



The Promise & Precarity of Critical Pedagogy in EAP

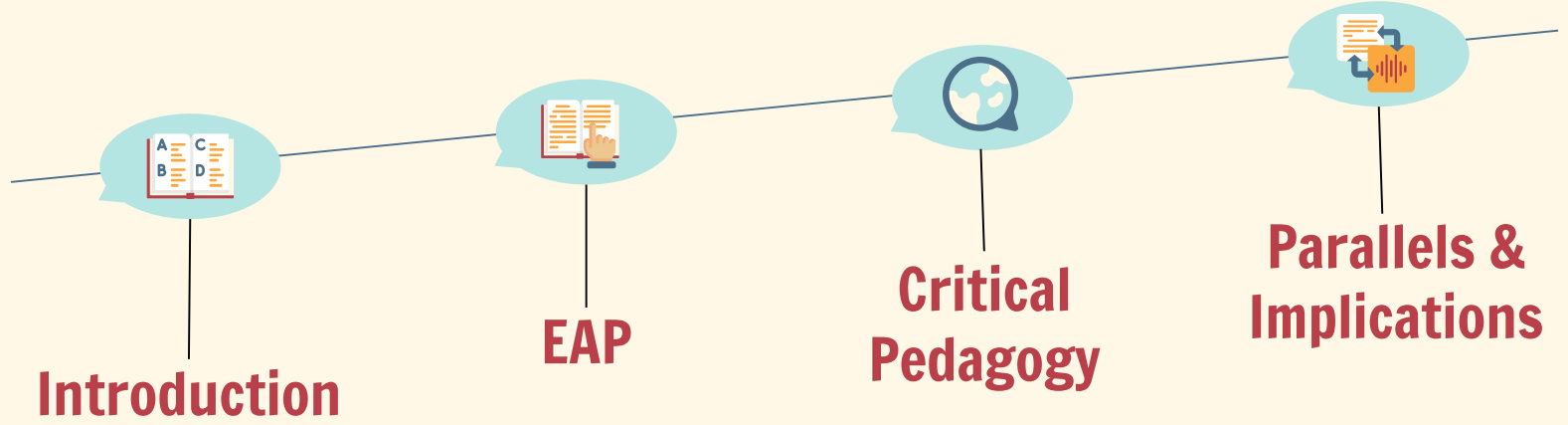
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Languages Canada conference 2024

Critical Pedagogy

Plan

EAP



Introduction

EAP

Critical Pedagogy

Parallels & Implications

Language

Expertise

Moving from Form to Function

Leveraging SFL Metalanguage to Illuminate Features and Functions of Texts in First-Year University EAP

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Researching EAP |

Looking past

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Introdu

EAP instructors are key mediators in university. To be successful, EAP instructor disciplinary knowledge, relevant assess of language (BALEAP, 2008). That deep significantly enhanced by systemic func shares how an experienced EAP instructo context, the realizations SFL afforded and

Content & language integrated learning (CLIL) resources to supplement the development of vario sources (Harwood, 2005; Lorenzo, 2013). Unfortu instruction that relies on idealized, formulaic struc over crucial concepts in students' authentic course teaching context and the realization of the gap betw reference texts, and the instantiations of vario authentic academic texts across first year universi and Economics courses. We explore the importa typically presented; the phenomena of grammati pedagogical activities to facilitate students' compr of conditional logic in their academic work.



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Making the mechanics of paraphrasing more explicit through Grammatical Metaphor

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ABSTRACT

Paraphrasing research has often been situated as an issue of academic honesty, ownership of knowledge and discourse appropriation (Abasi, Akvari & Graves, 2006; Currie, 1998; Lyon, 2009; Pecorari, 2003; Pecorari & Shaw, 2012). This paper has a pedagogical focus, outlining how the discrete grammatical processes typical of successful paraphrasing (Keck, 2010) are used to support first year university writing students working in English as an additional language. Drawing on Halliday's (2009) concept of Grammatical Metaphor and focusing primarily on ideas and their logical relations (known within Systemic Functional Linguistics as the ideational metafunction), shifts in form within and across clause functions are demonstrated conceptually and with explained examples. The purpose of this paper is to demonstrate how highlighting some functional metalanguage can break the process of paraphrasing into more explicit moves for instructional benefit.

EAP

“the study of English for the purpose of participating in higher education.”

(Bruce, 2011, p. 6)

EAP

EAP

Context, curricular goals

ESAP

EGAP

graduate

CLIL

undergraduate



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EAP

LANGUAGE

LANGUAGE +

- Acculturation to Western academic norms
- Intercultural communication
- Critical thinking



Instructional Knowledge base

Depth & Breadth

Including, but not limited to:

- Deep linguistic knowledge
- Pedagogic proficiency
- Disciplinary familiarity



But...

“Adapting more general language pedagogy and professional practice to meet the needs of the academy goes to the heart of the challenge faced by many competent ELT practitioners who are asked by employers to develop and teach EAP courses in order to meet the increasing demand for this type of course. In effect, such teachers are being required to create and deliver courses in a specialized area of English language teaching (an area that differs considerably from more general ELT courses) **without the requisite specialist training and support**. They are being asked to introduce students to **academic discourses and practices in systematic and theorized ways** although they themselves may only be able to draw upon their own personal, eclectic experiences and intuitions about the academic world that is the object of their pedagogy”

(Bruce, 2011, p. 68)

LANGUAGE

EAP students

Goals



Background

Previous education
Cultural disposition
Plurilinguistic repertoires



Readiness

English proficiency
Academic literacy



Expectations

Academic goals
Personal goals
Identity

Language

Guiding Principles of EAP

Expertise

Texts & tasks should be:

- Real (not contrived)
- Research-informed
- Representative of their disciplines
- Applicable
- Relevant to students' needs

- **Authenticity**
- **Groundedness**
- **Interdisciplinarity**
- **Relevance**

(Hyland & Shaw, 2016, p. 3)

Critical Pedagogy

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“Critical”

“Pedagogy”

Paulo Freire

Transformative
Empowers agentive citizens
Engaging
Contextualized



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Critical Pedagogy

Rather than training for standardized proficiency, critical pedagogy:

- Prioritizes needs and aspirations of students
- Aims to transform oppressive contexts
- Challenges underlying assumptions
- Empowers agentive citizens

...towards transformative education





Hello

Language

“Critical pedagogy is not something to deliver, but something to engage in”

(Walsh Marr, 2021, p. 135)



PARALLELS



CONTEXTUALIZATION

DECODING

CRITICAL THINKING

PRAXIS

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Contextualization



Critical Pedagogy

“a critical investigation into people’s lives and their actual needs” (Darder, 2018, p. 90)

Dialectal methodology



EAP

Systematic needs analysis

Learners before language

Implications for Practice

1. Surveying students' academic goals:
 - a. Intended institutions, programs
 - b. Rationales
2. Adjust teaching materials (texts, tasks) accordingly

Decoding



Critical Pedagogy

Unpacking phenomena

“investigating by means of abstraction”

“dialectal movements of thought”



EAP

Disciplinary vocabulary, genre patterns & features

Encoding meaning into disciplinary terms



Implications for Practice

1. Prioritize authentic texts & tasks
 - a. First year course books
 - b. OER
 - c. Credit transfer articulation guides
2. Focus on genres and language patterns within



Decoding



“The exceptionally high birth rate among French-Canadian women **enabled** francophones to hold their own until the end of the 1950s against an English-speaking population that was **buoyed** by immigration (Brooks, 2020, p. 387).

The French-Canadian population was kept steady **because of** the high birth rate. The English-speaking population grew **because of** immigration (Brooks, 2020, p. 387).



Critical Thinking



EAP

“training” & “cognitive operations”

5th skill



Critical Pedagogy

Challenges naïve as normalized

Social transformation through discussion and engagement



Implications for Practice

1. “Zooming out” beyond just language
 - a. Who and what are represented?
 - b. How?
 - c. Who and what isn’t?
 - d. What does that suggest?
2. Connotations of language choices

Praxis



Critical Pedagogy

Reflection & action
Theory & practice
(rinse & repeat)



EAP

Research Informed:
Needs analysis
Language patterns
Identify & Motivation theories
Pedagogy & assessment



Implications for Practice

1. Instructor PD
2. Clear rationales
3. Midcourse check ins
 - a. Student performance
 - b. Instructor feedback



PARALLELS



CONTEXTUALIZATION

DECODING

CRITICAL THINKING

PRAXIS

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Critical Pedagogy

EAP

Integration

CONTEXTUALIZATION



DECODING



CRITICAL THINKING



PRAXIS



Authentic
Texts

Critical Thinking

“The stubborn persistence of poverty on a planet in the throes of economic growth fundamentalism is enough to **make** thoughtful people pause and reflect on the **direct** as much as the **collateral casualties** of that redistribution of wealth (Bauman, 2013, p. 2).

Thoughtful people are pausing and reflecting on the direct and collateral casualties of wealth inequality **because of** the stubborn persistence of poverty (on a planet in the throes of economic growth fundamentalism) (Bauman, 2013, p. 2).

Research
Informed

Language Patterns over Rules

Do disciplinary papers typically begin with an example or anecdote?
Or do they begin with a theory and *then* exemplify it?
How much and what type of detail does each require?

Is “I” welcome or verboten?
Rather, where does “I” or “we” show up?

How is the work of others included?

Does a closing sentence summarize, synthesize, provoke or preview?

What’s put in the past, what’s present and how do we talk about
what might be?





“tacit dimensions of
the literacy needs and practices
that are directly connected to the
knowledge structure of
the discipline”

(Clarence & McKenna, 2017, p. 46)





EAP

“critical pedagogy interrogates and responds to contexts with humility and faith in change. It seeks to transform rather than accommodate hierarchies.”

- **Paulo Freire**

EAP

Role of Context

Making it Better:

- Notice
- Decode & deconstruct
- Collaborate & contribute

Agency, Community & Innovation



THANKS!



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