Northumbria University
NEWCASTLE

BALEAP

The global forum for **EAP** professionals

BALEAP Professional Issues Meeting ONLINE

Integration:
We're all in this together!

Saturday 27 March 2021

Northumbria University

A word of welcome

I'd like to extend a warm welcome to you to our slightly delayed Professional Issues Meeting at Northumbria University in Newcastle. We are very much looking forward to hearing how the topic of integration has been interpreted by you all. The programme provides a variety of angles on our theme, which will hopefully give us food for thought in what has proved to be a very challenging time of late. Let us hope for lighter times ahead and the continued sharing and development of our knowledge and practice.

We hope you thoroughly enjoy the day!

Carrie McCullock,
Head of Northumbria Language Centre

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Social Media

Get involved in ongoing discussion using the following hashtag:

#EAPintegration

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Northumbria University, Online using MS Teams
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BALEAP

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Promoting integration and rapport in international education

Emeritus Professor Helen Spencer-Oatey, University of Warwick

Mixing with fluent speakers of English is widely regarded as particularly helpful for language acquisition. At the same time, integrating with the local community is known to support the intercultural adaptation process, the development of intercultural competence, and general well-being. Yet it often seems that international students have difficulty experiencing all of these elements.

In this talk, I consider some of the hindrances that international students experience, along with possible ways of addressing them. Drawing on both authentic critical incident data and student report data, I explain and conceptually unpack some of the challenges the students identify. I demonstrate how the difficulties they experience are typically co-constructed by the participants concerned and why it is therefore important for staff (teaching and professional services) and fellow students all to be more aware of the issues at stake. In the second half of my talk, I introduce some of the resources we have developed at the University of Warwick to help promote (a) greater mutual understanding among students from different backgrounds, (b) adaptation to different communication patterns, and (c) ways of working more effectively in culturally diverse groups.

A reference list for all abstract citations is provided at the end of the programme booklet (see pages 24-27)

Speaker biography

Helen Spencer-Oatey, University of Warwick, helen.spencer-oatey@warwick.ac.uk

Helen Spencer-Oatey is Emeritus Professor at the Department of Applied Linguistics at the University of Warwick, UK, and Director of GlobalPeople Consulting Ltd. Having worked in China for many years, her main research interests are in intercultural education and intercultural interaction and she has published widely in these areas, including Intercultural Interaction, Palgrave, with Peter Franklin; Intercultural Politeness, CUP, with Dániel Kádár and a range of articles in journals such as Higher Education, Journal of Multilingual and Multicultural Development, and Journal of Pragmatics. She is particularly committed to the applied relevance of her research and, with colleagues, she has developed a range of resources for practitioners, both within higher education and beyond, many of which are available online.

@HelenOatey

One cohort, one task, but 15 different academic disciplines: How to integrate subject specificity on the EGAP Pre-sessional programme

Sarah Mattin & Vicky Collins, University of Reading

The importance of discipline specificity in EAP teaching is now widely acknowledged given the vast literature demonstrating how discourses vary across disciplines (Hyland, 2018). However, much provision, particularly on Pre-sessional pathways, still takes an EGAP approach due to operational constraints and the student demographic.

In this presentation we address the challenge of how to integrate discipline specificity on an EGAP Pre-sessional through the development of a new component entitled 'Preparing for Research and Enquiry' which aims to engage postgraduate students with research in their intended disciplinary field. This arose from a university wide three-year review of academic programmes which prompted discussion within our own department of how to develop the 'ability to consume and appraise research critically' (UoR Curriculum Framework 2017: 2) from the Pre sessional stage of students' UK educational journey. We realised that in addressing this aim, we also had the opportunity to integrate discipline-specificity on our EGAP Pre-sessional to better connect students with their disciplinary field.

We will outline the rationale for the design of the 'Preparing from Research and Enquiry' component, in particular how we sought to accommodate the different academic disciplines within one task, and also induct students who have not previously studied in their intended discipline i.e. those entering 'conversion' degrees.

The talk will be of particular relevance to Programme Leaders of Pre sessional provision in similar institutional contexts.

A reference list for all abstract citations is provided at the end of the programme booklet (see)

Speaker biography

Sarah Mattin, University of Reading, s.mattin@reading.ac.uk

Sarah Mattin is an EAP Lecturer at the International Study and Language Institute (ISLI), University of Reading. During the academic year, her main responsibility is developing and teaching discipline specific academic skills provision for the In-sessional Academic English Programme, overseeing courses for the Department of English Language and Linguistics, the Institute of Education, Henley Business School (UG) and the Department of Food and Nutritional Sciences. In the summer, she is a Course Director for the Pre-sessional English Programme. Her professional interests include the development of writing skills for practitioner-focused academic study and management and leadership in EAP.

Vicky Collins, University of Reading, v.collins@reading.ac.uk

Vicky Collins is an EAP Lecturer at the International Study and Language Institute (ISLI), University of Reading. She works with a range of different student cohorts in her roles as Pre sessional coordinator, Module Convenor for Modern Britain 1 (study abroad students), and leading the academic skills provision for PGT Management, Accounting and Finance students. Her professional interests include curriculum design and an exploration of genres of academic writing in the Business school.

Getting to know me, getting to know you: Developing materials to enhance intercultural conversations based on a non-essentialist model of culture

Caroline Burns & Jane Carnaffan, Northumbria University

Intercultural communication is currently promoted by higher education institutes as being essential for success at university and beyond (Jones, 2013). It is argued that students must relate to one another socially to feel a sense of belonging to the community, while academic achievement often depends on successful multicultural teamwork. Employers also emphasise the need for intercultural competence (British Council, 2013). Yet, divides between students of different national and ethnic groups persist, and employers continue to see a skills deficit in this area (Spencer-Oatey, 2017).

Intercultural communication is taught in various ways across diverse disciplines, including EAP provision, student support services and subject specialisms. We argue that teaching too often hinges on outdated, simplistic models of culture, which emphasise national identity and cultural difference. This can lead to stereotyping and division, and does not produce the communication skills employers currently require (Kassis-Henderson, Cohen and McCulloch, 2018). Moreover, those tasked to deliver input on, for example, 'cross-cultural communication' rarely come together to reflect on their practice across institutions.

This project aims to leverage cutting-edge theory in intercultural communication, where culture is conceived as fluid, dynamic, contested and ambiguous and where the complexity of identity is explored and celebrated to build bridges between self and other and improve teamwork (Burns, 2018). It also brings together academics and student support professionals from two UK universities to develop teaching and learning resources for intercultural communication based on a non-essentialist model of culture (Holliday, 2011).

This presentation will report on the initial findings of the project, focusing on materials under development and student responses and staff reflections on these.

A reference list for all abstract citations is provided at the end of the programme booklet (see pages 24-27)

Speaker biography

Caroline Burns, Northumbria University, caroline.burns@northumbria.ac.uk

Dr. Caroline Burns (EdD, MA TESOL, PGCE Modern Languages, SFHEA) has taught English for Academic Purposes and Spanish Language for 18 years at Northumbria University. Her doctoral study was a narrative inquiry, exploring staff and student experiences of internationalisation in a post-1992 UK university. Her research interests are in developing inclusive, values-led approaches to internationalisation of higher education, particularly internationalisation at home, intercultural communication, identity, inclusive pedagogies and Widening Participation.

Jane Carnaffan, Northumbria University, jane.carnaffan@northumbria.ac.uk

Dr Jane Carnaffan has taught English for Academic Purposes for about 20 years at Northumbria University and other institutions. She also taught Human Geography for 5 years at Newcastle University. She holds a PhD in Human Geography (Tourism and Development) from Newcastle University. She is currently teaching courses on Academic Writing and Study Skills at Northumbria University. Her research interests are in widening participation and internationalisation of university education in the UK and intercultural communication.

Integrated language tests and assessments: What, why and how

Chris Smith, University of Sheffield ELTC

Many common models of language test use a format in which the skills of reading, writing, listening and speaking are assessed separately, creating component scores. Recently there has been renewed interest in integrated tests in which two or more skills are combined together, for example reading-into-writing. Assessments such as these are particularly intriguing for EAP because academic writing usually relies on discussing source texts.

This talk will begin by discussing what separate and integrated tests are. I will present some examples of reading into-writing test and other integrated assessment, discussing how different skills are included in the test construct.

I will then discuss why integrated assessments are desirable in EAP. The reasons why include: improving the test construct, improved authenticity of the assessment, positive washback on EAP courses, and better coverage of the model of language proficiency, as defined by the CEFR. I will also discuss some reasons why not to use integrated assessments, namely reliability and UKVI requirements, and how these issues can be resolved.

Finally, I will discuss how integrated assessments can be designed, considering source texts and output tasks, but focussing in more detail on the design of ratings scales and marking criteria for integrated assessments and how scores are reported. I will also outline how integrated assessments can be used formatively to generate useful developmental feedback.

A reference list for all abstract citations is provided at the end of the programme booklet (see pages 24-27)

Speaker biography

Chris Smith, University of Sheffield ELTC, chris.r.smith@sheffield.ac.uk

Chris Smith is a Pre-sessional Academic Director at the ELTC, Univeristy of Sheffield. He is also working on a doctorate of education, specialising in testing and assessment. He has previously presented at BALEAP and IATEFL on assessment, feedback and flipped learning.

Stakeholder integration on a Mexican Pre-sessional

Helen Costello, Durham University

This talk details the challenges of integrating the cultural working practices, assumptions and norms of the multiple stakeholders involved in delivering pre-sessional courses in Northern Mexico. For the past 3 years, Durham University has set up and delivered 5 eight-week pre-sessional courses in Northern Mexico. These pre-sessionals are a collaboration between the International Offices at the three UK universities, the Mexican Science and Technology Council (Conacyt), the Mexican National Bank, Citibanemex and the pre-sessional management team at Durham University. As can be imagined, there are challenges to running a pre-sessional at distance and setting up the programme in unfamiliar contexts. Added to that, the integration of the aims and aspirations of the stakeholders, which may or may not coincide, add to the complexity of the project.

This talk aims to detail how to we navigated the tension of the differing valuation of the project by the stakeholders involved, including our own understanding of what success means in such a project. The ideal outcomes for the stakeholder can be financial, academic or political and unifying these to deliver a pre-sessional that successfully integrates such disparate strands, involves careful diplomacy and an understanding that successful leverage may involve soft power and creative solutions rather than the traditional modes of discourse familiar within universities. Lessons learned have afforded us an insight into successful integrative practices in a multi-stakeholder project.

A reference list for all abstract citations is provided at the end of the programme booklet (see pages 24-27)

Speaker biography

Helen Costello, Durham University, helen.costello@durham.ac.uk

Helen Costello works at Durham University and teaches on a variety of programmes. She first taught on a pre-sessional in the summer of 2014 and is now involved in the management of pre-sessional courses both in Durham and Mexico.

Advancing equality and diversity (E&D) in the EAP classroom: A case study at the University of Birmingham

Ivan Ghio, Marina Elosegui Garcia & Daniel Walker, University of Birmingham

Creating a positive environment where both teachers and learners feel inspired and share mutual respect for one another is an important prerequisite for successful learning (Dörnyei 2001). Moreover, the ongoing process of internationalisation in HE (Blight et al 1999, Knight 1997) requires international students and teachers to be able to understand and accept differing viewpoints and needs, acknowledge, accept and respect different cultures, and manage uncertainty (Brinkman and Van Weerdenburg 2014). Therefore, it is argued that EAP teachers in particular have an obligation to act as intercultural mediator in order to promote international students' integration and acculturation.

The BIA's E&D team, which includes an ex-foundation student, now acting as the BIA's specially assigned E&D student ambassador, promotes these goals by developing and delivering targeted training for both teachers and students. This talk reports on a workshop organized for foundation students to familiarize themselves with the UK Equality Act (2010), facilitate their integration in their new cultural setting, and provide a springboard for classroom discussions on E&D-related topics. In a seminar-like format, students were invited to engage in a dialogue about the protected characteristics, reflect on their own cultural background, and question any assumptions underlying their customary thinking and/or behavioral patterns. A pilot has shown that this approach is fruitful: students' attendance was positive and their understanding improved. Students were also able to raise critical questions and receive informative, comprehensive answers. Ways to widen student participation and how students can disseminate this knowledge amongst their peers will be finally explored.

Speaker biography

Ivan Ghio, University of Birmingham, i.ghio@bham.ac.uk

Ivan Ghio is currently teaching EAP in the BIA department at the University of Birmingham. He also teaches on various undergraduate courses in the department of English Language and Applied Linguistics and has recently been supervising MA students on the TESOL MA course. His main research interests comprise Corpus Assisted Critical Discourse Analysis, Pragma-Stylistics and Social Theory. His latest research lies at the intersection of language and medicine, focusing on the linguistic representation of HIV and AIDS post 1996 in the public and private discourse in the UK.

Marina Elosegui Garcia, University of Birmingham, m.eloseguigarcia@bham.ac.uk

Marina Elosegui Garcia is an EAP tutor, CPD Coordinator and part of Equality and Diversity team in the BIA department at the University of Birmingham. She has previously lectured in foreign language teaching and didactics, development of the plurilingual competence in a minority language context and education in innovative learning environments amongst others at Mondragon University in Spain. Her recent research focuses on oral competence of learners of TEFL in a blended learning context. Her research interests lie in innovation and intervention in multicultural and multilingual societies (in the fields of Education and Communication) and blended learning course design and delivery.

Daniel Walker, University of Birmingham, drw808@student.bham.ac.uk

Daniel Walker (He/Him) is currently studying Aerospace engineering at the University of Birmingham. He is an Equality and Diversity Student Ambassador for student services and the Birmingham International Academy. His interest lies in the LGBTQ community, looking at the intersectionality and lack of inclusion for QTIPOC and Queer people with disabilities within the community as a whole. His latest work has been on providing educational lectures that cover the basics of EDI, as well as more in-depth understanding of EDI in HE.

Thinking about feedback: Reactions and revisions

Lisa Robinson, University of Nottingham

Feedback has the power to transform the higher education learning experience (Gibbs & Simpson, 2004; O'Donovan, Rust & Price, 2016), but also the potential to demotivate students (Ferris, 2003). So how do we know if we are getting it right? Do students get it? Does it prompt agency and, ultimately, improve writing? Focusing on academic writing interim feedback for EAP pre-sessional students, this presentation explores student (re)actions; that is reactions to feedback and the opportunities for action to revise drafts. I will share think-aloud data as students encounter electronic asynchronous feedback and consider their comprehension, reactions and revisions. This integration of student voices and tutor feedback practice offers an insight into the affective, informative and formative impact of our feedback.

A reference list for all abstract citations is provided at the end of the programme booklet (see pages 24-27)

Speaker biography

Lisa Robinson, University of Nottingham, lisa.robinson@nottingham.ac.uk

Lisa Robinson is a lecturer on the MA TESOL in the School of Education, University of Nottingham. She has previously taught pre-sessional EAP for over a decade at the Centre for English Language Education (CELE). Her interests include curriculum and syllabus design, teacher education and support, tutor observations, academic writing feedback and becoming a better teacher.

'In situ': Language teaching and learning in the art and design studio

Dan Bernstein, University of the Arts London

The UAL Language Development Programme has a tradition of tailoring student support to specific courses - a current pilot is exploring the benefits and challenges of a deeper integration of EAP work and EAP staff into the life of the courses. In this pilot, which began with foundation students (Norton & Bernstein, 2019) and has expanded to involve various degree courses, the manner, content, and timting of the EAP provision is extremely varied. It can include: taught classes following lectures; small-group break-out sessions; informal one-to-one turoials; co-teaching with subject teams etc. A key element of much of the EAP work in the pilot is that it takes place 'in situ', i.e. in the studio spaces where teaching and learning usually happen as part of the art and design courses. Our rationale is grounded in our understanding of our particular context and is informed by theories of Situated Learning (Lave & Wagner, 1991) and Academic Literacies (e.g. Lills, 2003). This poster will give examples of what our 'in situ' language teaching has looked like in practice so far, discuss issues arising from the pilot, and ask whether principles from our approach can be applied in EAP work with other disciplines.

A reference list for all abstract citations is provided at the end of the programme booklet (see)

Speaker biography

Dan Bernstein, University of the Arts London, d.bernstein@arts..ac.uk

Dan Bernstein is a Language Development tutor at University of the Arts London. He is currently exploring new ways of embedding EAP provision into art and design foundation and degree programmes, with particular emphasis on teaching EAP within art & design studio spaces.

Transitioning from generic, embedded discipline-specific academic literacy instruction: A case study

Angela Hakim, King's College London

The development of academic literacy is crucial to student success in university, yet though it is central to student success, the development of academic literacy has been left to students to acquire implicitly or pushed out of discipline courses to study skills, language or writing centers. These approaches to supporting academic writing in university, called the academic socialization and study skills approaches, respectively, by Lea and Street (1998) neglect the discipline-specific and contextual nature of disciplinary genres and the literacy needs of novices to academic discourse communities whose members' practices, conventions, and expectations are often opaque. In contrast to this generic writing provision, Wingate (2015) advocates for an integrated, discipline-specific approach to academic literacy instruction in which literacy experts and subject lecturers collaborate and team teach. In this embedded approach, literacy experts collaborate with and advise subject lecturers on how and where to integrate literacy instruction, but it is integrated into subject teaching and assessment rather than taught separately in add-on courses. While examples of this type of academic literacy support can be found in the Australian context, there have been few examples of this type of provision at the institutional level in the U.K., and little is known about the transition from generic in-sessional skills provision to collaboration between literacy experts and subject lecturers in embedded literacy instruction. To address this, this MA research explores the transition from generic in-sessional support to embedded discipline-specific literacy instruction in one U.K. university and the collaboration between EAP tutors and subject lecturers toward this end. Through the collection of interview and observational data, as well as institutional policy documents, this case study identifies issues particular to the transition from generic in-sessional provision to embedded, discipline-specific literacy instruction and opportunities for collaboration between EAP practitioners and subject lecturers throughout this transition.

Speaker biography

Angela Hakin, King's College London, angela.f.hakim@kcl.ac.uk

Angela Hakim is a candidate in the MA Applied Linguistics and ELT program at King's College London. She has taught EAP for ten years in universities in both the U.S. and U.K.

Principles underpinning an EAP programme designed in collaboration with subject departments

Angela Hulme, The University of Leeds

An EAP programme developed together with academic departments is increasingly seen as the best way to meet the needs of students progressing to university study. Designing such a programme is a complex process, particularly when it involves collaboration with subject specialists. An essential element of any course design process is to establish the principles underpinning its design (Basturkmen, 2010, Cleaver, 2016, Kember and Kwan, 2000). This poster will aim to explore the underlying principles of a pre-sessional postgraduate course designed by EAP practitioners in conjunction with lecturers from schools at the University of Leeds. It will report on findings from a small-scale study into the programme drawing on data from institutional documentation and interviews carried out with course designers. Whilst there was some variation, it was possible to identify a common core of principles which underpinned the programme. I would like to consider to what extent it is desirable to adopt a shared set of principles when designing subject-specific courses and the implications this may have for maintaining a discipline-specific focus.

A reference list for all abstract citations is provided at the end of the programme booklet (see pages 24-27)

Speaker biography

Angela Hulme, The University of Leeds, a.l.hulme@leeds.ac.uk

Angela Hulme is an EAP practitioner at the University of Leeds. She was course designer and leader for a six-week pre-sessional business programme from 2016-2018. She also teaches in-sessional and pre-sessional programmes. Her scholarship interests include course design, course evaluation and in-sessional provision.

EAP/EMI liaison at institutional level: Analyzing records of meetings between EAP and EMI managers

Kana Oyabu, Kanazawa University

The wave of English Language Instruction (EMI) has reached Japan, and many Japanese universities started introducing EMI courses. It is said that in L2 environment, coordination between EAP staff and EMI subject staff is important to provide support for students (and subject-staff) who have to cope with language-related difficulties as well as subject-related hurdles. (Iyobe & Lin, 2017) However, interaction between EAP staff and subject staff is still very limited in Japan. (Brown, 2016) This presentation reports an EAP-EMI liaison endeavor of a Japanese university. In 2019/2020 academic year, English language staff of this university met with groups of departmental staff to seek liaison possibilities. Reflecting an institution-wide approach of EMI education in this university, each group of departmental staff consist of the head of department, the head of departmental education, and the head of EMI promotion (who is also active in departmental EMI himself/herself). There have been some studies about liaison between EAP staff and subject staff in Japan, but a study of an institution-wide liaison involving course managers and practitioners between the two parties is rare. By analyzing records of 17 meetings (one meeting per department), we have identified problems caused by lack of interaction between EAP and departmental staff as well as promising areas for a successful liaison. There are common streams concerning the introduction of departmental EMI across departments, but each department also has different issues concerning EMI. In the presentation, we also wish to present issues specific to particular departments.

Speaker biography

Kana Oyabu, Kanazawa University, oyabu@staff.kanazawa-u.ac.jp

Kana Oyabu is a Professor at Kanazawa University, Japan. She is the head of EAP unit which provides compulsory EAP education to first-year students at the university. Her research interests include EAP/EMI liaison, EAP curriculum development for Japanese students, and Academic Writing. She also researches on contemporary children's literature with religious themes such as Muslim and Amish stories.

Interactive structured collaboration between tutors and students through Padlet

Kinga Maior, University of Glasgow

Due to growing demand in Higher Education based on our students' preferences and expectations of integrating technology seamlessly into their studies to succeed in their career accomplishments (Dahlstrom, 2012), blended and online learning are currently receiving significant attention. This presentation will focus on Padlet, one of the most popular online platforms used at the tertiary level (England, 2017; Rashid, Yunus and Wahi, 2019). Previous research indicates that Padlet is well received by most students and can enhance their motivation and engagement with learning (Baida, 2014; Fisher, 2017; England, 2017; Rashid et al., 2019). I will provide an example from a research methods course at pre-master's level to illustrate how Padlet can be used to enhance interaction between tutors and students through structured collaboration: see https://padlet.com/kinga_maior/PM504groupEsources. In this case, students submitted their draft references for checking and were provided individual feedback by the tutor. As this was not a confidential piece of homework, mutual sharing and reading of the materials were encouraged. However, the tutor left this at the students' discretion and did not formally request them to do so. This presentation will also explore the possibilities of student-to-student interaction through Padlet; although I am aware, there may be a certain level of reluctance against peer feedback among students. Finally, I will illustrate some examples of informal and humorous peer feedback written in class in the form of Padlet Comments.

A reference list for all abstract citations is provided at the end of the programme booklet (see)

Speaker biography

Kinga Maior, University of Glasgow, kinga.maior@glasgow.ac.uk

Kinga Maior is a graduate of the University of Glasgow in the fields of Adult Education and TESOL with 20 years teaching experience. She is currently working as an EAP tutor at her alma mater. Her current research interests are gamification and the use of technology in the EAP classroom.

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Integrating soul and role: An invitation to explore our divided professional lives in a Circle of Trust.

Michèle le Roux, Cardiff University ELP/Durham University DCAD

I extend an invitation to EAP practitioners to reflect on academic identity in a gathering that intentionally breaks the constraints of the "conference genre" – its discourse, space, and time. The invitation is made in response to the "growing tension between HE's intellectual, critical, theoretical and moral purposes, and those that are more practical and economic in nature and orientated towards providing a service to society... a disjuncture between what we ourselves regard as meaningful practice and what we are instead expected to comply with." (Kreber, 2013) The invitation is extended to those in precarious work environments, those whose vocational identities are being disintegrated/ deconstructed, and those who feel that our position/predicament within the neoliberal university entails a loss of authenticity, "a shared sense that aspects of our professional lives have become increasingly separated from this core characteristic of what it means to be truly human." (ibid.)

I do not propose to talk about this predicament in the public forum – not analysing, fixing or saving – but rather to invite practitioners into a Circle of Trust, inspired by the writings of educationalist Parker Palmer and the practices of the Centre for Courage & Renewal which he has established. Participants are invited to "hear each other into speech" about their experience of their working lives as "a divided life" and to explore possibilities for re-integrating Soul and Role within the community of trust we will create. In this workshop, up to 30 participants are invited to enter into the reflective and inner, but also communal, practices of the Circle of Trust, within which openness, integrity and confidentiality are honoured. The invitation to participants, then, is to position themselves, intentionally, for a time, outside the conference arena – a place of display, performance and presentation – and simply to "show up" in a space that is resource-rich and charged with expectancy, bringing to the circle an inner disposition to openness and transformation.

Speaker biography

Michèle le Roux, Cardiff University ELP/Durham University DCAD, lerouxm1@cardiff.ac.uk

Michèle le Roux is an EAP teacher, trainer and curriculum developer. She currently works as EAP Programme Co-ordinator at Cardiff University, MATESOL supervisor and assessor for Durham University, and online tutor for the Open University of Catalunya. She is also qualified in Catechesis, in Spiritual Accompaniment and in the facilitation of Non-violent Communication and Circles of Trust. She seeks to position herself with integrity at the interface of these two professional identities and to build bridges, resilience and community.

Helping to avoid students 'freezing up': integrating inclusive EAP and subject teaching practices to support students with SEN/low executive functions

Pam Kaur Gibbons, INTO London World Education Centre

Special educational needs (SEN) are defined by the UK Government (no date) as when a young person's ability to learn is affected through their behaviour or ability to socialise, reading and writing abilities, ability to understand and process information and concentration levels.

Further to that, executive functions are defined as the mental processes to help individual's problem solve (Diamond, 2012). There are 8-10 executive functions (Hanning, 2017; Harvard University, 2020) which may be considered as being weak / low / poor which could be indicators of SEN: Emotional control; Flexible thinking; Inhibit /impulse control; Initiate; Organisation of materials; Plan/organise; Task-monitor; Self-monitor; Shift; Working memory.

This presentation will showcase how foundation and pre-sessional subject & EAP teaching teams were trained to support international students with SEN. The talk will also draw on supporting students who may exhibit weak/poor executive functions due to temporary causes such as poor diet, exhaustion, stress, loneliness or pain (Diamond 2012). It will show how practical strategies can be integrated across EAP & subject courses to help avoid student disengagement.

The practical strategies will cover integration of:
o   online learning platforms
o   classroom and lecture management skills
o   using specific language in classes and lectures

Finally, teaching resources and guides will be made available to enable the audience to support their EAP & subject teaching teams on the following courses: Art & Design, Mathematics, Marketing and Business.

A reference list for all abstract citations is provided at the end of the programme booklet (see pages 24-27)

Speaker biography

Pam Kaur Gibbons, INTO London World Education Centre, pamkaur.gibbons@intoglobal.com

Pam Kaur Gibbons is a teacher and senior teacher in EAP and study skills at INTO London (a Foundation / Pre-sessional course service provider for Art, Accounting, Business, Humanities, and Science students). She teaches study skills for Art & Design, Science & Engineering students and co-ordinates the Critical Thinking and Communication Skills modules.

She is also the SEN Academic Lead which is intended to ensure that appropriate support and adjustments are made to meet the learning needs of identified SEN students. Her interests include being paper-light in classrooms and supporting teachers to make appropriate and reasonable adjustments in order to encourage a student-centred approach.

Transcultural communication: Language and locus of integration in diversifying HE

**Victoria Jack, Bijia Xing, Aishwarya George, Caroline Crang, Ella Mycross &
Yoshikazu Sakimoto**, University of York

The integration of students from different backgrounds represents a challenge within diversifying higher education, particularly in undergraduate cohorts where students have limited experience of collaborating with students who are different from themselves. Students and staff report self-segregation in lectures and seminars not only between what are sometimes labelled "home" and "international" students but also between students from different socio-economic, "ethnic", linguistic, regional, educational backgrounds of different ages, personalities and abilities (Turner, 2009; Rose-Redwood, 2013, Spencer-Oatey et al 2017) . The response of the Writing and Language Skills Centre at the University of York was to make transcultural communication the focus of a credit-bearing optional and elective level 6 module accessed by both visiting and registered students across faculties.

During this student-led workshop, delegates will learn from members of a diverse group of 3rd years about their experiences developing and directing the transcultural communication module content, engaging in shared learning and collaborating to generate their own assessment criteria (Orsmond et al: 2000). Delegates will also have the opportunity to consider the curriculum choices they/their students would make and how they/their students would define and assess effective transcultural communication. We will also develop our understanding of the relevance of transcultural communication in decolonising the curriculum (Le Grange; 2016) and developing appropriate androgogy for a diverse community of students and staff assuring integration and inclusive collaborative learning (Semper & Blasco; 2018).

Speaker biography

Victoria Jack, University of York, victoria.jack@york.ac.uk

Victoria Jack is a part-time, "mature" PhD researcher in transcultural communication in diversifying higher education and full-time manager of the Writing and Language Skills Centre at the University of York. Her work is dedicated to empowering students to participate in active partnerships with other students and university teaching staff aimed at decolonising the curriculum and assuring integration and inclusivity in HE teaching and learning interventions.

Bijia Xing (Kate) is a third year student of Education. She is from China and is here for her undergraduate degree. She had a series of multi-cultural communication experiences and aspires to work in a transcultural setting.

Aishwarya George is a 3rd year student of Computer Science. She is from India and has a wide range of cultural experiences and influences. She plans to work in Human Resources after graduating.

Caroline Crang is a third year BA Education student. Having grown up a third culture child in six countries, she is fascinated by cultural differences and similarities. She hopes to spend her future as a primary teacher, though hasn't yet decided where

Ella Mycross is a final year student of Italian and Linguistics. She is from Manchester and has just spent a year abroad in Italy as part of her course of study. She plans to work in Japan next year as an English Language Teacher.

Yoshikazu Sakimoto is a professor of Business Administration in the Department of Commerce, Nihon University, Tokyo, Japan where he leads lectures and seminars for under- and post-graduates. He is currently a visiting resesarch scholar of the York Management School, Universty of York researching business history, especially global value chain from a historical perspective. Dr Yoshikazu particpated as a student in the Transcultural Communication module to gain first-hand experience of teaching and learning in a diverse setting.

We are all in this together!: Collaborating on an inclusive approach to academic literacy in the discipline

Alison Leslie, University of Leeds

This presentation will share an initiative within in-sessional provision at the University of Leeds underpinned by a belief that collaboration between EAP and subject tutors results in closer integration of academic language and literacy in the curriculum and better outcomes in terms of student education (Wingate and Tribble, 2012; Wingate, 2015). However this integration does not come without challenges. Lessons learnt from designing and delivering a range of academic language and literacy activities in the School of Sociology and Social Policy will be reflected on from the perspectives of all direct stakeholders: the EAP and subject tutors, 'home' and 'international' students. These activities include team teaching workshops on academic integrity for students from foundation year to PhD and seminars for a core MA module. This is an innovative approach to delivering an inclusive syllabus which is resulting in a better understanding of the pedagogical, cultural and linguistic barriers to learning. However the integration has also highlighted the common challenges of building a strong relationship between EAP and subject tutors and fostering a shared sense of student agency in advancing in the discipline rather than reinforcing 'them' and 'us' identities around support. These issues are ones we continue to explore together as we share our commitment to inclusive student education and steer the current drive for internationalisation in the School.

A reference list for all abstract citations is provided at the end of the programme booklet (see pages 24-27)

Speaker biography

Alison Leslie, University of Leeds, a.s.leslie@leeds.ac.uk

Alison Leslie works as a Lecturer in EAP at the University of Leeds. She is currently seconded to the School of Sociology and Social Practice to lead the Language Centre's pre- and in-sessional provision for students in this department. Her research interests include evaluating the impact of in-sessional provision, inclusive teaching and global citizenship education.

International postgraduate students, their academic skills and their sense of academic-self

Carrie McCullock, Northumbria University

Many of us teaching in-sessional EAP courses are aware of research into International students studying at university in the UK or elsewhere. Studies have reported many issues students face. These include transition itself, culture shock, motivation, adaption, intercultural communication, issues with socialising, language acquisition, academic performance, writing conventions, gender issues and changes in requirement in terms of what is expected of them as students in the UK (see: Coertjens et al., 2017; Kaufold ,2015; Hennerby et al., 2012; Menzies et al., 2015; Morgan, 2014; Pike & Harrison, 2011; Quan et al., 2013; Rientes et al., 2011 and Schartner, 2016,). However, in reviewing the literature there seems to be little on international students' sense of academic-self in relation to the tasks required of them at a postgraduate level. Academic-self is defined by Lent, Brown & Gore (1997: 308): "Academic self-concept is commonly viewed as incorporating "attitudes, feelings and perception" relative to one's intellectual or academic skills. As such it represents a mixture of self-beliefs and self-feelings regarding general academic functioning." Research that focuses on academic-self may reveal more about how students approach academic tasks that are required to complete their courses of study. This presentation aims to provide some initial findings from the first phase of data collection consisting of questionnaires and individual one-to-one interviews from my PhD research. In relation to the topic of integration, the data reveals how students are making sense of and attempting to integrate into the new study arena in which they have chosen to embark.

Speaker biography

Carrie McCullock, Northumbria University, carrie.mccullock@northumbria.ac.uk

Carrie McCullock is Head of the Language Centre at Northumbria University. She leads a large team of EAP and Modern Foreign Languages tutors who teach pre-sessional, in-sessional, short courses, Unilang - Languages and degree teaching. She has worked at Northumbria for 18 years. She is currently studying for a PhD, which is the topic of her presentation.

In her free time, she is a singer-songwriter and more recently performs regular jazz gigs, as well as singing at open mic nights. Her other passion is experimental grain free baking and cooking.

Integrating content and academic literacy: Perceptions and practicalities

Paula Villegas Verdu, University of Sheffield ELTC

This session combines perspectives from research and reflections from practice in order to discuss an integrated approach that enhances undergraduate students (UG1) academic literacy.

Integrating content subjects and academic literacy support can be challenging from a conceptual and practical point of view, but it can better prepare students to acquire their disciplinary discourse (McWilliams & Allan, 2014) while enhancing their motivation by using authentic materials (Dörnyei & Ottó, 1998).

In this session, we elaborate on how a content subject from Urban Studies was selected to pilot an integrated delivery of content and language via team teaching. We briefly discuss the rationale underpinning this combined approach. We further explore the practicalities of our teaching and syllabus design for the integrated language support sessions. We then discuss students' perceptions, collected via questionnaires and focus groups, as well as our own perceptions as practitioners. This session will conclude by talking about potential future directions for this integrated approach.

Speaker biography

Paula Villegas Verdu, University of Sheffield ELTC, p.villegas@sheffield.ac.uk

Paula Villegas works as an EAP Lecturer and Assistant Director of Studies at The English Language Teaching Center, The University of Sheffield. Her research interests include LCT, academic literacies, FL, autonomy, and motivation.

'They are friendly, but then there is a wall' - Expectations vs experiences of interacting in academic and social spaces: undergraduate perspectives

Iwona Winiarska-Pringle, University of Glasgow

Study Abroad (SA) experience can contribute the development of students' intercultural knowledge, independence, and in particular linguistic gain in the target language (Benson, 2013). Indeed, research into the expectations of mobility students often highlights improvement in speaking skills as the prime motivation behind the decision to go abroad (Magnan & Back, 2007; Goldoni, 2013). Yet, the realities of being a target language user in academic and social spaces can prove such expectations to be unrealistic, as immersion without opportunities for practice in and outside of classrooms tends to be insufficient for significant improvements in linguistic proficiency (Blaj-Ward, 2016 DeKeyser, 2007; Goldoni, 2013, Tran & Pham, 2016) leading to frustration, disappointment and a sense of isolation.

This presentation will explore some of the key themes emerging from a scholarship project exploring international students' expectations and experiences of engaging in spoken interactions in formal academic environments (EAP and content courses), informal academic spaces (e.g. study groups) and social interactions. The project involved undergraduate Study Abroad students from diverse disciplinary backgrounds who attended in-sessional credit-bearing EAP courses at the University of Glasgow in 2019. My intention was to gain a better understanding of the undergraduate teaching and learning context in my institution and contribute to the development of the course design. While some themes emerging from the study are similar to those reported in the SA literature, (e.g. integration issues with home students), others were unexpected and led to the changes of the curriculum and assessment rebalancing of the focus between oracy and literacy.

A reference list for all abstract citations is provided at the end of the programme booklet (see pages 24-27)

Speaker biography

Iwona Winiarska-Pringle, University of Glasgow, iwona.winiarska-pringle@glasgow.ac.uk

Iwona Winiarska-Pringle teaches and designs EAP courses at the University of Glasgow. In 2017 she became a Higher Education Academy Fellow. Her scholarship interest are oracy skills, assessment, and feedback.

Embedding writing support for undergraduate nursing students

Stefani Goga, Oxford Brookes University

The Academic English department at Oxford Brookes recently delivered an academic writing course for a cohort of first-year Nursing undergraduates. This course was developed at the request of the Nursing faculty in response to historic poor performance in the first written assignment. The students in question were highly representative of the Widening Participation (WP) profile. As such, the course addressed a wider institutional agenda of building provision in the WP area (Oxford Brookes University, 2008). The development of this course speaks to the changing landscape of EAP in UK Higher Education. This includes the growing demand for embedded instruction in disciplines and also the merging of EAP, with its focus on international students, with wider Academic Literacies support accessible to the whole student body (Wingate and Tribble, 2012). The presentation will highlight the challenges of writing materials for a diverse audience, comprising international and home students, and also for a disciplinary group whose needs and practices have been under-researched (Gimenez, 2008). The aim of the presentation is to make recommendations for similar courses with a comparable student profile.

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Speaker biography

Stefani Goga, Oxford Brookes University, sgoga@brookes.ac.uk

Stefani is an EAP Tutor at Oxford Brookes University. She develops and delivers in-sessional academic English modules and is particularly interested in discipline-specific, genre-based approaches. For her MA dissertation, her research focused on text-analysis, using SFL and corpus tools to identify disciplinary differences in student writing. Her role at Brookes also involves developing study skills and academic literacy more widely across the student body. Her previous teaching experience includes pre-sessional and foundation courses in three other UK universities and extensive EFL teaching in Vietnam, Uruguay and Spain.

Integrating the Global North & South via Pre-sessional telecollaboration

Bill Guariento, Northumbria University

In the past two decades, the importance to the UK HE system of overseas students has grown dramatically, though the notable growth in numbers hasn't necessarily led to more meaningful intercultural exchanges, even on the pre-sessional courses that form the first point of contact for many incoming students. These students tend to be from relatively privileged backgrounds, provenance is largely limited to certain markets that are easily-accessible to student-recruiters (Chinese and Saudi students predominate), and above all their course materials often fail to engage what Crosbie (2014: 97) terms the "cosmopolitan subjectivities [which] can be transformative for the individuals concerned."

Peer-to-peer telecollaborative link-ups with students in the Global South can address these issues in ways that are mutually beneficial, in terms both of content and of language-practice, while offering UK-based students the opportunity to view their chosen fields through a social justice prism.

The University of Glasgow has, since 2015, combined its pre-sessional English language programme with Global South universities, initially in Gaza, extended then to two partners in Chile; the EAST Telecollaboration Project (Rolinska et al, 2017). Following up a BALEAP webinar from March 2019, this talk brings the EAST Project up to date, with the addition of a partner-institution from Malawi last summer. It outlines the language strengths we have found among many Global South students, and shows that participants can successfully overcome communication challenges, even in distributed environments.

Our hope is that other UK HE institutions may be interested in developing similar initiatives.

A reference list for all abstract citations is provided at the end of the programme booklet (see pages 24-27)

Speaker biography

Bill Guariento, Northumbria University, william.guariento@northumbria.ac.uk

Bill Guariento teaches English language and linguistics in the Humanities Department at Northumbria University. He convened the pre-sessional Science, Engineering and Technology (SET) bridging programme as part of his previous role at the University of Glasgow, and has written and delivered SET-specific EAP courses in Libya, China and Chile.

End of the reflection and round up

There will be a round-up session to reflect on issues raised, common themes and questions at 16:00-16:30 in Room 1. We hope to you can join us.

Closing remarks

Northumbria Language Centre staff would like to extend their thanks for your attendance and engagement with the conference theme of integration and sharing your knowledge and experience through the day. We hope that the talks, workshops and posters allow for further thought and discussion.

We expecially like to thank our plenary spreaker Professor Helen Spencer-Oatey for her stimulating contributions to the day.

We'd also like to think all the staff and volunteers at Northumbria University and the BALEAP organising team for helping with the planning and smooth running of the online PIM.

We hope you have all enjoyed the day and the content has provided food for thought!

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