

Working in the third space: promoting interdisciplinary collaboration to embed English language development into the disciplines

Final Report 2014

Embedding English language development into the disciplines

National Teaching Fellowship

Carmela Briguglio

Curtin University

Support for the production of this report has been provided by the Australian Government Office for Learning and Teaching. The views expressed in this report do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.



With the exception of the Commonwealth Coat of Arms, and where otherwise noted, all material presented in this document is provided under Creative Commons Attribution-ShareAlike 4.0 international License <http://creativecommons.org/licenses/by-sa/4.0/>.

The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the Creative Commons Attribution-ShareAlike 4.0 international License <http://creativecommons.org/licenses/by-sa/4.0/legalcode>.

Requests and inquiries concerning these rights should be addressed to:
Office for Learning and Teaching
Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education

GPO Box 9880,
Location code N255EL10
Sydney NSW 2001

<learningandteaching@education.gov.au>

2014

ISBN 978-1-74361-548-5 [PRINT]
ISBN 978-1-74361-549-2 [PDF]
ISBN 978-1-74361-550-8 [DOCX]

Acknowledgements

I first of all express my appreciation to the OLT for this fellowship, which has provided me with the opportunity to further explore and to learn in the area of language development in teaching and learning in higher education, and has afforded me greater interaction with colleagues in the field. I am also appreciative of the continued support of my own institution, Curtin University, which generously provided me with a large internal grant to supplement fellowship funds, allowing me to devote my time almost exclusively to the fellowship project.

My appreciation is extended to the members of my reference group (listed elsewhere) who, both through meetings and individual contact with me, offered sound advice, guidance and support. I thank also members of my own team of Academic Language and Learning colleagues in the Curtin Business School for their feedback and support. Thanks also to Dr Donna Butorac for her enthusiasm and interest in the work of the fellowship, and for undertaking interviews with staff involved in previous Curtin embedding language projects.

I extend a special thank you to Associate Professor Katie Dunworth, for her valuable advice with all aspects of this fellowship and for her role as external evaluator.

Finally I express my appreciation to Evelyn Gibbs for her excellent administrative support, particularly with workshop organisation; to Michelle Robert-Libia and Madelon Heperi for their graphic art work on materials produced through the fellowship; and to Kate Gresham and Leah Meng for their research and administrative assistance.

List of acronyms and terms used

AALL	Association for Academic Language and Learning
AIEC	Association for International Education Conference
AUQA	Australian Universities Quality Agency
CEFR	Common European framework of reference (for languages)
ESL	English as a second language
EAL	English as an additional language
DEEWR	Department of Education, Employment and Workplace Relations
HEEP	Higher Education Equity Project
HERDSA	Higher Education Research and Development Society of Australasia
ID	interdisciplinary
MMLDP	Multi-layered model of language development provision
OLT	Office for Learning and Teaching
TEQSA	Tertiary Education Quality Standards Authority
WAND	WA Network for Dissemination
WASM	WA School of Mines, Curtin University, Kalgoorlie
WITTS	Working in the third space (model)
ALL specialist	Academic working in the area of language and learning support
Discipline specialist	Academic working in the disciplines

Executive summary

This fellowship aimed to examine ways of embedding English language development into teaching and learning activities in the disciplines. The focus of the fellowship was to increase academic capacity by designing materials, and implementing professional development activities. It was envisaged that these materials and activities would raise academics' awareness of linguistic and educational issues, as well as provide them with skills to more easily include embedding strategies into their teaching and learning activity. The aim was also to examine current interaction between discipline and language specialists, and to design a model that would best promote successful collaboration in this area.

Activities undertaken as part of the fellowship include the design of workshop materials, and the implementation of a number of workshops on embedding English language development into the disciplines. These workshops were delivered to various groups including: subject tutors for single units; mixed groups of academics from different disciplines; Academic Language and Learning (ALL) specialists; single Faculty groups; off-campus Curtin academic staff in Singapore and Sydney; ALL specialists at Deakin University; ALL specialists at a WA Association for Academic Language and Learning (AALL) symposium; and mixed audiences at three national workshops. As well as the workshops, a number of presentations were delivered at local, national and international forums and conferences to disseminate findings. The fellowship also examined several models of operation to promote student language development in teaching and learning in higher education. The literature on Australian case studies, and some European and African experiences aiming to embed English language support, were explored and analysed and fed into the development of a collaborative model.

The fellowship achieved its stated objectives, and results include those described below. The extensive staff development at Curtin and elsewhere has resulted in a number of small scale research projects in the area of language development. A model examining different levels of English language development support in higher education, which had previously been developed, was further refined and renamed a Multi-layered Model of Language Development Provision (MMLDP, see Appendix 2). More importantly, the Working in the Third Space (WITTS) model (see Appendix 1) was developed to illustrate successful forms of interdisciplinary collaboration between language and discipline specialists to promote student language development. The model was presented to groups of ALL specialists and has received widespread support, particularly at the AALL national conference held at RMIT in November 2013. The model has also been well-received by discipline specialists. Academics have contacted the fellow to obtain relevant materials which they can employ within their own institution and to seek joint collaboration. It is anticipated that such requests will increase once the materials become more easily available both on the OLT and AALL websites. Related scholarly publications, which are now becoming available, will also help to disseminate the work of the fellowship. One paper is already published and two are under consideration at the time of writing this report.

There is a need for further empirical research to examine different ways of working under the WITTS model and the impact of such interdisciplinary collaboration on student language development and on teaching and learning more broadly. Expressions of interest for further work in this area have come from a number of colleagues in Australian universities and future collaboration is anticipated. The work undertaken as part of this fellowship has also led to the development of a collaborative research proposal involving a number of Australian and overseas universities, to examine how the language factor impacts on assessment by academics.

Table of Contents

Acknowledgements.....	3
List of acronyms and terms used	4
Executive summary	5
Tables, Figures and Appendices.....	9
Tables.....	9
Figures	9
Appendices	9
Chapter 1: Introduction	10
The context.....	11
Consultation and Evaluation	11
The future	12
Chapter 2: English language issues and their implications in the Australian Higher Education context	13
Student diversity in Australian higher education.....	13
Implications for student and staff development	15
Issues in student development	15
Issues in staff development.....	16
Chapter 3: Implementation of fellowship activities	18
Plan of activities to address the issue	18
Consultation and collaboration on curriculum development.....	19
Development of workshops and materials and implementation of staff development activities.....	20
Ongoing research including a literature review and staff interviews	22
Fellowship reflection and refinement and dissemination of findings	22
Chapter 4 Developing a model for interdisciplinary (ID) collaboration in the language area..	25
The Curtin Projects	26
A model for ID collaboration to promote language development in higher education ..	27
ID collaboration elements in the ‘third space’	29
Influences on ID collaboration	30
Ways of working in the third space	30
Tangible results of working in the third space	31
Influences on ID Collaboration	32

Chapter 5: Fellowship reflections	34
Outcomes and deliverables	34
Critical success factors.....	35
Factors that impeded success	35
Dissemination and linkages	36
Fellowship evaluation and impact.....	36
References	38
Appendices.....	41

Tables, Figures and Appendices

Tables

Table 1 - Workshops presented at Curtin and other Universities during the fellowship.....	21
Table 2 - Dissemination at conferences/ related events.....	23
Table 3 – Summary of outcomes and deliverables.....	34

Figures

Figure 1 - The cycle of fellowship activity	19
Figure 2 – Working in the Third Space (WITTS)	28

Appendices

Appendix 1 – Working in the Third Space (WITTS)	41
Appendix 2 – Multi-layered model of language development provision (MMLDP)	42
Appendix 3 – 10 things you, the discipline specialist, can do to get started on embedding English language development into your teaching.....	43
Appendix 4 – Language Audit Tool for Unit Outlines	45
Appendix 5 – Read me first: Power Point Instructions.....	46
Appendix 6 – Power Points for use with discipline specialists	48
Appendix 7 – Power Points for use with ALL specialists.....	56
Appendix 8 – Postcard for fellowship	64
Appendix 9 – Evaluation summary from Deakin University	66
Appendix 10 – Evaluation summary from Curtin University	67
Appendix 11 – External evaluation report.....	678

Chapter 1: Introduction

This fellowship aimed to address the embedding of English language development across the higher education curriculum. With the ever-increasing diversity of the student population in Australian universities, not just in regard to English as second/additional language students but also other sub-groups such as low SES students, mature age and first in family students, the issue of language proficiency has become crucial. As a result, in 2008 AUQA developed the *Good practice principles for English language proficiency for international students in Australian universities*, later revised to encompass the language development of **all** students. The issue of English language development and support is now receiving more attention from TEQSA, and consequently from universities, as many make moves to implement language policies and strategies.

This project aimed to build on best practice research in the field, which indicates that embedding English language development into discipline content (that is, in teaching and learning) is most likely to have the greatest success in developing students' English language proficiency. In particular, this fellowship addressed two priority areas that were identified in OLT projects for 2012:

- Strategic approaches to learning and teaching which enhance student access and progression, and respond to student diversity; and
- Disciplinary and cross-disciplinary leadership to enhance learning and teaching through leadership capacity building in discipline structures, communities of practice and cross-disciplinary networks.

The fellowship program of activities was designed to alert discipline staff to the benefits of working with language specialists in order to identify where language development could be built into their units and how this could be done. It was then planned that discipline specialists themselves would be disseminators of good practice within their own Faculty and beyond. Specifically, it was anticipated that the fellowship would result in the following outcomes and deliverables:

- design and implementation of a series of staff development workshops on embedding language into the disciplines, aimed at both discipline specialists and language specialists. These workshops were intended to examine the 'why' and 'how' of embedding of English language development within the disciplines, and to identify ways in which current practices might be enhanced to achieve this;
- creation of workshop materials for staff development that could be easily adopted/adapted by other academics working in higher education;
- identification and examination of the collaborative models with greatest chances of success through a research-based approach;
- dissemination of fellowship findings and best practice through local, national and international presentations at conferences, seminars or symposia, and in collaboration with other organisations such as the Association for Academic Language and Learning (AALL).

The context

The activities undertaken through this fellowship built on the experience gained on embedding English language development within the Curtin Business Faculty, over a number of years, and across Curtin University more broadly, through activities undertaken in 2011 and 2012 as a result of two small scale grants (one HEEP and the other an internal strategic grant from the office of the DVC Education). This previous experience meant that I already had established contacts based on successful collaboration with a number of staff in different disciplines across Curtin University.

Thus although I am based in the Business School, I had already coordinated embedding language projects with staff from the Curtin faculties of humanities, science and engineering, and health. Many of these previous contacts with staff continued throughout the fellowship. For example previously established collaboration with staff from the School of Nursing and Midwifery continues and has had a positive impact on aspects of curriculum development, as well as joint research.

Although the work of the fellowship is based largely at Curtin University, including two non-Bentley campus sites, I was approached by two other universities, Deakin and RMIT Vietnam, to present workshops. A very successful workshop was presented to ALL staff at Deakin University, but unfortunately the one planned for Vietnam was unable to be delivered. However, several workshops have been presented at national and international conferences (AIEC, 2012 and 2013 and AALL 2013) and have been well-received.

Consultation and Evaluation

Apart from internal consultation undertaken within Curtin, which related specifically to internal teaching and learning matters, a fellowship reference group to provide advice was established early on. It consisted largely of WA-based colleagues and two colleagues from other States. After discussion with other Fellows, it was decided that the fellowship did not require regular meetings of the reference group, but rather that the latter represented a group of experts on whose expertise the Fellow could draw, as necessary. There was only one formal meeting of the reference group (by teleconference, on 7 June 2013) but I met individually or contacted other reference group members by telephone or email, as necessary. Membership of the Reference Group included the following:

Alex Barthel (Public Officer, Association for Academic Language and Learning)
Dr Donna Butorac (Curtin University)
Associate Professor Katie Dunworth (Curtin University, now University of Bath)
Dr Patricia Dooey (Curtin University)
Dr Anne Harris (Edith Cowan University)
Professor Lynn Cohen (Edith Cowan University)
Dr Judy Maxwell (RMIT)
Chris Symons (Curtin University)
Dr Craig Whitsed (Murdoch University)

Associate Professor Katie Dunworth, who was appointed as external evaluator, was called upon more frequently, and was generous with her time and advice. She was kept regularly informed of developments and received copies of workshop materials as they were being developed.

The future

The recent release of the interdisciplinary collaborative model developed throughout the fellowship has aroused more interest in this area from colleagues in the field, particularly at the national AALL conference in November 2013, and it is anticipated that there will be further collaborations as the WITTS model is more broadly disseminated through a scholarly publication. Reports from state AALL representatives at the recent conference indicate that initiatives to embed English language development are on the increase in Australian universities. The materials developed through the fellowship will be housed on the AALL website and thus be available to all interested colleagues in the field. The workshop materials, in particular, can easily be adapted, and it is hoped that ALL staff will use them within their own institutions.

The work undertaken during this fellowship has also led to other initiatives related to the assessment of language proficiency and an application for a 2014 OLT project has been submitted which, if successful, would build on the achievements of this fellowship.

Chapter 2: English language issues and their implications in the Australian Higher Education context

Student diversity in Australian higher education

Increasing internationalisation and widening participation (massification) in tertiary education necessitate teaching that caters to an increasingly diverse student body with a large variety of learning needs. Students need to develop both academic literacy and proficiency in the language of delivery, which in the case of Australian universities, is English. In Australia in 2010 just over 28% of the university student population consisted of international students (DEEWR 2010). It is generally assumed that international students studying outside their own country will develop the required communication skills simply by living in the new country and/or mixing with local students. However research in Australia and elsewhere (Murray, 2010, Volet and Ang, 2012, Bretag, 2007) indicates that this is not necessarily the case; skills in English as a second or additional language (ESL/EAL) need to be developed through student effort and/or deliberate intervention in teaching and learning. Domestic students too, require assistance with their language skills. While in the past, the students entering universities through traditional pathways were thought to be reasonably well-prepared to undertake tertiary studies, the more common complaint from academics now is that some lack the necessary linguistic and/or academic literacy skills to complete their studies successfully.

Such increasing diversity and massification, accompanied by an increasing array of delivery modes, have changed the perception of what it means to undertake a university education. Elitist views of the past have now been replaced by the reality that many of today's students may simply be under-prepared in the area of linguistic proficiency and/or academic literacy, particularly when significant numbers of students may be studying in English as a second/additional language. There is also a growing awareness that while international students may satisfy English language entry requirements, they are likely to require ongoing English language and academic literacy development in order to complete their studies successfully (Dunworth and Briguglio, 2010). In any case, whatever the level of English language proficiency with which students enter university, it is surely not an unreasonable expectation that **all** students should emerge with improved language and literacy skills upon completion of a degree. This means that English language issues need to be seen as core and not at the margins of learning and teaching (Arkoudis et al., 2012)

The increasingly elevated position that English occupies across the world as the language of delivery at tertiary level is also impacting on the need to integrate English language development with content delivery. Increasingly, more students are receiving content through a language that is not their first language, nor the first language of their lecturer/tutor. In 2012, the number of degree courses taught fully in English over the world had increased by 30% (Rigg, 2013). The quite phenomenal spread of English as the language of instruction, particularly at postgraduate level, in South America, Europe and South-East

Asia, as well as parts of Africa (Green et al., 2012) makes the integration of language and content an absolute imperative.

In the university of the twenty-first century, staff, particularly teaching academics, also need to develop intercultural communication skills in order to address the varied needs of diverse student cohorts and to function effectively in the teaching and learning context. Literacy pedagogy for the twenty-first century needs to respond to a global environment where diversity and difference are the norm, rather than the exception (Briguglio, 2007, Cazden et al., 1996). Many academic staff are aware of at least some of the language difficulties faced by international and local students. However, few of them feel equipped to deal with this issue in any concrete way. Largely, academic staff consider that it is their responsibility to teach their discipline content and not language skills (Dunworth and Briguglio, 2011).

Currently, all Australian universities provide some form of language and learning support, particularly, but not only, for ESL/EAL students. In recent years, much has been written in Australia about 'embedding' (Crosling and Wilson, 2005, Arkoudis and Starfield, 2007, Evans et al., 2009, Harris and Ashton, 2011), and elsewhere about 'integrating' (Jacobs, 2005, Jacobs, 2007, Gustafsson et al., 2013) language support. This generally involves collaboration between language and/or education and other discipline specialists. Embedded language support is considered the best, or perhaps most effective, model to reach the greatest number of students.

According to (Harris and Ashton, 2011), embedded approaches in Australia can be categorised in three ways, as follows: running voluntary classes for students outside of teaching allocation (taught largely by language/education specialists); having specialised tutorials/ classes related to specific units or courses for identified students, taught by language specialists; embedding language support into key units, with language and discipline specialists working together. Harris and Ashton indicate that the third approach is the most embedded, and by implication, the most effective. A similar analysis by (Tuleja and Greenhalgh, 2008), reflecting the US context of 'communication across the curriculum', and based on the Wharton School of Business model, also has a tri-pronged approach, as follows: separate instruction in the form of stand-alone courses or units of study; integrated training development through course content and with use of targeted tutoring of students by undergraduate Team Advisors; and third, the use of consultants, whether peer or professional (Tuleja and Greenhalgh, 2008). It should be pointed out that the structures which seem 'embedded' described by (Tuleja and Greenhalgh, 2008) are not identical to those in Australia. The use of Team Advisors is perhaps closer to a well-coordinated mentor system of students supervised by students; and the use of consultants, as described by them, seems to be a very separate arrangement from what is considered interdisciplinary collaboration as practiced in Australia. Australian ways of operating seem to be very similar to examples of integrating language and curriculum content described by Jacobs and her colleagues in South Africa (2005, Jacobs, 2010) and (Gustafsson et al., 2013) in Europe.

In a recent paper (Briguglio and Watson, in press) argue that, in any case, the whole continuum of development support, from least to most embedded, no matter how this is categorised or described, is desirable and necessary in any large contemporary university in order to attend to the large variety of needs arising from student diversity and the spread of English as the medium of instruction in countries where it is not the official language.

Implications for student and staff development

How have Australian universities addressed the needs of increasingly diverse student populations, as described above? The response can be seen in two major areas: student development and support and staff development and support. Much has been achieved and continues to be achieved in the first area, while very little has been done in the second. In the area of provision of support for international students, Australia can claim many developments and innovations, including services in the social, counselling, housing, and, increasingly, in the language and study skills areas. In the area of staff development, however, there is a paucity of initiatives (Percy and Beaumont, 2011) and innovations are often the result of individual committed academics engaging in projects which, in the long run, are difficult to sustain.

Issues in student development

At tertiary level, the provision of linguistic development support needs to be seen as part of ongoing student development and not as remedial (Roche Couste et al., 2010, Hill et al., 2010). If students have met entry requirements, then it is considered the duty of the University to provide the required support to enable them to complete their course successfully. In any case, the Australian regulatory body for tertiary education TEQSA, has already indicated that this is what it expects and is likely to monitor in forthcoming audits of tertiary providers (Murray, 2011).

In regard to student language development, the following points need to be borne in mind. First, entry level proficiency means just that. That is, students who may meet the entry level English language requirement will need to continue to develop their linguistic proficiency to higher levels. Development support is therefore needed throughout a tertiary course and at all levels (Dunworth and Briguglio, 2011). Second, development is necessary for all students: even first language (L1) speakers of English need to keep developing their linguistic skills to higher levels, if, as universities claim, they are 'adding value' with a tertiary education. It would thus be expected that graduating students would have much improved skills compared with commencing students. Third, development means continual growth, not remediation. Fourth, the common perception that international students need to attain 'native speaker' proficiency levels runs into all sorts of difficulties. There are problems with defining who is a 'native speaker' (Davies, 2001); problems with varieties of English and which variety/varieties are acceptable in different contexts (Halliday, 2003); and there is a need to acknowledge the complexities and realities of second language learning and how it develops, often unevenly, over time (Arkoudis et al., 2012).

EAL students have other, different and particular needs which require recognition (Chang, 2006, Briguglio and Smith, 2012). Often discipline specialists are not aware of such needs and perceive and express merely that students ought to improve their 'communication skills' or their 'academic writing'. It is commonly known, however, that what is good teaching for EAL students is often better teaching for all students (Ronowicz and Yellop, 1999). The nexus between language and culture for EAL students is also often under-emphasised, except in some areas, such as the health sciences, where cultural issues are more often discussed alongside linguistic aspects. For example, it is generally recognised

that international nursing students coming to Australia to complete a nursing 'conversion course' (that is, a course that will qualify them to operate as nurses in Australia) need: a high level of English proficiency in the four macro skills of speaking, listening, reading and writing; academic literacy; the language of the discipline; (inter) cultural knowledge and sensitivity; and knowledge of Australian English in both formal and informal registers in order to be able to operate successfully with other professional team members and the general public in the course of their work (Choi, 2005). Students in other disciplines may have slightly different needs, but again, academic staff need to have a more nuanced understanding of the linguistic skills required by students in their particular discipline, rather than just assuming the need to improve communication skills.

Teaching staff should also deliberately structure learning to promote the development of intercultural communication skills. Much is made of the cultural and linguistic diversity on many university campuses, particularly in promotional materials, but the reality is that where this issue has been researched it seems that little real mixing is occurring between local and international students (Kelly and Moogan, 2012, Volet and Ang, 2012, Sawir et al., 2008, Brown and Richards, 2012, Yuan, 2011, Leask, 2004). It is self-evident, however, that two-way inter-cultural development is likely to occur if there is more mixing between students of various backgrounds and nationalities. Much still remains to be done to encourage this to happen successfully on Australian campuses.

Issues in staff development

The language question raises significant implications for academic teaching staff. Ideally, such staff should be equipped to address language needs in the curriculum, although in some cases, staff do not see it as their responsibility to teach language and in other cases they feel ill-equipped to do so (Briguglio, 2005). In those countries where English is not the official language but academic staff are required to teach through English, there is obviously a responsibility on the part of the University to ensure that staff develop their language to a sufficiently high level to be able to impart discipline knowledge successfully. In many European universities this is the case and English language courses are now provided for staff, as well as students. However, in some countries (eg China and Japan) there are insufficient qualified staff to deliver courses in English; and in other countries, there are real concerns about the levels of English language proficiency of some of the staff delivering courses (Green et al., 2012, Salomone, 2013)

As well as English language proficiency per se, staff development is also necessary to allow academic staff to acquire knowledge and skills about pedagogy and linguistic and cultural matters, to the extent that they can embed development and support within their courses. In particular, well prepared staff in an internationalised university should demonstrate some or all of the qualities described below (Leask, 2004).

Staff should have more than a superficial knowledge about other languages and cultures. This requires that staff actively inform themselves about their learner cohorts and their particular learning needs. Sometimes sweeping generalisations and stereotypical comments about the needs of 'international students' are espoused on university campuses, without taking into account the myriad of factors that impinge on the individual international

student or the individual migrant experience (Chang, 2006).

Academic staff who are 'native speakers' of English should be aware of how they and others use language and the local idiom, especially in speech. Such awareness is a first step towards gaining objectivity about possible difficulties faced by EAL speakers. This does not mean that idiomatic language should be avoided (almost impossible, in any case) for it lends colour and richness to language, but simply that idiom may need to be explained to cultural and linguistic 'outsiders', when it is used. Staff also need to make the effort to understand different accents in spoken English, since the ever-growing diffusion of English as a global language, with increasing numbers of second language (L2) speakers of English, makes different accents in the spoken language an inescapable reality (Briguglio, 2007).

Teaching staff should be mindful of purpose and audience in all teaching and learning contexts, meaning that they are then able to adapt their communication and teaching style to suit the needs of their diverse student audiences. As a result staff can, and do, adjust language according to different teaching and learning contexts, and are knowledgeable of the implications of their linguistic choices.

Academics also require an awareness of the language demands and academic discourse qualities of their discipline, in a sense another 'sub-culture' (Pawan and Ortloff, 2011). While academic staff do have this knowledge about their particular discipline area, such knowledge is often internalised and sub-conscious, so that they may not be aware of the inherent complexities for outsiders. Thus, it is important to make this tacit knowledge explicit in order to induct students into the language of the discipline (Tait, 2010).

Finally, teaching academics need to undertake and update their training in intercultural communication skills (Corbett, 2003, Chang, 2006) and internationalisation of curriculum (Leask, 2004, Leask, 2013, Jones, 2013). As indicated above, this is an area that requires sustained attention and development in order to better equip academic staff to promote student language development within their teaching activity (Rochecouste et al., 2010).

Chapter 3: Implementation of fellowship activities

This fellowship set out to address a perceived area of need, that is, the development of academic staff in language and literacy issues related to learning and teaching. Research seems to indicate that the most effective way of developing student English language proficiency is through embedding language development within discipline-based units/courses (Jacobs, 2010, Kokkinn and Mahar, 2011, Mort and Drury, 2012). However, this approach is often resisted by academic staff, who may believe that they do not have the time or expertise to do this. The fellowship aimed to develop models, professional development activities and materials that promote collaboration between discipline specialists and language specialists to embed English language development into discipline-based units. A number of case studies of interdisciplinary collaboration have been implemented with some success at tertiary level in Australia (see, for example, Crosling and Wilson, 2005, Andrade, 2006, Harris and Ashton, 2011, Bonanno and Jones, 1996, Barrie and Jones, 1999). However, more research is needed to identify and examine the collaborative models with greatest chances of success. Moreover there is a need to design professional development activities that will help to prepare discipline staff to work with language specialists and for staff development materials in this area.

The work that was undertaken through this fellowship was informed by two successful 'embedding language' projects undertaken at Curtin University in 2011 and 2012. These projects aroused much interest at Curtin and a large number of staff across the University declared their interest in being further involved in embedding activities in some capacity. Staff development activities and materials in this area have wide applicability in other tertiary institutions in Australia and beyond. The question of English language proficiency is now becoming a pressing one in Australian universities, while other universities all over the world are interpreting internationalisation as moving increasingly towards English medium instruction (Rigg, 2013).

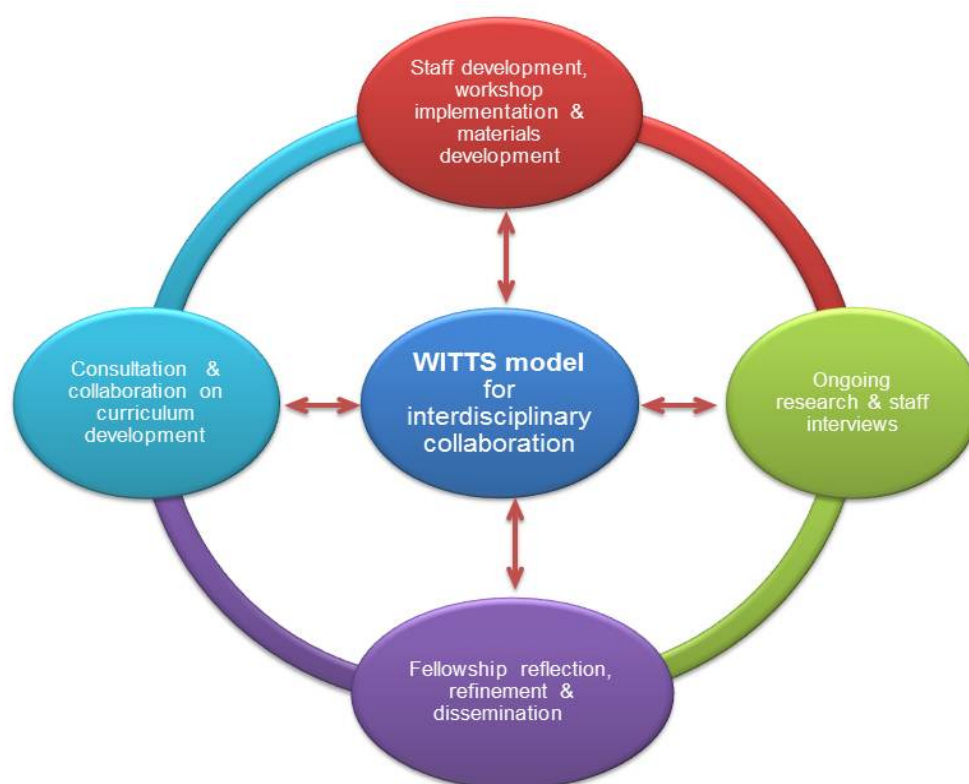
Plan of activities to address the issue

The fellowship planned to cover three major areas of activity, which were not intended to be discrete:

- Consultation and collaboration with staff on curriculum development;
- Staff professional development and materials development; and
- Ongoing research into successful embedding models, including a literature review and interviews with staff who had participated in past 'embedding' activities.

Dissemination was planned to be ongoing through professional development activities, presentations and academic papers, and a final fellowship report. Reflection on the fellowship and modification and refinement of activities was ongoing. This cycle of fellowship activity can be illustrated as in Figure 1, below:

Figure 1 - The cycle of Fellowship activity



NB: WITTS – Working in the Third Space

It was anticipated that the bulk of the fellowship activities would be completed between July and December 2012, though some of the dissemination activities, including journal/conference papers, would continue into 2013. As it happens, a further extension grant of \$30,000 from OLT, supplemented by a Curtin internal strategic grant, has meant that fellowship activity was able to continue over almost 18 months into the second half of 2013.

Consultation and collaboration on curriculum development

The first stage involved consultation by the Fellow with key people: the Curtin DVC Education; the Curtin University Teaching and Learning Committee; Deans Teaching and Learning of the various faculties at Curtin; the Curtin English Language Proficiency Officer; Faculty-based Academic Language and Learning (ALL) staff; past Fellows, including Professor Dawn Bennet and Professor Lyn Cohen; Associate Professor Katie Dunworth, the external evaluator; and other interested individual academics. A Reference Group was established (see list page 10) and members were consulted at various stages.

Collaboration with individual academics also continued. Colleagues from the Faculty of Science and Engineering have approached me for follow-up advice related to particular units after faculty-based workshops. Work on assessment rubrics has helped to clarify some language aspects of assessment tasks for both staff and students. Ongoing collaboration with the School of Nursing and Midwifery at Curtin has led to some interesting

developments in their Academic Mentoring Program for international nursing students, including a 'conversation buddy' scheme with local students to help international students improve their oral communication skills. Research on previous embedding strategies is also continuing with colleagues from the School of Nursing and Midwifery.

A community of practice has developed at Curtin around the issue of English language proficiency. A further development has been the establishment of an informal *English Language Development (ELD) Network*, coordinated by me. The Network was established in response to requests from academic staff who had attended workshops and wanted to keep in touch with developments in this field. The Network met twice in 2013 with some 20 attendees at the first meeting and 40 at the second meeting. The first meeting, held on 22 May 2013, established the Network and the second, held on 30 October 2013, discussed Curtin University's recently formulated English Language Proficiency Policy.

Development of workshops and materials and implementation of staff development activities

This aspect of the fellowship involved the development of workshop materials and the implementation of workshops with a variety of different groups of academics. As with all projects, there were minor modifications from the original plan. For example, initially consecutive series of three workshops for discipline staff was planned. However, extensive consultation with Deans Teaching and Learning and unit coordinators at Curtin indicated that academic staff would be unlikely to make the commitment to a series of three workshops. As a result, it was decided to offer instead one workshop of between 2 to 3 hours, which would address the initial questions covered by the three workshops. These were:

- What do we mean by embedding language development?
- Why do we need to look at embedding language development?
- How might we go about doing this?

In total 15 workshops were delivered over the duration of the fellowship on Curtin's main campus as well as Kalgoorlie, Sydney and Singapore sites and at Deakin University (see Table 1).

Every workshop was evaluated and feedback sought (see evaluations from Deakin University and Curtin University at Appendices 9 and 10). The feedback was invariably positive, with suggestions for improvement also offered. Such suggestions tended to express the desire for concrete strategies on how to embed into particular fields of study; that is, academics were very keen to start 'embedding' language support strategies and wanted examples of where they could start. As a result, the handout entitled *10 things you, the discipline specialist, can do to get started on embedding English language development into your teaching* (see Appendix 3) was developed. A simple *Language Audit Tool* (see Appendix 4) was also developed for discipline academics to allow them to audit the English language proficiency development potential in unit content and assessment.

Table 1 - Workshops presented at Curtin and other Universities during the Fellowship

Date	Event	Details
21 November 2012	Curtin, Kalgoorlie campus WASM (S & E Faculty)	2 hour workshop
23 November 2012	Health clinical teachers Curtin Health Faculty	2 hour workshop
26 November 2012	Curtin Science & Engineering Faculty	2 hour workshop
28 November 2012	Curtin University-wide	2 hour workshop
3 December 2012	Curtin Science & Engineering Faculty (Repeat)	2 hour workshop
4 December 2012	Curtin Humanities	2 hour workshop
21 February 2013	Curtin Management 100 tutors	2 hour workshop
4 April 2013	Curtin University-wide	2 hour workshop
11 June 2013	Deakin University ALL staff	3 hour workshop
14 June 2013	Curtin Sydney	3 hour workshop
17 June 2013	Curtin ALL staff	2 hour workshop
26 June 2013	Curtin Singapore campus	2 ½ hour workshop
15 July 2013	Curtin University-wide	2 hour workshop
16 July 2013	Curtin Health Sciences	2 hour workshop
17 July 2013	Curtin Business School	2 hour workshop

As the workshop implementation progressed it also emerged that ALL specialists had slightly different needs from discipline academics. Thus, two sets of Power Points have been developed, one aimed at ALL specialists and one at discipline academics (See Appendices 6 and 7). These Power Points and other materials developed through the fellowship will be placed on the website of the Association for Academic Language and Learning (AALL), where they will be freely available for download and able to be used by ALL specialists, with modifications, for their own university, or indeed other tertiary context.

The completed set of materials developed during the fellowship and now available from the AALL website at <www.aall.org.au> includes:

- Power Point for workshop with discipline academics (Appendix 6)
- Power Point for workshop with ALL specialists (Appendix 7)
- The Working in the Third Space (WITTS) model (Appendix 1)
- The Multi-layered Model of Language Development Provision (MMLDP) (Appendix 2)
- Staff handout '10 things you, the discipline specialist, can do to get started on embedding English language development into your teaching' (Appendix 3)
- Language Audit Tool (for use with unit outlines) (Appendix 4)

Ongoing research including a literature review and staff interviews

Ethics approval for research was quickly obtained at the beginning of the fellowship, which allowed us to begin interviews with staff who had been involved in embedding projects in 2011. Interviews were undertaken by a staff member who was not involved in the original project; these were transcribed and analysed. The focus of the interviews was on ways of operating, in an effort to identify those qualities or conditions that are thought to be essential to successful collaboration between discipline and language specialists. Data was also gathered from brief written reports completed by staff participants at the end of the 2011 and 2012 embedding projects. The findings from the interviews and the reports have contributed to the development of the Working in the Third Space (WITTS) model, described in greater detail in Chapter 4.

A literature review was undertaken and was ongoing throughout the fellowship. The review has fed into this report and into several academic papers submitted or being prepared for submission to scholarly journals.

Fellowship reflection and refinement and dissemination of findings

As with any project, things changed throughout the fellowship as activities were planned, implemented, reflected upon, adjusted and refined. The workshops, in particular, offered plenty of opportunity for rich discussion and served both to disseminate good practice and to gather input and feedback from academics on the development of models and materials. The WITTS model went through several iterations before its current form (see Appendix 1)

Dissemination of fellowship findings has occurred throughout the period of the fellowship in a number of different ways including through:

- the extensive list of workshops implemented with a variety of different groups (see above in Table 1)
- presentations at seminars, education forums and conferences, at local, national and international level (Table 2, below)

Table 2 - Dissemination at conferences/ related events

2 October 2012	Australian International Education Conference (AIEC) Melbourne	3 hour workshop on <i>"Embedding language development across the curriculum"</i>
5 October 2012	AIEC conference presentation	Presentation session on <i>"Embedding language across the curriculum"</i>
9 October 2012	Murdoch University internationalisation symposium	<i>"English language, academic literacies and the internationalisation of the curriculum nexus"</i>
6 February 2013	WA AALL symposium held at Curtin University	One of two chief speakers presenting on embedding language across the disciplines
7 February 2013	Teaching and Learning Forum, Murdoch University	Paper on 'Embedding language development across the curriculum
8 February 2013	T & L Forum, Murdoch, symposium panel	Symposium on Embedding communication and literacy into the curriculum
12 April 2013	Integrating content and language in higher education (ICLHE) conference Maastricht 2013	Paper presented on Embedding language development a cross the curriculum: a continuum of development support
15 August	WAND fellowship workshop	Presented on theme and scope of my fellowship
8 October 2013	AIEC conference	3 hour workshop on Embedding language development into the disciplines
13 November	AALL conference, RMIT Melbourne	2 hour workshop on Embedding language development into the disciplines
14 November	AALL conference, RMIT Melbourne	Talk tank on language and literacy issues (one of 3 convenors)
14 November	AALL conference, RMIT Melbourne	Presentation on the WITTS model of interdisciplinary collaboration

A number of academic papers have been submitted or are ready for submission to academic journals, with one in press, as below:

- Briguglio, C., and Watson, S. (in press). Embedding English language across the curriculum in higher education: A continuum of development support. *Australian Journal of Language and Literacy* (due out in early 2014).
- Briguglio, C., De Rosa, E., and Butorac, D. (under review). English language needs of international nursing students: developing a tool for English language assessment and development.
- Briguglio, C., and Watson, S. (submitted for the proceedings of the Integrating Content and Language in Higher Education Conference, Maastricht, 2013). Embedding language development into the disciplines: Integrating language and content into curriculum delivery.
- Briguglio, C., Working in the third space: a model for interdisciplinary collaboration between language and discipline specialists. (ready for submission)

In addition, two other papers are currently under development. The first explores the nature of interdisciplinary collaboration between language and other discipline specialists and is based on the interview data from the fellowship; and the second reports on an extended case study conducted within the School of Nursing and Midwifery.

Thus implementation of fellowship activities has occurred in overlapping stages and with much feedback from academics, both ALL and discipline specialists. The initial consultations at Curtin were very useful both in disseminating information about the fellowship and in receiving input from key people such as Deans Teaching and Learning. Workshop design and implementation served to disseminate knowledge and skills about embedding language across the curriculum. The workshops were also useful to obtain feedback about academics' concerns and needs in this area and input into development of embedding models. Staff interviews and ongoing research also continued to inform fellowship activity and helped me to reflect and refine. Finally, all of these elements of the fellowship contributed to the design and refinement of the WITTS model. At the most recent workshop and presentation, which occurred at the AALL national conference in Melbourne 13-15 November 2013, very positive feedback was received both about the WITTS model and the workshop and related materials. There has already been contact from colleagues who want to use the WITTS model and the workshop Power Points. All the fellowship materials will be available on the AALL website at <www.aall.org.au>.

Chapter 4 Developing a model for interdisciplinary (ID) collaboration in the language area

Ryan and Neumann (2013) define disciplines as having a number of recognised features, including “an accepted body of knowledge, accepted theories and methods for theory testing and replication, established communication patterns and a recognised progression for the development of research and teachers”. Disciplines are often described as having their own ‘language’ and ‘culture’, supporting an academic identity based on disciplinary values, ideals and language, and reflecting distinct professional and emotional ‘worlds’ (Henkel, 2000, Manor-Binyamini, 2011, Ryan and Neumann, 2013). Further (Pawan and Ortloff, 2011) maintain that “within a discipline, language and content learning are intertwined in that each shapes, gives meaning to and is necessary for the development of the other”. Many of the above qualities, describing a disciplinary identity, are not dissimilar to those used to describe a cultural identity. This is an important point, since the model that is proposed for interdisciplinary (ID) collaboration between language and other discipline specialists draws partly on intercultural communication research.

ID collaboration is generally considered desirable, reflecting the reality that in today’s complex world, problems require multi-faceted solutions which often traverse the domain of any one discipline (Frost and Jean, 2003). While ID collaboration may seem more appropriate or necessary in some areas, such as the health sciences (Hamilton, 2011), it does not seem to be very common between language and science specialists, for example. Moreover, a significant amount of the literature on collaboration between specialists from the language field (particularly ESL) and other disciplines has been largely concerned with schooling and schooling contexts, and only more recently with developments at the tertiary level.

What the school-based experiences tend to show, however, is that where this collaboration has been undertaken, it has often been based on unequal relationships (Arkoudis, 2006), tending to lead to underachievement of desired results. In schooling, the ESL specialist has often been perceived as playing a secondary or subservient role (Pawan & Ortloff 2011). Indeed Pawan and Ortloff (2011) found that a common theme in their research on interdisciplinary collaboration between ESL specialists and mainstream teachers was the unequal status of ESL teachers in the classroom. A constructive relationship between discipline and language specialists as equals is something to be pursued at the tertiary level although some, such as (Elton, 2010), consider it is a rare thing. Fortunately, some of the more recent and successful Australian experiences at embedding language development in universities (Dunworth and Briguglio, 2010, Kokkinn and Mahar, 2011, Kennelly et al., 2010, Thies, 2012, Frohman, 2012) have avoided this trap and are based on more equal relationships. In the English language development (ELD) projects described below, respect for the discipline knowledge and skills of both parties was emphasised, as was the fact that innovative solutions could result from successful collaboration.

The ID model that is proposed for the language area in this report was developed over the 18 months of the fellowships’ duration. It draws partly on a literature review of embedding projects and experiences, but also on two internally-funded ELD projects implemented at

Curtin in successive semesters in 2011 and 2012. Staff involved in these short term longitudinal projects were interviewed in some depth, and the data analysed to identify common threads and themes. The proposed model for collaboration between language and other discipline specialists, which operates in 'the third space', draws on the work of (Bronstein, 2003), based on the findings of multidisciplinary and social work literature, and the work of applied linguists such as Bhabha (1994), Lo Bianco and Liddicoat (1999), Lo Bianco et al. (1999), Gutierrez (2008) and Kramsch (2009).

The Curtin Projects

Each project aimed to embed English language development into discipline-based units. Funding for the projects was derived from two internal grants awarded to the Communication Skills Centre (the centre), a student language and academic literacy support unit based in the business faculty. Staff from the centre, who are academic language and learning (ALL) specialists, all with education and English as a second language (ESL) qualifications, were required to work with other academics from across the university. Project funding allowed for some time release for centre staff and a small financial incentive to academic staff from other disciplines, who could use funds for time release and/or research purposes. The funding allowed for the involvement of four academic staff from the centre (language specialists) and 17 academics (8 and 9 for each semester project, respectively) from the faculties of science and engineering, business, health sciences and the humanities. Project staff included a mixture of experienced and less experienced staff.

In the first project, discipline staff were invited by the project leader, because of pre-existing collaboration, or through contact with faculty deans of teaching and learning, who nominated suitable staff from their faculty. In the second project an expression of interest was disseminated across the university. Many more staff were forthcoming than the second project could accommodate, so selection was largely based on a first come first served basis, with the proviso that there needed to be participation from all four faculties. The two projects operated almost identically, although the first, implemented in semester 2, 2011, had a broad brief to embed language development while the second, implemented in semester 1, 2012 was required to focus on language development activities around assessment.

Centre staff (language specialists) were paired by the Project Leader with discipline staff and met regularly to develop embedding activities and materials. These teams of two specialists from different disciplines were the essential partnership sub-groups, while the Centre Manager acted as Project Leader. Thus each language specialist had two or three collaborative partnerships with academics from different disciplines.

Staff were given broad guidelines about the way they could approach the project. These parameters were set by the Project Leader, largely based on previous experience with staff within the Business Faculty. The parameters were deliberately kept fairly broad in order to avoid limiting the possible outcomes. The following points were emphasised: the partnership between the language and other discipline specialists was to be considered equal (this was particularly important, given what research has found about unequal

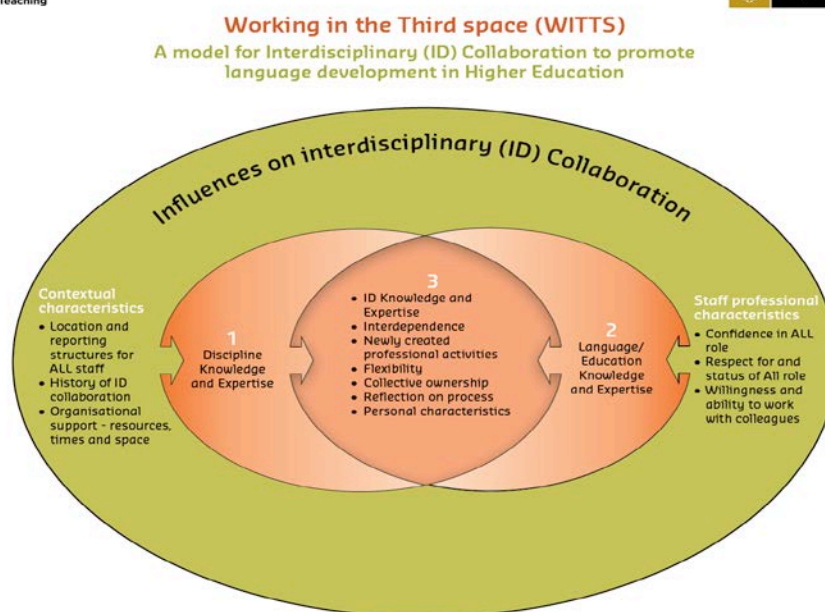
collaborative partnerships in the language field); the partnership teams were expected to meet regularly, but at least once every two weeks (most met weekly); the aim was to embed English language development activities or processes into the content and/or assessment practices of selected units of study (one unit per discipline specialist).

Although some participants found the implementation parameters vague at the beginning, by the end of the project the collaborative partnerships were working very well. From reports at the transdisciplinary meetings of the whole project team, a range of different outcomes was being achieved: from materials, to intervention strategies, to team teaching, to scaffolding of assessment tasks; all of which might not have been achieved had more rigid operational guidelines been imposed. Without exception, all disciplinary sub-teams were making progress, although it was inevitable that some partnerships would function better than others.

A model for ID collaboration to promote language development in higher education

While working on these projects, it became evident that some exciting developments were happening as a result of regular ID collaboration. What emerged from the projects was the concept of a third space, which seemed to be at the point of intersection of both specialisations, as illustrated in Figure 2. Staff working on these projects seemed to be operating in a cross-disciplinary space that combined the expertise of both parties and came up with more creative solutions. Attempts to distil the elements that made for successful interaction led to an article by Bronstein (2003), based on multidisciplinary theoretical literature and social work literature, in which she describes a collaborative model for the health sciences. This seemed extremely apt to describe some of the ways staff involved in the ELD projects were working. Research by several authors on language and intercultural communication (Lo Bianco, Liddicoat and Crozet 1999; Gutierrez 2008; Kramsch 2009) also seemed to resonate with aspects of the way staff were operating in the ELD projects. The concepts of a 'third place' (Lo Bianco et al. 1999), 'third culture' (Kramsch 2009) or 'third space' (Bhabha 1994; Gutierrez 2008) elaborated by these researchers also seemed apt to describe the new space in which the disciplinary sub-teams were operating. The model that emerged, illustrated in Figure 2, is thus based on elements of both of the above areas of research – social work literature and intercultural communication/language education. The model, described more fully below, has been through several iterations, and may continue to change in the future as further work is undertaken between language and discipline specialists.

Figure 2 – Working in the Third Space (WITTS)



Lo Bianco et al. (1999) used the phrase ‘striving for the third place’ in their eponymous publication about developing intercultural competence, promoting the idea that successful intercultural communication creates a third place which is a hybrid of the different cultural spaces of those involved in a cross-cultural interaction. Lo Bianco et al. (1999, p 1) state: “We introduce the notion of ‘the third place’ as the unbounded point of intersection where interactants from different cultural and linguistic backgrounds meet and communicate successfully”. They further state that they see the third place as a point of interaction, hybridity and exploration - not as accommodation, but rather as encounter. Indeed all three of these sources (Lo Bianco et al. 1999; Gutierrez 2008; Kramsch 2009) refer to a third place or space as a point of merger of two or more realities, which create a third reality.

As language specialists worked with colleagues from different disciplines on embedding English language development activities across the curriculum, this concept of ‘thirdness’, which for the purposes of this project has been renamed ‘a third space’, seemed to apply very well to ID collaboration. Thus this report refers to ‘the third space’ as one where academics from different disciplines can come together to explore teaching and learning ideas and combine knowledge and skills from their different specialisations to create new ideas, strategies and activities that would be difficult, if not impossible, for each to create in their own ‘space’. Hence, ‘the third space’, in this report, refers to room for interdisciplinary (ID) collaboration and its concrete and positive results in terms of teaching and learning.

ID collaboration elements in the ‘third space’

The Health Sciences seemed to provide a model (Bronstein 2003) that resembled very closely the way participants in the two ELD projects were operating. The Bronstein model (2003, p.299) lists the following five essential elements of successful inter-disciplinary collaboration: interdependence; newly-created professional activities; flexibility; collective ownership of goals; and reflection on process. A sixth element, ‘personal characteristics’, has been added. These elements, which were present in the ELD projects to varying degrees, were applied as described below:

- Interdependence refers to “reliance on interaction amongst professionals, whereby each is dependent on the other to accomplish his/her goals and tasks” (Bronstein, 2003). This was definitely the case in ELD projects, where each had to rely on the expertise of the other in order to come up with suitable solutions.
- Newly created professional activities refer to “collaborative acts, programs, and structures that can achieve more than could be achieved by the same professionals acting independently” (Bronstein 2003, p. 300). In the ELD projects, the development of new language rubrics for students and staff and the implementation of tailored student workshops, for example, could not have been achieved to the same level of effectiveness without the joint collaboration and expertise of both parties.
- Flexibility “extends beyond interdependence and refers to the deliberate occurrence of role-blurring” (Bronstein 2003, p. 300). Bronstein indicates that this also requires less hierarchical relationships. There was no sense of hierarchy in the ELD projects and both professionals were regarded as equally expert in their particular fields. This was stressed to all participants from the very beginning.
- Collective ownership of goals refers to “shared responsibility in the entire process of reaching goals, including joint design, definition, development and achievement of goals” (Bronstein 2003, p. 301). Again, this was certainly the case with the ELD projects, where development work was shared, jointly revised and modified, and different tasks negotiated.
- Reflection on process refers to “collaborators’ attention to their process of working together. This includes collaborators’ thinking and talking about their working relationship and process” (Bronstein 2003, p. 302). Not only did the two people involved in the project sub-groups meet regularly (usually weekly) to discuss progress, but the whole group of project participants from across four Faculties also met to report on progress and discuss issues, so that there was a sense of a close working partnership between the project sub-groups within a closely-knit larger project team. The team feeling was further strengthened when a well-attended post-project seminar was presented to University colleagues after the first project.
- ‘Personal characteristics’, a very important element, has been subsumed as one of the essential components of ID collaboration rather than being under the ‘influences’. Bronstein (2003, p. 304) cites several studies (Mattesich and Monsey, 1992, Brown, 1995, Abramson and Mizrahi, 1996) which stress trust, respect and understanding as essential components of successful ID collaboration. It is evident from some of the comments in final reports that these qualities were present in the ELD projects, otherwise discipline staff would not have been so open about what they learned and gained from the projects. Comments such as the following reflect trust and respect for the process undertaken:

Working with a learning ‘partner’ was particularly valuable (Discipline specialist)

We enjoyed being able to work collaboratively. We found it useful to discuss and pinpoint issues regarding student participation and motivation in this unit. (Discipline specialist)

Influences on ID collaboration

As well as the above components that constitute ID collaboration, Bronstein(2003, p. 302) lists four influences on collaboration: professional role, structural characteristics, personal characteristics and a history of collaboration. These have been adapted in the proposed model as shown in Figure 2. Bronstein's contextual influences have been reconfigured to include 'contextual characteristics' and 'professional characteristics'. 'Contextual characteristics' includes reporting structures and location of ALL staff; a history of ID collaboration; and organisational support, including time release and space resources. 'Professional characteristics' includes confidence in the ALL role; evidence of respect for the ALL role at University level; and willingness of ALL staff to work with colleagues from other disciplines.

Ways of working in the third space

Aspects of the above model are evident in the way the teams worked, and are echoed in the reflections of project participants. In the ELD projects, both the language specialist and the discipline specialist were seen as experts in their own right. Thus, the expertise of both parties merged to create a synergy which produced much richer results than either one could have produced in isolation. As one of the project staff stated in his final report, illustrating the element of 'interdependence':

I have found my interaction with other academics involved in the project invaluable [...] this project has allowed me to come up with ideas that I would never have thought of by myself and has also given me the means of implementing them. (Discipline specialist)

The approach in these projects was to allow discipline and language specialists to come together to reflect on teaching and learning issues so as to promote, in particular, the English language and academic literacy development of all students. The discipline specialist is generally focussed on subject content and knowledge in particular units. The language specialist provides an objective 'learning lens' through which to view the perceptions and needs of students. When both parties trust and respect each other, and are prepared to be flexible, this makes for a very powerful combination:

It was good to have an expert (non-engineering background) to look at our research reports. Chemical Engineers tend to be overwhelmed by technical details and there is more than one way to look at research reports. It felt good to share the experiences/problems with other staff from other departments. (Discipline specialist)

The ELD projects endeavoured to build up mutual trust and respect amongst those involved. The project parameters were wide and the style of interaction was collegial. Participants were not steered into any particular mode of operation, but rather, advised to draw on each other's expertise and strengths in their efforts to achieve project outcomes. This worked very well, and collaboration undertaken in both 2011 and 2012 produced tangible results. While in the weekly meetings staff concentrated on curriculum aspects of particular units, the larger meetings served to discuss broader pedagogical issues and to exchange ideas about experiments being trialled. The cross-disciplinary nature of the larger group highlighted interesting differences in approach to similar issues and concerns, and served to generate creative ideas and solutions. It created an opportunity for 'reflection on process':

The reflection on facilitating students' learning in this project was stimulating. We both found it useful and enjoyable to exchange ideas about pedagogy [...] Initiatives like this are simply a breath of fresh air. We hope to be able to continue our collaboration into 2012. (Discipline specialist)

This reflection on process is even more evident in a paper published by one of the interdisciplinary clusters (Symons et al., 2012), that is, one language specialist and her three discipline partners, who became very close and interacted outside of the usual parameters of the project.

The sense of collaboration and 'collective ownership of goals' was demonstrated throughout the projects and is evident in much of the feedback. The following quotation from one of the language specialists illustrates the close relationship that developed in one of the project sub-groups:

(The discipline specialist) demonstrated openness to discussing her teaching, and developed an innovative approach to her Consumer Law unit. Prior to coming on to the embedded project, she had designed her unit around a fictional organisation which provided a business context for her students and their assessments. Joining the project enabled her to build on the foundation she'd created by scripting and acting in a video. In particular, she and I (the language specialist) appeared in a video 'in character'. She was the manager of a gym and I was the communications consultant. Together we talked through a series of tailored slides for students. (Language specialist)

Tangible results of working in the third space

The curriculum support materials developed as part of these embedding projects drew on current linguistic and educational theories. For example, assessment rubrics that were developed or revised, particularly in regard to language requirements, drew on the Common European Framework of Reference (CEFR) for languages. The projects generated a large number of curriculum innovations and activities which focus on providing embedded language support and illustrate Bronstein's 'newly-created professional activities'. These include:

- the introduction of new teaching and learning activities (for example, role play for a business context);
- consensus moderation meetings with clinical scholars from Nursing;
- specially-tailored guest seminars/sessions focusing on the needs of students in particular units/courses (for example, a seminar on report writing for engineering students and a workshop on linguistic and cultural issues for nursing students);
- creation or revision of assessment rubrics to more clearly explain to students the requirements of assessment tasks;
- the development of online materials geared to specific units; and
- the creation of student support materials to assist understanding of specialist knowledge in the disciplines.

Interestingly, many initiatives that were undertaken in 2011 and 2012 are ongoing (thanks to continuing staff collaboration) and are being refined. Discipline staff generally found it helpful to interact with the language specialist but some were also keen to share what they had learned with other colleagues from their School or Department:

I feel that other Schools in my Faculty would benefit from the implementation of these strategies and I look forward to sharing our findings. (Discipline specialist)

Perhaps one of the most interesting results of working on these projects has been the interaction among staff in the large transdisciplinary teams working together to find solutions to teaching and learning issues, and furthering their scholarship of teaching and learning more broadly:

Working with a University-wide inter-professional team on this project was advantageous to share research projects and learn with, about and from one another. We found that working together encouraged a more focused approach embedded in sound learning principles and the University outcomes. What is particularly inspiring is to see the "firing off" of ideas that happens both ways. Thank you for the great opportunity to learn! (Discipline specialist)

Influences on ID Collaboration

As for the influences on ID collaboration, these impacted on the project, as follows. The 'structural characteristics', in this case, were positive. The centre which housed the project had a ten year history of faculty-based language support and a good record of working with discipline staff. The centre has been well-resourced, and on this occasion, there were also internal grants which allowed for staff release to the projects, approved by the business faculty dean of teaching and learning. So far as professional characteristics are concerned, the centre and its staff enjoy a good reputation within the faculty and across the university. Centre staff are confident in their interactions with discipline staff and their contribution is valued, as evidenced by a number of individual and team teaching and learning awards attracted over the last ten years. Previous positive past experiences with embedding language support and development in the Business Faculty also meant that AAL staff were keen to participate in these larger embedding projects, and saw them as an opportunity to

grow professionally and for their work to have a greater impact across the University.

A community of practice in the area of embedding English language development has begun to emerge in the University. The Embedding Language Development (ELD) Network promotes links across the University and is likely to contribute to sustained interest in this area. The feedback from both embedding projects indicates that working in the third space can be an exciting and rewarding experience. Ideas grow and develop in the third space that cannot happen when either language specialists or discipline specialists work on their own. Moreover, as these projects have shown, the synergy of interaction between language and discipline specialists in the third space can be a force for innovation and creativity in teaching and learning.

There is no doubt much room for further research. It would be interesting to follow some embedding cases over a longer period as Jacobs (2007 & 2010) and her colleagues have done in South Africa, and Gustafsson et al (2013) in Europe, to see how and if interdisciplinary relationships change over time and what impact this might have on teaching and learning outcomes. It would also be useful to implement this model with academic staff from a whole Department or School, where invariably there would be some 'resisters', to determine if such staff could be convinced of the benefits of working in 'the third space' and whether positive results could be achieved. Finally, there is much scope for research with students, the intended recipients of improved teaching through embedded approaches, to determine their perceptions and indeed, empirical evidence, of the positive effects of interdisciplinary embedded teaching and learning approaches.

Chapter 5: Fellowship reflections

Outcomes and deliverables

Details of outcomes and deliverables are provided in Chapter 3. A summary table appears below:

Table 3 – Summary of outcomes and deliverables

Planned	Result
Research on embedded activities and development of a successful model	Interviews completed with a number of staff involved in embedded projects at Curtin in 2011 and 2012. Academic papers being completed on the findings. The WITTS model developed and refined. Has had a good initial acceptance, particularly at AALL 2013 conference.
Design and implementation of a series of workshops on embedding language development across the curriculum for discipline academics	After consultation, it was decided to aim for just one workshop for discipline academics and one for ALL specialists. Power Point presentations and notes for users have been completed and will available in future on the AALL website. URL is < www.aall.org.au > Implementation of some 18 workshops, including three at national level.
Dissemination	Ongoing dissemination has occurred through: - a postcard with fellowship details printed early in the piece (see Appendix 8) - 15 workshops both within Curtin university and externally (excluding workshops at national conferences) - 12 presentations at local, national and international conferences and forums - One academic paper in press, two others just submitted and two more forthcoming.

Critical success factors

The factors contributing to the success of the fellowship are summarised below:

- Initial induction by the OLT proved invaluable in providing a useful overview of the fellowship and OLT expectations. It was also important to meet other Fellows, to have the opportunity to explain our plans for the fellowship and to be able to place our activity into a broader national picture.
- The advice from members of my Reference Group, Professor Lynn Cohen my mentor, Professor Dawn Bennet, Chair of the OLT Fellows Network, and the External Evaluator, Associate Professor Katie Dunworth, was most appreciated and helpful. It is too easy to feel a little cut off and isolated from usual University structures while engaged in a fellowship, so the assistance of these colleagues was a sustaining influence.
- As indicated elsewhere, I was fortunate to receive full backing and extra financial support from my own institution, Curtin University, which allowed me to devote my time almost exclusively to the fellowship and to extend the time I was able to dedicate to it.
- Early consultation with Deans of Teaching and Learning at Curtin proved invaluable, both in obtaining their advice about what might suit their own Faculty and also in securing their support to promote workshops to their staff. Consultation with other academics, such as unit coordinators, also helped to clarify ideas about staff needs and how they could be addressed in workshop content.
- The full collaboration of discipline colleagues from across a range of faculties at Curtin, who had previously worked with me and Communication Skills Centre staff on embedding projects, meant easy access for interview and research purposes.
- Early dissemination of my work through a workshop at the 2012 international AIEC conference led to useful linkages that were later followed up and led to other related developments.

Factors that impeded success

- In hindsight, it would have facilitated matters if an administrative support person or a Project Officer had been appointed from the beginning of the fellowship. This did not happen until 2013, which meant that much of the administrative work relating, particularly, to workshop organisation, had to be undertaken by the Fellow. Administrative support was secured in 2013 and this eased the administrative load.
- The intended visit to implement workshops with offshore Hong Kong Curtin partners was unable to be followed through, although the trip had been planned. An embedding workshop was implemented in Singapore but I then had to return home quickly due to serious illness of a parent. It is still planned to deliver the Hong Kong workshop at a later date if the opportunity arises.

Dissemination and linkages

This fellowship is closely linked to a Senior Teaching fellowship awarded to Associate Professor Sophie Arkoudis in 2012 on 'Embedding English language learning in higher education curricula' and a large national project headed by Associate Professor Katie Dunworth in 2011 on 'Degrees of proficiency: Building a strategic approach to university students' English language assessment and development'. The latter project was completed in 2013 and materials are available from the project website.

As indicated above, both through presentations and workshops at local, national and international level and links with AALL, this fellowship has received good coverage and colleagues in the academic language and learning area are aware of the work that has been undertaken. Two significant links resulted from national workshops, including with Deakin University and RMIT Vietnam. An invitation from Deakin was taken up and resulted in a visit to conduct a workshop there with ALL staff on 11 June 2013. Since then an OLT project application (on language assessment) has been submitted for 2014 with colleagues from Deakin as partners. Unfortunately the invitation to visit RMIT Vietnam, which had been planned, was unable to be taken up for personal reasons. Approaches have also been received from Simon Fraser University in Canada and have resulted in two Canadian colleagues also forming part of the 2014 OLT project application.

Fellowship evaluation and impact

A formal evaluation of the fellowship has been undertaken by Associate Professor Katie Dunworth (Appendix 11). Her evaluation indicates that all planned outcomes and deliverables have been achieved. Some of the impacts of the fellowship may not, of course, be evident for some time. This applies particularly to academic papers which are still being written and to ongoing research.

The impact of workshops on teaching and learning practice is hard to measure, at this point, but feedback from workshop evaluation indicates that the workshops have left people thinking and engaged. A colleague from Curtin Sydney wrote:

Carmela's presentation was excellent and her ideas, invaluable. There is a lot of interest in the campus to excel in the way we facilitate the development of our students.

A colleague from Deakin wrote:

Dear Carmela, many thanks for the wonderful session today. I found it stimulating and reinvigorating. It gave me lots to think about in terms of similarities and differences in the approaches we are taking with our embedding project.

The WITTS Model certainly received a good reception at the national ALL conference 2013 and colleagues are already indicating that they see it as a useful tool to facilitate dialogue around language issues with discipline colleagues. One colleague wrote:

Dear Carmela, it was very nice to meet you at the AALL conference [....]. Could I have your permission to use your interdisciplinary collaboration model in my discussions with regards to English Language Development at the faculty/university level? I would also appreciate the electronic copy of the handout(s) from your workshop/conference presentation. Thank you once more for your enthusiasm and openness, it's contagious :-)

Another AALL Conference participant sent this message:

*Hi Carmela,
Your workshop yesterday was wonderful for spinning thoughts. I think the ID Collaboration model works well to explain the complexities involved in working with discipline specialists. I could envision writing up a few case study examples from the last few years that follow the model's concepts [...] thanks again for the session and providing the catalyst to many thoughts.*

References

- ABRAMSON, J. & MIZRAHI, T. 1996. When social workers and physicians collaborate: Positive and negative interdisciplinary experiences. *Social Work*, 41, 270-281.
- ANDRADE, M. S. 2006. International students in English-speaking universities: Adjustment factors. *Journal of Research in International Education*, 5, 131-154.
- ARKOUDIS, S. 2006. Negotiating the rough ground between ESL and mainstream teachers. *International Journal of Bilingual Education and Bilingualism*, 9, 415-433.
- ARKOUDIS, S., BAIK, C. & RICHARDSON, S. 2012. English language standards in higher education. ACER. Camberwell, Victoria.
- ARKOUDIS, S. & STARFIELD, S. 2007. In-course Language Development and Support. A discussion paper for a National Symposium: English Language Competence of International Students. Sydney: International Education Association of Australia
- BARRIE, S. & JONES, J. Integration of academic writing skills in curriculum: making them stick: a model for generic attributes curriculum development. In: RUST, G., ed. the 6th International Improving Student learning Symposium, 1999 Brighton, UK. 268-278.
- BHABHA, H. K. 1994. *The location of culture*, London, Routledge.
- BONANNO, H. & JONES, J. Integrating lifelong learning skills into first year collaborative approaches to curriculum design. the Improving University Teaching Conference, 1996 Nottingham, UK. Trent University, 297-308.
- BRETAG, T. 2007. The Emperor's New Clothes: Yes, There is a Link Between English Language Competence and Academic Standards. *People and Place*, 15, 13-21.
- BRIGUGLIO, C. 2005. Developing an Understanding of English as a Global Language for a Business Setting In: BARGIELA-CHIAPPINI, F. & GOTTI, M. (eds.) *Asian Business Discourses*. Switzerland: Peter Lang.
- BRIGUGLIO, C. 2007. Assessing the Writing Skills of Entry-Level Undergraduate Business Students to Enhance their Writing Development during Tertiary Studies. In: FRANKLAND, S. (ed.) *Enhancing teaching and learning through assessment*. The Netherlands: Springer.
- BRIGUGLIO, C. & SMITH, R. 2012. Perceptions of Chinese students in an Australian university: Are we meeting their needs? *Asia Pacific Journal of Education*, 32 17-33.
- BRIGUGLIO, C. & WATSON, S. in press. Embedding English language across the curriculum in higher education: A continuum of development support. *Australian Journal of Language and Literacy*.
- BRONSTEIN, L. R. 2003. A Model for Interdisciplinary Collaboration. *Social Work*, 48, 297-306.
- BROWN, G. F. C. 1995. *Factors that facilitate or inhibit interdisciplinary collaboration within a professional bureaucracy*. University of Arkansas.
- BROWN, L. & RICHARDS, S. 2012. The British Host: Just How Welcoming Are We? *Journal of Further and Higher Education*, 36, 57-79.
- CAZDEN, C., COPE, B., FAIRCLOUGH, N. & GEE, J. 1996. A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66, 60-92.
- CHANG, S. 2006. A transcultural wisdom bank in the classroom: Making cultural diversity a key resource in teaching and learning. *Journal of Studies in International Education*, 10, 369-377.
- CHOI, L. L. S. 2005. Literature Review: Issues Surrounding Education of English-as-a-Second Language (ESL) Nursing Students. *Journal of Transcultural Nursing*, 16, 263-268.
- CORBETT, J. 2003. *An intercultural approach to English language teaching*, UK.
- CROSLING, G. & WILSON, A. 2005. Creating a Rich Environment: Cooperation Between Academic Support and Disciplinary Teaching Staff. *Language and Academic Skills Profession and Practice Conference*. Canberra: Association for Academic Language and Learning.
- DAVIES, A. 2001. *The Native Speaker: Myth and Reality*, Clevedon, Multilingual Matters.
- DUNWORTH, K. & BRIGUGLIO, C. 2010. Collaborating across boundaries: Developing a cross-departmental approach to English language development in an undergraduate business unit. *Journal of Academic Language & Learning*, 4, A13-A23.

- DUNWORTH, K. & BRIGUGLIO, C. 2011. *Teaching Students who have English as an Additional Language: A Handbook for Academic Staff in Higher Education*, Milperra, New South Wales, HERDSA.
- ELTON, L. 2010. Academic writing and tacit knowledge. *Teaching in Higher Education*, 15, 151-160.
- EVANS, E., TINDALE, J., CABLE, D. & HAMIL MEAD, S. 2009. Collaborative teaching in a linguistically and culturally diverse higher education setting: a case study of a postgraduate accounting program. *Higher Education Research & Development*, 28, 597-613.
- FROHMAN, R. G. 2012. Collaborative efforts work! Reflections on a two-year relationship between Faculty of Health and International Student Services-Language and Learning Unit. *Journal of Academic Language and Learning*, 6, A48-A58.
- FROST, S. & JEAN, P. 2003. Bridging the disciplines: Interdisciplinary discourse and faculty scholarship. *The Journal of Higher Education*, 74, 119-149.
- GREEN, A., WANG, F., COCHRANE, P., DYSON, J. & PAUN, C. 2012. English spreads as teaching language in universities worldwide. *University World News*.
- GUSTAFSSON, M., ERIKSSON, A., RAISANEN, C., STENBERG, A., JACOBS, C., WRIGHT, J., WYRLEY-BIRCH & WINBERG, C. 2013. Collaborating for content and language integrated learning: The situated character of faculty collaboration and student learning. *Across the Disciplines*, 8.
- GUTIERREZ, K. 2008. Developing a sociocritical literacy in the third space. *The Reading Research Quarterly*, 43, 148-164.
- HALLIDAY, M. A. 2003. Written Language, Standard Language, Global Language. *World Englishes*, 22, 405-418.
- HAMILTON, J. 2011. Two birds with one stone: Addressing interprofessional education aims and objectives in health profession curricula through interdisciplinary cultural competency training. *Medical Teacher*, 33, e199-e203.
- HARRIS, A. & ASHTON, J. 2011. Integrating academic and language skills within management units. *20th Annual Teaching Learning Forum*. Perth Edith Cowan University.
- HENKEL, M. 2000. *Academic identities and policy change in higher education*, London, Jessica Kingsley.
- HILL, P., TINKER, A. & CATTERALL, S. 2010. From deficiency to development: the evolution of academic skills provision at one UK university. *Journal of Learning Development in Higher Education*.
- JACOBS, C. 2005. On being an insider on the outside: new spaces for integrating academic literacies. *Teaching in Higher Education*, 10, 475-487.
- JACOBS, C. 2007. Towards a critical understanding of the teaching of discipline specific academic literacies: making the tacit explicit. *Journal of Education*, 41, 59-81.
- JACOBS, C. 2010. Collaboration as pedagogy: Consequences and implications for partnerships between communication and disciplinary specialists. *Southern African Linguistics and Applied Language Studies*, 28, 227-237.
- JONES, E. 2013. Internationalising the curriculum – Future challenges. *University World News*.
- KELLY, P. & MOOGAN, Y. 2012. Culture Shock and Higher Education Performance: Implications for Teaching. *Higher Education Quarterly*, 66, 24-46.
- KENNELLY, R., MALDONI, A. & DAVIES, D. 2010. A case study: Do discipline-based programmes improve student learning outcomes? *International Journal for Educational Integrity*, 6.
- KOKKINN, B. A. & MAHAR, C. 2011. Partnerships for student success: Integrated development of academic and information literacies across disciplines. *Journal of Academic Language and Learning*, 5, A118-A130.
- KRAMSCH, C. 2009. Third culture and language education. In: COOK, V. & WEI, L. (eds.) *Contemporary Applied Linguistics 1: Language Teaching and Learning* London: Continuum International Publishing.
- LEASK, B. Transnational education and intercultural learning: Reconstructing the offshore teaching team to enhance internationalisation. AUQA Occasional Publication, Proceedings of the Australian Universities Quality Forum 2004, 2004. AUQA Occasional Publication.
- LEASK, B. 2013. Teaching across cultures project. *OLT and IEAA*. Australian Government.

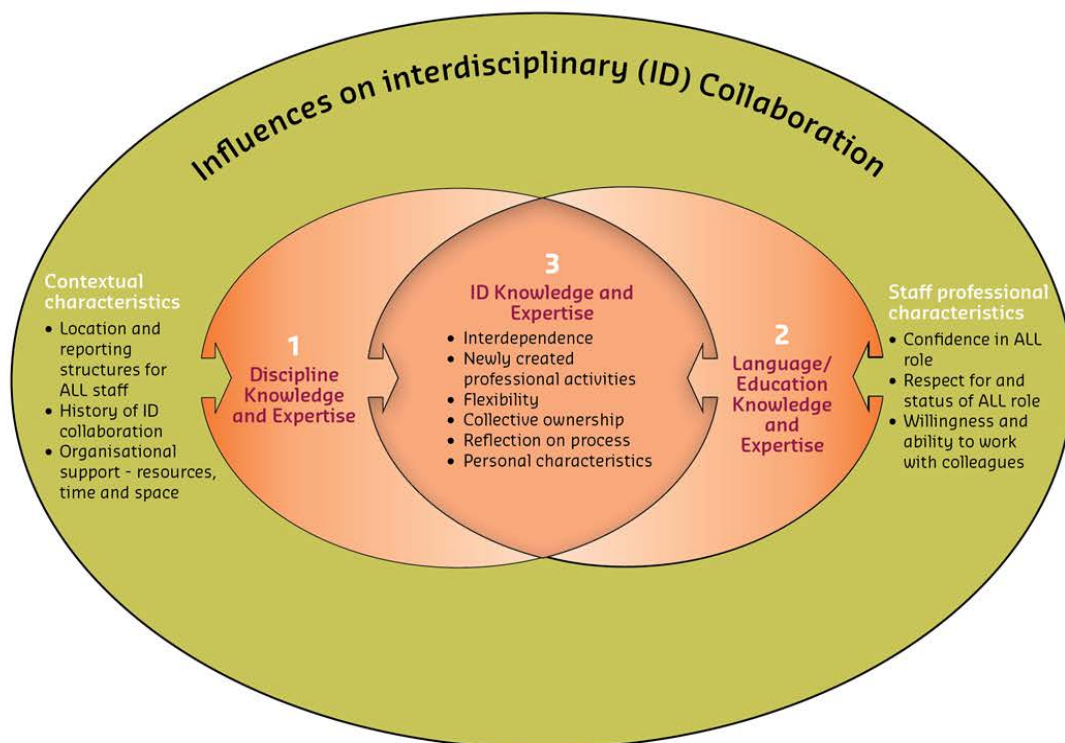
- LO BIANCO, J. & LIDDICOAT, A. 1999. *Striving for the third place*, Melbourne, Language Australia.
- MANOR-BINYAMINI, I. 2011. A model for ethnographic discourse analysis for an interdisciplinary team. *Journal of Pragmatics*, 43, 1997-2011.
- MATTESICH, P. & MONSEY, B. 1992. *Collaboration: what makes it work?*, St. Paul MN, Amherst H Wilder Foundation.
- MORT, P. & DRURY, H. 2012. Supporting student academic literacy in the disciplines using genre-based online pedagogy. *Journal of Academic Language and Learning*, 6, A1-A15.
- MURRAY, N. 2010. Considerations in the Post-Enrolment Assessment of English Language Proficiency: Reflections From the Australian Context. *Language Assessment Quarterly*, 7, 343-358.
- MURRAY, N. 2011. University post-enrolment English language assessment: a consideration of the issues. *The Journal of Education Research*, 2, 27-33.
- PAWAN, F. & ORTLOFF, J. 2011. Sustaining collaboration: English-as-a-second language and content-area teachers. *Teaching and Teacher Education* 27.
- PERCY, A. & BEAUMONT, R. 2011. The Casualisation of Teaching and the Subject at Risk. *Studies in Continuing Education*, 30, 145-157.
- RIGG, P. 2013. English as the lingua franca of higher education? *University World News*.
- ROCHECOUSTE, J., OLIVER, R., MULLIGAN, D. & DAVIES, M. 2010. Addressing the Ongoing English Language Growth of International Students. Melbourne.
- RONOWICZ, E. & YELLOP, C. 1999. *English: One language different cultures*, London, Cassell.
- RYAN, S. & NEUMANN, R. 2013. Interdisciplinarity in an era of new public management: a case study of graduate business schools. *Studies in Higher Education*, 38, 192-206.
- SALOMONE, R. 2013. The rise of English in academe – A cautionary tale. *University World News*.
- SAWIR, E., MARGINSON, S., DEUMERT, A., NYLAND, C. & RAMIA, G. 2008. Loneliness and International Students: An Australian Study. *Journal of Studies in International Education*, 12, 148–180.
- SYMONS, C., ALMBERG, L., GOH, E. & MCGOWAN, J. 2012. The potency of interdisciplinary collaboration to empower constructive dissenters. . . In: BROWN, N., JONES, A. & ADAM, A. (eds.) *Research and Development in Higher Education: Connections in Higher Education conference*. Hobart, Australia.
- TAIT, C. 2010. Chinese Students' Perceptions of The Effects of Western University Examination Formats on Their Learning. *Higher Education Quarterly*, 64, 261–275.
- THIES, L. C. 2012. Increasing student participation and success: collaborating to embed academic literacies into the curriculum. *Journal of Academic Language and Learning*, 6, A15-A31.
- TULEJA, E. & GREENHALGH, A. 2008. Communicating across the curriculum in an undergraduate business program: Management 100 - leadership and communication in groups. *Business Communication Quarterly*, 71, 27-43.
- VOLET, S. & ANG, G. 2012. Culturally Mixed Groups on International Campuses: An Opportunity for Inter-Cultural Learning. *Higher Education Research and Development*, 31, 21–37.
- YUAN, W. 2011. Academic and Cultural Experiences of Chinese Students at an American University: A Qualitative Study. *Intercultural Communication Studies*, 141–157.

Appendices

Appendix 1 – Working in the Third Space (WITTS)

Working in the Third Space (WITTS)

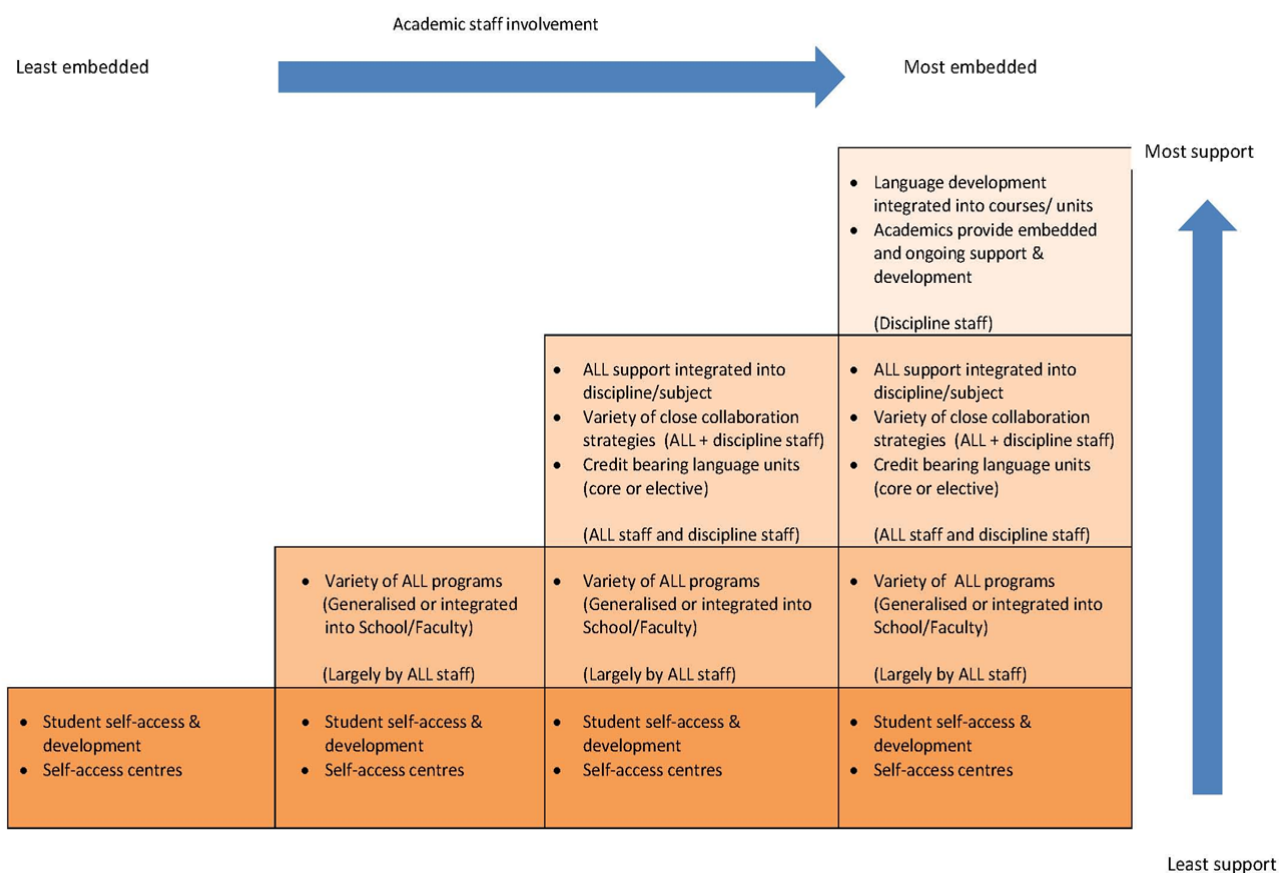
A model for Interdisciplinary (ID) Collaboration to promote
language development in Higher Education



C. Briguglio, 2013, adapted from L. Bronstein, 2003, A model for interdisciplinary collaboration, Social Work, 48, no.3: 297-306.
NB: ALL = Academic Language and Learning

Appendix 2 – Multi-layered model of language development provision (MMLDP)

EMBEDDED LANGUAGE DEVELOPMENT AND SUPPORT CONTINUUM



Appendix 3 – 10 things you, the discipline specialist, can do to get started on embedding English language development into your teaching



10 things you, the discipline specialist, can do to get started on embedding English language development into your teaching

First of all try to...

- 1 Find out what language development opportunities and online support materials for students exist in your Department, School, Faculty and University, and disseminate the information to students.
- 2 Find a 'language' colleague or another person in your discipline with whom you can explore embedding language strategies for your unit/s.
- 3 Look carefully at the composition of your classes and establish how many different national/cultural groups there are.
- 4 Use the Language Assessment Tool (LAT) to analyse the language demands in your unit, particularly in relation to assessment tasks.
- 5 Sensitive find out what language needs your students might have and any difficulties they might be experiencing in regard to language.

Notes to help you...

There are many support and development programs available in universities, both through extra-curricular programs and in online mode. Find out what is available that will be of particular benefit to your students.

There are language specialists in the Faculties as well as centrally in many Australian universities who will be happy to work with you. Find out their contact details and make an appointment!

Find out more about each sub-group and cultural differences that may impact on learning styles.

The LAT emphasises the point that any language skills stressed in the unit need to be expressed in the learning outcomes and in the syllabus content and need to be explicitly taught and developed.

This must be done extremely sensitively. Do not ask students to speak about problems in an open classroom. You could use a brief written survey or ask students to see you individually.



First of all try to...

6 Record and analyse at least a 20 minute “slab” of your teaching in a lecture or tutorial.

In the real or virtual classroom try to...

7 Use accessible language in class. Provide important information in both written and oral form where possible.

8 Become more aware of how you introduce, explain and teach discipline-specific terms, language and concepts.

9 Provide your students with a range of exemplars (at high distinction, pass and fail levels) of one of your assessment tasks and use them to illustrate the criteria/descriptors you have used for marking.

10 Provide opportunities in your class for students to communicate by creating activities where they need to interact, discuss and speak out.

Notes to help you...

When you listen to your recorded teaching, ask yourself: Do I use a lot of Australian or other idiom? Do I explain it as I go? Are there terms which an international student might find difficult to understand? Am I referring only to local context/s? How do I introduce discipline specific terms and concepts? Do I use good teaching techniques such as frequent paraphrasing and providing lots of examples?

Avoid using unnecessarily obscure language. Complex language may be necessary to explain certain complex concepts. Use paraphrase and examples to help students to understand complex concepts. Where possible, provide information in written, oral and online format to assist students with learning and revision.

Care needs to be taken when using language that is familiar to you, the teacher, but is completely new to students and contains new terms and concepts.

Concrete exemplars are the best way to illustrate to your students the sorts of standards you expect for assessment tasks. This also serves to assist moderation of standards where there are a number of classes and /or tutors for the same unit.

Using a language is the best way to improve proficiency in it. Give students plenty of opportunity to practice discussion and debating in groups. Students will require some skills development for working particularly in multi-national teams, which are becoming increasingly common in our classes and indeed in global settings.

Reference: Dunworth, K. & Briguglio, C. (2011). *Teaching students who have English as an additional language: A handbook for academic staff in higher education*. HERDSA, Maitland NSW.

Embedding English language across the curriculum
Copyright Curtin Business School

2/2

OLT & Curtin University

Language Audit Tool for Unit Outlines

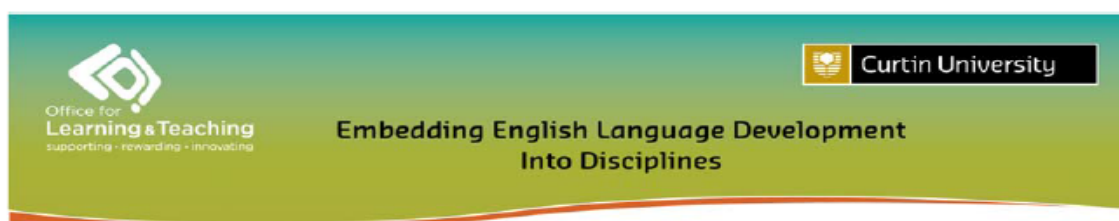


UNIT NAME: _____ UNIT NUMBER: _____

FACULTY: _____ SCHOOL: _____

YEAR: _____ SEMESTER: _____ AUDITOR: _____

	Yes	No	Maybe
1. Does the unit address communication skills?			
2. If so, where is this included/articulated?			
a. In course learning outcomes?			
b. In course content?			
c. In assessment tasks?			
3. Which aspects of communication skills are being developed?			
a. Speaking?			
b. Listening?			
c. Reading?			
d. Writing?			
4. How does the course content address communication skills outcomes? Describe.			
5. How does the course content offer the possibility of developing the targeted English language skill/s? Describe.			
6. How does assessment address the targeted English language skill/s? Describe.			
7. Can the stated assessment measure the targeted English language skill/s?	Yes / No / Maybe		
8. If so, how? Describe.			
9. Does the unit develop ELP?	Yes / No / Maybe		



Read me first: Power Point instructions

Introduction

These notes, aimed at workshop presenters, accompany the Power Points **to be used with academics working in the disciplines**. The Power Points have been divided into various 'sections', as below:

1. Introduction (slides 1 to 5)
2. What do we mean by 'embedding' English language development? (slides 6 to 7)
3. Why do we need to embed English language development? (slides 8 to 17)
4. How can we embed English language development into the disciplines? (slides 18 to 31)
5. The WITTS model of interdisciplinary collaboration (slides 32 to 39)
6. Conclusion and evaluation (slides 40 to 42)

There is quite a large number of slides, to allow you to pick and choose, according to your needs and context. It is not expected that you would use all slides.

Slides with the jigsaw puzzle symbol indicate an opportunity for some group or in depth discussion.

1 Introduction (Slides 1 to 4)

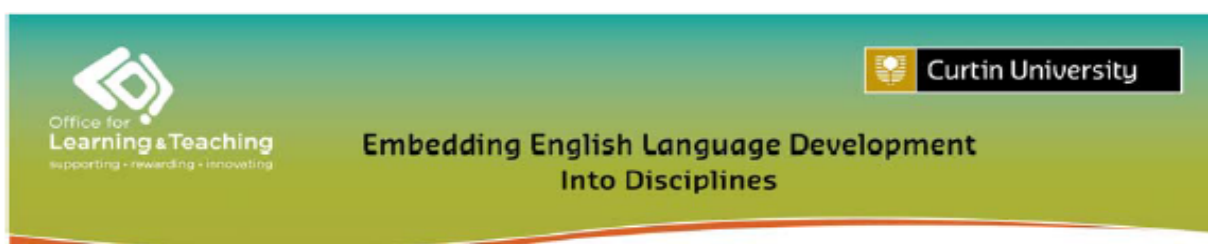
You should provide an overview of the workshop but it is recommended you do not give out a handout of slides at the beginning.

- You can adjust these slides to have your own name, title, University etc. on the title page
- Please acknowledge the Office for Learning and Teaching (OLT)
- It's always a good idea to start with an ice-breaker, especially if you have a group of participants who do not know each other. A very simple one that works well with adults is '*Two truths and one lie*'. Participants work in twos or threes and tell each other three things about themselves, two of which are true and one of which is a lie. The other person has to guess which is the lie. It's a lot of fun.
- You may want to start with some general comments about what is happening in the area of language policy/ strategy/development in your own university.

2 What do we mean by 'embedding' English language development?

(slides 6 & 7)

- Give participants an opportunity to discuss this and then present the definition, which is also up for discussion.



3 Why do we need to embed English language development? (slides 9 to 17)

You may not need all these slides and you may wish to present other or more recent data, if you can find it. Certainly you should replace Curtin data with data from your own university.

4 How can we embed English language development into the disciplines? (slides 18 to 28)

You probably do not require all these slides but again they are provided to allow you to pick and choose. If you or participants require some concrete examples of 'embedding' the 'Extras' section provides some examples from Curtin University.

Slide 28 is to be used with the handout *Language Audit Tool for Unit Outlines*. If you want to use this as one of the workshop activities (and participants do like this activity and find it useful) you will need to provide some copies of real unit outlines from your university. You should choose discipline areas that are relevant to your group of participants.

5 The WITTS model of interdisciplinary collaboration (slides 30 to 36)

This is the embedding model that was developed through the Briguglio Fellowship. It draws significantly on previous work by Bronstein (2003) on interdisciplinary collaboration.

6 Conclusion and evaluation

Leave some time at the end of the workshop for general comments, questions and reflection on where you are in your own institution.

An evaluation tool is attached for participant feedback, or you may wish to design your own.

7 Extras (Slides 41 to 43)


These slides describe some work undertaken with embedding projects at Curtin University and can be used if you want some concrete examples of embedding activity.


References used in the Power Points

- Bhabha, H. K. 1994. *The location of culture*. London: Routledge
- Bronstein, L. 2003. A model for interdisciplinary collaboration, *Social Work*, 48, no.3: 297-306.
- Kramsch, C. 2009. 'Third culture and language education'. In Cook, V. & Wei, L. (Eds.) *Contemporary Applied Linguistics 1: Language Teaching and Learning*. London: Continuum International Publishing, 233 – 254.
- Lo Bianco, J., A. Liddicoat and C. Crozet (Eds). 1999. *Striving for the third place*. Melbourne: Language Australia.

Carmela Briguglio
Curtin Business School, Curtin University, Perth, Western Australia
Tel: 08 9266 3079 - Email: C.briguglio@curtin.edu.


Appendix 6 – Power Points for use with discipline specialists


 Curtin University

 Curtin University

Embedding language development across the curriculum (WORKSHOP)

Carmela Briguglio
Teaching Fellow OLT
Deakin University, June 2013



 © Curtin University and OLT

 Curtin University

1. Introduction

 © Curtin University and OLT

 Curtin University


Australian Government

Office for Learning & Teaching (OLT)

Support for this activity has been provided by the Australian Government Office for Learning & Teaching.


The views expressed in this activity do not necessarily reflect the views of the Australian Government Office for Learning & Teaching.


 © Curtin University and OLT

 Curtin University

Aims and Overview


- To examine some linguistic and cultural issues relevant to higher education & Deakin University
- To examine your own discipline/context re language development
- To discuss some strategies for embedding language development
- Embedding what?
why?
how?
- Your roles as **workshop participant / staff developer**


 © Curtin University and OLT

 Curtin University


Some terms / acronyms used

- ESL/ EAL (English as a second / additional language)
- EGL (English as a global language)
- L1, L2 (First / second language speaker)
- Multicultural
- Culturally / linguistically diverse
- Academic literacy
- ALL staff – Academic Language & Literacy specialists
- Discipline specific / specialist / technical language

 © Curtin University and OLT

 Curtin University


2. What do we mean by embedding language development?

 © Curtin University and OLT

Appendix 6 continued

Exploring the concept of 'embedding' language development & support

- What do you understand by this term?
- What do you think it means in regard to providing students with language development and support?



© Curtin University and OLT

A definition of embedding language development


Embedding support for language development means providing a variety of strategies and opportunities within the curriculum, from entry to completion of a course of study, which will enable all students to continue to develop their linguistic proficiency in English.

NB: curricular and extra-curricular strategies possible

© Curtin University and OLT

WHY? University context of 21st century

Massification of tertiary education + **Internationalisation**



Complex diversity of the student body (cultural, linguistic, socio-economic)
Elitist view of tertiary education vs massification - changing perceptions of 'university education'

© Curtin University and OLT

3. Why do we need to embed English language development support?

© Curtin University and OLT

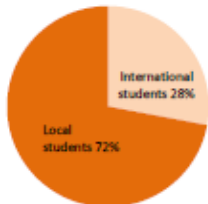
Student diversity in the international university: some recent statistics

Worldwide statistics

- Global mobility of students has quadrupled over last 3 decades
- 3.3 million international students all over world in 2010 (OECD) stats

Australian statistics

333,273 or over 28% of university student population are international students (2010)
307 TNE programs in 1996 grew to 1002 (2007)



© Curtin University and OLT

Student diversity in the international university

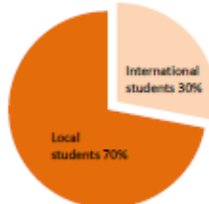
Australia – educating globally
Report of International Education Advisory Council, 2013

Australian statistics by 2020

520,000 or over 30% of university student population will be international

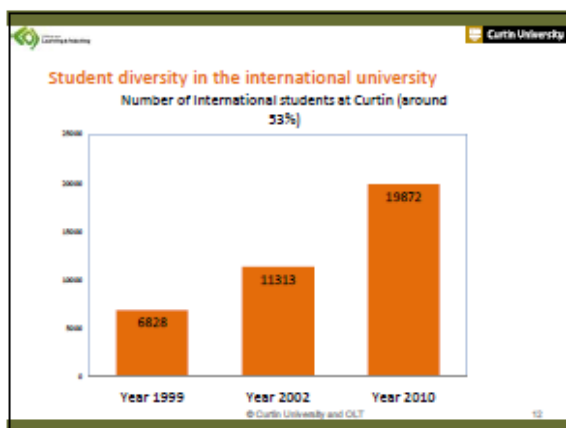
International education estimated 5% growth each year and \$19.2 billion by 2020

But growth not assured - national leadership needed



© Curtin University and OLT

Appendix 6 continued



Student diversity at Deakin University

- Australia's 9th largest university
- 42,000 students (20% international)
- 8,000 international students from 100 countries
- 29% students off-campus, 35% part-time
- 40% of domestic students, and 28% international students mature age (25 or older)
- 22% of domestic students from regional and remote areas
- 2% of students are indigenous (largest number at any Victorian University)
- Almost 5% of students have a disability

© Curtin University and CLT

The position of English, the language of instruction for many.....

The way it has turned out, English has become a world language in both senses of the term, international and global: international as a medium of literary and other cultural life; global, as the co-genitor of the new technological age, the age of information[...] That was not the case 50 years ago and it may well not be the case 50 years from now; but for the moment, that is how it is.

(Halliday, 2003, 216)

© Curtin University and CLT

The tertiary context of the 21st century, means that

- English is a global language + language of instruction
- All students need academic literacy (local+ international)
- All students need to be inducted into the discipline discourse in selected area of study
- Staff need to be overtly aware of discourse of their discipline
- Little doubt about correlation between facility with language and success in tertiary studies.

© Curtin University and CLT

What are the implications of the 21st century context for internationalised education?

What are the implications of internationalisation, massification and the use of English as a global language (of instruction)

- for your university / campus / Department?
- for you as ALL staff?

© Curtin University and CLT

Broader implications (re English)

In current and future study and work contexts means all students need to:

- become better at negotiating meaning
- develop accommodation strategies
- be able to deal with different varieties of English
- expect and be able to cope with different English accents
- develop interpretability as well as intelligibility skills (Candlin 1982, Scollon & Scollon 1995)
- develop intercultural communication skills

© Curtin University and CLT

Appendix 6 continued

Helping students to develop essential EGL communication skills

- Facilitating the development of EGL skills
 - English proficiency to high levels
 - Cultural understanding
 - National/regional varieties of English
 - Intercultural communication skills
 - Accents

4. How can we embed English language development support?

What has been the Australian response to internationalisation of education? (How?)

Student support - significant increase particularly aimed at international students:

- In the number of units/departments which provide support
- number of ALL staff (around 500 in Australia)
- other support services (psychological, social etc.)

Staff development - comparatively little

- Any exciting/ significant developments in this area usually due to committed individual academics
- This is where **you** can contribute!

In an internationalised university with lots of student diversity



- What are some of the qualities you would expect discipline staff to have?
- What sort of awareness of language issues should discipline staff have?
- What should discipline staff be able to do about student language development?

In an "internationalised" university, staff:

- Are knowledgeable about other languages and cultures
- Have an understanding of linguistic needs of international students
- Make the effort to understand different accents & pronounce names of all students as they should be
- Have & update training in intercultural communication skills and internationalisation of curriculum
- Teach a broad curriculum that includes international perspectives in all disciplines
- Deliberately structure learning to promote the development of intercultural communication skills

What academic staff can do about language..

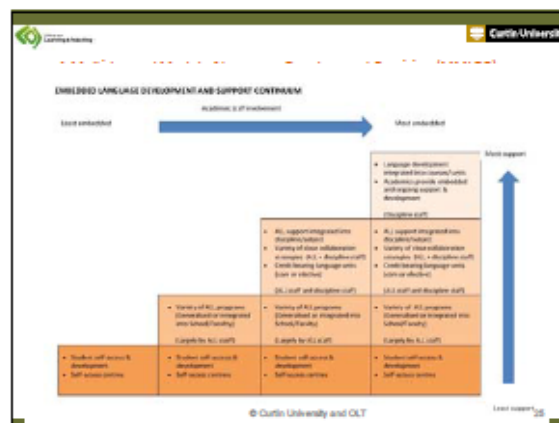
- As teachers, be aware of how we use language (especially in speech)
- Be aware of Australian idiom and how & when we use it
- Be aware of different varieties of English
- Purpose and audience in all T & L communication
- Be knowledgeable about language needs of EAL/ESL students – indeed, all students
- Be aware of the language demands & academic discourse qualities in their discipline

Appendix 6 continued

On a broader level, what can universities do?

- Provide student support all along the continuum (entry to completion) MMLDP
- Staff need to be able to provide linguistic support in the context of their subject/discipline (ideally!)
- This means staff development needed
- In the long term most effective because has greatest reach to greatest number of students

© Curtin University and OLT 24



At university level - the MMLDP model

- Includes a variety of strategies/methods
- Assumes all strategies needed to cater for the range of student diversity & needs
- Allows for broadest coverage for student development at all levels of their course
- Requires staff development

© Curtin University and OLT 25

Embedding within the context of you university

HOW?

- Look at the MMLDP model and discuss which provisions exist for your students in your university

© Curtin University and OLT 27

The more embedded models of provision – top right hand quadrant

- Support integrated into unit / discipline / course
- Bolt-on & parallel models working with ALL staff
- Deeply embedded models (working in 2s or small team)
- Discipline teacher also a language teacher (!)

© Curtin University and OLT 28

Working in the third space (WITTS):

a model for interdisciplinary collaboration between ALL and other discipline specialists

© Curtin University and OLT 29

Appendix 6 continued

5. The WITTS model of Interdisciplinary collaboration



Working in the third space (WITTS)
a model for successful interdisciplinary collaboration

Adapted from:

- the Bronstein (2003) model, used in the Health Sciences (social work)
- Also applied linguistics research
 - third place (Lo Bianco et al. 1999)
 - third culture (Kramsch 2009)
 - third space (Bhabha 1994; Gutierrez 2008)

Interdisciplinary (ID) collaboration (IDC)

- Interdisciplinary (ID) collaboration is "an interpersonal process through which members of different disciplines contribute to a common product or goal."*
Berg-Weger & Schneider (1998)
- "ID collaboration is an effective interpersonal process that facilitates the achievement of goals that cannot be reached when individual professionals act on their own"*
(Bronstein, 2003)

ID knowledge and expertise in 3rd space

- Interdependence
- Newly-created professional activities
- Flexibility
- Collective ownership of goals
- Reflection on process
- Personal characteristics

ID knowledge & expertise in 3rd space



- Interdependence**
 - Time spent together
 - Time spent in communication
 - Respect for each others' opinions and input
 - Participants believe more to gain than lose
- Newly-created professional activities**
 - New programs, structures, initiatives
 - Unique purposes / aims created, leading to reforms
- Flexibility**
 - Role-blurring behaviour
 - Creativity
 - Reaching productive compromises, adaptability

Appendix 6 continued




- **Collective ownership of goals**
 - Joint goals, vision, agreed objectives / strategy
 - Joint design, definition, development
 - Both take responsibility for success & failure
 - Constructive disagreement, if necessary
- **Reflection on process**
 - Reflection on working relationship
 - Reflection on working as a team
- **Personal characteristics**
 - Trust, respect, understanding essential

© Curtin University and CLT 40

Influences on Interdisciplinary collaboration



- **Contextual characteristics**
 - Location and reporting structures for ALL staff
 - History of ID collaboration
 - Organisational support (resources, time, space)
- **Staff professional characteristics**
 - Confidence in ALL role
 - Respect for and status of ALL role within the University
 - Willingness and ability to work with discipline colleagues

© Curtin University and CLT 41




6. Your context



© Curtin University and CLT 42

Your current situation Needs analysis

- Are you happy with your current way of operating within your university as an ALL staff member?
- Do you achieve set goals and objectives? What are they?
- What are all the ways in which you currently interact with discipline staff?
- Are there any problems in interacting with discipline staff?
- Are you happy with the results of that collaboration?



© Curtin University and CLT 43

What else can you do?

- How do you see yourself as a professional?
- Is there anything you can do to move closer to the successful collaborative model (WITTS)?
- Are there any ways ALL staff can collaborate more closely across your university?
- What else can you do as an ALL professional within your university?

© Curtin University and CLT 44

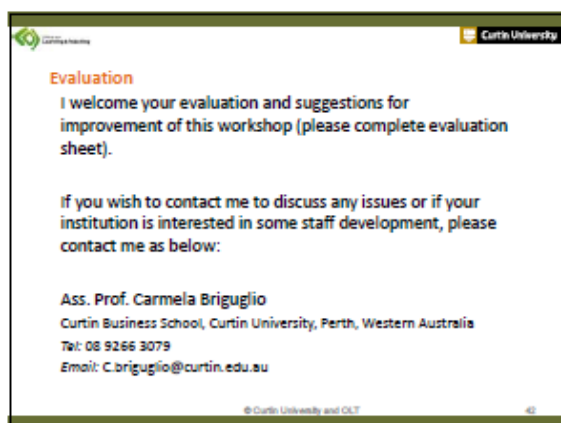



So.....

- What are you doing well already?
- What can you do in your role?
- What else do you and your colleagues here need to do?
- Where do you need to go from here?

© Curtin University and CLT 45

Appendix 6 continued



This slide is titled "Evaluation" in orange. It contains text welcoming evaluation and suggestions for improvement, followed by contact information for Ass. Prof. Carmela Briguglio. The slide has a green header with the Curtin University logo and a green footer with copyright information.

Evaluation

I welcome your evaluation and suggestions for improvement of this workshop (please complete evaluation sheet).

If you wish to contact me to discuss any issues or if your institution is interested in some staff development, please contact me as below:

Ass. Prof. Carmela Briguglio
Curtin Business School, Curtin University, Perth, Western Australia
Tel: 08 9266 3079
Email: C.briguglio@curtin.edu.au

© Curtin University and CLT 42



This slide is titled "7. Extras" in orange. It has a green header with the Curtin University logo and a green footer with copyright information.

7. Extras

© Curtin University and CLT 43

Appendix 7 – Power Points for use with ALL specialists

 Curtin University


 Curtin University

Embedding language development across the curriculum (WORKSHOP)

Carmela Briguglio
Teaching Fellow OLT
Deakin University, June 2013



© Curtin University and OLT

 Curtin University

1. Introduction

© Curtin University and OLT

 Curtin University


Australian Government

Office for Learning & Teaching (OLT)

Support for this activity has been provided by the Australian Government Office for Learning & Teaching.

The views expressed in this activity do not necessarily reflect the views of the Australian Government Office for Learning & Teaching.


© Curtin University and OLT

 Curtin University

Aims and Overview

- To examine some linguistic and cultural issues relevant to higher education & Deakin University
- To examine your own discipline/context re language development
- To discuss some strategies for embedding language development
- Embedding what?
why?
how?
- Your roles as **workshop participant / staff developer**


© Curtin University and OLT

 Curtin University

Some terms / acronyms used

- ESL/ EAL (English as a second / additional language)
- EGL (English as a global language)
- L1, L2 (First / second language speaker)
- Multicultural
- Culturally / linguistically diverse
- Academic literacy
- ALL staff – Academic Language & Literacy specialists
- Discipline specific / specialist / technical language

© Curtin University and OLT

 Curtin University


2. What do we mean by embedding language development?

© Curtin University and OLT

Appendix 7 continued

Exploring the concept of 'embedding' language development & support

- What do you understand by this term?
- What do you think it means in regard to providing students with language development and support?



© Curtin University and OLT

A definition of embedding language development

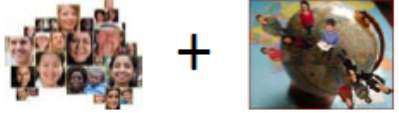
Embedding support for language development means providing a variety of strategies and opportunities within the curriculum, from entry to completion of a course of study, which will enable all students to continue to develop their linguistic proficiency in English.

NB: curricular and extra-curricular strategies possible

© Curtin University and OLT

WHY? University context of 21st century

Massification of tertiary education + **Internationalisation**



= Complex diversity of the student body (cultural, linguistic, socio-economic)

Elitist view of tertiary education vs massification - changing perceptions of 'university education'

© Curtin University and OLT

3. Why do we need to embed English language development support?

© Curtin University and OLT

Student diversity in the international university: some recent statistics

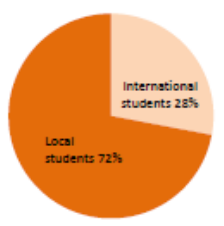
Worldwide statistics

- Global mobility of students has quadrupled over last 3 decades
- 3.3 million international students all over world in 2010 (OECD) stats

Australian statistics

335,273 or over 28% of university student population are international students (2010)

307 TNE programs in 1996 grew to 1002 (2007)



© Curtin University and OLT

Student diversity in the international university

Australia – educating globally

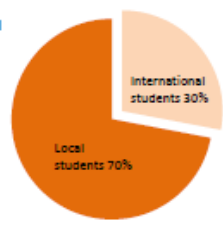
Report of International Education Advisory Council, 2013

Australian statistics by 2020

520,000 or over 30% of university student population will be international

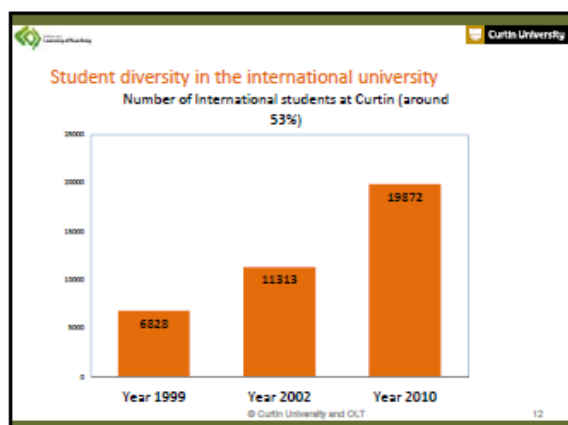
International education estimated 5% growth each year and \$19.2 billion by 2020

But growth not assured - national leadership needed



© Curtin University and OLT

Appendix 7 continued



Student diversity at Deakin University

- Australia's 9th largest university
- 42,000 students (20% international)
- 8,000 international students from 100 countries
- 29% students off-campus, 35% part-time
- 40% of domestic students, and 28% international students mature age (25 or older)
- 22% of domestic students from regional and remote areas
- 2% of students are indigenous (largest number at any Victorian University)
- Almost 5% of students have a disability

© Curtin University and OLT

The position of English, the language of instruction for many.....

The way it has turned out, English has become a world language in both senses of the term, international and global: international as a medium of literary and other cultural life; global, as the co-genitor of the new technological age, the age of information[...] That was not the case 50 years ago and it may well not be the case 50 years from now; but for the moment, that is how it is.

(Halliday, 2003, 216)

© Curtin University and OLT

The tertiary context of the 21st century, means that

- English is a global language + language of instruction
- All students need academic literacy (local+ international)
- All students need to be inducted into the discipline discourse in selected area of study
- Staff need to be overtly aware of discourse of their discipline
- Little doubt about correlation between facility with language and success in tertiary studies.

© Curtin University and OLT

What are the implications of the 21st century context for internationalised education?

What are the implications of internationalisation, massification and the use of English as a global language (of instruction)

- for your university / campus / Department?
- for you as ALL staff?

© Curtin University and OLT

Broader implications (re English)

In current and future study and work contexts means all students need to:

- become better at negotiating meaning
- develop accommodation strategies
- be able to deal with different varieties of English
- expect and be able to cope with different English accents
- develop interpretability as well as intelligibility skills (Candlin 1982, Scollon & Scollon 1995)
- develop intercultural communication skills

© Curtin University and OLT

Appendix 7 continued

Helping students to develop essential EGL communication skills

- Facilitating the development of EGL skills
 - English proficiency to high levels
 - Cultural understanding
 - National/regional varieties of English
 - Intercultural communication skills
 - Accents

4. How can we embed English language development support?

What has been the Australian response to internationalisation of education? (How?)

Student support - significant increase particularly aimed at international students:

- in the number of units/departments which provide support
- number of ALL staff (around 500 in Australia)
- other support services (psychological, social etc.)

Staff development - comparatively little

- Any exciting/ significant developments in this area usually due to committed individual academics
- This is where **you** can contribute!

In an internationalised university with lots of student diversity



- What are some of the qualities you would expect discipline staff to have?
- What sort of awareness of language issues should discipline staff have?
- What should discipline staff be able to do about student language development?

In an "internationalised" university, staff:

- Are knowledgeable about other languages and cultures
- Have an understanding of linguistic needs of international students
- Make the effort to understand different accents & pronounce names of all students as they should be
- Have & update training in intercultural communication skills and internationalisation of curriculum
- Teach a broad curriculum that includes international perspectives in all disciplines
- Deliberately structure learning to promote the development of intercultural communication skills

What academic staff can do about language..

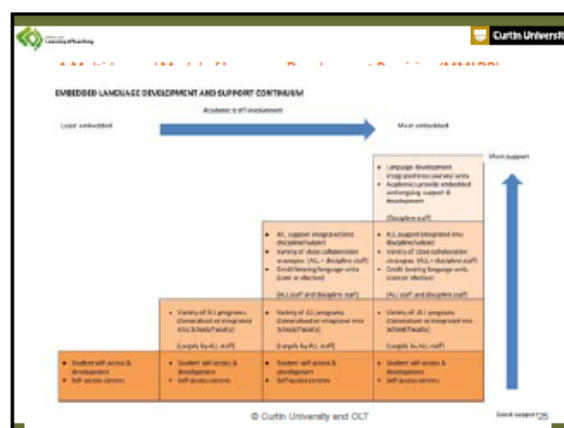
- As teachers, be aware of how we use language (especially in speech)
- Be aware of Australian idiom and how & when we use it
- Be aware of different varieties of English
- Purpose and audience in all T & L communication
- Be knowledgeable about language needs of EAL/ESL students – indeed, all students
- Be aware of the language demands & academic discourse qualities in their discipline

Appendix 7 continued

On a broader level, what can universities do?

- Provide student support all along the continuum (entry to completion) MMLDP
- Staff need to be able to provide linguistic support in the context of their subject/discipline (ideally!)
- This means staff development needed
- In the long term most effective because has greatest reach to greatest number of students

© Curtin University and OLT 24



At university level - the MMLDP model

- Includes a **variety** of strategies/methods
- Assumes **all** strategies needed to cater for the range of student diversity & needs
- Allows for **broadest** coverage for student development at **all** levels of their course
- Requires staff development

© Curtin University and OLT 26

Embedding within the context of you university

HOW?

- Look at the MMLDP model and discuss which provisions exist for your students in your university

© Curtin University and OLT 27

The more embedded models of provision – top right hand quadrant

- Support integrated into unit / discipline / course
- Bolt-on & parallel models working with ALL staff
- Deeply embedded models (working in 2s or small team)
- Discipline teacher also a language teacher (!)

© Curtin University and OLT 28

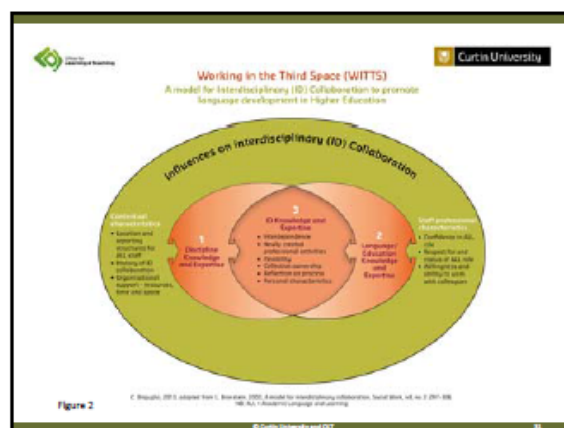
Working in the third space (WITTS):

a model for interdisciplinary collaboration between ALL and other discipline specialists

© Curtin University and OLT 29

Appendix 7 continued

5. The WITTS model of Interdisciplinary collaboration



Working in the third space (WITTS)
a model for successful interdisciplinary collaboration

Adapted from:

- the Bronstein (2003) model, used in the Health Sciences (social work)
- Also applied linguistics research
 - third place (Lo Bianco et al. 1999)
 - third culture (Kramsch 2009)
 - third space (Bhabha 1994; Gutierrez 2008)

Interdisciplinary (ID) collaboration (IDC)

- Interdisciplinary (ID) collaboration is "an interpersonal process through which members of different disciplines contribute to a common product or goal."*
Berg-Weger & Schneider (1998)
- "ID collaboration is an effective interpersonal process that facilitates the achievement of goals that cannot be reached when individual professionals act on their own"*
(Bronstein, 2003)



ID knowledge and expertise in 3rd space

- Interdependence
- Newly-created professional activities
- Flexibility
- Collective ownership of goals
- Reflection on process
- Personal characteristics

ID knowledge & expertise in 3rd space



- Interdependence**
 - Time spent together
 - Time spent in communication
 - Respect for each others' opinions and input
 - Participants believe more to gain than lose
- Newly-created professional activities**
 - New programs, structures, initiatives
 - Unique purposes / aims created, leading to reforms
- Flexibility**
 - Role-blurring behaviour
 - Creativity
 - Reaching productive compromises, adaptability

Appendix 7 continued

- **Collective ownership of goals**
 - Joint goals, vision, agreed objectives / strategy
 - Joint design, definition, development
 - Both take responsibility for success & failure
 - Constructive disagreement, if necessary
- **Reflection on process**
 - Reflection on working relationship
 - Reflection on working as a team
- **Personal characteristics**
 - Trust, respect, understanding essential


© Curtin University and OLT 56

Influences on Interdisciplinary collaboration



- **Contextual characteristics**
 - Location and reporting structures for ALL staff
 - History of ID collaboration
 - Organisational support (resources, time, space)
- **Staff professional characteristics**
 - Confidence in ALL role
 - Respect for and status of ALL role within the University
 - Willingness and ability to work with discipline colleagues

© Curtin University and OLT 57




6. Your context



© Curtin University and OLT 58

Your current situation Needs analysis

- Are you happy with your current way of operating within your university as an ALL staff member?
- Do you achieve set goals and objectives? What are they?
- What are all the ways in which you currently interact with discipline staff?
- Are there any problems in interacting with discipline staff?
- Are you happy with the results of that collaboration?



© Curtin University and OLT 59

What else can you do?

- How do you see yourself as a professional?
- Is there anything you can do to move closer to the successful collaborative model (WITTS)?
- Are there any ways ALL staff can collaborate more closely across your university?
- What else can you do as an ALL professional within your university?

© Curtin University and OLT 60

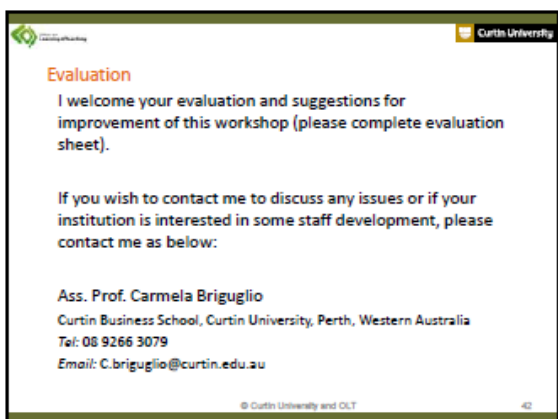



So.....

- What are you doing well already?
- What can you do in your role?
- What else do you and your colleagues here need to do?
- Where do you need to go from here?

© Curtin University and OLT 61

Appendix 7 continued



Evaluation

I welcome your evaluation and suggestions for improvement of this workshop (please complete evaluation sheet).

If you wish to contact me to discuss any issues or if your institution is interested in some staff development, please contact me as below:

Ass. Prof. Carmela Briguglio
Curtin Business School, Curtin University, Perth, Western Australia
Tel: 08 9266 3079
Email: C.briguglio@curtin.edu.au

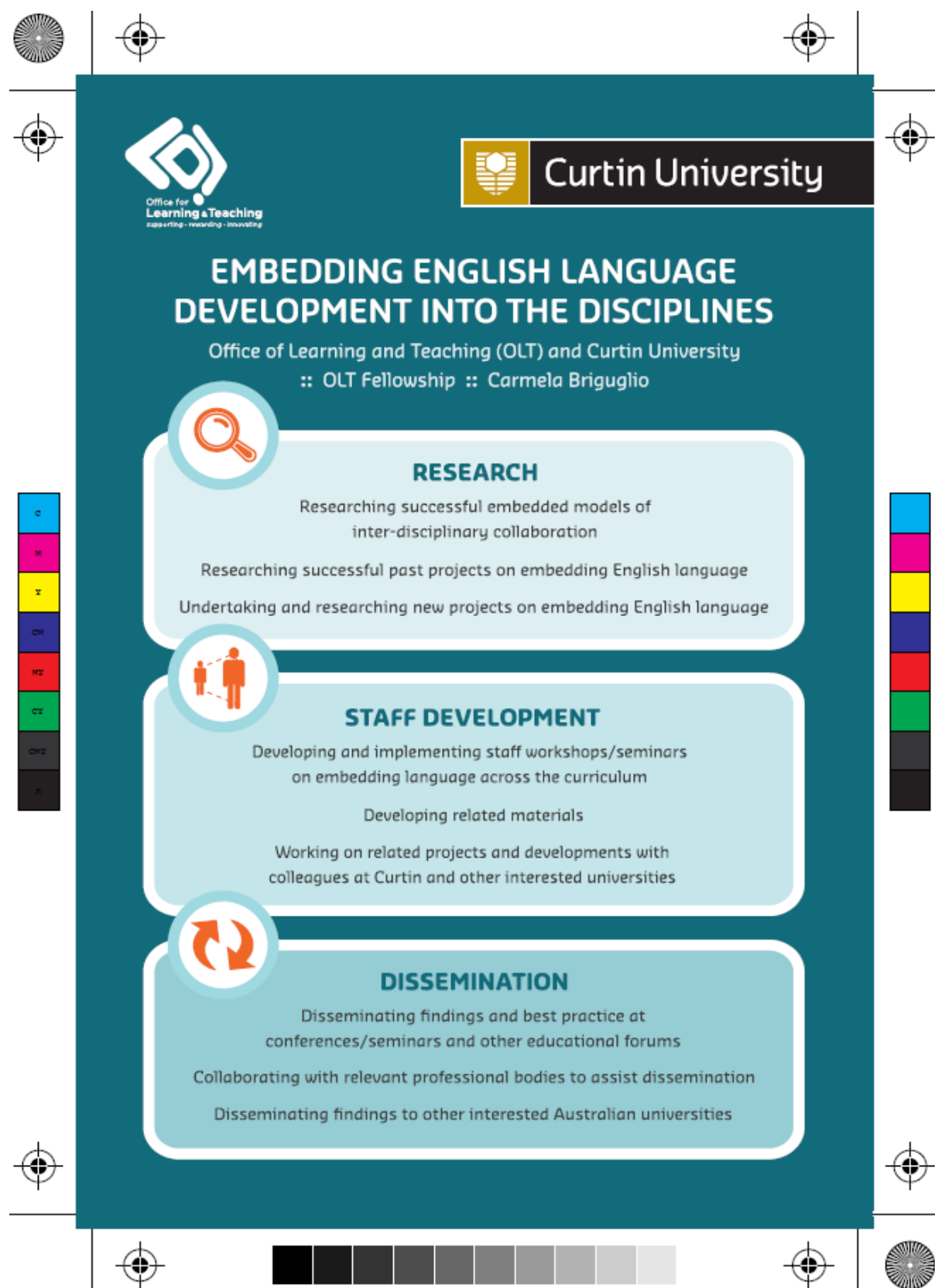
© Curtin University and CLT 42



7. Extras

© Curtin University and CLT 43

Appendix 8 – Postcard for fellowship





DEAR COLLEAGUE

In 2012 and 2013 I am undertaking an Office of Learning and Teaching (OLT) Fellowship which allows me to work with academic colleagues to examine a range of strategies to embed English language across the curriculum. This is an area of great interest and concern to Universities as we attract increasingly diverse student cohorts and become more internationalised. My Fellowship focuses on: **undertaking research on models of interdisciplinary collaboration; designing and implementing staff development; and disseminating project findings.**

If you are interested in being involved or simply in finding out more about my project please contact me, as below.


Associate Professor Carmela Briguglio
 Curtin Business School , Curtin University

 GPO Box U 1987, Perth, Western Australia 6845
 +61 8 9266 3079
 C.briguglio@curtin.edu.au

Support for this activity has been provided by the Australian Government Office for Learning & Teaching. The views expressed in this activity do not necessarily reflect the views of the Australian Government Office for Learning & Teaching.

CRICOS Provider Code: 003011 (WA), 026378 (NSW)
Curtin University is a trademark of Curtin University of Technology

Appendix 9 – Evaluation summary from Deakin University

Embedding English language development into the disciplines workshop - 11 June 2013

Deakin University

Please rank the following comments from 1 to 5, placing a tick in the appropriate box, with 1 indicating 'I strongly disagree' to 5 indicating 'I strongly agree'.

	1 Strongly disagree	2 disagree	3 Unsure	4 Agree	5 Strongly agree
	☹	☹	☺	☺	☺
I found this seminar very useful			1	4	9
The seminar was well-presented			1	3	10
The discussion was relevant and stimulating			1	1	12
I think I can apply some of what I have learned in this seminar			1	3	10
I would recommend this seminar to other colleagues in my university			1	2	9

What was the best/ most useful aspect of this seminar for you?

- Really clear and practical workshop. Lots of useful examples and opportunities for us to talk about our own situation
- Discussing model
- Validated ideas and experiences – gave opportunities to share with colleagues
- Working with academics, use of the third space
- Hearing the range of views and experiences and examples
- Third space
- Model
- Professional development approach – rather than 'support'
- Relevant examples
- Experience
- Highlighting the time it takes to build relationships and trust with academics in working with the on embedding – ie it's not a 'quick fix' easy task that can be ticked off to move on to something else
- Great handouts - thank you
- Good opportunities to discuss
- Your examples really helped me to think about content and concepts
- The definition of embedding language development and being aware of position of English language underpinned the importance of embedding EL into disciplines – this was something that simply contextualized the issue (also the statistics provide also reinforced the importance)
- Discussion around how the ideas and experiences might be applied at Deakin
- Interesting/practical; model of 'third place'
- Ideas of embedding workshops – esp. contextual characteristics
- **Other comments or suggestions for improvement**
- Examples of embedding resources, practices
- Greater awareness
- Great session – thank you
- Thank you ☺
- Very enthusiastic presenter – we need this!
- Wonderful thanks!
- Would like to see some docs – before and after
- Probably need a longer workshop

Thank you for completing this evaluation!

Appendix 10 –Evaluation summary from Curtin University

Embedding English language development into the disciplines workshop University wide - 28 Nov 2012

Curtin University

Please rank the following comments from 1 to 5, placing a tick in the appropriate box, with 1 indicating 'I strongly disagree' to 5 indicating 'I strongly agree'.

	1 Strongly disagree	2 disagree	3 Unsure	4 Agree	5 Strongly agree
	☹	☹	☺	☺	☺
I found this seminar very useful			2	10	9
The seminar was well-presented				7	14
The discussion was relevant and stimulating			2	9	10
I think I can apply some of what I have learned in this seminar			3	12	5
I would recommend this seminar to other colleagues in my university			2	5	14

What was the best/ most useful aspect of this seminar for you?

- Meeting others to see what other parts of the university are doing
- The speaker was motivating
- Entertaining presenter. Excellent hands on activities – learning by doing
- In group discussion useful
- The handout
- Recognition ESL students need our awareness and assistance and may have different needs
- Interacting with other disciplines
- Becoming aware of people/resources around the university
- Diversity of examples giving during the workshop
- Well presented. Enhanced understanding of the direction the university is heading
- Examples – in writing
- Becoming aware of initiatives in other disciplines
- There's more than one way to skin a cat – to use an idiom!
- Interesting to learn how other Departments/Faculties are addressing English language in the curriculum
- To clarify the usefulness value of applying the embedding English language
- Networking, discussions with colleagues
- Seeing what others do
- Models that you use to find out what you do
- Need more information to get out to all departments
- CEFL
- Discussion with colleagues working in other Faculties
- Very broad sweep overview of many aspects of the topic but rooted in practical experience and very applied
- Listening to contributions from across the university (diff disciplines)
- Handout very useful
- The need for language development and not remediation was a focus that I had not considered before
- Analysing the unit outline
- Seeing what Faculties are doing with English

Other comments or suggestions for improvement

- This 'embedding' needs to be applied university wide – maybe need a separate department called 'All staff' within each Faculty. Thanks!
- None!
- A series of workshops (or longer workshop) would provide a more in-depth review of

possibilities/ways forward

- Practical steps that how can I embed English into my unit
- More specific 'list' of ideas would be helpful or case study examples that we could modify
- We require funding to properly and effectively implement these extremely useful changes
- We need funding to assess & embed
- Should lead to in-school development – over time
- More practical examples of how course developers are integrating English into the curriculum
- Sharing information about teaching practices
- Practical ideas
- Sharing resources
- Please form a network so that we get to know more about what you do and how you do it
- Establish a campus informed network
- Unit audit for coordinators
- There is a need to take it forward in more depth so the network/community of practice idea would be great
- Practical suggestion for addressing specific development for EAL students would be good – need large workshops

Thank you for completing this evaluation!

Appendix 11 – External evaluation report by Associate Professor Katie Dunworth

EMBEDDING ENGLISH LANGUAGE DEVELOPMENT INTO THE DISCIPLINES OFFICE FOR LEARNING AND TEACHING (OLT) FELLOWSHIP: EVALUATION

Name of teaching fellow: Associate Professor Carmela Briguglio

Background

The overall aim of Carmela Briguglio's fellowship was to examine the embedding of English language development across the curriculum within higher education, with the intention of building on recognised best practice and current research. This overarching goal was divided into two priority areas of focus, according to the initial proposal:

- Strategic approaches to learning and teaching which enhance student access and progression, and respond to student diversity;
- Disciplinary and cross-disciplinary leadership to enhance learning and teaching through leadership capacity building in discipline structures, communities of practice and cross-disciplinary networks.

It was envisaged that the program of implementation, while specifically located at Curtin University, would be transferable to higher education more generally. The specific activities to achieve the proposed goals, as anticipated at the project proposal stage, were as follows:

- Identification and examination of the collaborative models with greatest chances of success through a research-based approach.
- Design and implementation of a series of three staff development workshops on embedding language into the disciplines, aimed at both discipline specialists and language specialists. These workshops were intended to examine the 'why' and 'how' of embedding of English language development within the disciplines, and to identify ways in which current practices might be adapted to achieve this.
- Creation of workshop materials for staff development.
- Evaluation of the fellowship.
- Dissemination of fellowship findings and best practice through conference presentations, seminars or symposia at and beyond Curtin University, and in collaboration with other organisations such as the Association for Academic Language and Learning (AALL).

To promote accountability and generate feedback over the course of the fellowship's duration, Associate Professor Briguglio established a reference group and conducted interviews with key staff in the Curtin teaching faculties as well as discipline and language staff. Ethics approval was sought and obtained for the research component of the fellowship.

Activities undertaken: research

The research component of the fellowship has resulted in the development of a model for interdisciplinary collaboration, described as WITTS (working in the third space). A model has also been developed that presents the embedding of language in the disciplines from minimal to maximum levels of embedding, and linked to levels of support provision. This model has been named MMLDP (multi-layered model of language development provision).

The outcomes from this component have been presented at a meeting of the West Australian branch of the AALL and received positive feedback from attendees.

Three written papers have already been produced and submitted to refereed journals or conference proceedings for publication. These are:

- Briguglio, C., and Watson, S. (in press). Embedding English language across the curriculum in higher education: A continuum of development support. *Australian Journal of Language and Literacy*.
- Briguglio, C., De Rosa, E., and Butorac, D. (under review). English language needs of international nursing students: developing a tool for English language assessment and development.
- Briguglio, C., and Watson, S. (Submitted for the proceedings of the Integrating Content and Language in Higher Education Conference, Maastricht, 2013). Embedding language development into the disciplines: Integrating language and content into curriculum delivery.

In addition, a further paper (Briguglio, C., “Working in the third space: a model for interdisciplinary collaboration between language and discipline specialists”) is ready for submission and other papers are under development.

Activities undertaken: workshops

The initial plan to conduct three consecutive workshops for faculty staff was amended following consultation with deans of teaching and learning across Curtin University, who felt that staff would be unable to commit to the time that would have been involved. The original plan was therefore replaced by a series of 2-hour workshops presented to different audiences. Three of these were university-wide at the main campus; the others included:

- Curtin University Kalgoorlie campus and Western Australian School of mines
- Faculty of Health Sciences (two workshops)
- Faculty of Science and Engineering (two workshops)
- Faculty of Humanities
- Faculty of Business (two workshops)
- School of Nursing
- Curtin Sydney campus
- Curtin Singapore campus
- Curtin language staff

External workshops have also been held with West Australian AALL branch members, at the Australian International Education Conference (AIEC) in both 2012 and 2013; at the Association for Academic Language and Learning Annual Conference in November 2013, where Associate Professor Briguglio also participated in a ‘talk tank’ session on reviewing English language proficiency; and at Deakin University. There are plans to conduct further workshops with Curtin staff in Hong Kong, and at RMIT Vietnam.

The workshops have been very positively evaluated by participants; evaluation comments being made available to the external evaluator.

Activities undertaken: materials development

The staff development materials that have been created primarily take the form of PowerPoint presentations that can be adapted for different audiences, and include elements such as an explanation of the concept of embedding, a discussion on diversity in higher education, language and discipline requirements, and examples of successful embedding activities, as well as the presentation of the WITTS and MMLDP models. There are essentially two sets of materials which can be adapted: those designed with discipline-based academics in mind, and those designed with academic language and learning specialists in mind.

Other materials that have been produced include a 'language audit tool' for courses and units, which incorporates 'ten things you can do' to commence the process of embedding language development into disciplinary teaching; a postcard that outlines the purpose of the fellowship and invites the recipient to become involved; and the WITTS model itself.

Activities undertaken: curriculum development

In addition to developing materials, Associate Professor Briguglio has also been involved with academic staff from two areas of Curtin, the School of Nursing and the School of Information Systems, with a view to assisting in a review and adaptation of the curriculum. Changes have already been made to a unit in the School of Nursing that prepares students for clinical practice. The changes involve the incorporation of role plays that focus on language and cultural features. In addition, an extra-curricular 'conversation buddy' program has been set up within the School, where students meet weekly to develop their conversation skills. Both these innovations appear to have been well received, and the mentoring program established following the collaboration won a Teaching and Learning prize. The work in the School of Information Systems will formally commence in 2014, and will involve embedding language development activities into second and third-year units.

Activities undertaken: dissemination

Dissemination of information about the fellowship and its activities has involved the following:

- Presentation at AIEC, October 2012, in addition to the workshop at the same conference
- Symposium presentation at the Murdoch University internationalisation symposium, October 2012.
- Paper presented at WA Teaching and Learning Forum, Murdoch University, February 2013
- Symposium panel member at WA Teaching and Learning Forum, Murdoch University, February 2013
- Paper presented at Content and Language in Higher Education conference in Maastricht, Holland, April 2013
- Panel presentation at the OLT Fellows Panel organised through WAND, August 2013

- Paper presented at the Association for Academic Language and Learning Conference in November 2013, in addition to the workshop at the same conference.
- Final report to OLT submitted at the end of the fellowship in December 2013.

Evaluation parameters

This evaluation follows the requirements for evaluation as identified in the document *Information for Evaluator* compiled by Associate Professor Briguglio. This document outlines the purpose of evaluation, the role of the evaluator and the requirements for the final report. The identified summative function of the evaluator is to assess the extent to which the project has achieved its stated objectives and goals, and the summative role of the evaluator is to consider four key questions (KQs), which are presented as headings and addressed below.

Evaluation materials

Multiple documents have been made available for the external evaluation process. These include:

- Progress and final reports
- Output materials (presentations, the WITTS and MMLDP models, postcards, handouts)
- Evidence of workshop and conference events
- Teleconference agendas and minutes
- Feedback from workshop participants
- All fellowship application documentation.

KQ1: To what extent have the project's outcomes and deliverables been achieved?

It is clear that its overall aims of the fellowship have been successfully achieved. Measurable outcomes can be linked to each of the four major components of the fellowship (research, staff development, materials creation and dissemination) in terms of scholarly papers, workshops conducted, materials available for use, curriculum development and conference and symposia presentations.

While only one research paper has definitely been accepted for publication at this stage, this is not unusual in a project of this type, both because the early emphasis is usually on data collection and analysis and teaching and learning issues, and because of the length of time involved from submission to publication in the scholarly literature. The fact that clearly differentiated topics have been identified for future publications indicates that the issue of publication of research has been carefully considered. The research component is also, of course, linked to dissemination, since conference presentations serve the purpose of showcasing research outcomes as well as reporting on teaching and learning issues, and in this case dissemination has occurred at both national and international levels.

The decision, early in the fellowship, to reconsider the nature of the planned staff development in the light of feedback from senior faculty staff illustrates the ability to respond flexibly to changing circumstances. The alternative model, a series of workshops to different audiences within faculties and across campuses, probably reached a wider audience – with 75 participants in the 2012 workshops alone, and from the feedback appears to have been very successful. The proposed materials have also eventuated, in the

form of adaptable PowerPoint presentations. There does remain the issue of how these might be accessed in the future once the fellowship has ended, but Associate Professor Briguglio has taken the step of consulting with the President of the AALL to investigate the possibility of having these available on the AALL website.

KQ2: Does the project report provide evidence of sound research in the area of embedding language development?

The development of two models (MMLDP and WITTS), which have been based on the data obtained from the fellowship and the literature, to be disseminated for debate and refinement within the field, provides solid evidence of sound research, and represents a genuine move forward in this field of practice. As one AALL participant commented in the anonymous evaluations of one workshop: “very useful model – will help me see the big picture and see the aspects to be considered as I work to embed my work with lecturers”. The focus on Nursing in two of the papers is of particular interest, since this is a discipline within higher education where student English language development has been a prominent issue.

The WITTS model is an innovative synthesis, in line with the move towards interdisciplinarity, of a model previously published in the journal *Social Work* and the work on the *Third Space* conducted by scholars in the field of intercultural communication, such as Kramsch and Lo Bianco. It has been systematically developed over the period of the fellowship and revised according to feedback. The high quality of the literature review within the fellowship Final Report is also indicative of the level of scholarship that has gone into the fellowship and has made it such a useful contribution to the field.

It is noted that the lack of a project/research assistant may have reduced Associate Professor Briguglio’s capacity to focus her full energies on the academic and scholarly aspects of the fellowship. Rather late in the term of the fellowship, an assistant was appointed using the funds available from the extension of the program and has been of immediate obvious benefit in reducing the administrative load on the fellow.

KQ3: Has enough professional development activity been undertaken to be able to generate a professional development model in the area of embedding English language development into the disciplines?

It appears from the evidence presented that the professional development activities conducted over the duration of the fellowship provided a wealth of data and opportunities for reflection. As described above, two relevant models have been developed. The workshops, which were the primary form of professional development, have been held in a range of locations and across a range of discipline areas. The fact that interest has been generated beyond Curtin (to Deakin University and RMIT Vietnam in particular) indicates that they have been valuable professional development activities, and should have generated sufficient data to ensure that the professional development model that has emerged is sufficiently robust in its design. Feedback from the workshops has also been very positive. Evaluations from several workshops were provided to the evaluator. They included such comments as “Excellent hands on activities – learning by doing”, “handout very useful”, “the speaker was motivating”, and “allowed me to take in new and relevant information”.

KQ4: Is there enough interest for the establishment of a community of practice at Curtin University (and possibly further afield) in the area of embedding language development?

It would seem from the positive nature of the workshop evaluations, the degree of interest beginning to be shown outside Curtin, and the numbers of staff attending workshops, that there is a strong level of interest in the embedding of English language development within the disciplines. It can be argued that there is already a 'community of practice', driven by academic language and learning practitioners, but that it has been successfully promoted and widened in scope and reach through the fellowship. An 'Embedded language development' network has been established at Curtin, as was reported to the final teleconference of the reference group and is described in the final report. The Network is coordinated by Associate Professor Briguglio, and the two meetings held to date have been very well attended by a wide range of staff from support and administrative programs, as well as by language specialists.

Conclusion and recommendations

The fellowship has clearly attained its objectives, and is set to achieve a reach beyond Curtin as planned workshops and dissemination activities are completed. Within Curtin, it is commendable that Associate Professor Briguglio sought to involve staff from beyond the main campus, travelling not only to Kalgoorlie and Sydney but also overseas to the Singapore campus. Staff in these locations are arguably the most in need of opportunities for professional development, since they do not have access to many of the face-to-face activities provided on the main campus through organisations such as Curtin Teaching and Learning or the Organisational Development Unit, so the fellowship has served a valuable function in this regard.

There are three recommendations from this evaluation. The first is that the focus in the near future should be on the completion of the planned articles so that the proposed models can be widely accessed and debated within the scholarly community. The second is that a 'home' for the professional development materials should be finalised as soon as possible, possibly through the Association for Academic Language and Learning, and that they should be made as widely available as possible. This will ensure that there is stability of access as information about the materials becomes more widely known and sought after. The third is that staff in higher education institutions should be made aware of the availability of the materials through some kind of promotional activity, once a site has been identified. This could perhaps take the form of a mailout to key personnel in Australia's universities or dissemination through branches of professional organisations such as the Association for Academic Language and learning.

Dr Katie Dunworth
Department of Education, University of Bath