We're all in this together!: collaborating on an inclusive approach to academic literacy in the discipline. Alison Leslie, EAP Lecturer, School of Languages, Cultures and Societies, University of Leeds a.s.leslie@leeds.ac.uk

EAP delivered through academic literacies embedded in a discipline is a driver for collaboration between EAP and subject-specific specialists. This approach is developing as best practice as it allows both parties to share their understanding of how students construct meaning in the discipline (Wingate and Tribble, 2012; Hathaway, 2015; Wingate, 2016) and is at the core of our in-sessional provision at the University of Leeds. In-sessional support is often made available to international students only which reinforces the deficit model of academic language and literacy needs (ibid). However our 'buy-in' from Schools across the university is resulting in closer collaboration and better outcomes in terms of the student experience. This partnership is allowing us to develop an embedded, collaborative and inclusive approach to reducing cultural and linguistic barriers to learning in order to enable *all* students to understand and produce the discourse and text genres of the discipline (Bruce, 2008), explore the epistemologies of and create knowledge in the discipline (Wingate, 2015) and understand and respond appropriately to the academic requirements of the community (Bruce, 2011; Hathaway, 2015; Wingate, 2015).

One such collaborative project is with the School of Sociology where I am seconded to. In addition to leading their in-sessional provision, I lead the pre-sessional course for taught postgraduate Sociology students, which is enabling me to build a specialism in their academic literacy needs. I currently team teach on a 30 credit core module (Approaches and Methods for Media and Culture) on the MA Society, Culture and Media. This is delivered through weekly lectures and seminars with the aim of preparing students to submit a research proposal for their dissertation. The students are introduced to the key conceptual, theoretical, empirical and critical debates within the sociological investigation of media and culture and a range of research methods and approaches to critically understand media and cultural texts.

In recognition of the fact that "literacy instruction cannot be separated from disciplinary knowledge and subject content" (Wingate, 2015: 126), the module convenor has embedded academic literacies in the seminars. This means that EAP is contextualised with the main aim to improve participation in seminars. As the cohort includes home and international students this is an innovative approach to delivering a more inclusive and integrated syllabus which supports Wingate's (2015) argument that literacy instruction is an entitlement, not an add-on. However student feedback from the first year highlighted the challenges of balancing diverse content, language and literacy needs and fostering a sense of shared agency in advancing in the discipline rather than reinforcing 'them' and 'us' identities around remedial support. Although tutor and

student feedback was largely positive with increased student engagement, there was some criticism from a minority of students who were used to an international learning experience, had a background in Sociology and the language ability to process and communicate concepts quickly. The seminars require students to demonstrate advanced critical thinking and the application of their conceptual understanding to the analysis of contemporary debates and issues in media and cultural research methods and approaches. Therefore there is a significant focus on criticality and applying theory to practice which is a considerable challenge to the majority of the students who come from a non-Western background with limited knowledge of the discipline. Last year we had a cohort of 100 students, 17 of whom were non-Chinese. This year student numbers have increased by 50% with an even less diverse mix of nationalities. Managing a more international cohort with language *and* content needs brings challenges which are largely driving the second iteration of the programme.

It also appeared that students last year didn't all value explicit reference in seminars to academic development. I have an 'academic development' slot for the first half of the seminar to review an important literacy practice such as note-taking. We also scaffold seminars with reading circles to help students engage more critically with their set reading and use powerpoint slides to show instructions and key learning strategies. However we have learnt that these 'literacy windows' (Wingate, 2016) need to be embedded more discreetly and framed as 'advancing in the discipline' so they don't appear remedial. Wingate (2015) highlights the problem of 'deficiency identities' being reinforced by students themselves who perform to this expected level. This is happening to some extent with the students this year who often complain that the content is too difficult because they don't have a background in Sociology. The differing language needs of the students is also problematic. Language is clearly contextualised because it is situated and shaped by the discourse community but the discipline is heavy in theoretical concepts. In addition the everyday language my colleagues use to talk about research and Sociology and expect students to be already familiar with is a challenge for the linguistically weaker students. Wingate (2015) reminds us that academic literacies instruction is more than just technical skills; being embedded allows for a higher level cognition of the discipline and this is driving my approach this year as together with the students I build an understanding of the discourse and epistemology of the discipline.

This year a new Sociology team allows for different perspectives on the discipline and a fresh look at how we design and deliver the seminars such as embedding the learning more. For example students' understanding of a text from a reading circle is shared in a reading log which students collaborate on and then use as a springboard for discussion of the seminar questions.

Sociology tutors have commented that previously they would typically struggle to know how to foster meaningful discussion in a seminar and would often resort to 'filling the silence' with their own thoughts. Wingate and Tribble (2012) argue that the best collaboration is when the EAP specialist identifies opportunities for literacy instruction and genre analysis to show students how to build on previous knowledge and when subject specialists help students (and the EAP specialist) understand the social context and communicative purpose of the genre. We are finding that mutual, and often spontaneous, reinforcement of key learning strategies works best, for example how to manage multiple sources.

Although building rapport with new people and understanding my role felt challenging at first, I feel now that I have more cultural capital in terms of inclusive teaching and global education practices. My colleagues identify as researchers in their field, I as a practitioner in a different field with imposter syndrome. Thus our different habitus and academic capital (Bourdieu, 1984) has the potential to create some tension between our academic practices, roles and identities. Bringing the students into the habitus, I consider myself in between the two communities in terms of cultural capital. Therefore managing these different identities adds to the balancing act of fostering a shared agency in student learning and brings me to the conclusion that we, as EAP practitioners, have an important role in steering the current drive for internationalisation and inclusive teaching in higher education.

References

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