Raising Attainment With Diverse Students: An Inclusive Approach to the Teaching of Academic Literacy

Yuan-Li Tiffany Chiu
Imperial College London, UK

Olga Rodriguez-Falcon
University of East London, UK

Abstract

This research aims to evaluate the impact of an inclusive writing approach, which strives to embed academic literacy into subject curriculum, an initiative that ran across schools at a UK-based post-1992 university in 2015-16. As an exploratory investigation, this research drew on a redesigned social science transitional module, where academic writing provision is closely in line with the subject content and assessments. This project explores student perceptions and experiences of the embedded writing provision and the extent to which the intervention contributed to student attainment. Data were drawn from focus group discussions, where 41 students participated, and from student grades for the comparison of attainment rates across 2014-15 and 2015-16. The focus groups were analysed using *NVivo 11* to identify key themes in relation to student views of the embedded academic literacy provision. Student grades were explored using MS Excel for the relative progress across academic years. The findings reveal the positive impact of the provision on students' attainment and confidence as learners and writers in higher education. This paper concludes with pedagogical implications and a discussion of potential areas for further research to investigate the diversification of support modes as to accommodate different learning styles of students.

Introduction

This article documents an action research project, which aimed to investigate the impact of an inclusive writing approach that foregrounds the explicit embedding of academic literacy instruction within the subject curriculum (as opposed to more generic, external writing support). The research drew on a redesigned research module in a social science foundation programme[1] for 2015-16 at a UK-based post-1992 institution,[2] where we worked closely with the module leader/subject lecturer to embed our writing support in line with the subject content and assessments within the programme of study. The consideration of the embedded and compulsory discipline-specific writing pedagogy is in part to eliminate the concept of 'stigma', which dissuades some students from seeking "extra" writing support. This is particularly the

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[1] Foundation programmes are transitional programmes of study offered by most UK universities for those who do not meet the minimum requirements to embark on a standard three-year undergraduate course.

[2] Post-1992 universities in the UK refer to those that received university status through the Further and Higher Education Act 1992. These institutions tend to be more teaching-oriented, especially since 2012 where English universities increased tuition fees which promoted a 'student-as-consumer' discourse (Wong and Chiu 2017).

case when the University offers non-traditional HE students[3] admission through alternative pathways (cf. A-Levels[4]) as part of widening participation (McQueen et al. 2009), and as such, students may perceive academic cultures as alien to them (Wong 2018). In other words, 'many students are not fully prepared for the demands of academic writing, which is the key assessment tool at universities in the UK' (Wingate, Andon and Cogo 2011: 70). This is now even more prominent due to the diversification of assessment practice in higher education.

Our approach focused on a close collaboration between subject lecturers and us, as academic writing tutors, taking into account the following three aspects: module learning outcomes and assessment, academic expectations towards assessments, and suitable timing for writing intervention within the curriculum (see Table 1 below for details).

Table 1. Framework of subject lecturer and writing tutor collaboration for academic writing provision into curriculum

Aspects of consideration	From subject lecturer	From writing specialists
Relevance to module learning outcomes and assessments	• Provide module guide/handbook, assessment brief, and good and bad scoring student written pieces from the previous academic year • Brief the challenges students commonly experience in the degree programme • Give permission for writing tutors to upload/access materials on module's Moodle[5] page	• Map out types of assessment in modules • Unpack and teach discourse features and academic voice: genre awareness and text features • Use core readings and former student essay examples (i.e. discipline-specific texts) for exercises
Academic expectations (to ensure consistency)	• Provide expectations of module assessments (i.e. *What do academics expect to see from reading student work?*)	• Conceptualise academic expectations for session planning • Facilitate discussion with students on how to meet academic expectations
Timing for writing intervention	• Provide timetable for the module and information on assessment deadlines	• Discuss suitable timing within the curriculum for writing sessions in module

Here, it should be noted that the embedded academic writing instruction was delivered by us as the writing tutors, with the subject lecturer's presence and support in the sessions. The materials used for in-class exercises were discipline-specific (i.e. core readings and former student essay examples, as shown in Table 1 above) and tailored to fulfil the module learning outcomes. Where appropriate, the subject lecturer provided subject-specific examples to strengthen the relevance of learning. To embrace and appreciate student diversity and differences, we employed the genre-based approach (Hyland 2004, 2005, Swales 1990, Wingate 2012, 2015), complemented by the academic literacies perspective (Lea and Street 2006, Street 2010), detailed in the next section. The integration of both approaches provided a

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[3] Morey et al. (2003) described students from non-traditional backgrounds in the UK as: a) mature students, b) those from lower socio-economic backgrounds, b) first generation undergraduates, and c) students from ethnic minorities.
[4] A-Levels refer to the Advance Level of the General Certificate in Education in the UK and the British Isles. It is a secondary school leaving qualification prior to university entry.
[5] This is the virtual learning environment for the focal institution. Students can retrieve all the course learning materials and assessments' briefs from here.

balanced pedagogy between 'normative' and 'transformative' approaches (Lillis and Scott 2007, Wingate and Tribble 2012). In other words, we balanced between providing explicit examples for students to model and giving students opportunities to negotiate meaning through pair and group work, which fostered a culture of collaboration amongst students. By inviting students to openly discuss academic conventions, this blended approach to academic writing facilitated a sense of autonomy, belonging and partnership between students and teaching staff. This research explores the following questions:

1. What are students' perceptions and experiences of the embedded academic writing provision within the subject curriculum?
2. To what extent has the embedded writing provision contributed to students' attainment and academic literacy development?

Pedagogical Approaches to the Writing Provision

University students, whether native- and non-native speakers of English, are often novices to their disciplines (Wingate 2012) and hence, they might not be familiar with the expectations in terms of academic register and disciplinary conventions in their situated academic contexts. Often, students are not explicitly made aware of what is expected of them in terms of written assessments nor instructed on how best to fulfil the requirements, thereby compounding the challenges of writing. Here we argue that there is a bounded connection between language and subject learning, as Hyland states:

> how we as academics and students understand our discipline(s), evaluate discourse, and effectively assert our own views is inextricably linked with our understanding of and ability to *express through language in the written form* [our emphasis], as it is through language that academics and students conceptualise their subjects and argue their claims persuasively (2013: 53 cited in Erwin and Zappile 2013: 1).

Aligned with this view, academic language and literacies development cannot be seen as a separate element from subject learning, but rather, as an integral part of the process of understanding how knowledge is constructed and argued in a specific discipline. To realise this, we have drawn on the two dominant pedagogical approaches to teaching academic writing: English for Academic Purposes (EAP, i.e. genre-based approach) and Academic Literacies.

The genre-based pedagogy emphasises the text in context (Wingate and Tribble 2012), where the analysis and identification of discoursal features is essential to support students to unpick the disciplinary writing requirements in a more efficient manner (cf. genre acquisition, see Johns 2002, 2011). This approach is informed by the seminal work of Swales (1981) who analysed the rhetorical structure of the introduction sections of research articles using move-step analysis. A 'move' can be seen as a textual logic/movement from one part of the text to another, whereas a 'step' entails the strategies to fulfil each 'move' (Bhatia 1993, Swales 1990). Many researchers in the field of English for Academic/Specific Purposes have adopted Swales' rhetorical move-step analysis to identify the prototypical rhetorical structures and the linguistic features of a particular type of text (see for example Bunton 2005, Chiu 2016, Flowerdew and Dudley-Evans 2002, Parkinson 2017). In line with this approach, we guide students to explore the purpose and textual features of a specific type of writing through deconstruction and explicit modelling of a target genre, where opportunities are provided for students to explore sample texts and analyse how a text can be structured in the way that meets disciplinary conventions.

As our student cohort has a diverse linguistic and educational background, we have also adopted the Academic Literacies perspectives to foster inclusion in the classroom, drawing attention to issues such as student writer voice, and 'the processes of meaning-making and contestation around meaning rather than as skills or deficits' (Lea and Street 1998: 159). This perspective is particularly important for our teaching context as many students often experience 'multiple and conflicting identities', especially for those who have returned to university after an absence of several years from the academic community (Ivanič 1998: 6). Specifically, we acknowledge that students often carry their 'autobiographical selves' (Ivanič 1998: 6) to the act

of writing, which is based on their prior literacy experiences and will continue to develop and influence the ways in which they write. To embrace and appreciate diversity, we have established numerous inclusive learning opportunities, in keeping with the Academic Literacies perspectives, to engage students to explicitly discuss and explore academic conventions.

Although genre-based and Academic Literacies approaches have often been seen as incompatible in terms of their pedagogical perspectives and impact, we argue that they can complement each other to facilitate student development of academic voice and identity. An example of our session planning is documented below, drawing upon both approaches:

Table 2. Embedded provision for research proposal writing

SESSION PLAN	
Session topic: Research Proposal Writing for Social Scientists *Session length:* 1.5 hours *Number of students:* 55 *Learning outcomes:* - To demonstrate awareness of the purpose of doing research and research proposal writing - To identify the common rhetorical structure for research proposal writing - To explain how each section of a research proposal functions	
Pedagogical considerations/stages	Activities/procedures
Relate the session to previous one to provide a learning context. This stage is for 'prior knowledge' activation – help students to connect their learning **[in line with Academic Literacies perspectives]**	***Stage 1: Warm-up*** Prompt questions: What can you remember from the last session? [Note: The previous session focused on generic academic writing features/conventions]
Questioning that encourages students to think about their learning context and activate their prior knowledge and experience ('scaffolding device'), which enhance student motivation to learn **[in line with Academic Literacies perspectives + Genre awareness]**	***Stage 2: Research and Research proposal*** • Prompt questions: What is research? What is a research project plan/proposal? Why are we doing a research proposal? Have you conducted a research project before? • Research topics (based on the SMART concept) [S = Specific; M = Measurable; A = Achievable; R = Realistic; T = Time specific] • Pair/joint discussion: Observe a range of social science research working titles and discuss which one(s) are more appropriate, based on the SMART.
Genre (de)construction stages/genre awareness	***Stage 3: Research proposal: Rhetorical structure*** • We advise students to consider how each section might function in a research proposal before the main exercise below.

To enhance inclusion, we deconstruct a sample research proposal and advise students to reconstruct based on their prior knowledge and experience in groups **[in line with Academic Literacies perspectives]** After students have constructed the sample research proposal from scattered pieces, the process of close observation starts. **[Genre-based modelling process/text exploration]**	• Exercise on proposal structure (Group work): Students are grouped into groups of 4-5. Each group is given three different piles of slips (1. headings of different sections in a research proposal; 2. definitions/ descriptors of each section; 3. text extracts for each section from a former student submission). Students are asked to follow the sequence below: Step 1: Put the headings in order Step 2: Put these descriptors under its correct heading Step 3: Read the text extracts taken from a former student's research proposal. Decide which of the sections they are from and explain why they are appropriate for that section. Step 4: Once steps 1-3 are completed correctly, students are advised to observe closely on each section (including definitions, sample extracts) and take notes • Joint discussion: Quickly recap key messages from the exercise
Apply the acquired knowledge for independent construction **[Genre-based approach]**; consolidation stage	***Stage 4: Freewriting on research proposal (Homework)*** • A quick introduction to the freewriting technique • Freewrite on their research proposal at home and bring to the class in the following week
Plenary Connect to the next writing focus	***Final stage: Take-home message, self-reflection and feed forward*** • Recap the purpose of the session • Ask students what they have learned from the session and any aspect they would like to work on after the session • Forecast the next session: Language input for research proposal writing

As can be seen from Table 2 above, we started the session with a range of prompt questions, aimed at establishing a relevant learning context and tapping into student prior knowledge and experience for the purpose of scaffolding. The stages 1 and 2 were greatly informed by the Academic Literacies perspectives where we strived to create inclusive opportunities for students to construct meanings in a range of dialogues with their peers and tutors in class. The element of genre awareness was embedded into the stage 2, as we prompted the rationales for composing a research proposal, and served as the beginning of stage 3, where we advised students to consider the rhetorical function of each section in a research proposal before the main exercise on the proposal structure.

Stage 3 is the key phase where students explored the structure and definition of each section. Here, it should be noted that instead of providing students with a sample text to observe, as

genre-based pedagogies would commonly suggest, we deconstructed the text into a range of slips for students to place and assemble them in the correct order (see steps 1-4 within the Stage 3 above). Based on our observation, this exercise provided an inclusive platform, in keeping with the Academic Literacies, which encouraged students to contribute based on their existing knowledge and negotiate meanings with their peers in groups. After this exercise, students acquired the rhetorical function of each section and built a full picture of the sample text. At this stage, we advised students to consolidate their learning by closely observing the sample text extracts to grasp what each section should entail and how it could be produced in writing (i.e. genre-based modelling process). Stage 4 aimed to encourage students to apply the knowledge and skills acquired for independent construction for their coursework. The final stage intended to close the learning loop with take-home messages and self-reflection, and indicated the topic for the next writing session.

The example above addresses the challenges presented by the gaps between students' understanding and academic expectations of academic writing (see also Wong and Chiu 2018). According to Lea and Street (1998), students might not be familiar with the terminologies that academics often use for assessment practice such as "analysis", "argument" and "research proposal", as in the case above. In other words, students may raise questions: *What does it mean by "argument" in academic writing? What does it mean by analysing and evaluating academic sources? What is research proposal writing?* The integration of genre-based and Academic Literacies approaches has provided opportunities for students to build on their prior knowledge and explore the academic concepts through negotiation and modelling.

Methodology

This paper draws on an exploratory study which looked into the impact of the embedded writing provision in a social science transitional module at a UK-based post-1992 university. Specifically, we are interested in how students perceive and respond to the embedded writing instruction in their programme of study. Additionally, we want to explore whether our intervention has contributed to student attainment and academic literacy development, compared to the previous year when this intervention was not present. Data were collected between 2015 and 2016 and involved student focus group discussions, and student grades across assessments in the focal module in 2015-16 (with writing intervention) and 2014-15 (without writing intervention). In this study, students' grades were taken as subsidiary data to complement the discussion drawing mostly on student focus groups.

For the focus groups, we recruited students who were, at the time of this research, studying in the focal module where we had embedded our writing support. The information sheet concerning the details pertinent to the purpose of the research and what might be asked of the students in the research process was given in class. As the involvement in this project was voluntary, students were notified that they would not be disadvantaged should they decide not to participate in the discussions. There was a total of 55 students regularly present in the course (excluding 'withdrawn for non-attendance'). We recruited 41 of these students, which was more than half of the whole cohort. In terms of the grouping for focus groups, we were initially thinking of having groups of 6. However, due to student availability and our capacity, students who had expressed their interest in participating were grouped ranged from 3-6, which resulted in a total of 10 sessions (Focus group A-J). On the day of the discussions, students were asked to read and sign the consent form, and agree to be audio-recorded. A statement about confidentiality was brought to the attention of all the participants at the beginning of the discussions to minimise their concerns. Each discussion lasted between 45 and 90 minutes and was audio-recorded.

For our data analysis, student focus group discussions were transcribed verbatim for analysis. We analysed the discussions using *NVivo 11* to help sort and organise data systematically, with the aim of identifying recurring and significant concepts in relation to student views of our academic writing provision and their experience of writing in the foundation programme. Once the initial themes were identified, we applied a process of 'identifying links between categories, grouping them thematically and then sorting them according to different levels of generality' to

develop 'a hierarchy of main and subthemes' (Ritchie, Spencer and O'Connor 2003: 222). To enhance its inter-rater reliability, we both analysed three pieces of focus group discussions respectively, and compared and discussed our thematic categories to make sure the data analysis was consistent. Based on this thematic analysis, we derived clusters of data around student views towards the relevance of the provision, the increase in confidence as writers and learners and different learning needs and styles. For the data of student grades across academic years, obtained from the module leader, we aimed to explore and compare the relative progress between Coursework 1 (research proposal) and Coursework 2 (research report) in the focal research module. Specifically, we averaged the relative progress between the two assignments across 2014-15 and 2015-16, aiming to gauge to what extent the embedded writing provision had contributed to students' attainment. However, we are aware that a limitation to this comparison between the two years is the existence of many other variables, such as the differences in student number or students' demographic information that might complicate the attempt to draw a direct link between the increase in attainment and our intervention.

Key Findings and Discussion

The focus group discussions suggest that most of the students considered the academic writing provision within the subject curriculum very useful and relevant to their studies, which helped to ease their transition to higher education. They associated the usefulness and relevance of the provision with a direct connection with module assessments. For example, most of the focus groups (8 out of 10) expressed how the academic writing provision connected to their subject lectures and helped them to unpack the lecturer expectations of the assessments. Some students, for example, described the sessions as 'a continuation, an expansion, of the actual lectures' (Focus Group J), suggesting a close connection between the academic writing provision and the subject lectures.

Many students stated that one of the most challenging aspects of writing at university was their lack of familiarity with the academic terminology frequently used by academics to describe assessments ('What do they [subject lecturers] mean by "information sheet in research"? Do I need to give my information, are you asking for somebody else's information? I thought I'll just put what I'm comfortable putting […] it's really tough', Focus Group H). This explains why most students described how the writing sessions helped them break down the assessment requirements and unpack the terminologies used within the assessments' briefs ('They [the writing tutors] broke it down into layman's terms that were easier for us to understand', Focus Group B). In addition, students reported that the provision helped them to also decipher the opaque nature of tutor expectations ('The hardest thing I found with the academic writing is trying to understand what your tutors want from you', 'I think that without the writing support, we would have seriously struggled', Focus Group E). Lea and Street have argued, 'one explanation for problems in student writing might be the gaps between academic expectations and student interpretations of what is involved in student writing' (1998: 159). Many of the focus groups (8 out of 10) considered the role of the writing tutors as bridging this gap, helping them to demystify the underlying meanings in assessment instructions and their lecturer expectations ('I haven't been in class for a long time, so you guys [writing tutors] coming in with the support, it gives you great new knowledge of what the lecturer is probably expecting of you', Focus Group I).

When students were asked to identify the most useful elements in our writing provision, most of them stressed the ones which were directly linked to the module assessments and learning outcomes: research proposal and report writing, and literature review. This finding resonates with many of the students' comments around the main difficulties they encountered with their assessments. For example, several focus groups (6 out of 10) mentioned their unfamiliarity with the term 'literature review' when they first came across it ('When you hear the title "Literature review" you're like, what is this?', Focus Group A). After the discussion in class, students were able to comprehend it by relating the term to their prior learning experience ('but when it's been broken down in class, you know what to do because in secondary school, you've done the same sort of thing where you get different research and you put it together', Focus Group A).

The example above reflects our pedagogical approaches where we argue that the academic terminologies such as 'literature review' and 'case study' cannot be treated as straightforward concepts. As explained earlier, to make features of academic writing transparent to our students, we designed activities that combined genre-based approaches (based on the modelling of sample texts) with approaches inspired by the Academic Literacies perspectives, focusing more on the writing processes involved in the production of the specific genre. Many students described how these types of activities provided them with a clearer picture of their assignments ('Initially, I knew what I wanted to write, but I didn't know how to structure it, but with the writing sessions, there was a sample given to observe and explore, so it was easy to see how to structure the assignment and what to include in each section', Focus Group I).

With the explicit teaching of academic genres and writing processes, all the focus groups (10 out of 10) provided affirmative responses when asked whether their confidence as writers and learners in higher education has increased. This positive impact on student confidence in writing can be associated with our pedagogical belief that students' diversity and differences are useful learning and teaching resources. Specifically, we have provided students with as many opportunities as possible (e.g. pair/group work) to interact, construct and negotiate meaning through dialogue. From the focus groups, this strategy seems to have been particularly helpful to those students who came into higher education through alternative pathways. Some students stated that 'I feel more confident speaking in the small group than speaking in front of the whole class' (Focus Group I), implying to the more inclusive feature of the group activity. Here it should be noted that although most of the students responded positively to the group activities, some students suggested that we introduce a better balance between individual and group activities. Specifically, some students raised issues of disengagement from their team members ('Some people do not contribute, so it's quite difficult to actually do group work', Focus Group G). Some students also stated that they preferred to work individually ('Sometimes I just like to do my own work, instead of doing it all together all the time', Focus Group D).

Another key theme is associated with students' different learning needs according to their varied stages in education. Importantly, we observed a relationship between the needs of diverse students and the ways in which students engage with the resources available to them. Specifically, we noticed that not all the students attended our writing sessions despite being part of the curriculum. This was particularly the case for those who had not had a long break from education. Initially, we were concerned with the lack of engagement in learning for this particular group of students. However, based on the focus groups, we found that these students who had relatively more academic experience did, in fact, frequently engage with the academic writing materials we uploaded to the module's Moodle page. These materials consisted of the presentation slides and student sample texts used for in-class activities and are placed in line with the overall resources for the module, including its assessments' briefs and subject lectures' slides. All the focus groups (10 out of 10) expressed their frequent engagement with our resources on Moodle ('I used the materials every time, for every of my assignment […] especially if you've missed the writing sessions', Focus Group I).

This frequent use of Moodle to access our provision sheds light on the importance of acknowledging the differences in student learning strategies and the role that the virtual learning environment (VLE) has within this. Given the consideration of a higher number of our students having other commitments outside the university, Moodle offers students a more flexible learning platform as they can access these resources at any time and in any space. Lea (2004) has discussed how the expansion in the use of the VLE has provided further opportunities for a more inclusive and multimodal approach to the explicit instruction of academic literacies to students from non-traditional backgrounds. In our case, as these online writing resources directly addressed to the specific modules' assessments, students have found them relevant and hence are willing to engage with them ('When it's time to do the actual assignment, I'll go back to Moodle and look at the materials that you've put on there and it's helpful', Focus Group F).

As discussed earlier, all student participants (41/41) stated that the academic writing instruction has raised their understanding of module expectations of the assessments, which has contributed to their increased level of confidence and attainment ('At the beginning I had no confidence, I mean coming in with my secondary school skills […] I guess now I can write an academic essay properly that, maybe not that good but still like good enough. I know next year I won't be all over the place', Focus Group C). This finding echoes the results from our comparison on student relative progress between their grades for the first coursework (research proposal) and the second coursework (research report) in the focal module, in comparison with the relative progress of students from the previous year, as shown in Table 3 below.

Table 3. Students' relative progress between CW1 (research proposal) and CW2 (research report) across academic years
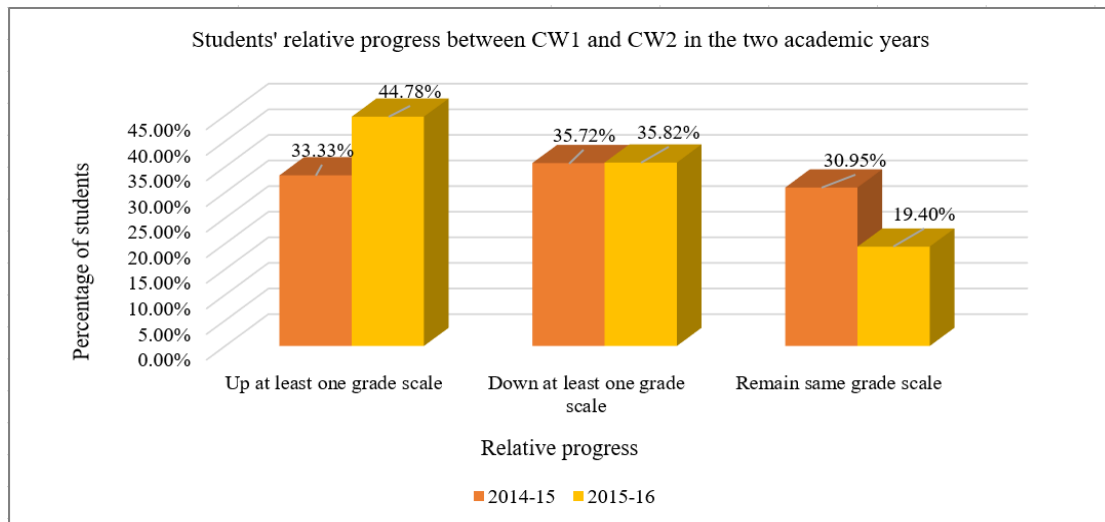
As can be seen from Table 3, taking into consideration a higher level of difficulty for the second coursework (research report), it might not be surprising to see that around 35% of the students went down at least one grade scale in both academic years. However, the table shows that a significant higher percentage of students in the year 2015/16 increased their grades at least by one scale than those of the previous year (44.78% vs. 33.33%). This improvement might be due to our tailored and continuous embedded writing provision within the subject curriculum during the year 2015-16. Specifically, we had weekly hour and half timeslots within student timetables dedicated to different sections of the research proposal and report writing (e.g. introduction, literature review, methods, findings and discussion). We consider this tailored approach could have been one of the main reasons for this higher proportion of student improvements in attainment, in comparison with the previous year. This result also coincides with students' reported views and experiences towards our writing intervention, where they highlighted the relevance and usefulness to their coursework.

Conclusion and Ways Forward

This project has focused on the evaluation of the impact and effectiveness of an inclusive approach to the instruction of academic writing, drawing on a case study of a redesigned social science foundation module in a UK-based post-1992 institution (characterised by a higher presence of non-traditional students). The inclusive aspect of the provision is informed by the genre-based approach and Academic Literacies perspectives, the integration of which aims to respond to the challenges and opportunities presented by the vast student diversity at the focal institution. Our focus groups suggest students' positive responses and feedback on our writing provision where students self-reported their increased levels of confidence and attainment in terms of meeting the assessment requirements and lecturers' expectations. This also resonates

with the increase in the percentage of students who had positively progressed across assessments in the focal module, in comparison to the previous year.

The positive outcome of the writing provision is also associated with the close collaboration between the module leader and the writing tutors to ensure the relevance, consistency and appropriate timing within the subject curriculum. With a skill-and-subject-content balanced curriculum, students have been able to acknowledge and appreciate the connection between subject learning and academic skills development. These findings demonstrate the merits of implementing the explicit academic literacy instruction within the subject curriculum (cf. generic study skills support). The employment of genre-based approaches and the academic literacies perspectives has provided a more inclusive learning space to support students with their transition into higher education. The features of inclusion and accessibility of the discipline-specific provision have facilitated students to embrace the idea that academic literacy development is not a discrete aspect of their studies, but an integral part of establishing their own academic voice and identity, and preparing for the graduate labour market.

It is also interesting to note that, when it comes to the development of writing and language skills, the notion of student engagement in learning and teaching needs to be revisited. Specifically, as discussed, despite the lack of attendance and apparent disengagement with the writing sessions, many of these students expressed their frequent engagement with the resources we uploaded to the VLE, especially those which were directly tailored to their assessment requirements. This finding indicates the need to better diversify our modes of support as to accommodate the different learning styles of our students and consequently, increase the impact that this type of provision can have on the attainment of all students.

In this study, we acknowledge that the interpretation of the intervention outcomes would have been more thorough if we had been able to conduct a longitudinal study which further observes and measures a range of variables. That said, we are confident that our intervention has a positive impact on student academic literacy development. This study, we hope, has presented a working conceptual framework that brings together genre-based pedagogy and Academic Literacies in the teaching of academic writing. Going forward, we encourage researcher-practitioners in this field to consider our approach in the teaching of academic literacy skills and evaluate the extent to which it is applicable/effective to their situated contexts.

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