

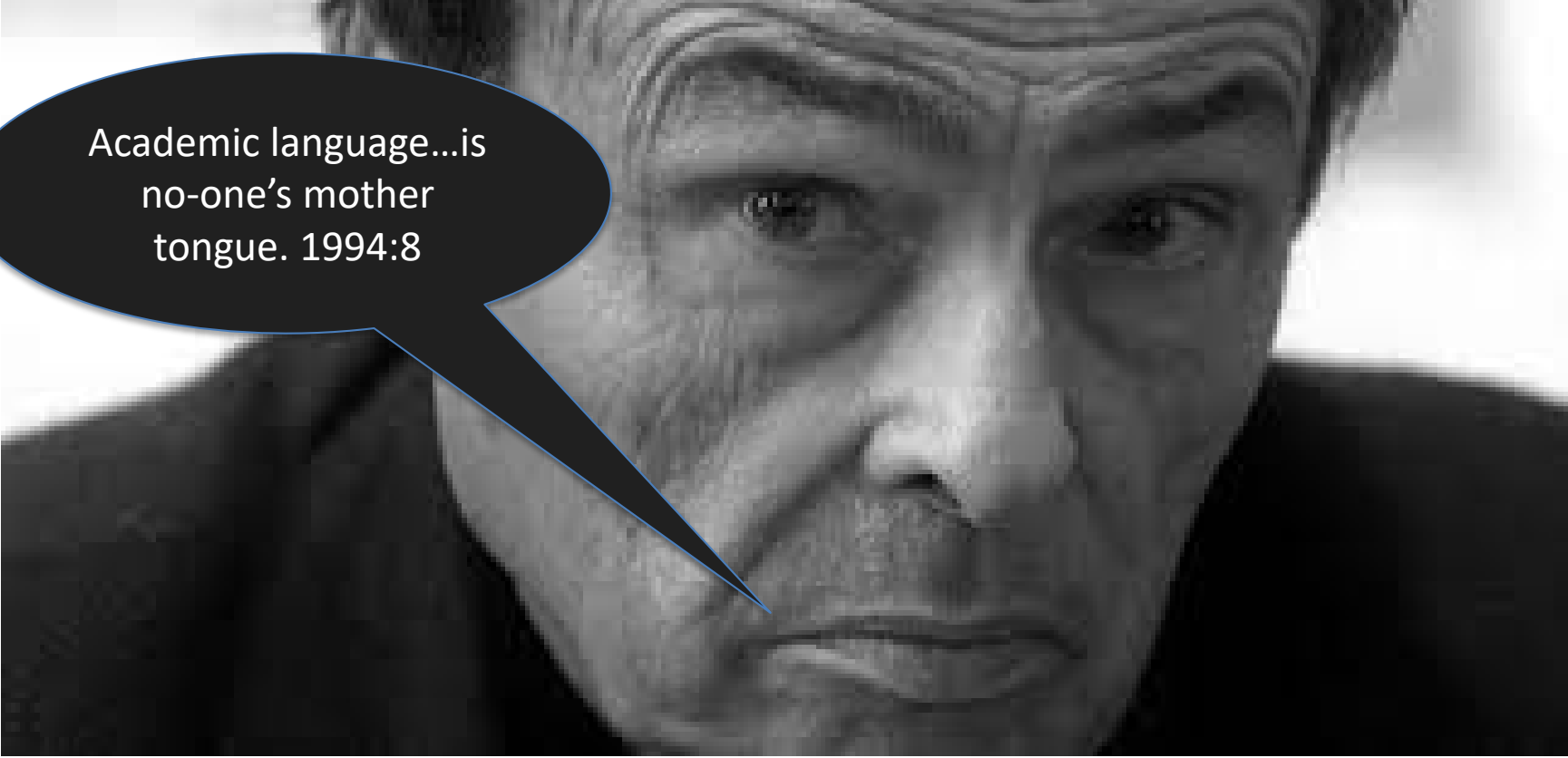
# From Language Support for International Students to the Development of Academic Language and Literacy for All Students in Transition



'ALL FOR ALL!'

Maxine Gillway  
University of Bristol, CELFS

# PIERRE BOURDIEU



Academic language...is  
no-one's mother  
tongue. 1994:8

# ALL FOR LAW UG

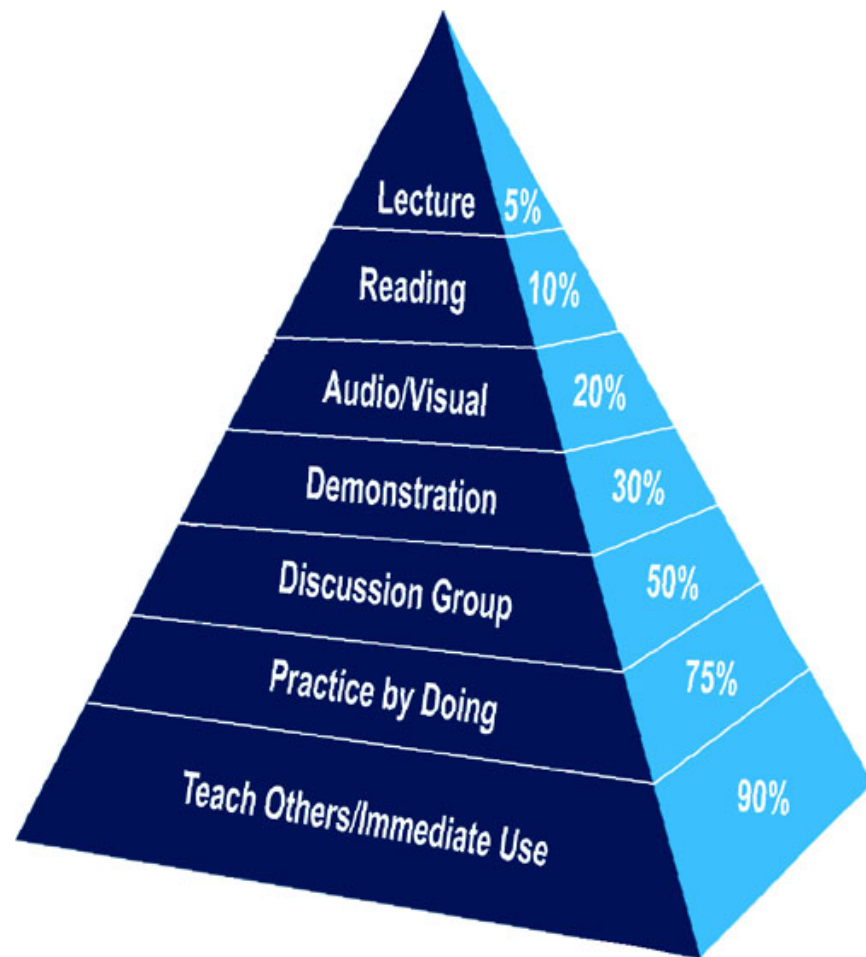
- Background & rationale
- Course delivery
- Impact
- Future

# BACKGROUND

- pull vs push
- credit vs non-credit
- general vs specific
- ALL for PGT
  - Public policy
  - Law
  - EFM
- champions – good press

# DELIVERY

- Small interactive groups
- EAP specialists not lawyers
- Negotiated [SOW](#) from pick 'n mix menu
- School specific [materials](#)
  - Handbook, BB, exemplars, feedback, criteria,
  - Message, moves, mechanics
  - [Doing](#) not listening



# IMPACT ON CONFIDENCE LEVELS

- Pre- & post-session confidence [survey](#)
- Significant shifts in confidence [data](#)
- Positive student [comments](#)
- Funding for future provision

Exceeded expectations! So much info that is helpful to every part of critical reading. It has changed my outlook on reading!

I think this would be better if it was for everyone. Perhaps during Introduction to Law as I would have benefited from this at the start of the year.

I feel after this course I want to do first year again!! I feel a lot more confident about approaching essays and even being taught how to read! THIS IS NEEDED!! MAKE IT COMPULSORY? MORE AVAILABLE!!

It was extremely helpful. I was able to really understand what is needed to get a good grade. The session on critical reading I found most useful. Similarly, learning to incorporate academic vocabulary into my notes and by extension summative work was equally enlightening. PLEASE, do this during Introduction to Law, it would save law students large amounts of time spent being confused.



# IMPACT ON GRADES

During a recent feedback session, I established that at least two of ALL students in 2nd year scored 2.1 marks in their first summative essay in CJS! Both students attribute their success to ALL. How exciting!

Hi there,

I did do the Academic Language and Literacy sessions and did find them very useful but am a first year and got a first in my Law and State assignment. I found the way it was taught was very useful as the tutor provided us with information on how to achieve maximum marks, avoid silly mistakes, reference, structure your essay correctly and appropriately and general form a high quality essay. All of this helped me to achieve a high first in my coursework.

Many Thanks

# OUTSTANDING ISSUES

- Attendance
  - Compulsory?
  - Promotion?
  - Scale?
- Timing
  - Too early vs too late
  - frontloading
- Awareness raising

# REFERENCES

- Bourdieu, P., Passeron, J-C, and De Saint Martin, M. (1994) *Academic Discourse: Linguistic Misunderstanding and Profesorial Power*. Paris: Polity Press
- Lea, M.R. & Street, B. (1998) 'Student writing in higher education: An academic literacies approach', *Studies in Higher Education*, 22:2, 157-172.
- Wingate, U. (2012)'Argument!' helping students understand what essay writing is about' *Journal of English for Academic Purposes*, 11:2, 145-154

# THANK YOU!

- ANY QUESTIONS OR COMMENTS?