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|  | **Plenary Speaker** | Affiliation | Title |
|  | Adrian Holliday | Canterbury Christ Church University | EAP as small culture formation on the go: recovering and building on the communicative and cultural experience our students bring with them |
|  | **Parallel Sessions** |  |  |
|  | Presenter | Affiliation | Title |
| 1 | **Dana Wentworth & Cathy d’Abreu** | **Oxford Brookes University** | **Towards a global literacy: strategies for the ICC classroom** |
|  | At Oxford Brookes University, Intercultural Communication was formerly an optional Foundation subject. However, with the current “internationalisation” of the curriculum, it is now required. We outline how the recently rewritten course incorporates current issues in the media and recent socially divisive political events in the UK, Europe and worldwide. We include valuing the languages of others against the background of global English, the topical theme of immigration, happiness-indices across the world, and strengths and challenges behind cultural diversity and hybridity. Sadri and Flammia’s *Intercultural Communication* (2011)*,* has informed the course, as it deals with global citizenship and the interface between International Relations (a popular Foundation Course at Brookes) and Intercultural Communication. Sadri and Flammia’s “valuing the past”, “understanding the present” and “preparing for the future” are guiding currents in our programme. Regarding “valuing the past”, many students come from countries still suffering the effects of colonisation, so themes relating to language, identity, stereotyping and social class are investigated. Regarding “understanding the present”, we have forged links with Perm University in Russia at a time when the media often seeks to promote a “New Cold War”. Our students have been involved in Skype seminars with Russian students who are also studying Intercultural Communication. In “preparing for the future”, we reflect on the interrelation of social responsibility and environmental sustainability and how ICC literacy is critical in working towards both. We hope participants will gain useful insights and strategies for activating their ICC classes, drawing on the diversity of students themselves (their backgrounds, identities and input) as the most valuable resource. We include suggestions for reflective activities and ICC skills development, as well as digital resources to facilitate communication with students in corresponding universities abroad. | | |
| 2 | **Simon Colledge & Amany Rashwan** |  | **The influence of Intercultural Competence on the internal dynamics of a multicultural work team** |
|  | The presentation addresses both the nature of multicultural team members’ individual Intercultural Competency and the extent to which this influences internal team dynamics and draws on successful recent Masters-level research successfully completed under the auspices of Leicester University. While not specifically focussing on the topic of intercultural fluency within in EAP context, the presentation’s content is of some relevance to the conference’s professional development strand focusing, as it does, on the intercultural competencies that employees (including teachers) need to demonstrate and how these might be developed across an institution.  The process and findings of an investigation into the influence of intercultural competency on the team dynamics of a culturally and linguistically heterogeneous group of individuals employed at a British educational institution’s remote campus operating in a small Middle Eastern country will be described and discussed in the following successive sections.   * a brief examination of previous researchers’ descriptions of contrasting approaches to describing and examining culture as the phenomenon from which intercultural competency emerges. * a discussion of the research subjects’ level of cultural awareness (including intercultural competency), the extent to which they believed the latter affected both their own and others’ behaviour within a multicultural team context, and how inter-personal interaction affected overall team dynamics. * an analysis of the importance and possible nature of IC Competency training.   The triangulated research methodology adopted utilised semi-structured interviews, unstructured interviews, and participant observation. Combining the resulting conclusions drawn from this exercise with her own experiences and observations, the presenter then moves on to explore the extent to which this awareness of one’s own intercultural competency and that of others affects the internal dynamics of culturally cosmopolitan teams. | | |
| 3 | **Kazuo Yamamoto & Julia Gardos** | **University of Bristol** | **Connecting the dots between students and tutors from various cultural backgrounds** |
|  | Coming to the UK from different cultural and linguistic backgrounds (Kaz from Japan and Julia from Hungary) we have been collaborating for over a year on a research project about non-native tutors in EAP. We presented our findings at the BALEAP Bristol Conference and are now expanding this project with a wider student sample and non-native tutor interviews in a collaborative research project between Bristol University and Sheffield University. In our research we are exploring EAP student attitudes to non-native tutors and the advantages / disadvantages such tutors have in the students’ perception. In the tutor interviews we are also addressing the possible pros and cons of tutors from various cultural and linguistic backgrounds, and what extra knowledge, skills and values they can bring to the international EAP classroom. We have interviewed tutors from Asia, Africa and various parts of both Eastern and Western Europe and will be analysing the results in the upcoming period. In the proposed session we will draw on our own experience (from Asia and Eastern Europe) as well as the data gathered from the tutor interviews and student survey in order to present our ideas. Our aim is to provide advice for fellow tutors about increasing the efficiency of communication and learning in the intercultural classroom. We believe that coming from different backgrounds we can share our knowledge and skills to provide tutors with a higher level of empathy and understanding, which will in turn lead to more efficient dialogue between tutors and students. In particular we would like to focus on differences in writing between Asian languages and English; classroom behaviour; student expectations regarding teacher and learner roles; tolerance of ambiguity (or lack of), and some other idiosyncratic features of academic English and culture in British HE which regularly cause confusion or difficulty for international students. | | |
| 4 | **Bee Bond** | **University of Leeds** | **‘We just talk in Chinese because we’re all Chinese people’** |
|  | The issues around ‘Being Chinese’, and of teaching and studying on a highly international, but majority Chinese, post-graduate programme were unexpected but strong themes emerging from the data of a recent project funded by the University of Leeds. This paper will focus on the data from one (non EAP) Case Study site, and highlight the complex issues arising from it. Essentialist notions emerged and were at times accepted, and at times problematised and challenged by participants. The impact on the identity and experiences of the teachers and students as they negotiated the various barriers to learning and communicating across the multiple cultures that are part of internationalised post-graduate study will be considered. As differences in perceptions of cultural and social capital emerge from the case study, I make recommendations for a University curriculum that takes language, intercultural understanding and social interaction into account in order to enable better access to learning for all students. | | |
| 5 | **Farin Daulah** | **North South University Bangladesh** | **Developing culture specific material for Bangladeshi university students.** |
|  | This paper explores the implications of using Americanised curriculum that is prevalent in EAP classes in private universities in Bangladesh. It is a needs analysis study focused on identifying the benefits of contextualising the current EAP curriculum for undergraduate BBA (Bachelors in Business Administration) students. Currently Bangladeshi private universities follow American textbooks for majority of their courses. For EAP and ESP (Business English) courses these textbooks focus on English usage in the North American workplace. However, non-native English speakers may find it difficult to relate to this course material and the course instructions can be at odds with the local business customs and expectations. A survey was conducted of 100 current undergraduate private university students who completed ESP (Business English) courses and 10 faculty members who teach the course. The result of the survey suggests that the textbooks and materials used for the course is of little relevance to the Bangladeshi students. A customised curriculum that takes local context into account would be more relevant and beneficial for such students. There is a significant gap in research on the need of culture-specific teaching material. The paper demonstrates a necessity for contextualised teaching material and establishes the grounds for further research on this subject matter. | | |
| 6 | **Svetlana Mazhurnaya, Hania Orszulik & Joan McCormack** | **University of Reading** | **An experiment in introducing inter-cultural competency into the EAP classroom** |
|  | The focus of this presentation is to share our experience of introducing an intercultural competency element into the curriculum of Presessional and Foundation Programmes. We were interested in students’ attitudes to other cultures, in contrast with their actual experience of other cultures. We used Berardo’s framework *The 5 R’s of Culture Change* as the framework of the materials. (routines, reactions, roles, relationships, and reflections). The classroom sessions built on student reflections about their own cultural identity, combined with their observations of the new culture they were experiencing. It was hoped that this would develop awareness and knowledge of the new culture, thus helping to develop the skills to integrate into it. Input in classes was followed up by journal entries on Blackboard, related to the 5 R’s, and these yielded some insightful comments from students. The session will look at some of the materials we used, and consider the extent to which we feel the project was successful. | | |
| 7 | **Mike Groves** | **University of Birmingham** | **The foundation year as shared, constructed space.** |
|  | This session will attempt to outline some key issues in the definition of a smaller culture of a foundation centre. It will start by outlining the key areas which foundation teaching shares and does not share with the wider EAP community. It will then discuss some of the more ingrained concepts which are embedded into the fabric of the HE sector in the UK, and how these are not necessarily universal. It will then argue that foundation providers are liminal zones within the university, whose smaller culture is co-constructed by all the participants, despite the intentions of course designers and university rhetoric. In other words, they are spaces which are defined as much by the students as they are by those who aim to aid their transition, including instructors and managers. Drawing mostly on the work of Harris (2012) and Holliday (2011), it will make the case that a foundation provider has to work with students in order to define itself, and hence grow in way that provides the best opportunities for students to transition into the central university community, while avoiding traps of othering and essentialism by all participants. | | |
| 8 | **Jane Bell, Jane Richardson & Jafar Ahmed** | **Herriot Watt University** | **Presentation and peer review of learning materials designed to facilitate intercultural group work, reduce misunderstanding and promote positive attitudes to diversity.** |
|  | University students are expected to adopt a critical approach and defend their claims, but written reflections by HWU students reveal that intercultural communication in group work sometimes leads to misunderstanding or conflict. Cultural norms regarding disagreement vary considerably (Hammer, 2005) and Marsella (2005:653) argues that culture can be ‘a critical determinant of conflict’. A meta-analysis by Holt and deVore (2005:165-167) of 36 studies of conflict styles found differences between individualistic and collectivist cultures and between genders. However, context and power relations are also highly influential (Brew & Cairns, 2004). Apologies and forgiveness are often key aspects of conflict resolution, and forgiveness is linked to willingness to co-operate (Ayoko, 2016). However, conceptions of forgiveness vary cross-culturally (Kanz, 2000), as do expectations of apologies or forgiveness (Hook et al., 2009). Managing diversity and preserving dignity are key aspects of successful intercultural group work, but cross-cultural variation in the concepts of both dignity and diversity may pose additional challenges (Bell, Strani & Ahmed, in press). We invite peer review/discussion of learning materials designed to facilitate intercultural group work and reduce the potential for misunderstanding, by raising awareness of cultural variation in aspects of communication such as turn-taking, politeness strategies and conflict styles, with a focus on mutual respect and achievement of a negotiated culture (Strani *et al*., in press). The aims also include establishment of shared knowledge and understanding (Spencer-Oatey, 2011), and reflection and formulation of intercultural communication strategies for future use. As preparation for assessed group work on their MSc programmes, students on HWU EAP courses are required to do assessed group tasks and the materials are intended to facilitate this. | | |
| 9 | **Victoria Jack** | **University of York** | **From EAP to academic citizenship through transcultural communication** |
|  | Is it appropriate in “In today’s globalised, yet increasingly polarised world” for HE institutions to segregate students according to the fees they have paid with the aim of encouraging them, in isolation, to adopt a way of communicating in the “style of the institution”? By encouraging and accepting applications from what some institutions refer to as “international students” and/or “widening participation target students”, the “style of the institution” is developing and the standard fayre of EAP lessons is taking on a flavour of diversity. As EAP ages and dies, a more integrated, “culturally sensitive and opened-minded” approach is born where all stakeholders in the “internationalised HE experience” including student-facing staff and those who write policy concerning students, should engage in dialogue to define the institution in a manner which represents all its members. The language of this dialogue is transcultural communication; the world’s new lingua-franca. Transcultural Communication however, is the mother tongue of no-one. It is a learnt language and skills set and access to the acquisition of this language and the development of these skills could be considered as core in the internationalising HE context as it gives access to broad knowledge, nurtures inclusivity and paves the road to global understanding. How to teach and assess transcultural communication in the HE context therefore become important questions. The University of York academic support office offer a 20 credit, open-access module in Transcultural Communication and this session aims to present how the module recruits, is taught, what the assessment regime is, how students respond to their experience on the course and what the future of this type of course might be in a post EAP era. | | |
| 10 | **Katalin Butt-Bethlendy** | **Nottingham Trent University** | **Developing a knowledge and skills framework for teaching staff involved in transnational collaborative partnerships** |
|  | A growing number of British universities are involved in setting up transnational education (TNE) partnerships with overseas education providers, extending their reach and impact in the field of international higher education. Consequently, a high number of students and lecturers are now involved in these programmes, set in often challenging intercultural environments. While TNE can take many different forms, partnerships based on a collaborative approach to course design and delivery have recently been reported as increasingly popular. However, in spite of this trend, to date little research has focused on the professional knowledge and skills that enable involved practitioners to make these collaborative programmes successful and sustainable. This presentation will outline the development of an experimental conceptual framework to help us understand these complex intercultural settings, and the challenges and opportunities they present to those involved. The framework was developed using a two-step process: initial consultation of relevant literature followed by a validation with two cases studies. While these cases feature interviews with lecturers of English for Academic Purposes (EAP), the presentation should offer valuable insights to everyone interested in transnational staff development. Practical suggestions will also be made to help teachers prepare for, and overcome the difficulties that may arise during such transnational collaboration, allowing them to make the most of the possibilities it offers. | | |
| 11 | **Sian Lund** | **Royal College of Art** | **Moving from EAP-centric one-way model of intercultural communication towards a two-way process of acculturation within institutions.** |
|  | I take it for granted that our EAP teaching has as its baseline an ‘intercultural competence’ element where cultural awareness and sensitivity are integral to effective EAP teaching. I therefore believe we should be turning some of our attention towards the wider institutional communities in which EAP operates and considering how we can help develop more widespread intercultural competencies by broadcasting the significance of our skills within the ‘Internationalisation at Home’ agenda (Killick 2015). To begin with, this presentation takes the ABC process of acculturation (Ward et al. 2006) as a framework to demonstrate the changes which occur when people move between cultural contexts. This process is divided into Affective, Behavioural and Cognitive changes which may occur. I provide examples of each of these which have been taken from student interviews and staff examples and mapped onto the framework. This evidence of the context in which EAP operates is continuously being collected in order to raise awareness and provide a format for wider dissemination. The second phase in this project aims to emphasise acculturation as a two-way process of ‘mutual influence, accommodation and adaptation’ among communities (Berry 2005). Responses from committee meetings and discussions clearly show an awareness among some staff of the need for understanding and adaptation not just among international members of the college community but among home members too. I will present more details of the mapping of student experiences onto the ABC processes of acculturative change in order to move on to examples of how these experiences can be addressed across the college and also to extol the benefits international students’ cultural capital rather than focussing on a deficit model. A linguistic diversity celebration project, staff development seminars and experience-sharing platforms are presented with the hope of sharing ideas for institution-wide projects in which EAP tutors share their practice. | | |
| 12 | **Peter Gee** | **Kings College London** | **Using language analysis to develop student critical understanding of the cultural norm in undergraduate International Relations course books.** |
|  | The genesis of this presentation emerged from when I was teaching an ESAP in International Relations (IR) to a group of Ukrainian undergraduate students at a University in Poland. The students were struggling due a lack of knowledge of 20th Century history and an inability to identify the underlying belief frameworks of their course books and journals. A review of International Relations historiography led to me to believe that some of the issues my students were facing was due to the cultural and knowledge assumptions of the International Relations discipline community. To address the lack of historical awareness I adopted the following strategies. I developed learning materials that were based on adapted sections from A/AS level textbooks and short YouTube films to "teach" history. The latter method was informed by IR pedagogical practices. I also developed learning materials based on a IR text to develop the students awareness of IR specific vocabulary. Having established an understanding of the key chronology of historical events and IR lexis I used an approach based on Systemic functional linguistics (SFL) and Bernstein's Sociology to analyse extracts from IR course books. By designing learning materials that focused on agency, causation and underlying assumptions the students were able to better able to critically analyse IR texts and identify their sociocultural assumptions. | | |
| 13 | **Stella Smyth** | **Queen Mary University London** | **Using literary works to explore relation between law and social justice in the EAP classroom** |
|  | In this workshop, we will discuss the rationale for designing a single classroom session, or even a range of tasks aimed at using Literary works on in-sessional, pre-sessional or university Foundation courses, to engage students in critical questions concerning the relation between law, cultural diversity and justice. In this regard, criteria for choosing particular plays, poems and stories will be considered; for example, selecting a famous or an infamous author, a writer of global importance, and an author who has had a significant impact on changing social, political or legal institutions. Then drawing on my recent experience of incorporating Literature within an advanced EAP syllabus for international students at Queen Mary University London, I share tasks based on materials adapted from the biography of Oscar Wilde, the legal transcripts of his civil law and criminal trials: his literary and non-literary writings. Furthermore, in this workshop, we will look at the impact of some of these texts on prison reform and on subsequent legislative changes in Ireland, and the UK. These tasks, especially the principles underlying their design, are very transferable to other multicultural and multidisciplinary EAP classes. Indeed, in the light of this conference theme, and its ‘wider responsibility and social justice strand’, such sources and the activities based on them raise awareness of different cultural and disciplinary approaches to law and justice. However, the main aim of this conference workshop is ultimately to generate more creative ideas for exploring the interface between law and literature through task design, as well as reflecting on the wider educational implications of incorporating literature within EAP and within different students’ more specific disciplinary practices. | | |
| 14 | **Lin Zheng** | **University of Portsmouth** | **What influences student integration in international classrooms? Issues of language, identity, representation and resistance** |
|  | Student identities in classrooms, the ways they see and represent themselves shape how they communicate, what they communicate about, how they communicate with others and how they communicate about others. Hence, identity, representation, culture and difference are all central to understand student integration in an international classroom. The research attempts to answer the following questions:   1. Do cultural differences facilitate or obstruct student discussion in classrooms? Are cultural differences contributing to culture integration or culture separation in student discussions? 2. Do the stereotypes of ‘Asian learners’ and their ‘Confucius heritage culture’ challenge the representations of that ‘race’? 3. Are there possibilities for resistance to ‘mainstream/popular/host culture’ and connection with the others in multicultural environment?   In contemporary society, different knowledge systems compete in diverse settings. As a result, there is more critique, argument and debate and so less stability in knowledge and communication. Under the pressure of globalization, meanings become highly contested and negotiated. Hall (1997) has put it,’ meaning floats. It cannot be finally fixed’. We then begin to see communication as a culture negotiation (Holliday et al, 2004) though we are not all positioned equally in this dialogue, as is evident when we consider representations of ‘race’ (Hall, 1998, 1997). However, for example, with the rising power of China in the world community and Chinese as an increasing popular lingua franca, is ‘culture negotiation’ happening in our international classrooms? Is there evidence of how cultures change and transform, meet and merge, clash and crystallise into distinct and sometimes hostile factions and contain competing representations, interests and voices in an international classroom? The research challenges the traditional view that languages and cultures are major barriers to intercultural communication but argues the importance of understanding the role of identity, representation and resistance in intercultural communication in classroom setting. | | |
| 15 | **Anita Fromm** | **University of Hertfordshire** | **Speaking English outside the classroom and intercultural communication in friendship groups** |
|  | International students on university EAP courses in the UK do not appear to practise English much outside class or form international friendships that would be positive for their learning, socialising and future employability. There has been little research into foreign language practice outside class. Studies at Dublin City University maintain that many students are not aware of the value of intercultural contact at university (Dunne, 2009) and in Florida, findings prove that those students who reported higher levels of social integration had better average marks (Massi et al. 2012). This study aims to firstly consider why these students infrequently intermingle to practise their language skills and make friends outside class. Secondly, to understand what helps and what hinders speaking and finally to relate their speaking habits to attitudes regarding employability. Here, a learning behaviour questionnaire circulated at the University of Hertfordshire (UH) in 2016 revealed that the international respondents did not socialise very much outside class to speak English. They felt shy about speaking it, lacked vocabulary or did not have enough time or opportunities for practice. In general, international students did not rate consideration of future employment possibilities with regard to intercultural relationships of high importance. Suggestions following this study show ways for tutors to encourage opportunities for conversation in multinational groups outside the classroom. | | |
| 16 | **Joanne Shiel** | **University of Leeds** | **Setting up a transnational collaboration - challenges and opportunities for greater communication across different cultures.** |
|  | The SWJTU-Leeds Joint School provides a common first year at Level 0 for students of the four Engineering programmes it offers, with modules in English, Maths and Physics. As this is essentially a new venture, with all the students from a common educational background, we decided to take the opportunity to devise a new programme, adapting rather than adopting the provision in Leeds. The programme has necessitated:   * A considerable degree of co-operation between the three elements from both universities in course design and delivery. There has been close collaboration between the Faculty of Engineering, the Language Centre and the Schools of Physics, Mathematics in devising these modules * The recognition that the key aim of the first year is to establish English as a medium of instruction and communication, with subject content as a vehicle for this. * A focus on the transition of the students from school to their first year of university study   This has been a challenging year, with all three modules changing and adapting to student needs as these became obvious, necessitating the constant development and revision of materials. However, the feedback from students and other stakeholders has been good and the student-centred nature of the programme has been gratifying. It is clear that there are clear common elements between all three modules, in terms of student needs, course design and delivery, as well as assessment, but planning them together has been a new and rewarding departure for us. There is scope for similar collaboration and parallel development of seemingly disparate subject modules throughout the university, particularly at this level of study. | | |
| 17 | **Mona Syrbe** | **Coventry University** | **Developing activities for intercultural awareness in the academic English classroom** |
|  | Intercultural awareness is crucial for EAP students as many of them study in diverse classrooms, and will pursue careers that are equally multi-cultural. However, EAP materials have largely neglected the development of intercultural awareness as culture is presented as a static concept. This workshop aims to introduce teachers to Baker’s (2012) model of Intercultural Awareness as a guide for material design. Following, the workshop aims at drawing on everyone’s creativity in developing activities that could foster Intercultural Awareness within the EAP classroom. In groups, teachers will create and design their own activities and exercises, using the Intercultural Awareness model to direct the process. In this workshop, teacher will gain practical input and experience, and will be better equipped to bring intercultural communication into the classroom. | | |
| 18 | **Peter Davidson** | **Zayed University UAE** | **Developing cultural sensitivity towards Arab learners** |
|  | As the number of Arabic and Muslim students at universities in the UK significantly increases, there is a need for teachers to develop their intercultural competencies towards these students. This is likely to be even more pertinent for pre-sessional and EAP teachers, as they are often the first teachers that these Arabic learners encounter. The purpose of this workshop is to shed light on how teachers can develop intercultural sensitivity towards their Arabic and Muslim students. We will begin by briefly examining the cultural background of Arabic students, and we will consider the typical learning experiences they are likely to have previously encountered. This will be followed by a critical examination of some of the common perceptions (and misperceptions) of Arabic students, often held by teachers and students from other cultures. Finally, we will discuss some strategies – a list of dos and don’ts – that will help to make Arabic students feel more comfortable in your classroom, and promote cultural sensitivity amongst all of your students. | | |
| 19 | **Andrew Preshous** | **Coventry University** | **The Global Product Pitch: raising intercultural awareness in the EAP classroom and beyond** |
|  | This session will report on an Online International Learning (OIL) project which aimed to broaden the international experience for EAP students by enabling them to collaborate online with peers in other countries on activities that would raise their intercultural awareness and develop key Business communication skills, thus enhancing their employability profile. In this project, small groups of Chinese, Indonesian and Malaysian business students from Coventry University worked together with cohorts from institutions in Belgium and Finland. The main communicative task in this OIL project involved the students pitching a product from their own country to a new global market, allowing them to draw on their own culture but also encouraging research into a different cultural context. This type of task added an international dimension to the students' learning experience and also helped prepare them for workplace situations by offering activities that involved meaningful, practical engagement , following 'a simulation-based approach', as advocated by Evans (2013: 291). In the talk, key stages of the Oil project will be outlined including information on setting up the project and establishing links. Samples of interactions between the students will be shown, using extracts from transcripts and video. The assessment process will be discussed and some examples of participant reflections on the project will also be included. Although there are considerable challenges in setting up and implementing virtual mobility collaborations, the overall feedback (from the participants and assessors) seems to support the development of this type of online international learning project. Delegates at the session will be able to assess the extent to which this simulation scenario can raise intercultural competence and how the different tasks can provide practical skills training that is relevant to the workplace. The presentation will also consider the implications for similar future online international learning projects. | | |
| 20 | **Ellie Kennedy** | **Nottingham Trent University** | **How public thinking can support the teaching of intercultural communication in the EAP classroom** |
|  | Public Thinking is a common, if under-theorised, component of active learning approaches. Public thinking can be characterised as any activity which involves students in sharing conceptual development, solutions in progress, or ‘workings-out’ with peers for mutual critique and feedback. This is distinct from presenting a polished piece of work. Although not unique to EAP, public thinking activities are frequently used for the teaching of language and critical thinking. This workshop will both focus on and model public thinking. Participants will use digital and non-digital tools to explore selected concepts and refine these through peer critique. Topics will include:   * what is public thinking and what spaces, equipment and activities best facilitate it? * (how) can public thinking activities support the development of intercultural competence? * what skills might students/EAP teachers need in order to make public thinking effective?   In order to model public thinking effectively, this workshop would benefit from an active learning environment where the furniture is arranged ‘workshop-style’ and there are multiple whiteboards or other surfaces for delegates to write on and share ideas. I would also like to request flipchart paper, pens, blu-tac and post-its for the further sharing of ideas. I’m familiar with active learning spaces and equipment at NTU and would be happy to advise on specifics for this session. | | |
| 21 | **Jane Sjoberg** | **University of Birmingham International Academy** | **Laying the Foundations - Intercultural Exploration as a Bridge to Academic Skills** |
|  | Living and studying in a new culture can be exciting but, as Brown & Holloway (2008) point out, is often stressful and can have a detrimental effect on engagement and academic performance (Kahu, 2013). It has long been recognised that universities should provide support for their international students to mitigate these risks (Furnham, 2004). Institutions are also increasingly keen to promote greater intercultural understanding in a desire to create a more 'internationalised' curriculum (Atkin et al. 2015). Research suggests that developing students' Intercultural Competence can help them both to adjust to their new environment and achieve academically (Young & Schartner, 2014). Within the BIA's International Foundation Pathways course at the University of Birmingham, as part of their EAP modules students engage in a guided Cultural Project to build intercultural awareness and develop as independent learners. The project consists exploring aspects of cultural adjustment both within the classroom through a series of guided activities and texts and working independently in groups to research aspects of cultural difference (either examining the different cultures of the group members or, in the case of mono-cultural classes, comparing an aspect of life and living in the UK with the culture of the group). The project culminates in a group oral presentation that is formatively assessed. This session will present an adapted version of the Cultural Project in which a very culturally diverse advanced language-level group undertook some of their research online, creating a digital object to represent their findings. In addition to a group oral presentation, they also wrote about their experience by contributing to the *International Student Experience Journal* (Ludkovsky & Ali, 2017). Participants will be invited to discuss the ways in which they might conduct a similar project in their own setting and the learning benefits that their own students may derive from participating. | | |
| 22 | **Chloe Courtenay** | **University of Kent** | **Adapting the IFP to provide a ‘safe space’ for students to adjust to UK HE culture & systems through student support and QA procedures** |
|  | In 2016 the University of Kent, as part of its ongoing internationalisation strategy, organised a competition for the University’s different Schools and departments to apply for an internationalisation award. One of the key areas of the award required schools to evaluate how they are “Embracing, learning from and responding to cross-cultural diversity and embedding cross-institutional internationalisation”.  The Centre for English and World Languages saw this as an opportunity to review its provision and support systems through the prism of intercultural communication. This highlighted best practice but also enabled timely updates and improvements.  The presentation will illustrate how the following areas were modified with the aim of improving the international student learning experience:   * The plagiarism policy and process   This is now very much a learning process rather than a disciplinary procedure. Our focus has moved away from simply identifying plagiarism and meting out penalties effectively granting a free strike for all students on the IFP and Pre-sessional courses. Good academic practice workshops have been implemented and a robust academic adviser support network is in place. It is important to give international students the chance to adapt to UK higher education academic practice but also for us to be aware of what our students considered acceptable in their previous education system(s).   * Pre-arrival and induction procedures   We have re-vamped our pre-arrival information through a parents’ Moodle page, transition module and pre-arrival academic adviser support. This is a platform where international students can ask for information and advice which will hopefully lead to a smoother adjustment to academic life in the UK.   * Module specifications   These now include internationalisation statements which encourage an inclusive policy in planning lessons and assessments in addition to the generic and specific learning outcomes. | | |
| 23 | **Karen Matthewman** | **Goldsmiths, University of London** | ***We’re all in it together*: How EAP tutors have helped their colleagues in one university to develop clearer and more inclusive writing practices.** |
|  | The primary responsibility of most EAP practitioners is to work with students whose first language is not English in order to facilitate the development of their academic English skills. However, EAP practitioners have increasingly been looking for new ways to define their role and expand their contribution to the wider Higher Education community. Created and delivered by a team of EAP lecturers, staff training in ‘Clear and Accessible English’ has enabled professional and academic teams across a University to develop their written communications style and produce clearer, more effective, and culturally sensitive documentation. This presentation will focus on the expertise held by EAP practitioners and how it has been able to influence and guide an HE institution through training teams in how to write more effectively. These specialist skills include the knowledge of genre analysis; awareness of differences in practice across disciplines and the ability to reach a wide and diverse audience. The talk will outline the key areas covered by the staff training, and will map how the training programme grew and developed. It will reflect on the experiences of those delivering and participating in the sessions. It will also suggest that there is a clear role for EAP practitioners in teaching effective and inclusive written communication skills not only to students, but also to staff within the HE community. | | |
| 24 | **Kyriaki Koukouraki** | **Durham University** | **Intercultural Competencies for Teaching in an Internationalised Higher Education Environment** |
|  | The rapid change in the profile of higher education within an increasingly globalised and internationalised world constitutes new challenges both for teachers and learners. Even more so, when working on English for Academic Purposes (EAP) university courses with students and colleagues from all over the world who bring a broad range of cultural perspectives to the learning environment and classroom communication. In order to be able to successfully manage this culturally diverse group and successfully deliver course content EAP professionals need initially to become aware of intercultural differences even within concepts of teaching and learning and subsequently (further) develop those competencies which will help to overcome the possible obstacles erected by intercultural differences. Therefore, this workshop will focus on these intercultural competencies required in such an internationalised tertiary education environment. Concepts like ‘culture’, ‘stereotyping’, and ‘intercultural communication skills’ will be discussed, while activities will raise awareness of the importance for these skills. Furthermore, ways to develop these competencies and skills will also be presented. | | |
| 25 | **Glynis Brydon and Mark Husmann** | **Northumbria University** | **Examining the usefulness of assessment in a credit bearing module at Foundation Level: Intercultural Communication** |
|  | The presentation presents findings from a small joint research project, undertaken by two tutors and triggered by responding to the teaching and learning challenges of supporting the rapidly growing international student body in Higher Education institutions. The study focused on students on a Foundation Level Pathway and on a one semester China Study Abroad Programme, which presented different cultural backgrounds, challenges and ultimately, results. The study focused on the usefulness of assessment in an EAP credit-bearing module using Intercultural Communication/ Culture and Communication as the context. The EAP modules were designed for international students. The content includes an introduction to as many aspects of British culture and society as possible, to raise students’ awareness of themselves as carriers of culture, to investigate theories of intercultural communication and to reflect on how they and others are represented within society. The module focuses on what is meant by ‘culture’ and how cultural ideals can affect communication, and thus inhibit learning (Jandit, 2010). The modules aim to help students develop self-awareness and reflective skills, which can be seen through both Formative and Summative assessments. What became clear in the study is that there is a direct correlation between the content, assessment, student satisfaction levels and ultimately, student pathways. | | |