Research at ELTC, University of Edinburgh.

EAP in the North.

University of Edinburgh English Language Teaching Centre

27 November 2015

Overview

- Policy

- Procedures

- Practice

Our focus is on practitioner-led, research-driven pedagogical work*:*

"research necessary to meet the needs and analyse the discourses and contexts of the target student population".

(Johns in Paltridge & Starfield 2013: 19)

ELTC Research - website text

As well as encouraging teachers to reflect and inquire into their teaching practices through peer observation we provide opportunities for staff to think critically about methods and materials to ensure that we are meeting the English language needs of our different student populations by engaging in small-scale research projects related to our core teaching areas, EAP, ESP and Teacher Education.

Research support remit

- **Actively support staff in completion of MSc/PhD degrees.**
- **Identify areas of research of benefit to ELTC.**
- **Identify and actively seek funding and joint research opportunities with other academic units.**
- **Publicise research undertaken**
- **Encourage and support staff in publication and participation in conferences**

Procedure

Research and Publications Group (ResPubs) invites internal bids termly:

- Bids to include more than one researcher. Groups generally led by someone with some research experience (Masters dissertation)

- Related to our core activity –EAP,ESP, TEd, Asian Contracts.

- Format based on PTAS (Principal's Teaching Award Scheme)bids.

- Output encouraged – e.g. BALEAP PIM presentation. Ideally, publication in peer-reviewed journal. Minimum presentation at a CPD session.

TITLE OF PROJECT	AIMS	STAFFING	TIME REQUESTED IN TERM 2/2016	WORK PLANNED FOR TERM TWO
How beneficial is a pre-sessional ESAP programme in terms of student performance on their Masters programmes?	1. to assess whether the course(s) actually contributed to successful performance on Masters assignments 2. to assess whether the course(s) contributed to students' confidence when participating in their academic programmes 3. to explore ways in which the course can be improved further. 4. to continue and expand collaboration with School of Education, Law School and Business School.	CB/JN/DC/LK	TOTAL: 124 hours. 31 each	Reading the literature (on course evaluation – particularly in EAP, similar studies and relevant research methods) (CB/JN/DC), and synthesising/summarising 60 hours (20 each) Liaising with Masters Programme directors, devising questionnaires (?) and interview schedules, collecting data – interviews, e-mails: 21 hours each (CB/JN/DC).
Common Knowledge: What is it and What is it For?	To ask what role 'common knowledge' plays in the construction of an academic argument, and investigate how we can best support students in recognising the role 'common knowledge' plays in meeting Western academic convention, and learning how they should handle common knowledge as part of dealing with sources.	CB/ATh	TOTAL: 50 hours	Reading the literature, Jan- Feb Collecting data, permission sought to use critical review/ dissertation from 2015-2016 School of Ed Cohort.

TITLE OF PROJECT	AIM	STAFFING	TIME REQUESTED: TERM 2. 2016	WORK PLANNED	PROGRESS MADE IN TERM 1:2015
IMPFEEDBACK	To explore the perceptions of effectiveness of the online formative feedback given by ELTC tutors in order to identify effective feedback techniques.	JN, PG, DC	15 hours each team member. Total: 45 hours	Further analysis of the data for CONTENT category. Research to be used in possible conference presentation in St Andrews: Finding the Balance. Language and Content on 27/2/16. Abstract to be submitted.	1. Feedback guidelines produced, disseminated and used in SPS/CMVM tutor briefings and courses. 2. Article written for 2015 BALEAP Proceedings 3. PTAS Final Project Report written and submitted. 4. IAD Case Study written (up on IAD wiki).
SUPPLECTURERS	To explore academic staff perceptions of the challenges & benefits of working with ISS To explore the perceived strategies used by staff in working with the linguistic needs of ISs To explore the perceived professional development needs of staff in working with ISs	JoN , JN, CB, LK	60 hours (23 hours funded by PTAS) (13 funded hours for ADry)	1. Complete data analysis. 2. Write PTAS Report. 3. Preparation of paper(s) for publication in one of the target journals identified in the PTAS Bid. Identify target conference(s) and prepare and submit abstracts.	1. Questionnaire data analysed. 2. 6 follow-up interviews to be conducted this term.

Do Japanese Learners on Study Abroad programmes improve their global listening comprehension skills?		RM/BC/DH-B	Total: 30 hours (10 hours each)	1. Listening test (access to or design) decisions 1. Plan administering the test (logistics of)	1. Reading: impact of study abroad on listening/testing global listening 1. Investigating available tests 1. Meeting held to establish focus of research
The processes involved in and the challenges of writing a PhD Lit Review chapter		ST/CB/KA	85 hours data collection: 20 for analysis; 45 for further reading Total of 150 hours 50 hours per group member	1. Write PTAS proposal for funding 2. Apply for Ethics Approval 3. Prepare interview schedule 4. Pilot Interviews with student informants 5. Identify interviewees from different schools 6. Refine interview schedules based on pilot sessions 7. Run interviews 8. Analyse data 9. Further reading of literature	1. Literature search for relevant studies on Writing a Literature Review 2. Read and made notes on 10 relevant research articles. 3. Meeting with KA & CB to decide next stage 4. Contact potential informants for pilot interview 5. Prepare interview schedule 6. Run 1-2 pilot interviews

General principles/criteria for time allocation.

– Time requested and allocated should reflect the fact that this work is fitted around other commitments rather than representing a block of time. For the future, however it would be good to look at possible ways of allocating blocks of time for research-related work e.g study days/weeks.

– Criteria to be established as general guides for time allocated to different kinds of research-related work such as :

- Conference preparation (21 hours)
- Writing Journal articles (35 hours)

Research output. Jan – Dec 2015.

Presentations.

Benson, Cathy (2015) "The influence of a second language on the acquisition of a third language". Guest Lecture, Faculty of Education, University of Malta.

Benson, Cathy and David Caulton (2015) 'Grammar for Academic Writing: An In-sessional EAP course'. Presented at *Grammar in St Andrews* BALEAP Professional Issues Meeting. St Andrews, June 2015.

Northcott, Jill (2015). "Feedback on feedback. Improving postgraduate academic writing ability". Presented at "*Academic Writing in Multiple Scholarly, Socio-Cultural, Instructional and Disciplinary Contexts: Challenges and Perspectives*". 8th Biennial Conference of the European Association for the Teaching of Academic Writing. Language Centre. Tallinn University of Technology. June 2015.

Northcott, Jill and Pauline Gillies (2015) 'Improving tutor feedback on online academic writing courses for postgraduates'. Presented at *EAP in a Rapidly Changing Landscape: Issues, Challenges and Solutions*. Biennial BALEAP Conference. University of Leicester. April 2015.

Redpath, Kathryn (2015) 'English language support for student transitions: Into and during university study'. Poster presentation and lightening talk at *'Gearing Up for Transitions*' Conference, University of Edinburgh, 5 March, 2015).

Journal Articles and chapters in edited collections.

Redpath, K (in press) Collaborative Vocabulary Lesson Design on the University of Edinburgh's International Foundation Programme. Inform Journal

Northcott, J. and P. Gillies (under review) Feedback on feedback; improving postgraduate academic writing ability. BALEAP 2015 Conference Proceedings.

Lynch, T. 2015. International students' perceptions of university lectures in English. *International Student Experience Journal,* 3(2) http://isejournal.weebly.com/uploads/1/6/3/1/16311372/isej_028.01.15_tony.pdf

Lynch, T. 2015. Promoting learning from second language speaking tasks: Exploring learner attitudes to the use of comparators and oral feedback. In M. Bygate & V. Samuda (eds.) *Task-Based Language Teaching as Researched Pedagogy.* Amsterdam: John Benjamins.

Lynch, T. 2015. 'How can I help?' – The role of EAP course assistants in supporting pre-sessional students' writing'. In M. Kavanagh & L. Robinson (eds.) *The Janus Moment in EAP: Revisiting the Past and Building the Future*. Reading: Garnet Publishing (117-124).

Other.

Final PTAS Report – ImpFeedback project (JN/DC/PG)

IAD Case Study. Improving postgraduate writing ability (JN)

https://www.wiki.ed.ac.uk/display/casestudies/Improving+postgraduate+academic+writing+ability

Challenges

- Student population – short courses/"remedial" focus/permission to use student data not routinely sought.

- Time management -