AALL 2021 Grants Report

The quality of AALL Grant applications received in 2021 was high which made the review process more competitive. A total amount of

$19,854.13 was requested for a variety of projects, including research and resource development in Round 1 and Round 2 Grant applications.

The total amount approved in Round 1 2021 was $3999.03 and in Round 2 2021, the grant applications totalled $15,855.10. The review panel considered the overall applications as better quality than in previous years and covered a variety of topics that were relevant and potentially useful to AALL membership. A summary of the successful AALL Grant applications are listed in the table below with project/resource details and expected outcomes.

There were no John Grierson Grant applications this Conference year. Travel Grants were voted by the AALL Executive to change to registration support to attend the Conference since it was online. No commissioned research grant was offered this year.

AALL members who were interested in applying for a grant were invited to a zoom meeting to discuss the grant criteria, respond to questions and offer useful tips in preparing the application. It is recommended that similar online sessions should be offered in the future to encourage new members and applicants.

Thank you very much to the review panel members for their insightful comments and work in prioritising the grant applications. Review panel members in 2021 included: Alex Barthel, Kate Chanock, Shirley Brown, Siri Barrett-Leonard and myself. Everyone's willingness to review and serve on the panel was very much appreciated.

The successful 2021 Round 1 and Round 2 AALL Grant projects are listed below in Table 1.

Dr Sally Ashton-Hay
AALL Vice President
November, 2021

Table 1: Successful 2021 AALL Grant Applications

No.	Title	Contact	Outcomes	Amount requested
21/1	Round 1 - Research Impact of machine translation software on student writing and rater's assessment of English as an additional language (EAL) tertiary students' academic writing and performance	Dr. Averil Grieve FMNHS Student Academic Support Unit Monash University Averil.grieve@monash.edu.au	The ubiquitous use and ease of access to machine translation (e.g. Google Translate) has raised key ethical debates concerning academic integrity and fairness for EAL students studying in Australian tertiary institutions (Alley, 2005). Ethical viewpoints range from welcoming machine translation as a tool for language learning and clarity of expression (Alley, 2005) to viewing use of machine translation as a new threat to academic integrity (Stapelton & Kin, 2019). While many of these issues have been researched within contexts of language acquisition (e.g. Garcia & Pena, 2011; Stapleton & Kin, 2019), only minimal research has been conducted in non-language-focused fields of study. Questions also remain as to how effective machine translation is for discipline-specific texts in tertiary programs (Costa-jussá, Farrús & Pons, 2012). In order to address these gaps, this study aims to compare written discourse features and rater assessment of academic texts written by EAL nursing and midwifery students that have been either machine-translated from the students' first language (E-L1) or written directly in English (E-L2). It also aims to provide a student perspective on the ethics of using machine translation software for academic writing. 　　The project aims to answer the following questions: 1. How do discourse features of an academic text initially written in the students' L1 and translated into English compare to an equivalent text written directly in English by an EAL writer? 2. Do discipline-specific lecturers assess machine-translated texts differently to those that have been written directly in English by an EAL writer? 3. How do students currently use and view the ethics of using machine translation tools for academic writing purposes?	$ 3999.03
21/2	Round 2 – Research	Joseph Yeo	The widespread use of technology and technological-assisted tools in academia has increased over the years since the 1950s, and has, in more recent times, entered the Academic Language and Learning (ALL) space. This	$3,927.50

	Scribo: Evaluating its digital support and examining its effectiveness in academic writing development	University of Technology Sydney joseph.yeo@uts.edu.au	has presented a potential threat to ALL professionals, particularly in the current climate, across the higher education sector – a sector that is in dire straits due to a lack of Commonwealth support, an ongoing global pandemic, and a substantial drop in international student numbers since 2020, together with the financial repercussions as a consequence. University management in most, if not all, institutions are exploring and adopting cost-cutting measures to stay afloat, while providing the best quality teaching and learning experience possible and supporting students, particularly those who are studying offshore and off-campus due to border closure and lockdowns. These measures could include more widespread use of technological tools. Instead of working against this turn of the tide, the ALL community should understand and learn how to live and work with these tools by integrating them in our professional practice. The ALL team at the University of Technology Sydney (UTS) will trial Scribo, an AI-powered writing assistant helping students improve their writing by providing automated written corrective feedback, in the second half of 2021, with the aim of: 1. evaluating Scribo as an Automated Writing Evaluation (AWE) tool in six areas using an adapted validation framework proposed by Chapelle, Cotos and Lee (2015); and 2. examining the effectiveness of Scribo in supporting commencing undergraduate and postgraduate coursework students with unsatisfactory language skills (Edwards et al., 2021) to develop their discipline-specific communication skills.	
21/3	Round 2 – Research Learning support: how do our services	Tracy Ware Edith Cowan University t.ware@ecu.edu.au	This research project aims to analyse Edith Cowan University's institutional-wide database to determine how students utilise learning support services, including 1:1 Learning Adviser appointments, academic skills workshops, Studiosity, and Peer Assisted Study Sessions (PASS). The research questions would include: • What is the impact of the learning support services on grades, unit fail rates, and retention?	$3978.00

			• How do the different services compare in their usage and impact? • What is the distribution of service usage across students? For example, are a few students using all the services, or are different services preferred by different cohorts of students? • How does service usage and impact differ between equity groups and student cohorts? This research project specifically addresses AALL's goals of analysing academic language and learning practice through research and promoting an evidence base for practice. We will also share our findings through presentations, publications and infographics, which support the AALL goals of information exchange and quality assurance. In addition, the research indirectly supports AALL's mission in 'representing and supporting tertiary academic language and learning educators'. While university and AALL staff have been at risk of casualization for some time (e.g. Tran et al., 2018), the pandemic has accelerated job losses across the sector (Duffy, 2021). Although we recognize that student success is defined far more broadly than the quantitative measures we are examining (for example, see Lane et al., 2019), if AALL staff can empirically show that our support services increase student retention (and therefore revenue) we will be in a better position to demonstrate our value to university executives. In particular, our analysis of fail rates and retention data is very timely for universities attempting to improve successful progression in light of the Federal Government's Job Ready regulations, which come into effect January 2022.	
compare and who is using them?				
21/4	Round 2 – research and Resource development	Dr Izzy Rossen University of Western Australia Isabel.rossen@uwa.edu.au	This combined research and resource-collation project seeks to enhance evidencebased practice in Academic Language and Learning Centres (ALLCs) in Australia. Our aims are as follows: 1. to understand the extent to which ALLCs in Australian institutions incorporate current learning science principles in their practice, and	$4000.00

	Academic Language and Learning (Science): Incorporating educational neuroscience into ALL Practice	Dr Adam Nicol University of Western Australia	2. to support practitioners to develop their understanding of learning science, situating this evidence in ALL context. This study builds on the rich history of ALL expertise in Australia, as recently charted by Barthel et al (2021). The disciplinary identity of ALL locates itself primarily around language and discourse studies, drawing on a number of communication paradigms for its theoretical grounding (Barthel et al 2021). Our study looks to add learning science to these paradigms.	
21/5	Round 2 - Research Towards best practice in multimodal academic literacy support videos: A discourse analysis	Raelke Grimmer, Nicolas Gromik, Andrew Pollard and Sulay Jalloh Raelke Grimmer Charles Darwin University Raelke.grimmer@CDU.edu.au	This project aims to investigate how to best support diverse students with diverse learning needs to develop their academic literacy skills through the medium of publicly accessible video clips, such as YouTube. The research will analyse and review current practices in multimodal academic literacy support videos for pre-tertiary and first year undergraduate students. The review will then inform the development of a framework to support lecturers and ALL practitioners in developing multimodal videos for students. The project aims to address the following research questions: 1. What discourse features of the videos demonstrate best practice in academic literacy skills development? 2. How do academic literacy support videos develop students' perceived self-efficacy in academic literacy skills? 3. In what ways do students use support videos to develop their academic literacy skills? The expected outcomes of this project are: 1. To undertake a systematic visual literature review of the academic literacy video resources currently available through higher education institutions and publicly	$3, 949.60

			2. To develop a framework for best practice in creating audiovisual academic literacy resources that can be shared with academic language and learning practitioners. 3. To improve the quality of resources available to support students' academic literacy development 4. To present the findings at the 2022 ALANZ-ALAA-ALTAANZ conference and publish the findings as an academic journal article in the Australasian Journal of Educational Technology and present for AALL membership.	