



Association for Academic Language and Learning

2019 AALL National Conference 27 to 29 November 2019 Fremantle Western Australia

Abstract Submission Template

Type of presentation: Workshop

Theme: Student learning: All around the student

Embedding language across the university and through the curriculum: implementing the EEL project

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Key words: English language development, Evaluating learning outcomes, Student readiness

This initiative responds to the need for university wide approaches to addressing English language proficiency. The Embedding English Language (EEL) project, designed and implemented by the ALL team at UTS, is designed to provide whole-of-institution contextualised academic language support for students who enter with low levels of English as identified by a post enrolment language assessment. The project has been motivated by: Student and staff feedback; TEQSA requirements; studies which show that EAL students at university require direct instruction in order to improve their grammatical complexity and accuracy (e.g. Knoch et al. 2014); and this university's commitment to producing work-ready graduates. The project has four stages: 1. screening of all commencing students; 2. language development tutorials for those identified as requiring support; 3. milestone tasks to evaluate language development in an assessment task; and 4. a series of further milestone tasks at various points in the degree programs. This workshop will use practice architectures theory (Kemmis et al. 2014) to provide a framework which facilitates participants to identify ways of supporting language development across their institutions by analysing their current conditions and utilising available resources.

WORKSHOP ACTIVITIES

Group brainstorming activities to identify the participants' local conditions and practices to see where the development of language within subjects and within faculties can be enabled and/or supported (butchers paper and post-it notes); presentation of examples of approaches which can be implemented depending on the institutional context; group work (using the distributed expertise model) to map and discuss what resources currently exist or could be shared across programs or institutions to support academic language development in the context of learning technical knowledge (butchers paper and post-it notes); group presentations to the whole workshop based on the mapping and discussions; optional sharing of contact details to build networks which can support whole of institution language development within and across institutions.

TARGET AUDIENCE

academic language and learning educators, directors of ALL centres, pro-vice chancellors

OUTCOMES

Greater awareness of local conditions which constrain or enable whole-of-institution language development; potential development of networks within and across institutions to share resources which enable and support language development.



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References

Kemmis, S., Wilkinson, J., Edwards-Groves, C., Hardy, I., Grootenboer, P. & Bristol, L. 2014, *Changing practices, changing education*, Springer, Singapore.

Knoch, U., Rouhshad, A. & Storch, N. 2014. 'Does the writing of undergraduate ESL students develop after one year of study in an English-medium university?', *Assessing Writing*, vol 21, pp.1-17.