialists.

Buy-in is reflected in promotion of AL provision by subject specialists, critical to the way this provision is perceived (Sloan and Porter, 2010), and follow-up by subject specialists. Jack exemplifies this buy-in. When discussing how he has introduced the EAP tutors that lead module-specific provision, as well as the graduate teaching assistant for the module, he describes that he introduces them in the first lecture as 'our team' (Jack, Interview 5). His buy-in was clear from EAP tutors, who referred to him as an 'ally' (Olivia, Interview 3). Yet it goes beyond this to his conceptualization of AL and writing. His buy-in is clear in the way he describes the role of writing in university education and the role of the university in supporting students' AL development:

> 'I think one of the most important things, if not the most important thing out of a university education is to learn how to write.' (Jack, Interview 5)

> 'The second thing is, I think the university needs to show or demonstrate that they care about students' writing.' (Jack, Interview 5)

The multiple instances of buy-in and lack of it that emerged from the data make clear that this buy-in plays a significant role in collaboration and AL provision. To ensure this crucial buy in and better engage academic staff, universities will need to provide opportunities for staff development (Murray, 2006) as well as incentives for changes to teaching and curricula. This should be implemented through a 'whole institution approach' (Ganobscik-Williams, 2004: 37) utilizing multiple strategies for staff development and integration of AL provision into curricula, as while individual collaborations toward staff development as discussed by Ganboscik-Williams (2006) may lead to changes in one module, or even cascade across one program, changes at the institutional level require buy in and implementation across the university. An additional strategy to increase buy in includes space for subject specialists to share experiences in incorporating AL. A whole-institution approach, which includes staff development, incentives for changes to teaching and curricula, and collaboration with AL specialists as well as cross-disciplinary exchange provides multiple strategies to increase the buy in of subject specialists in incorporating AL within subject teaching and collaborating with AL specialists to accomplish this.

4.6 Summary of Findings

This chapter has provided an overview of the findings of this study in relation to the research questions and relevant literature. Overall, the findings of this study indicate that from the perspective of EAP specialists the transition from generic to discipline-specific, collaborative AL instruction through collaborative efforts between the ELC and discipline specialists in this case varies in the level of support from management and administration, which in turn impacts funding of this provision, the type AL support provided, the extent to which staff collaborate, levels of student attendance, and staff buy in. It highlights that levels of discipline specificity and tailoring in course design, lesson content and materials development in collaborative AL provision are impacted by negotiation between EAP and subject specialists, available funding and resources, and access to discipline-specific materials. It also reveals unequal and inconsistent design and implementation of collaborative AL provision across departments and programs in the same institution.

Chapter 5 Conclusion

In light of the significance and growth in discipline-specific, collaborative approaches to AL provision in U.K. universities, the importance of collaboration within this provision, and the lack of research focusing on English language centers transitioning away from generic provision center wide, this research sought to gain an in-depth understanding of one English language center in this transition. The primary aim of this study was to investigate the transition from generic to discipline-specific, collaborative AL instruction in the English Language Center in a Russell Group university in England. In this case study, a triangulated approach was adopted to collect data via semi-structured interviews, a departmental report, and classroom observation. Although analyses of the data indicate findings toward the transition to discipline-specific, collaborative AL provision, findings cannot be generalized beyond the present study due to the limited number of participants situated in only one context.

This research supports previous research in collaborative AL provision which has found that additional approaches to AL instruction with voluntary attendance, taught in workshops outside of regular teaching time by EAP specialists with limited input from discipline specialists continues to dominate (Wingate, 2015). However, it differs from previous research in revealing the uneven implementation of collaborative academic literacy provision in the English Language Center transitioning away from generic provision to discipline-specific provision in collaboration with subject specialists. The comparison of collaboration between EAP specialists and discipline specialists across departments and programs in the same institution has provided further evidence confirming that top-down support for AL provision has significant implications for the type of provision offered and the extent and success of collaboration between EAP and discipline specialists; it adds to this prior research that a lack of top-down support also impacts the relevance and discipline specificity of course design, lesson content and materials. In order to redress the imbalance across departments, universities must take responsibility for the development of AL. A consistent, inclusive approach to AL instruction across the university would require institution-wide transformation of AL support implemented through integration of AL instruction into curricula (Wingate, 2019). This entails support for AL development at the highest levels and a change in conceptions of AL development through 'reevaluation and recasting' (Thesen and van Pletzen, 2006: 24) of curricula and meaning making in academic

literacy practices. Crucially, this transformative approach would require recognition by the university that it is responsible for the development of AL for all students.

Further research is needed to provide evidence of the efficacy of a discipline-specific collaborative approach to AL instruction. While this case study provides a preliminary look at one English language center in transition to discipline-specific collaborative AL provision, further research to gain an understanding of how this provision progresses over time and to evaluate the effectiveness of it would be beneficial. The development of collaborative AL provision is slow and may continue to adapt, and it would be beneficial to continue this research to identify developments in types of provision, collaboration, and course design. More broadly, in order to gain the support and commitment of university management, evidence of the effectiveness of this approach needs to be provided. Small-scale interventions in the U.K. utilizing collaborative AL provision have shown high rates of student satisfaction and increased understanding of student genres (e.g.Wingate, 2011), but more evidence will be needed across departments in one institution to convince university administration and management of the effectiveness and feasibility of this approach. A multiple case study of English language centers in transition, including evaluation of collaborative AL provision interventions, could provide substantial evidence toward this end.

References

Airey, J. (2016). 'EAP, EMI or CLIL' in K. Hyland and P. Shaw (eds) *The Routledge Handbook of English for Academic Purposes*, pp. 71-83. London: Routledge.

Alexander, O., Argent, S. and Spencer, J. (2008). *EAP Essentials: A teacher's guide to principles and practice*. Reading: Garnet.

Alexander, O., Sloan, D., Hughes, K. & Ashby, S. (2017). 'Engaging with quality via the CEM model: Enhancing the content and performance management of postgraduate in-sessional academic skills provision.' *Journal of English for Academic Purposes* 27, 56-70.

BALEAP PIM. (2016). 'Insessional EAP.' Papers from the Professional Issues Meeting (PIM) on In-sessional English for Academic Purposes held at London School of Economics 19 March 2016. Retrieved from http://www.lse.ac.uk/language/Projects/BALEAP.aspx

Basturkmen, H. (2010). *Developing courses in English for specific purposes*. London: Palgrave.

Baskturkmen, H. (2017). 'Developing writing courses for specific academic purposes.' In J. Flowerdew and T. Costley (eds) *Discipline specific writing: Theory into practice*, pp.31-45. Abingdon, Oxon: Routledge.

Bell, J. and Guion Akdag, E. (2016). 'In-sessional Academic Skills (AS) provision using the CEM model: A case study at Heriot-Watt University.' Papers from the Professional Issues Meeting (PIM) on In-sessional English for Academic Purposes held at London School of Economics 19 March 2016. Retrieved from https://www.baleap.org/wp-content/uploads/2019/10/Baleap_Book_Interactive.pdf

Benesch, S. (2001) *Critical English for academic purposes: theory, politics and practice*. NY: Routledge.

Bloor, M. and Bloor, T. (1986). 'Languages for specific purposes: practice and theory'. *CLCS Occasional Papers*, 19. Dublin: Trinity College, Centre for Language and Communication Studies.

Bond, B. (2020). *Making Language Visible: English for Academic Purposes and Internationalization*. Bristol: Multilingual Matters.

Braun, V. and Clarke, V. (2006). 'Using thematic analysis in psychology'. *Qualitative Research in Psychology*, 2, 77-101.

Carey, I. (2016). 'Benefits, challenges and practicalities of embedded in-sessional support.' BALEAP PIM 2016. https://www.baleap.org/wp-content/uploads/2016/04/Embedded-Insessional-Ian-Carey.pdf

Charles, M. (2012). 'Proper vocabulary and juicy collocations: EAP students evaluate do-it-yourself corpus-building.' *English for Specific Purposes*, 31(2): 93–102.

Cheng, A. (2018). *Genre and graduate-level research writing*. Ann Arbor: University of Michigan Press.

Costley, T. and Flowerdew, J. (2017). *Discipline specific writing: Theory into practice*. Abingdon, Oxon: Routledge.

Ding, A. and Bruce, I. (2017). *The English for academic purposes practitioner: Operating at the edge of academia*. London: Palgrave.

Donahue, C. (2011). Cross-cultural approaches to writing and disciplinarity. In M. Deane and P. O'Neill (eds) *Writing in the Disciplines* (pp. 14-29). London: Palgrave Macmillan.

Dornyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford UP.

Dudley-Evans, T. and Johns, T.F. (1981). 'A team-teaching approach to lecture comprehension'. In *The Teaching of listening comprehension*. ELT Documents Special. Oxford: Pergamon and British Council.

Dudley-Evans, T and St. John., M.J. (1998). *Developments in English for specific purposes: A multidisciplinary approach*. Cambridge: Cambridge UP.

Dudley-Evans, T. (2001). 'Team-teaching in EAP: Changes and adaptations in the Birmingham approach. In J. Flowerdew and M. Peacock (Eds), *Research Perspectives on English for Academic Purposes.* Cambridge: Cambridge UP.

Duff, P. (2008). *Case study research in applied linguistics*. NY: Lawrence Erlbaum Assoc.

Etherington, S. (2008) 'Academic writing in the disciplines.' In P. Friedrich (ed) *Teaching academic writing*. NY: Continuum Press, pp. 26-58.

Fenton- Smith, B. and Humphreys, P. (2015). 'Language specialists' views on academic language and learning support mechanisms for EAL postgraduate coursework students: The case for adjunct tutorials'. *Journal of English for Academic Purposes*, (20) 40-55.

Fenton-Smith, B., Humphreys, P., Walkinshaw, I. Rowan, Lobo, M., and Lobo, A. (2017). 'Implementing a university-wide credit-bearing English language enhancement programme: issues emerging from practice.' *Studies in Higher Education*, 42 (3), 463-479.

Flowerdew, L. (2019). 'The academic literacies approach to scholarly writing: A view through the lens of the ESP/Genre approach.' *Studies in Higher Education*, 45 (3), 579-591.

Flowerdew, J. (2016). 'Featured essay: English for specific academic purposes: making the case'. Special edition of *Writing and Pedagogy*.

Flowerdew, J. and Peacock, M. (2001). *Research perspectives on English for academic purposes*. Cambridge: Cambridge UP.

Ganobscik-Williams, L. (2004). 'A report on the teaching of academic writing in UK higher education.' The Royal Literary Fund.

Ganobscik-Williams, L. (2006). 'The writing centre as a locus for WiD, WAC, and whole-institution writing provision.' In M. Deane and P. O'Neill *Writing in the Disciplines*, pp. 250-264. London: Palgrave Macmillan.

Geertz, C. (1973). *The interpretation of cultures*. New York: Basic Books.

Holliday, A. (2007). *Doing and writing qualitative research*. London: Sage.

Hood, M. (2009). 'Case study'. In J. Heigham and R.A. Croker (eds.) *Qualitative Research in Applied Linguistics: A practical introduction*. Basingstoke, Hampshire: Palgrave Macmillan.

Hutchinson, T. and Waters, A. (1987). *English for specific purposes*. Cambridge: Cambridge UP.

Hyland, K. (2018). 'Sympathy for the devil? A defense of EAP.' *Language Teaching*, 51 (3), 383–399.

Hyland, K. (2016a). *Teaching and researching writing*. London: Routledge.

Hyland, K. (2016b).'General and specific EAP'. In *The Routledge Handbook of English for Academic Purposes* (eds) K. Hyland and P. Shaw (pp.17-29). London: Routledge.

Hyland, K. (2012). *Disciplinary identities. Individuality and community in academic discourse*. Cambridge: Cambridge University Press.

Hyland, K. (2008). 'Genre and academic writing in the disciplines.' *Language Teaching*, 41 (4), 543-562.

Hyland, K. (2006). *English for academic purposes: an advanced resource book*. London: Routledge.

Hyland, K. (2002). 'Specificity revisited: how far should we go now?' *English for Specific Purposes,* 21, 385-395.

Hyland, K. (2000). *Disciplinary discourses: Social interactions in academic writing*. Ann Arbor: University of Michigan Press.

Hyland, K. and Hamp-Lyons, L. (2002). 'EAP: Issues and directions.' Journal of English for Academic Purposes 1(1):1-12.

Hyland, K. and Shaw, P. (2016). 'Introduction' in the *Routledge Handbook of English for Academic Purposes*. Abingdon, Oxon: Routledge.

Ivanic, R. and Lea, M.R. (2006). 'New contexts, new challenges: the teaching of writing in UK higher education' in L. Ganobcsik-Williams (ed) *Teaching Academic Writing in UK Higher Education: Theories, Practices, and Models*, pp.6-15. Basingstoke: Palgrave Macmillan.

Jacobs, C. (2005). 'On being an insider on the outside: New spaces for integrating academic literacies'. *Teaching in Higher Education* 10 (4), pp. 475 - 487.

Jacobs, C. (2015). 'Opening up the curriculum: moving from the normative to the transformative in teachers' understanding of disciplinary literacy practices'. In Lillis, T., Harrington, K.,

Lea, M. and Mitchell, S. (eds) *Working with Academic Literacies: Case Studies towards Transformative Practice*, pp. 131-141. Fort Collins, Co: The WAC Clearinghouse/Parlor Press. https://wac.colostate.edu/docs/books/lillis/literacies.pdf

Jones, J., Bonanno, H., & Scouller, K. (2001). 'Staff and student roles in central and faculty-based learning support: changing partnerships.' Changing Identities, 2001 National Language and Academic Skills Conference. Retrieved 20 July 2020 from http://learning.uow.edu.au/LAS2001/selected/jones_1.pdf.

Jordan, R.R. (1997). *English for academic purposes: a guide and resource book for teachers*. Cambridge: Cambridge UP.

Lave, J. and Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge: Cambridge UP.

Lea, M. R. and Street, B.V. (1998). 'Student writing in higher education: An academic literacies approach'. *Studies in Higher Education*, 23 (2), pp. 157-172.

Lea, M.R. and Street, B.V. (1999). 'Writing as academic literacies: understanding textual practices in higher education.' In C.N. Candlin and K. Hyland (eds), *Writing: texts, processes and practices*. Harlow: Pearson.

Lea, M.R. & Street, B. (2006). 'The "academic literacies" model: Theory and applications. theory into practice'. *Theory into Practice* 45(4), pp. 368-377.

Lillis, T. (2001). *Student writing: Access, regulation, desire*. London: Routledge.

Lillis, T.M. (2006). 'Moving towards and academic literacies pedagogy: dialogues of participation'. In L. Ganobcsik-Williams, *Teaching Academic Writing in UK Higher Education: Theories, Practices, and Models.*

Lillis, T. and Tuck, J. (2016). 'Academic literacies: a critical lens on writing and reading in the academy'. In K. Hyland and P. Shaw *The Routledge handbook of English for academic purposes*, pp.30-43. Oxon: Routledge.

Lynch, B.K. (2003). *Language assessment and programme evaluation*. Edinburgh: Edinburgh University Press.

McDonald, S., Schneider, B. and Kett, G. (2013). 'Scenarios for collaboration: idiosyncratic and ad hoc'. *Journal of Academic Language & Learning* Vol. 7, No. 2. Retrieved from https://journal.aall.org.au/index.php/jall/article/view/280/166.

Mitchell, S. and Evison, A. (2006). 'Exploiting the potential of writing for educational change at Queen Mary, University of London'. In L. Ganobcsik-Williams (ed) *Teaching academic writing in UK higher education: Theories, practices and models*, pp. 68-84. Hampshire: Palgrave Macmillan.

Murray, N. (2016). 'An Academic Literacies Argument for Decentralizing EAP Provision'. *English Language Teaching Journal* 70 (4): 435–443.

Murray, N. and Nallaya, S. (2016). 'Embedding academic literacies in university programme curricula: a case study'. *Studies in Higher Education* 41 (7) 1296 – 1312.

Murray, N. and Muller, A. (2019). 'Developing academic literacy through a decentralised model of English language provision.' *Journal of Further and Higher Education*, 43:10, 1348-1362.

Murray, R. (2006). 'If not rhetoric and composition, then what? Teaching teachers to teach writing'. In L. Ganobcsik-Williams (ed) *Teaching academic writing in UK higher education: Theories, practices and models*, pp. 124-136. Hampshire: Palgrave Macmillan.

Northcott, J. (2019). 'Academic writing feedback: Collaboration between subject and EAP specialists'. In K. Hyland and L.L.C. Wong (eds), pp.214-227 *Specialised English: New Directions in ESP and EAP Research and Practice*.

Parkinson, J. (2017). 'Teaching writing for science and technology.' In J. Flowerdew and T. Costley (eds), *Discipline-specific writing: theory into practice*, pp. 95-112. Abingdon, Oxon: Routledge.

Purser, E. (2011). 'Developing academic literacy in context: Trends in Australia.' In M. Deane and P. O'Neill (eds) *Writing in the Disciplines*, pp.30-47. Basingstoke: Palgrave Macmillan.

Purser, E., Skillen, J., Deane, M. Donohue, J. and Peake, K. (2008). 'Developing academic literacy in context'. *Zeitschrift Schreiben*. Accessed 21 July 21, 2020 ro.uow.edu.au.

Raimes, A. (1991). 'Instructional balance: from theories to practices in the teaching of writing'. In J. Alatis (ed.), *Georgetown University roundtable on language and linguistics*. Washington, DC: Georgetown UP.

Rallis, F.R. and Rossman, G.B. (2009). 'Ethics and trustworthiness'. In Heigham J., Croker R.A. (eds) *Qualitative Research in Applied Linguistics*, pp 263-287. London: Palgrave Macmillan.

Rubin, H.J. and Rubin, I.S. (2005). *Qualitative interviewing*. London: Sage.

Seldon, A. and Davies, M. (2016). 'Solving the conundrum: Teaching at British universities'. Retrieved from http://www.smf.co.uk/wp-content/uploads/2016/04/Social-Market-Foundation-Teaching-and-learning-at-British-universities-Embargoed-0001-030516.pdf

Simpson, R. (2016). 'Funding In-sessional'. Papers from the Professional Issues Meeting (PIM) on In-sessional English for Academic Purposes held at London School of Economics 19 March 2016. Retrieved from https://www.baleap.org/wp-content/uploads/2019/10/Baleap_Book_Interactive.pdf

Skillen, J. (2006). 'Teaching academic writing from the centre in Australian universities'. In L. Ganobcsik-Williams (ed) *Teaching academic writing in UK higher education: Theories, practices and models*, pp. 140-153. Hampshire: Palgrave Macmillan.

Sloan, D., & Porter, E. (2010). 'Changing international student and business staff perceptions of in-sessional EAP: using the CEM model'. *Journal of English for Academic Purposes*, 198-200.

Sloan, D., Porter, E., & Alexander, O. (2013). 'Yes, you can teach an old dog new tricks. Contextualisation, embedding and mapping: the CEM model: a case study of Heriot-Watt and Northumbria University'. *Innovations in Education and Teaching International*, 284-296.

Spack, R. (1988). 'Initiating ESL students in to the academic discourse community, how far should we go?' *TESOL Quarterly*, 22 (1), 29-52.

Stake, R.E. (2005). 'Qualitative case studies'. In N.K. Denzin and Y.S. Lincoln (eds.). *The Sage handbook of qualitative research* (3rd ed.), pp. 443-466. Thousand Oaks, CA: Sage.

Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge. Cambridge UP.

Thesen, L. and van Pletzen, E. (eds.) (2006). *Academic literacy and the languages of change*. London, New York: Continuum.

Thies, L. C. (2012). 'Increasing student participation and success: collaborating to embed academic literacies into the curriculum'. *Journal of Academic Language and Learning*, 6(1), A15-A31. *Retrieved from* https://journal.aall.org.au/index.php/jall/article/view/127.

Thonus, T. (2020). 'The disciplinary identity of second language writing.' *The Journal of Second Language Writing*, 49. Retrieved from https://doi.org/10.1016/j.jslw.2020.100725 .

Wingate, U. (2006). 'Doing away with study skills'. *Teaching in Higher Education* 11 (4), 457-469.

Wingate, U. (2011). 'A comparison of additional and embedded approaches to teaching writing in the disciplines'. In M. Deane and P. O'Neill (eds) *Writing in the Disciplines*, pp.65-87. Basingstoke: Palgrave Macmillan.

Wingate, U. (2015). *Academic literacy and student diversity: The case for inclusive practice*. Bristol: Multilingual Matters.

Wingate, U. (2016). 'Introduction.' Papers from the Professional Issues Meeting (PIM) on In-sessional English for Academic Purposes held at London School of Economics 19 March 2016. Retrieved from https://www.baleap.org/wp-content/uploads/2019/10/Baleap_Book_Interactive.pdf

Wingate, U. (2019). 'Achieving transformation through collaboration: the role of academic literacies.' *Journal of Learning Development in Higher Education*, 15, 2-9.

Wingate, U. and Dreiss, C. (2009). 'Developing students' academic literacy: an online approach.' *Journal of Academic Language and Learning*, 3 (1), A14- A25.

Wingate, U., Andon, N. and Cogo, A. (2011). 'Embedding academic writing instruction into subject teaching: A case study.' *Active Learning in Higher Education*, 12 (1), 69-81.

Wingate, U. and Tribble, C. (2012). 'The best of both worlds? Towards an English for Academic Purposes/Academic Literacies writing pedagogy.' *Studies in Higher Education*, 37 (4), 481-495.

Woodrow, L. (2017). *Introducing course design in English for specific purposes*. Oxon: Routledge.

Yin, R. K. (2018). *Case study research and applications: design and methods*. London: Sage.

Appendix A Ethical Approval Letter

13/11/2019

Dear MA Student,

Embedded Literacy Support

Thank you for submitting your Minimal Risk Self-Registration Form. This letter acknowledges confirmation of your registration; your registration confirmation reference number is MRSU-19/20-14930

Ethical clearance is granted for a period of **one year** from today's date and you may now commence data collection. However, it is important that you have read through the information provided below before commencing data collection:

As the Minimal Risk Registration Process is based on self-registration, your form has not been reviewed by the College Research Ethics
Committee. It is therefore the responsibility of both you and your supervisor to ensure your project adheres to the Minimal Risk Guiding
Principals and the agreed protocol does not fall outside of the criteria for Minimal Risk Registration. Your project may be subject to audit by the College Research Ethics Committee and any instances in which the registration process is deemed to have been used inappropriately will be treated as research misconduct.

Record Keeping:

Please be sure to keep a record of your registration number and include it in any materials associated with this research. It is the responsibility of the researcher to ensure that any other permissions or approvals (i.e. R&D, gatekeepers, etc.) relevant to their research are in place, prior to conducting the research.

In addition, you are expected to keep records of your process of informed consent and the dates and relevant details of research covered by this application. For example, depending on the type of research that you are doing, you might keep:

- A record of all data collected and all mechanisms of disseminated results.
  - Documentation of your informed consent process. This may include written information sheets or in cases where it is not appropriate to provide written information, the verbal script,or introductory material provided at the start of an online survey.
    Please note: For projects involving the use of an Information Sheet and Consent Form for recruitment purposes, please ensure that you use the GDPR compliant Information Sheet & Consent Form Templates
- Where appropriate, records of consent, e.g. copies of signed consent forms or emails where participants agree to be interviewed.

Audit:

You may be selected for an audit, to see how researchers are implementing this process. If audited, you and your Supervisor will be asked to attend a short meeting where you will be expected to explain how

your research meets the eligibility criteria of the minimal risk process and how the project abides by the general principles of ethical research. In particular, you will be expected to provide a general summary of your review of the possible risks involved in your research, as well as to provide basic research records (as above in Record Keeping) and to describe the process by which participants agreed to participate in your research.

Remember that if you at any point have any questions about the ethical conduct of your research, or believe you may have gained the incorrect level of ethical clearance, please contact your supervisor or the Research Ethics Office.

We wish you every success with
your project moving forward. With
best wishes,

The Research Ethics Office

On behalf of the College Research Ethics Committee

Appendix B

INFORMATION SHEET FOR PARTICIPANTS

Ethical Clearance Reference Number: MRSU-19/20-1493

YOU WILL BE GIVEN A COPY OF THIS INFORMATION SHEET

Title of project

Transitioning from Generic In-Sessional Provision to Embedded, Discipline-Specific Academic Literacy Instruction: A Case Study

Invitation Paragraph

I would like to invite you to participate in this research project which forms part of my MA dissertation research. Before you decide whether you want to take part, it is important for you to understand why the research is being done and what your participation will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information.

What is the purpose of the project?

The purpose of the project is to explore the transition from generic in-sessional support to embedded support in one U.K. university and the collaboration between EAP tutors and subject lecturers toward this end.

Why have I been invited to take part?

You are being invited to participate in this project because of your role in planning for and providing embedded support.

What will happen if I take part?

If you choose to take part in the project you will be asked to participate in an interview and/or be observed in teaching. Interview questions will be provided for your review in advance. Interviews will take place in January and February 2020. Observations will take place between January and March 2020 on dates agreed by the participant and researcher. As part of participation you will be asked to provide information on embedded support. An audio recording will be done with the consent of the participant.

Do I have to take part?

Participation is completely voluntary. You should only take part if you want to and choosing not to take part will not disadvantage you in anyway. Once you have read the information sheet, please contact us if you have any questions that will help you make a decision about taking part. If you decide to take part we will ask you to sign a consent form and you will be given a copy of this consent form to keep.

What are the possible risks of taking part?

There are no foreseeable risks to taking part in this research.

What are the possible benefits of taking part?

There are no intended benefits for the participant.

Data handling and confidentiality

Your data will be processed in accordance with the General Data Protection Regulation 2016 (GDPR). To ensure anonymity and confidentiality, all information provided will be will anonymized so that no identifiable information is included. The data collected in this study will be kept up to one year after the completion of the research.

Data Protection Statement

Your data will be processed in accordance with the General Data Protection Regulation 2016 (GDPR). If you would like more information about how your data will be processed in accordance with GDPR please visit the University GDPR page.

What if I change my mind about taking part?

You are free withdraw at any point of the project, without having to give a reason. Withdrawing from the project will not affect you in any way. You are able to withdraw your data from the project up until **March 2020** after which withdrawal of your data will no longer be possible due to the deadline of the final report. If you choose to withdraw from the project we will not retain the information you have given thus far.

What will happen to the results of the project?

The results of the project will be summarised in an MA dissertation. A copy of the dissertation will be available to participants in September 2020. After September 2020, participants can contact the researcher via email for a copy of the dissertation.

Who should I contact for further information?

If you have any questions or require more information about this project, please contact me using the following contact details:

MA Student

What if I have further questions, or if something goes wrong?

If this project has harmed you in any way or if you wish to make a complaint about the conduct of the project you can contact the University using the details below for further advice and information:

Thank you for reading this information sheet and for considering taking part in this research.

Appendix C

CONSENT FORM FOR PARTICIPANTS IN RESEARCH STUDIES

Please complete this form after you have read the Information Sheet and/or listened to an explanation about the research.

Title of Study: Transitioning from Generic In-Sessional Provision to Embedded, Discipline-Specific Academic Literacy Instruction: A Case Study
The University Ethics Committee Ref: MRSU-19/20-14930

Thank you for considering taking part in this research. The person organising the research must explain the project to you before you agree to take part. If you have any questions arising from the Information Sheet or explanation already given to you, please ask the researcher before you decide whether to join in. You will be given a copy of this Consent Form to keep and refer to at any time.

Please tick or initial

I confirm that I understand that by ticking/initialling each box I am consenting to this element of the study. I understand that it will be assumed that unticked/initialled boxes mean that I DO NOT consent to that part of the study. I understand that by not giving consent for any one element I may be deemed ineligible for the study.

Please tick or initial

1. I confirm that I have read and understood the information sheet dated 10/01/2020 (Version 1) for the above study. I have had the opportunity to consider the information and asked questions which have been answered to my satisfaction.

2. I consent voluntarily to be a participant in this study and understand that I can refuse to answer questions and I can withdraw from the study at any time, without having to give a reason, up until

3. I consent to the processing of my personal information for the purposes explained to me in the Information Sheet. I understand that such information will be handled in accordance with the terms of the General Data Protection Regulation.

4. I understand that my information may be subject to review by responsible individuals from the College for monitoring and audit purposes.

5. I understand that confidentiality and anonymity will be maintained and it will not be possible to identify me in any research outputs

59

6. I agree to be contacted in the future by the University researchers who would like to invite me to participate in follow up studies to this project, or in future studies of a similar nature.

7. I agree that the research team may use my data for future research and understand that any such use of identifiable data would be reviewed and approved by a research ethics committee. (In such cases, as with this project, data would/would not be identifiable in any report).

8. I understand that the information I have submitted might be published as a report and I wish to receive a copy of it.

9. I consent to my interview being audio/video recorded.

_____   _____   _____

Name of Participant   **Date**   **Signature**

_____   _____   _____

Name of Researcher   **Date**   **Signature**

Appendix D Interview Guides

<div align="center">

Embedded Literacy Support Interview Guide - Coordinators

</div>

Let's start with some background on embedded support.

1. Could you give me an overview of embedded support?
   a. What does 'embedded support' entail?
   b. How does it differ from previous in-sessional support?
   c. What departments currently offer embedded support?
2. Can you tell me about how and when embedded support began?
   a. Where did the impetus and decision for embedded support come from?
   b. Did the Business school initiate this, or did the ELC?
3. Can you tell me about the students?
   a. Are they undergraduate or graduate students?
   b. Are they all learners of English as an additional language?
   c. Do all students in a module attend, or are sessions optional?

Let's move on to talk about collaboration.

4. Can you tell me who is involved in the collaboration between the ELC and the subject department?
   a. What is the name of the department (Is it just Business)?
   b. Who is involved and what is their role?
   c. What is the level of involvement/at what stage are they involved?
   d. What has been your role?
5. Are there any formal agreements or policy documents related to the embedded support provided?

Let's discuss the lessons and materials.

6. How are lessons delivered? Are there
   a. Face-to-face, timetabled sessions,
   b. Workshops,
   c. Online materials,
   d. Other self-access materials?
7. Who teaches these sessions?
   a. Is there cooperation, collaboration, and/or team teaching with subject lecturers?
   b. How is this planned and carried out?
8. Can you give me an overview what is covered in the lessons?
   a. What topics, skills, and genres are covered?
9. What types of materials are used?
   a. How are these selected?
   b. Who creates them?
10. Are the materials discipline specific?

     a.   What makes them discipline specific?

     b.   How do they differ from materials used in generic in-sessionals?

     c.   Are they texts that are used in particular modules?

Finally, I'd like to get an idea of any recommendations you might have.

11. What would you say have been positive outcomes of embedded support?
12. What, if any, challenges have you faced in developing the collaboration between the ELC and the department?
13. If you could make recommendations to another department in another university beginning embedded support collaboration, what would your recommendations be?
14. Is there anything else you would like to add?
15. What should I have asked you that I did not think to ask?

Embedded Literacy Support Interview Guide - Tutors

Let's start with some background on your role with embedded support.

1. Could you give me an overview of your role with embedded support?
    a. What do you teach?
    b. When and how did you start teaching on embedded sessions?

Let's move on to talk about collaboration.

2. In what ways have you worked with the subject tutor(s) to plan or deliver embedded sessions?
    a. Which tutors do you work with? What are their roles with the module?
    b. How do you communicate with them?
    c. Do you discuss topics, lessons, assignments, and materials?
    d. Do you teach sessions together or separately?

Let's discuss the lessons and materials.

3. What is covered in embedded sessions you teach?
4. Are they all face-to-face?
5. How many embedded sessions are there?
    a. Are they timetabled?
6. How have topics, genres, skills, and language covered been selected for the sessions?
7. What materials do you use?
    a. Have the materials already been developed, or have you done this?
    b. Do you develop these alone or do you work with the subject tutor to develop them?
    c. Have you used any texts or lecture recordings from the subject module?
    d. Have you used any assignments from the subject module?
    e. Have you used any past student samples in the embedded module?
8. Do you usually take attendance for embedded sessions?
    a. How has attendance been?
    b. Who usually comes?

Finally, I'd like to get an idea of any recommendations you might have.

9. What would you say have been positive outcomes of embedded support?
10. What, if any, challenges have you faced in developing the collaboration with subject tutors?
11. If you could make recommendations to another tutor in another university beginning embedded support collaboration, what would your recommendations be?
12. Is there anything else you would like to add?
13. What should I have asked you that I did not think to ask?

Interview Guide Subject Lecturers

Let's start with some background on your collaboration with the language center.

1. Could you give me an overview of how the partnership with the language center began?
   a. When?
   b. How did you find out about the possibility of partnering with the language center?
   c. Why did you want to partner with the ELC for writing instruction?
   d. What are the goals of this partnership?
2. Can you tell me about how and when embedded support began?
   a. Where did the impetus and decision for embedded support come from?
   b. Did you initiate this, or did the ELC?
3. Can you tell me about the students?
   a. Are they undergraduate Business students?
   b. What are their language backgrounds?
   c. Do all students in a module attend the writing sessions, or are sessions optional?

Let's move on to talk about collaboration with the EAP tutor(s).

1. How have you worked with the EAP tutor on embedded support?
   a. Do you have regular meetings?
   b. How do you decide what will be covered in the writing support sessions?
2. Were there any formal agreements for this provision?
3. How are sessions taught, and by whom?
   a. How has this changed over time?
   b. Do you discuss the writing support in lectures?
   c. Do you advertise them?

Let's discuss lessons and materials.

1. What have you wanted covered in the writing sessions? Why?
2. What materials do you provide to the EAP tutor for this?

Finally, I'd like to get an idea of any recommendations you might have.

1. What would you say have been positive outcomes of embedded support?
2. If you could make recommendations to another department or lecturer beginning embedded support, what would your recommendations be?
3. Is there anything else you'd like to add?
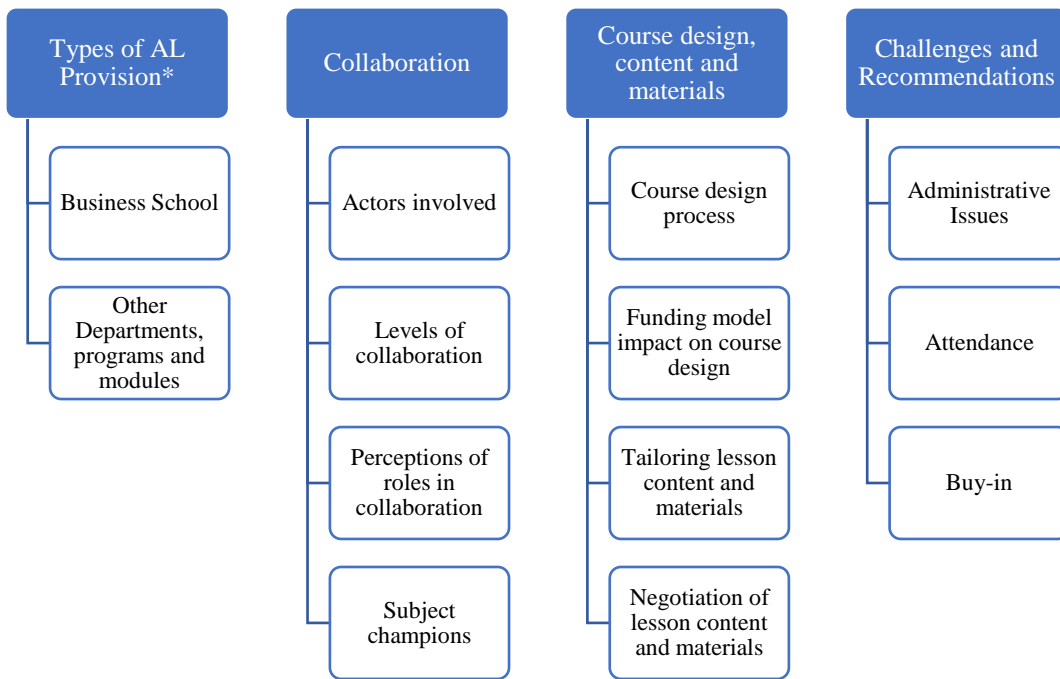
Appendix E Interview Extracts

Interview	Participant	Issue or Sub-theme	Extract
Interview 1	John	Subject champions	'One thing that's been very clear is the extent to which is championed by academics seems to us very clear and then seems to say okay, my perception from numbers that we have and my own knowledge about the program directors is that the extent to which it is championed feeds into the extent to which attendance holds up and students engage. So if you haven't a really got a buy-in from the academics, those courses don't engage with us and then we get negative feedback at the end of it because it's not tailored. And yeah, so the idea of getting a champion for each program, perhaps, someone who's going to, who does buy into it and who will continually ask students about whether they've seen that video or been to that class that will help them with this piece of work that they're doing. That's a really important part of the success I think for these types of programs.'
Interview 1	John	Lesson content	'Weirdly, I got feedback from a couple of the program directors that they didn't want stuff tailored to their writing that their students did. And the reasoning behind that on one program was about maintaining academic standards.' … 'so then they got more generic skill support in those cases.'
Interview 1	John	Attendance	'but it does feel like often the support that we're offering is going to the students who perhaps don't need it that much. So those are the students who are signing up are the keenest, often quite able students, who come in asking about real minutia things that might not make the difference of a point or two in their writing and then there's students who we know from the fact that this whole role exists so that the perception need is there who are not doing so well in this in their assessments, but they don't seem to be coming along to these things and taking advantage of the support'
Interview 2	James	Types of provision	'quite informal, ad hoc arrangements'
Interview 2	James	Attendance	'teething issues'

Interview 2	James	Types of provision	'There's definitely a desire for our students not to look as weak.'
Interview 2	James	Types of provision	'They see them, in my opinion, language deficient to some extent, students who are making, I would say, making their lives more difficult because of the burden, extra burden on teaching and marking.'
Interview 2	James	Negotiation	'And we tried to move away from language, which I don't know how receptive departments will be because having discussions with departments, they focus on language. So, you know, a department came to speak to me about what we could do. They have the budget for it, which often the case is when you talk about the budget, then they're like I don't know if we can do this, but this department really want to do it, but they focus on the grammar. And I'm like well, firstly, you might find actually the grammar isn't the thing holding students back. And secondly, three sessions a year probably won't radically change that student. But we could talk about how we can bypass the grammar issues by circumventing what resources are available to them. That sort of thing.'…'And we just have to now negotiate what comes next. So with the one with grammar, I'm going to talk to them.'
Interview 3	Emily	Subject champion	'ally'
Interview 4	Olivia	Collaboration	'It's not your thing, so you have to go along.'
Interview 4	Olivia	Buy-in	'buy-in'
Interview 5	Jack	Subject champion	'our team'
Interview 5	Jack	Buy-in	'I think one of the most important things, if not the most important thing out of a university education is to learn how to write.'
Interview 5	Jack	Buy-in	'The second thing is, I think the university needs to show or demonstrate that they care about students' writing.'

Appendix F Observation Protocol

Time and Place	Field Notes: Activities, Acts, Events, Time and Goals	Analytical Memos and Notes
What is the physical space like? Where is the session? Who are the people involved? What are the physical things that are present?	What are the activities that take place? What are single actions that people do? What are sets of related activities that people carry out? What is the sequencing of that takes place over time? What are the things that people are trying to accomplish?	Thoughts, ideas, reflections, insights, areas for further investigate about the setting, participants, phenomenon, and the research process.
Room: Layout: Desks: Boards: Materials: Teachers: Students:		

Appendix G Category Map

Types of AL Provision*	Collaboration	Course design, content and materials	Challenges and Recommendations
Business School	Actors involved	Course design process	Administrative Issues
Other Departments, programs and modules	Levels of collaboration	Funding model impact on course design	Attendance
	Perceptions of roles in collaboration	Tailoring lesson content and materials	Buy-in
	Subject champions	Negotiation of lesson content and materials	

*developed further below in an expansion of the category map, 'Types of AL provision'

Types of AL Provision