

WHILE YOU WAIT...

What is your context?

Please go to go.H5P.com and enter the code given.

(For example: EAP, YL, ESAP, EGAP, BE, EFL, ESL, ESOL, EAL, EMI, Exams, 1:1, Teacher Training etc.)

IATEFL Harrogate 2023

Nadia Hards - 20th April

nadia.hards@northampton.ac.uk

Interculturalism: Should we be doing more in EAP?

CONTENTS:

- Brief overview
- Context
- Definitions
- Current study
- Existing literature
- Preliminary research results
- Next phase
- Applying to your context
- References

BRIEF OVERVIEW

- * **Educational Linguistics** *(Lecturer)*
- * **Library and Learning Services**
- * **FHES / FBL**
- * **Language Development Centre**
- * **Pre-sessional Programmes** *(Assistant Programme Leader)*









CONTEXT

- **English for Academic Purposes (EAP)**
- Action Research: Supporting 'International' Students
- Longitudinal study – multiple phases informed by findings
- Initial focus (1st phase) on pre-sessional programmes
- Main intake: East/Southeast Asian countries

DEFINITIONS

- ***'International' students:***

- “unhelpful term” (McKinley, 2023) - “contested and weakly defined” (Ploner, 2018)

- ***Interculturalism:***

- Knowledge of self and others; skills to interpret and relate; skills to discover and/or interact; valuing others' values, beliefs and behaviours; relativising one's self (Deardorff, 2006). The 5 *savoirs* (Byram, 1997; Corbett, 2003).

= LEARN ABOUT

- ***Transculturalism:***

- Extends the idea of intercultural by implying change as a result of interaction (Song and Cadman, 2012)

- “Transculturalism is the process of reaching beyond interculturalism in education, to create a shared culture that is different from the original cultures of both teachers and students” (Cadman, 2000)

**= LEARN FROM AND
BE INFLUENCED BY**

CURRENT STUDY: AIMS

- Explore the value of using an intercultural (IC) approach.
- Mitigate the impact of the ‘three shocks’ (Ryan, 2005)



Development of ICC is “often overlooked” in EAP (Douglas and Rosvold, 2018:37).

Pedagogic interventions - not changing the PEP.

Focus on in-class performance, not assessment performance.

PREVIOUS RESEARCH

- **'Three shocks' = language, culture, academic shock (Ryan, 2005)**
- **35% of students developed mental health issues (Atack, 2018)**
 - **69% suffered for 2 years or more.**
- **First three months most difficult (Quan *et al.*, 2013)**
- **Focus on 'transition, orientation, adjustment' (Brown and Holloway, 2008)**
- **Financial assets (Brown and Holloway, 2008; Ryan, 2005)**



Non-EU student fees make up quarter of London universities' income

Universities' reliance on international student fees by region, 2021-22



Source: Hesa

SALIENT POINTS FROM LITERATURE

- **'Three shocks' = language, culture, academic shock**
(Ryan, 2005)
- **Psychological adjustment was lowest at matriculation.**
(Ward *et al.*, 1998, cited in Furnham, 2010)
- **A more active approach to integrational support is crucial**
(Thorpe *et al.*, 2017)
- **Intercultural and transcultural competence should be actively embedded through institutional engagement**
(McKinley *et al.*, 2019)



THE CHALLENGE

“It’s all very well to do things that attract students in, but it’s what you do when they are here that’s important, and that we don’t do ... we don’t claim to understand it.”

(Robson and Turner, 2007:14)

“It is not good enough for a university to simply rely on the organic nature of participation in various communities, and ... engagement should be actively promoted at programme design level.”

(McKinley et al., 2019:16)



QUESTION

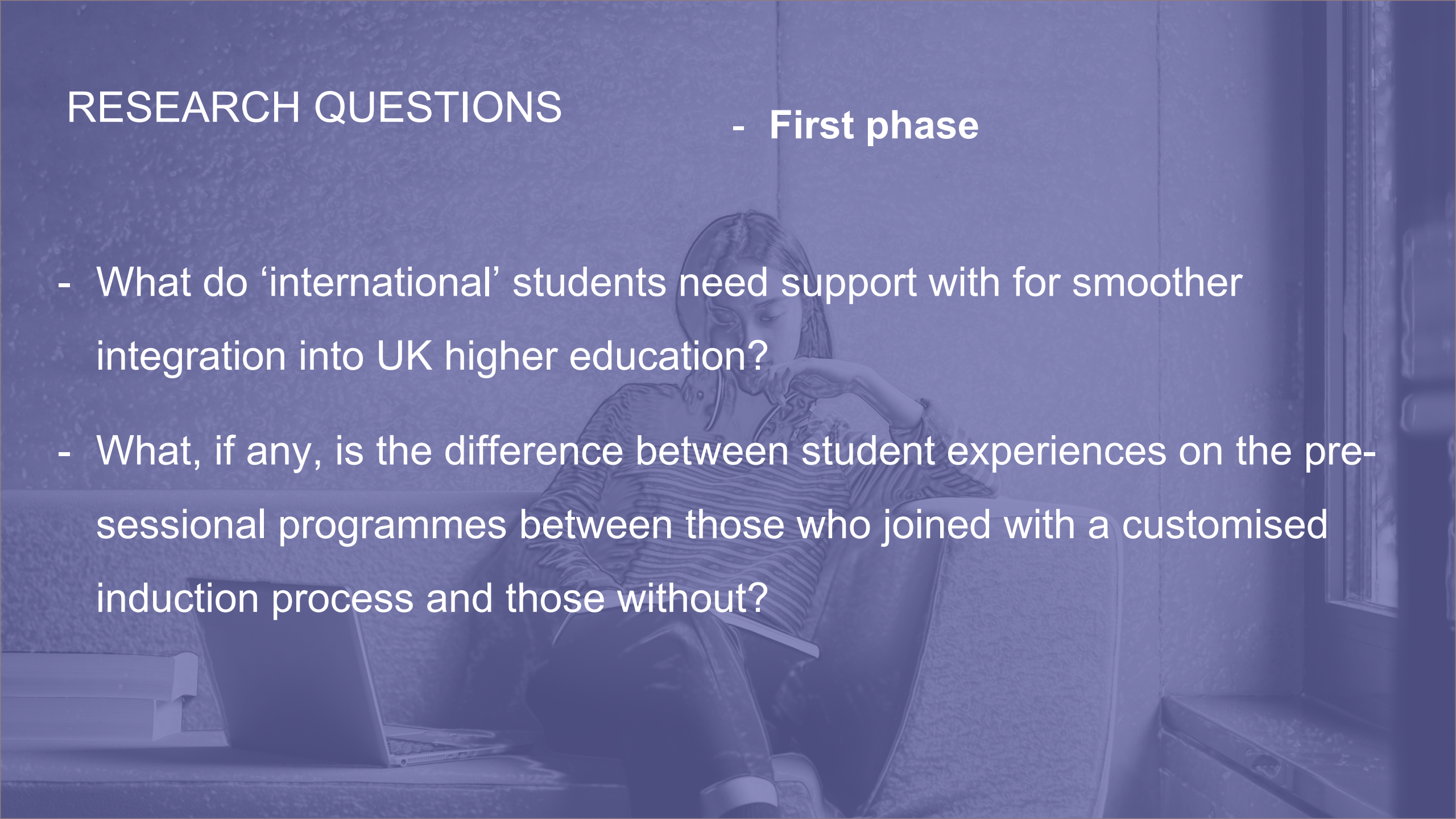
What concerns do you have (if any) about so-labelled 'international' students in your context?

Please go to go.H5P.com and enter the code given.



RESEARCH QUESTIONS

- **First phase**

- What do 'international' students need support with for smoother integration into UK higher education?
 - What, if any, is the difference between student experiences on the pre-sessional programmes between those who joined with a customised induction process and those without?
- 
- A woman with long dark hair is sitting on a light-colored sofa, reading a book. She is wearing a striped long-sleeved shirt and dark pants. A laptop is open on the floor next to her. The background is a plain wall with a window on the right side. The entire image has a blue tint.

CURRENT STUDY

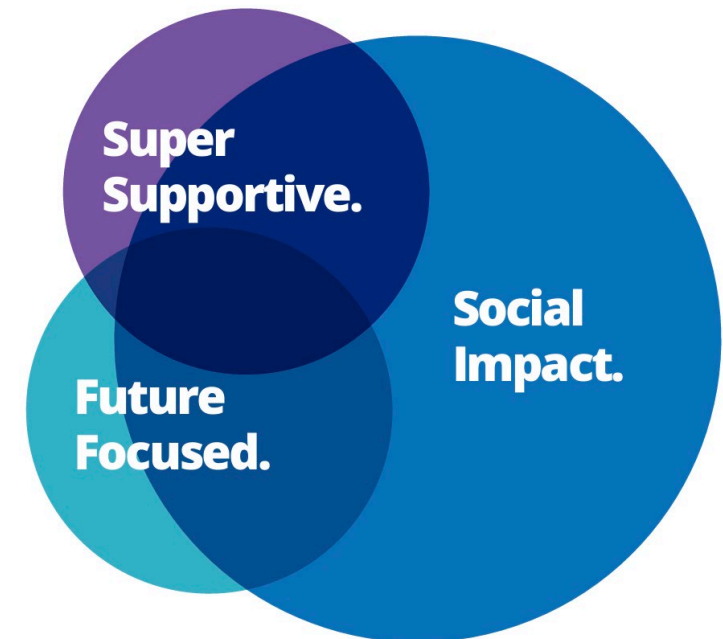
- **First phase**

- Surveyed former PEP students (past 12 months) - 31/40 respondents
- Selectively applied findings (needs and wants)
- Pilot induction (Autumn 2022)
- Follow-up survey for new students - 21/30 respondents

Facilitate smoother integration onto pre-sessional programmes through an intercultural approach.

Important considerations:

1. Sample size (small)
2. Benefits may not be immediately obvious
3. Materials are more interactive/digitised
4. Presupposes an engaged student
5. Not completely clear how they *really* feel
6. Face validity
7. Beneficial for staff



FORMER PRE-SESSIONAL INDUCTION

This Early welcome talk will be on July 28th.

For PEPEAP students (those exiting with 6.0+) this is their timetable

10.00-11.00am	Welcome talk from Programme leader and then David https://eu.bbcollab.com/guest/fcd74c1e85f44ecc88e5905f35e0df82
11.00-12.00	IT session https://eu.bbcollab.com/guest/fcd74c1e85f44ecc88e5905f35e0df82
12-1	ISS* https://eu.bbcollab.com/guest/fcd74c1e85f44ecc88e5905f35e0df82

For Principles of EAP students (those exiting with 5.5) this is the timetable.

10.30am-11.30am	Welcome talk from Programme leader https://eu.bbcollab.com/guest/ff5089e5547947b9ad96cc03c22f7e28
11.30.am-12.30	IT session https://eu.bbcollab.com/guest/ff5089e5547947b9ad96cc03c22f7e28
1-2	ISS* https://eu.bbcollab.com/guest/ff5089e5547947b9ad96cc03c22f7e28



Day ONE Monday Timetable

Time	Session	Parallel session
8.30- 9.30	Welcome to your pre-sessional	
9.30-10.15	Library Induction (Evens)	Meet Project Lecturer (Odds)
10.15 -11	Library Induction (Odds)	Meet Project Lecturer (Evens)
11-12	IT session	
12-12.30	Meet W&R lecturer (Evens)	Meet L&S lecturer (Odds)
12.30-1.00	Talk from receiving department – Maged Zakher	
1.00-1.30	Learn Tech HM	
1.30-2	Meet L&S lecturer (Evens)	Meet W&R lecturer (Odds)

- Limited timeframe
- No transitional phase
- No allowances made for major differences
- High-stakes

FORMER STUDENT SUGGESTIONS FOR INPUT

- **Learning objectives and how to prepare** **ADDED**
- **More support with academic writing skills** **ADDED**
- Distinguishing between lecturer accents **NO**
- **Grading system and format/frequency of assessments** **ADDED**
- More details about the curriculum **NO**
- **Referencing and its importance** **ADDED**
- Importance of pre-session tasks **ADDED**
- **Hearing about past student experiences** **ADDED**
- Points of contact for issues e.g. IT **ADDED**
- More help with how to use the library **ADDED**
- Differences between academic and general English **ADDED**
- **Critical thinking process** **ADDED**
- **Meet the teachers before starting** **ADDED**
- Introduce format of classes **NO**
- **More speaking practice** **NO**

LATEST INDUCTION ITINERARY

Action taken:

1. Extended student induction (3 days)
2. Designed new materials with an enhanced intercultural approach
3. Acted on student feedback

- Welcome Talks
- Using the Library
- Using the VLE
- Talks from Subject Specialists
- Meet the Teachers
- IT Support Session
- ISSS (visas)

Pre-sessional Programme -

Implementations:

- **Using academic sources**
- **Using academic language**
- **Q&A with former PEP students**
- **International student handbook**
- **Studying at a UK university (x2)**
- **Knowledge quiz**
- **Talks from subject specialists**

Principles of EAP Induction - Wednesday 26th October 2022

0830-0900	Welcome and Introductions
0900-1000	Studying at a UK university
	BREAK
1100-1130	Using NILE Ultra
1130-1200	Academic Language
1200-1230	Talk from Programme Leader: International Business Management
1230-1300	Talk from Programme Leader: Commerce and International Business

Principles of EAP Induction - Friday 28th October 2022

0830-0930	International Student Handbook and WebQuest
0930-1000	Welcome talk from the Programme Leader - Hazel McAllister
	BREAK
1100-1200	Meet the Teachers - Knowledge Quiz and Questionnaire
1200-1300	Library Induction

Principles of EAP Induction - Thursday 27th October 2022

0830-0930	More about studying at a UK university
0930-1000	Using Academic Sources
	BREAK
1100-1130	Q&A with Former PEP Students
1130-1200	Talk from Programme Leader: Global Business Management
1200-1230	IT Support Session and Talk
1230-1300	Talk from International Student Support Services Team

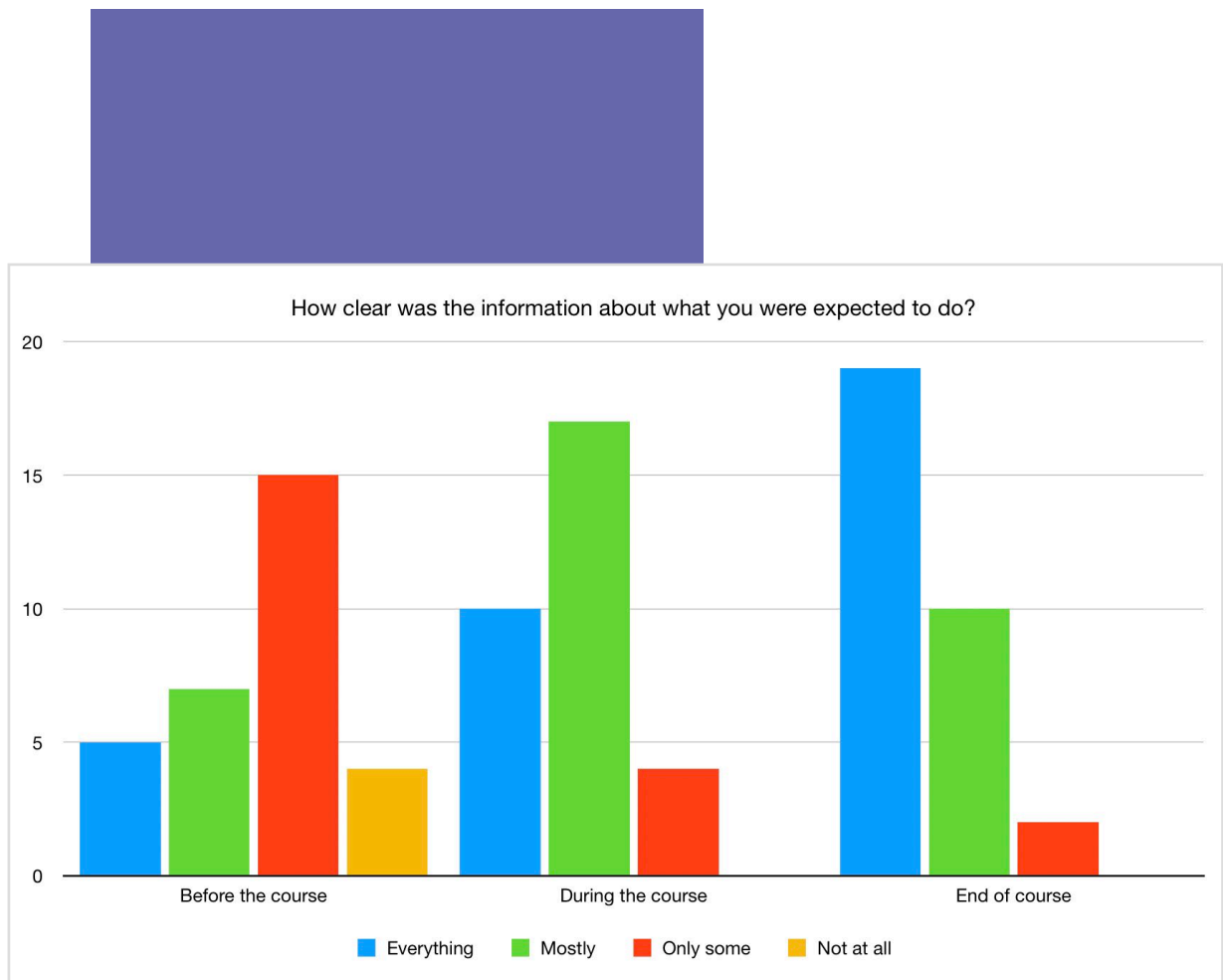
PILOT PRE-SESSIONAL INDUCTION

KEY FINDINGS

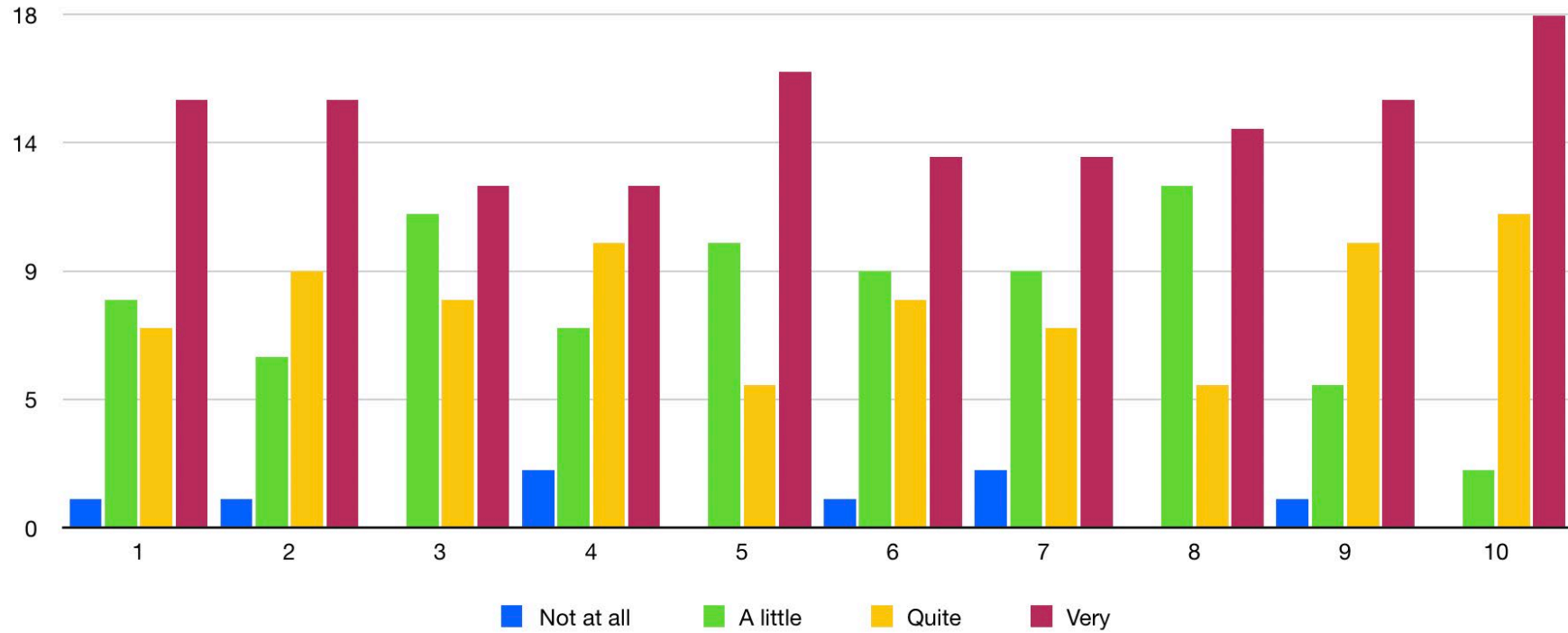
Former PEP students

- 16% said everything was clear **before** the course started.
- 48% said only some of the information about what they were expected to do was clear **before** the course started.
- Only 32% thought everything was clear **during** the course.
- 61% said everything was clear by the **end**.
- large majority agreed suggested input would be 'quite' or 'very' beneficial.

(NB. This data may be slightly distorted due to length of time passed.)



How beneficial do you think the following features would have been before you started the course?



	Not at all	A little	Quite	Very
1	1	8	7	15
2	1	6	9	15
3	0	11	8	12
4	2	7	10	12
5	0	10	5	16
6	1	9	8	13
7	2	9	7	13
8	0	12	5	14
9	1	5	10	15
10	0	2	11	18

- 1. Academic databases**
- 2. NILE**
- 3. Speak to subject specialists**
- 4. Speak to former students**
- 5. Compare teaching methods**
- 6. Compare academic practices**
- 7. Intl. Students Handbook**
- 8. Exploring text types**
- 9. Academic vs general English**
- 10. UK grading system**

KEY FINDINGS

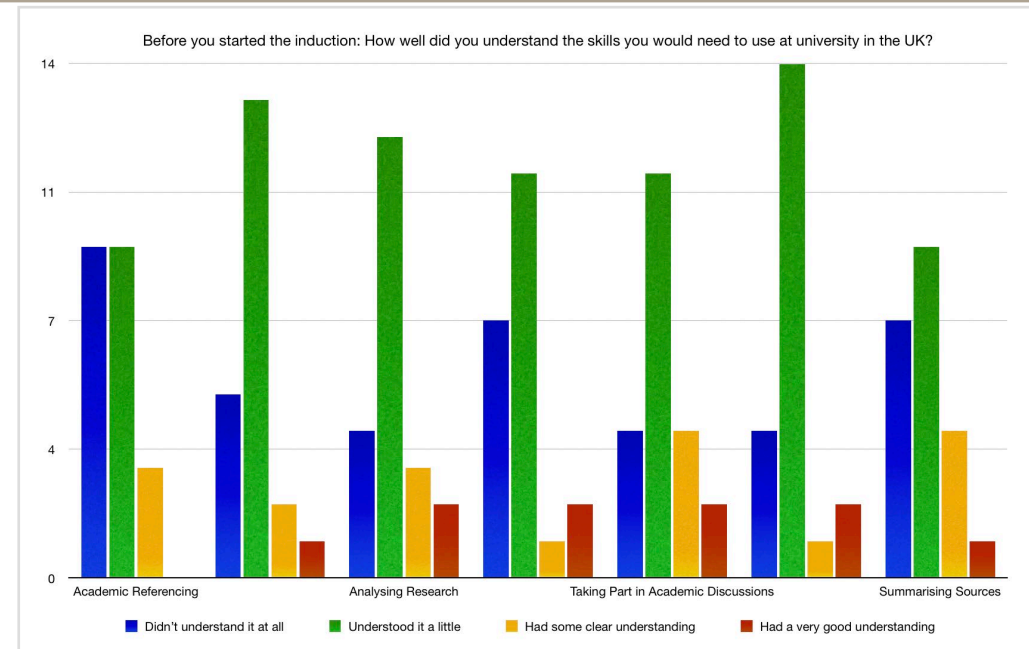
Pilot PEP students

- 95% felt the induction process helped them to feel more prepared.

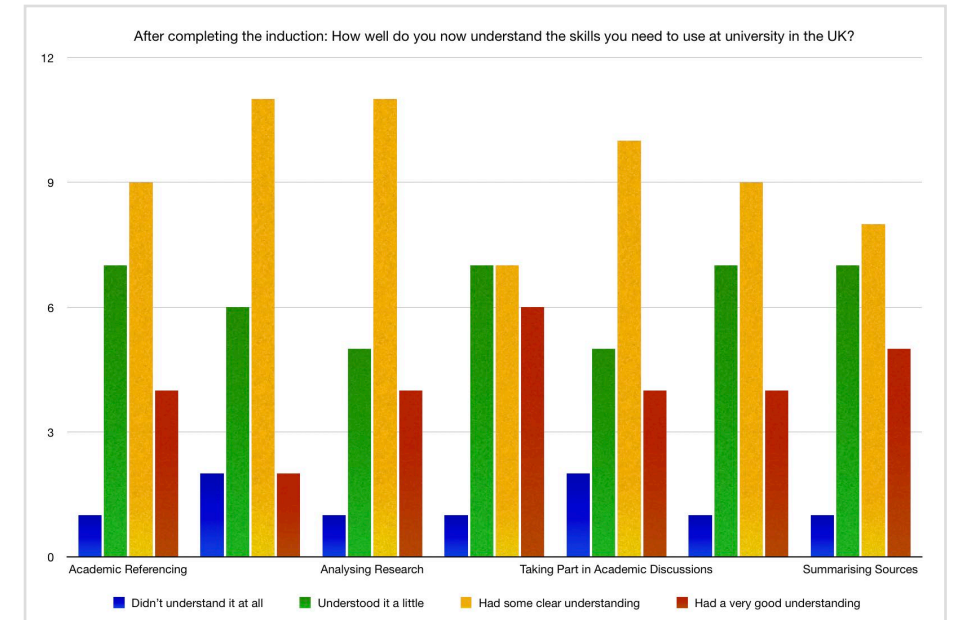
- 90% said everything was clear before the course started.

- Most beneficial features were: Using NILE, UK Grading System, Academic Databases, Talking to Subject Specialists, Talking to Former Students, Comparing Academic Practices, and Academic vs General English.

(NB. 52% joined on 2nd or 3rd day.)

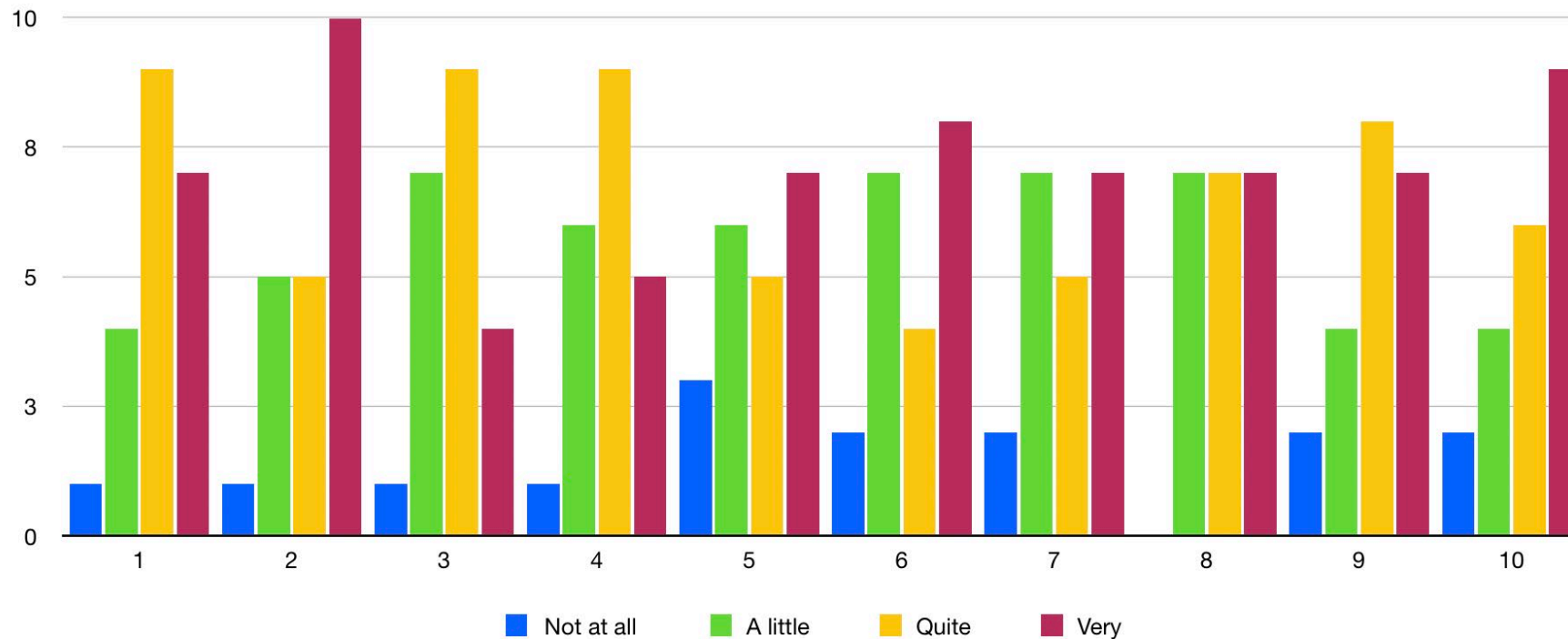


BEFORE



AFTER

How beneficial were the following features of the induction?



	Not at all	A little	Quite	Very
1	1	4	9	7
2	1	5	5	10
3	1	7	9	4
4	1	6	9	5
5	3	6	5	7
6	2	7	4	8
7	2	7	5	7
8	0	7	7	7
9	2	4	8	7
10	2	4	6	9

1. Academic databases
2. NILE
3. Speak to subject specialists
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5. Compare teaching methods
6. Compare academic practices
7. Intl. Students Handbook
8. Exploring text types
9. Academic vs general English
10. UK grading system

1. “More information and precautions about living in the UK”
2. “What behaviours are bad”
3. “Help with finding accommodation”
4. “Compare timezones and study times too”
5. “More introduction about the university and ABL”
6. “Some teachers talked too fast”
7. Longer “question and answer session”

FEEDBACK



Current Limitations

1. Partially addressed student feedback due to time constraints.
2. General needs analysis only (different students have different needs)
3. 'Hazy memory' feedback from former students and low number of attendees on first day of pilot induction.
4. Promotion of English language fluency vs avoidance of English language hegemony (Svensson and Wihlborg, 2010)

How could you apply this (or how are you currently applying this) to your own context?

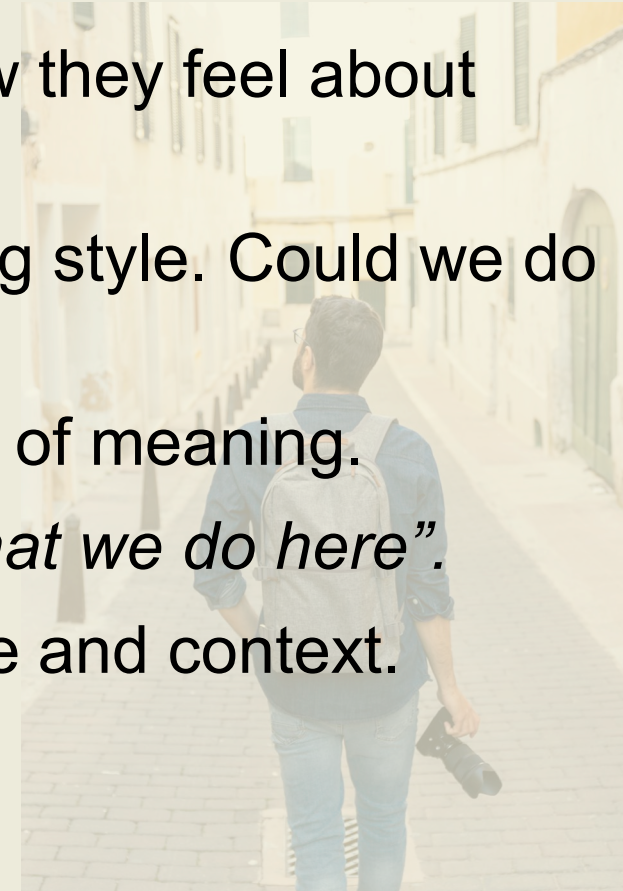
go.h5p.com

Please discuss with the person next to you for a few minutes.

WHAT MORE CAN WE DO?

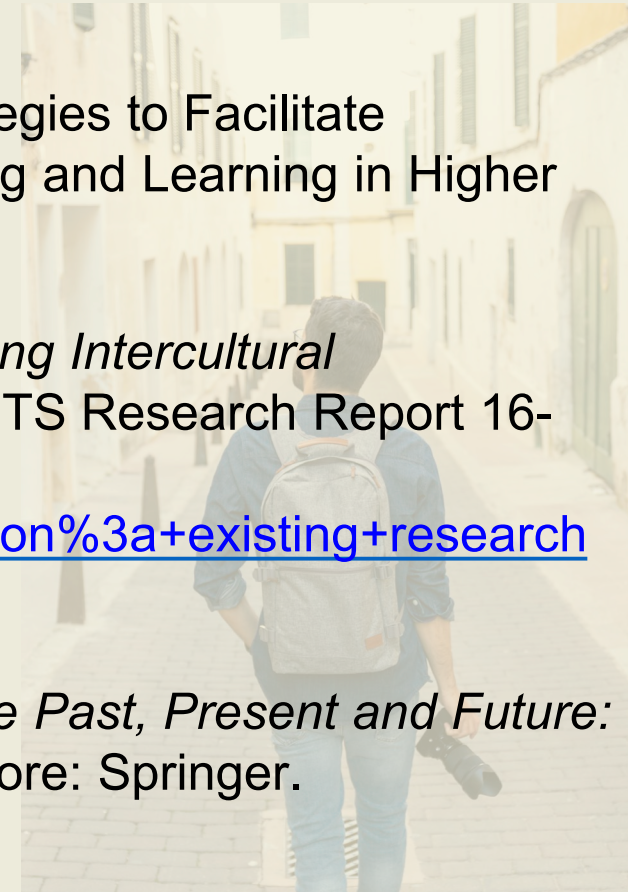
- Carry out a survey to listen to student voices and explore how they would like to be better supported.
- Challenge our own assumptions about teaching and learning e.g. being active, asking questions, silence.
- Find out more about teaching styles they are used to and how they feel about them.
- Negotiate with students - ask how they feel about our teaching style. Could we do things differently?
- Co-construct processes, identity construction and negotiation of meaning.
- Justify our pedagogy **not** *“We’re doing this because that’s what we do here”*.
- Encourage students to share content from their own language and context.

(Adapted from Jones, 2022)



FURTHER READING

1. 'Research with International Students' website:
 - <https://researchintlstudents.com/essentials-reading-lists/>
 - <https://researchintlstudents.com/extended-reading-list/>
2. Crose, B. (2011) Internationalisation of the Higher Education Classroom: Strategies to Facilitate Intercultural Learning and Academic Success. *International Journal of Teaching and Learning in Higher Education*. Vol. 23(3) Available from: <https://eric.ed.gov/?id=EJ946165>.
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- McKinley, J. (2023) Transcultural Competence for 'comfortable' EAP: Transforming the conflicts of the 3rd space. In: *Towards transcultural pedagogy: dynamics in global EAP, March 2023*. Scotland: University of St. Andrews.
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Thank you for your participation.

Any Questions?

Please share your thoughts:

nadia.hards@northampton.ac.uk

