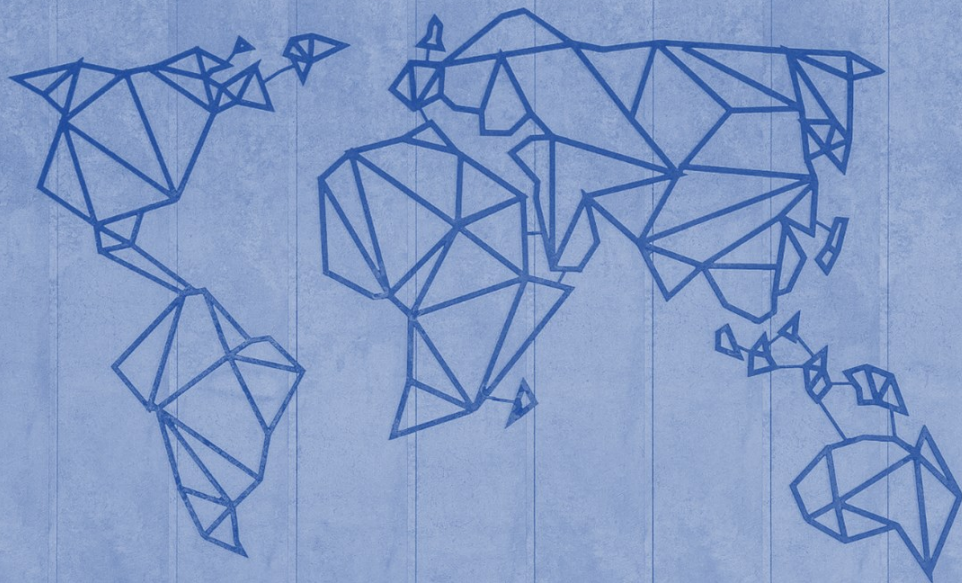




University of  
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# EAP CONFERENCE 2023

**Towards transcultural pedagogy:  
dynamics in global EAP**

**Saturday 4 March 2023, 9.15am**

# WELCOME

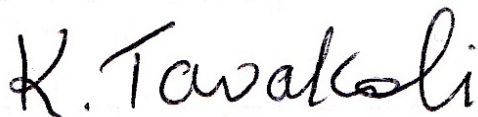
Welcome to the 12th annual EAP Conference, from the staff of the International Education Institute. We are delighted to welcome colleagues to St Andrews, for the first time in three years, and to a small number of virtual presenters unable to be here with us. Many of you are returning after the online interlude, while many others are here in person for the first time. As ever, we have representatives from many parts of the world, including China, Japan, Egypt, Saudi Arabia, the USA, Italy and of course the UK.

This year's topic, transcultural communication and the need for an appropriate pedagogy, has become more important than ever, as the last three years have changed the face of higher education in many ways, highlighting the need for EAP professionals to address the rich cultural community we are working in.

I hope that this year's wide-ranging presentations will provide many interesting insights to current directions in EAP practice, resulting from empirical research, as increasingly EAP practitioners have opportunities to carry out research while remaining active in the classroom.

I would like to thank my colleagues, Mary Carr and Mark Carver, and a former MSc TESOL student, Jennifer Cowell, who have made a great contribution to the organising of this conference.

Finally, thank you to all our colleagues worldwide for supporting this conference.



K. Tawakoli



**password**

# TIMETABLE

## Livestreaming links

Two of the rooms will be streaming live all day on a single link. All streamable sessions are highlighted in yellow in the timetable.

### Lecture theatre (incl. plenaries and panel discussion)

[Click here to join the meeting](#)

Meeting ID: 383 213 772 891

Passcode: tXFHcj

### Room 3 (from 10.35)

[Click here to join the meeting](#)

Meeting ID: 365 899 968 441

Passcode: M2VaLG

You can also join online attendees (presenters) on a Microsoft Team using [this link](#), where you'll find any updates to the programme.

9.15-9.30	Welcome and introduction, Professor Dame Sally Mapstone, Principal and Vice-Chancellor of the University of St Andrews				
9.30-10.30	<b>Plenary 1: Dr Jim McKinley (UCL)</b> <i>Transcultural competence for 'comfortable' EAP: transforming the conflicts of the third space</i>				
	<b>Short talks (30 minutes including questions)</b>				
	<a href="#">Lecture theatre web link</a>	<b>Seminar Room 1</b>	<b>Seminar Room 2</b>	<a href="#">Room 3 web link</a>	<b>Tutorial Room 2</b>
10.35-11.05	<b>Professor Takeshi Kamijo</b> (Ritsumeikan University) <i>L2 Doctoral students' argumentation in their social justice research</i>	<b>Karen Harris</b> (University of the Arts London) <i>"Who's In the Room?" Crossing cultures, collaborating.</i>	<b>Dr Naghmeh Babaei</b> (Yorkville University, Canada) <i>Creating a Transcultural Academic Writing Class in a Canadian College</i>	<b>Dr Dale Brown, et al.</b> (Kanazawa University, Japan) <i>Investigating students' academic English needs at a Japanese university</i>	

11.05-11.30	<b>Coffee break sponsored by Password</b>				
11.30-12.00	<b>Graham Francis Burton &amp; Maria Cristina Gatti</b> (Free University of Bozen-Bolzano) <i>Transcultural norms? EAP at the Free University of Bozen-Bolzano</i>	<b>Debra Jones</b> (University of Bristol) <i>Creating inclusive classrooms through a transcultural pedagogy</i>	<b>Meg Maclean</b> (University of Edinburgh) <i>Developing Intercultural Communication Skills in the Global/International University</i>	<b>Dr Lo Yueh Yea (Janice)</b> (University of Malaya, Malaysia) <i>To Encourage Translanguaging (or not) in ESP Classroom? A Heteroglossic Perspective</i>	<b>SATEFL Workshop</b> <b>Dr Sin Wang Chong</b> (University of Edinburgh; University of St Andrews; National Institute of Teaching) <i>A Transcultural-Synthetic Perspective of</i>
12.05-12.35	<b>Michèle le Roux</b> (University of Bath) <i>Incorporating Transcultural Awareness into the Design of an EAP Pre-sessional Course</i>	<b>Cathy Faulkner &amp; Fiona Hartley</b> (University of Bristol) <i>Maximizing Learning Across Boundaries</i>	<b>Ria Rampersad</b> (University of St Andrews) <i>Translanguaging in English: case studies from EFL and ESL classrooms</i>	<b>Shuhan Li (Xi'an)</b> Jiaotong-Liverpool University, China) <i>"I think in Chinese." – Crossing Linguistic Boundaries in EAP Writing</i>	<i>Autonomy of English Language Learners: Research and Practice</i>
12.40-13.10	<b>Stella Smyth</b> (University of Aberdeen) <i>Developing critical thinking through transcultural legal writing tasks</i>	<b>Jenny Steele</b> (University of Edinburgh) <i>Identity construction and positioning in the transcultural classroom</i>	<b>Amber Martin</b> (Penn State University) <i>Breaking it Down: Shifting Assessment Foci from Product to Process for Translingual Writers in English</i>	<b>Qi Liu (Queen's University Belfast) &amp; Dr Sin Wang Chong</b> (University of Edinburgh) <i>A qualitative research synthesis of bilingual education in China: Models and perceptions</i>	<b>Georgia Iwasienko-Clarke &amp; Carol Blanchett</b> (University of Dundee) <i>Trials and tribulations of a TNE – lessons learnt</i>
13.10-14.25	<b>Lunch/Posters/Publisher stands</b> 1. <b>Anna Eddy (University of Michigan)</b> <i>Transcultural Pedagogies: Incorporating Social Identity and Intersectionality Content into EAP courses</i> 2. <b>Julia Dziatkowska (University of St Andrews)</b> <i>Technology as a means to transcultural communication in EAP.</i>				

<b>14.30-15.30</b>	<b>Plenary 2: Dr Doris Dippold (University of Surrey)</b> <i>Intercultural Communication, EAP and inclusive practice: English as a lingua and oracy to pave the road</i>				
	<b>Short talks (30 minutes including questions)</b>				
<b>15.35-16.05</b>	<b>Dr Will Baker &amp; Sonia Moran Panero</b> (University of Southampton) <i>Decolonising English in higher education: empowerment, access and diversity in multilingual universities</i>	<b>Dr Vincent Greenier</b> (University of Aberdeen) <i>EFL teachers' translanguaging in formative assessment: Innovation in times of curriculum change</i>	<b>Heléna Stakounis</b> (Durham University) <i>ELF and other Englishes at odds with internationalisation agendas</i>	<b>Eman Hamdan</b> (University of Strathclyde) <i>Disrupting Monolingualism Through Enabling Translanguaging in the EAP Classroom.</i>	<b>Nadia Lamprecht</b> (University of Glasgow) <i>A move away from politicised literature in the South African secondary school EFAL curriculum</i>
<b>16.10-16.40</b>	<b>Paolo Delogu</b> (University of Aberdeen) <i>Implementing ELF-oriented pedagogies and materials: are student-teachers ready?</i>	<b>Jennifer Cowell</b> (University of Stirling) <i>Avoiding a single story – a transcultural education case study of an ESAP for MSc students</i>	<b>Jill Haldane and Natalie Murray</b> (University of Edinburgh) <i>EAP, academic language and literacies, and decolonising practices</i>	<b>Mohammad Makram Mareye</b> (University of Surrey) <i>'I respect every single student but ... ': The case of EFL preservice teachers' perceptions of intercultural classroom communication</i>	
<b>16.45-17.15</b>	<b>Panel discussion</b> <b>Dr Jim McKinley (UCL), Dr Nicola Galloway (University of Glasgow), Dr Vincent Greenier (University of Aberdeen), Dr Eoin Jordan (University of St Andrews), Dr Sin Wang Chong (University of Edinburgh)</b>				

# PLENARY 1

9.30 to 10.30

Dr Jim McKinley

London's Global University (UCL)

## *Transcultural competence for 'comfortable' EAP: transforming the conflicts of the third space*

EAP studies carry an inherent demand for students to cross cultures between their home cultures and the Anglosphere cultures. Such a demand carries conflicts of values and interests that may be a catalyst for creative change, but these need to occur in a safe space. This may be one of the more difficult requirements for EAP teachers: to help students navigate this 'crossing'. The conceptual context in which people interact and cross cultures has been described by postcolonial theorists (Bhabha, 1994) and by language studies theorists as a 'third place' or 'sphere of interculturality' (Kramsch, 1993). Universities in the process of internationalisation are key sites for the development of such spaces. An often unnoticed requirement for EAP teachers is to identify tensions and issues occurring between the attitudes and perspectives of students and themselves, and ultimately, the implications for the policies and practices of the institution. In this presentation, I argue for a comfortable EAP third space – one that challenges interpretations of Bhabha's third space as tense and uncomfortable – that provides a theoretical lens through which to view the creative transcultural interactions that take place within the context of an EAP class.

The key theme of this presentation is the idea that EAP teachers and students can identify and work with transcultural competence in a comfortable third space, which I define as an environment in which to negotiate learning where those present feel at ease with their own and others' cultural identities and differences. A comfortable third space is conducive to establishing the sphere of interculturality. Such a space is constituted by concrete guidelines that protect and respect all those involved, as well as understanding and awareness that all cultural discourses should influence and contribute to thinking and practices (McKinley et al., 2019). There is an inherent advantage to bringing together various cultures into a single learning space such as an EAP class, but it is not clear how to achieve the potential this advantage brings. Therefore, in this presentation I will share my understanding of how a UK university might deal with the challenges of establishing a sphere of interculturality by developing a comfortable third space for EAP.

### References:

Bhabha, H. (1994). *The Location of Culture*. New York: Routledge.

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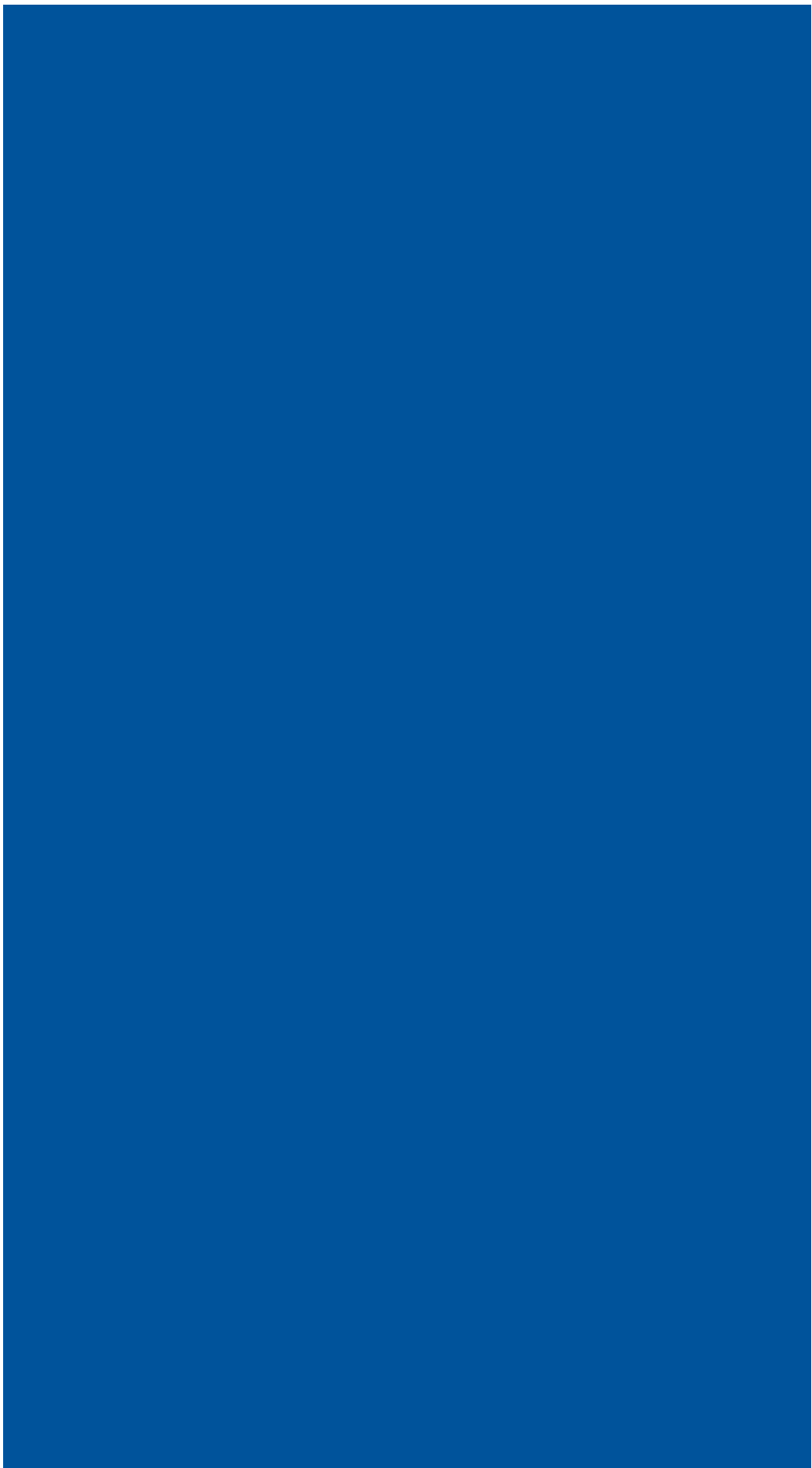
McKinley, J., Dunworth, K., Grimshaw, T., & Iwaniec, J. (2019). Developing intercultural competence in a 'comfortable' third space: Postgraduate studies in the UK. *Language and Intercultural Communication*, 19(1), 9-22.

## **Biodata**

Jim McKinley, SFHEA, is Associate Professor of Applied Linguistics and TESOL at University College London. He has taught in higher education in the UK, Japan, Australia, and Uganda, as well as US schools. His research targets implications of globalization for L2 writing, language education, and higher education studies, particularly the teaching-research nexus. Jim is co-author and co-editor of several books on research methods in applied linguistics. He is an Editor-in-Chief of the journal *System*, and a co-Editor of the Cambridge Elements series *Language Teaching* (Cambridge University Press).



**SHORT TALKS**  
**10.35 to 11.05**



## ***L2 doctoral students' argumentation in their social justice research***

For L2 postgraduate students, argumentative writing is an essential part of their academic work, since they present new perspectives as arguments, using evidence from various selected literature. In particular, L2 postgraduate students need to conduct a literature review and devise a theoretical framework that can fit culturally unique findings, constructing their academic arguments. This is applicable to doctoral student researchers who undertake qualitative research on educational diversity and inclusion (e.g., social justice in education) and write academic research articles. L2 doctoral students should evaluate major theories in a discipline as a rationale to account for the culturally distinct nature of social justice research. Despite the importance, however, few studies have been undertaken on the theme of L2 doctoral students' argumentation of their social justice research.

The author conducted a study on two Japanese L2 doctoral students who investigated social justice. One doctoral student examined the theme of inclusion in a Japanese university's EMI classroom based on the second language socialisation theory (Duff & Byrnes, 2019; The Douglas Fir Group, 2016). Her draft text described one Japanese student who was not able to participate fully in EMI class discussions, while other fluent classmates were unaware of this. Passive participation was sometimes observed among Japanese students and second language socialisation seemed irrelevant. In a revised text, however, she applied a modified framework, as she combined theories from second language socialisation: rapid turn-taking that can marginalise L2 students' inclusion (Levinson & Torreira, 2015) and unintentional 'positioning' that can exclude L2 student participation (Duff, 2010). As a result, she revealed the characteristics of exclusion constructed in a Japanese EMI classroom.

Doctoral educators of social justice research are recommended to raise L2 students' awareness of using theories to present the culturally hidden aspects of equity and inclusion in their contexts.

### **Biodata**

Takeshi Kamijo is currently a professor in the College of Business Administration, Ritsumeikan University, Japan. His research interests include English for Academic Purposes, reading and writing strategies, sociocultural theory and learner development, classroom research, and language testing and assessment.

### ***"Who's In the Room?" Crossing cultures, collaborating.***

"Who's in the Room?" is a collaborative project at University of the Arts London. Taking language and culture as a springboard, its aim is that students learn from and engage with one another in a spirit of mutual curiosity, respect and friendship. It was piloted in Autumn 2022 as a joint venture between one specific course (MA Fine Art: Year One) and UAL's Intercultural Communications programme. The concept was inspired by an extracurricular initiative called the Language-Art Project - which brings students together from across UAL, to create art on the theme of language. It was felt that something similar could be embedded into a course curriculum, particularly at an early stage. It might thus play a role in breaking the ice among a culturally and linguistically diverse cohort.

The pilot consisted of three workshops (two full-day, one half-day):

- The first was devoted to Name Exploration. Names are rich and multi-faceted, and we relate to them with potential ambivalence and contradictions. They provide a route through which students get to know one another, on many levels.
- The second workshop was entitled "What do we mean by 'meaning'?" The morning session was devoted to a discussion of language and, in particular, the space where comprehension and incomprehension co-exist. For the afternoon session, students were asked to bring in an object that held a personal and/or cultural significance for them. The ensuing activity involved interpreting these objects collaboratively and creatively.
- In the final workshop, a recent graduate and a Year Two student presented their own projects – which are rooted in the strange and captivating space where language and art meet.

The lively discussions and blossoming of possibilities indicate that "Who's in the Room?" could continue in many possible directions. Ultimately, it could foster an environment where all are visible, acknowledged and welcomed.

### **Biodata**

Karen Amanda Harris is an Intercultural Communications Trainer and Language Development Tutor at University of the Arts London. She believes that exploring language -as a theme in itself- has huge potential for bringing students together. Her previous conference presentations include: the roles that literature/ surreal humour/ silence might play in language teaching, academic writing as an artistic skill, and connections between art and mathematics. Publications include Journal of Higher Education Theory and Practice, Journal of Mathematics and the Arts, Times Higher Education, Spark: UAL Creative Teaching and Learning Journal, and a chapter in Teach Communication with a Sense of Humor.

## ***Creating a Transcultural Academic Writing Class in a Canadian College***

The estimated number of international migrants has increased during the past years (World Migration Report, 2020). Therefore, the educational impacts of migration should be investigated more than before. Although studies have explored international migration and education (e.g., Smith, 2020), few include instructors' reflexive investigation of their response to teaching bilingual and bicultural classes in Canadian colleges. This qualitative case study, informed by transcultural and translingual approaches to education (Lee & Canagarajah, 2018), will demonstrate how the researcher/instructor creates a space where the domestic and ESL international students and herself engage in co-constructing new knowledge.

The educational materials and course outline, teaching techniques, and the instructor's reflective notes were collected in an undergraduate academic writing course in Summer 2022. The data were coded to identify how the instructor creates a transcultural and translingual learning space.

These strategies include:

- encouraging the students to share examples of formal and informal words and grammatical structures in their first language before they learn English formal writing
- taking notes in their first language
- giving examples of informal and formal words from the instructor's first language
- having the students critique each other's paper.

Employing these strategies assists the students to develop metalinguistic awareness about communication styles in various languages, removes the instructor from the center of the teaching stage thus balancing power relationships between the students and her, acknowledges the students' bilingual and bicultural competence, and utilizes it in constructing new knowledge.

This research implies that a transcultural and translingual space can be created in the larger English as a Medium of Instruction context, where the students and instructor co-construct knowledge in an inclusive environment, and the boundaries among English and the languages and cultures represented in class are blurred. Finally, suggestions for instructors to create this space will be offered.

### **Biodata**

Dr. Naghmeh Babae holds a PhD in Second Language Education, teaches EAP, Academic Writing, and Humanities, and is the General Studies Head at Yorkville University, Canada. She also investigates ESL students' academic literacy development and teaching and learning in multilingual postsecondary contexts.

Naghmeh has offered numerous invited and peer-reviewed talks in national and international conferences and published her work in book chapters and journals. Given she completed her PhD as an international student in Canada, Naghmeh understands international students' potential academic and emotional challenges when they pursue their studies in another country and is highly passionate about supporting them.

## ***Investigating students' academic English needs at a Japanese university***

This presentation will report on a project which aimed to facilitate a better understanding of the future academic English needs of students at a Japanese university in order to ensure that the university's first-year EAP programme provides optimal preparation for those future needs. To this end, interviews were conducted with 30 3rd- and 4th-year students from six social science and humanities departments which sought to uncover and explore the various ways in which they had made use of academic English during their time at the university. This included seeking information on uses of English within courses largely taught in Japanese, in English as Medium of Instruction (EMI) courses, during study abroad experiences and through extra-curricular activities. It was found that almost all students reported some use of English within courses taught in Japanese, principally the use of English terminology as well as receptive exposure to English materials. At the same time, "EMI" courses were reported to vary greatly in the English demands made on students and, in almost all cases, to feature use of the L1 (Japanese) in a variety of ways.

The picture that emerges from the study then is of exposure to and a need for academic English in somewhat plurilingual contexts of language use, regardless of how courses are labelled administratively. Students' experiences exhibit great diversity and their needs are unpredictable. For pedagogical practice, this is challenging in that there is not a simple, standard set of needs that can be targeted by the EAP programme. The presentation will therefore also discuss how we are attempting to meet this challenge by considering how learners can be prepared to be adaptable and capable of accessing and making use of resources available to them when needs arise.

### **Biodata**

Dale Brown (PhD, Cardiff University) is an associate professor at Kanazawa University in Japan, where he is Chair of the EAP programme. This programme provides approximately 300 courses a year, taught by around 40 instructors, for 1,800 first-year undergraduate students. His primary research interests are in second language vocabulary learning.

Michiko Yaguchi (PhD) is a professor at Kanazawa University, where she is a member of the EAP course management committee. Her research interests are historical linguistics and sociolinguistics.

Kana Oyabu is a professor and Head of the Faculty of Foreign Language Studies, Kanazawa University.

Lewis Murray is an Associate Professor at Kanazawa University, where he teaches on the EAP programme. His research is primarily focused on L2 learners' use of phrasal language.

Mami Kanno (PhD, King's College London) is an assistant professor at Kanazawa University. She has served as a course head for one of EAP courses since 2018.

Tomoaki Morikawa (PhD, University of Hawai'i at Mānoa) is an assistant professor at Kanazawa University. His research interests include American culture and history, visual culture, language

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ideology, native-speakerism, and multilingualism. He has published his works in *American Quarterly*, *TESOL Quarterly*, and *Journal of Multilingual and Multicultural Development*, among others.

Jacob Runner (PhD, University of Nottingham) is an assistant professor and member of the EAP course management committee at Kanazawa University. His primary research interests include English and Japanese literature, with a specific focus on multilingualism.

***Breaking it Down: Shifting Assessment Foci from Product to Process for Translingual Writers in English***

Many students are confused and surprised by the “expectation gulf” between secondary and tertiary academic writing. Both native and non-native English speakers (NSs and NNSs, respectively) often find themselves ill-prepared for the expectations in university writing. This is due in part to the negative washback effect from standardized tests on the curricula taught in secondary schools. The formula for a good entrance exam essay does not adequately prepare most students for advanced writings. University instructors often expect their students to “just get it” while working on class content or “learn it all” in their English Composition courses. Translingual writers face additional obstacles, typically in the form of cultural expectations regarding purpose and voice and the definition of “plagiarism.”

This presentation will focus on these features and how traditional instruction and tutoring do not adequately recognize these needs or allow for more effective assessment of them, while recognizing that international students have disparate needs based on their cultural, linguistic, and educational backgrounds. In short, it is designed to identify a few of the many unrecognized skillsets and generate ongoing discussions regarding them. Students often equate the purpose of writing with “displaying perfect mechanics” or “parroting knowledge and claims” in an allowable formula.

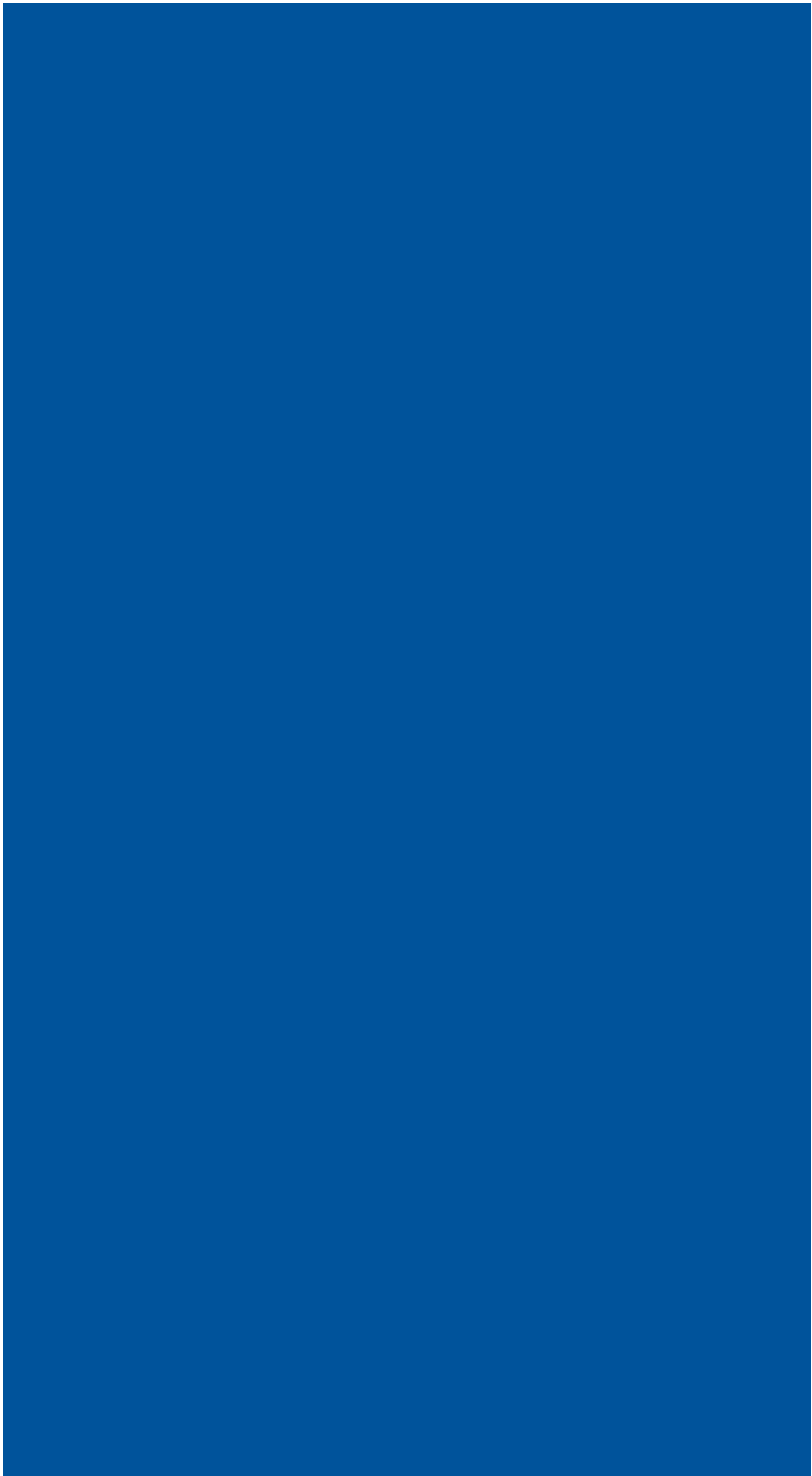
Many international students have been implicitly or explicitly taught that they have not earned the right to display their own voice until they achieve a certain level of academic success. And many struggle to understand a new definition of “plagiarism.” Ideally, undergraduate composition courses are designed to help students apply advanced rhetorical strategies for purpose and voice and identify exactly what “giving proper credit” is. Even courses specifically designed to support NNS writers typically follow a draft-feedback-revision-evaluation loop. This disadvantages all stakeholders – students, instructors, and tutors – for it does not have room to adequately assess students’ prior understanding and culturally supported habits.

**Biodata**

Amber Martin, whose professional foci are on teaching and program development, is an Associate Teaching Professor at Penn State University. Her classes and mentorships heavily feature skill development in writing, tutoring, and/or pedagogy. She contributes to program development as both curriculum designer and instructor across multiple programs – ESL, English for Professional Purposes Intercultural Center (EPPIC), and Penn State Learning. Though she received her M.A. in Applied Linguistics and has taught at Penn State for nearly a decade, she has previous experience working with primary and secondary school children and in programs for non-native English-speaking adults.



**SHORT TALKS**  
**11.30 to 12.00**



***Transcultural norms? EAP at the Free University of Bozen-Bolzano***

This presentation focuses on the newly created Centre for Academic Writing (CAW) at the Faculty of Education, Free University of Bozen-Bolzano (unibz), Italy. Teaching provision at the CAW reflects the university's trilingual identity, which has existed since its creation: students at unibz study in three languages – German and Italian, the two local languages in the bilingual Province of Bolzano, and English. This presentation will focus on the challenges faced when planning provision in English at the CAW.

The aim of teaching in English at the CAW is not generally to prepare students to study in English-speaking countries but to support them in completing their studies with lecturers at unibz, who are mainly from Italy, Germany and Austria. With English enjoying an equal, but not superior, status at the university to the two local languages, decisions must be made on to what extent it is appropriate to 'import' academic writing practises and standards from English-speaking countries, and to what extent differing academic practises from both Italy and the German-speaking world can and should be incorporated, particularly given that academic staff may themselves may not feel – even if they teach in English or supervise theses in English – that their own requirements should necessarily reflect the academic norms of English-speaking countries.

In this presentation, we outline our vision for a transcultural English at unibz currently under development, based partly on on-going research through focus groups, interviews and a recent university-wide survey on attitudes towards the three languages within the university community. Our model, which incorporates elements of Italian/German educational norms but also prepares, to at least some extent, students – and staff – to operate in the wider English-speaking world of academia, has potential implications for other academic writing centres in non-English language speaking countries.

**Biodata**

Graham Burton is a postdoctoral researcher at the Faculty of Education, Free University of Bozen-Bolzano. He currently works at the Centre for Academic Writing, a newly created teaching and research centre which aims to promote understanding of academic writing practices and support students and staff to develop their skills as writers for academic purposes in the three official teaching languages of the university: English, Italian and German. Before doing his PhD, he worked for many years as a teacher of EAP/ESP and as an ELT materials writer and editor for a number of international publishers.

### *Creating inclusive classrooms through a transcultural pedagogy*

While the internationalisation of Higher Education (HE) has seen a substantial increase in international students on UK campuses, this has not necessarily led an internationalised curriculum and pedagogy (Jin & Cortazzi, 2017). It has been argued that internationalisation, in its current form, has failed to realise the potential benefits of inclusivity and diversity (Moosavi, 2020) which could lead to a more ethical, socially just international education based on epistemic equality.

As an English for Academic Purposes (EAP) practitioner at a UK university, my sense is that current pedagogies reflect a monocultural “one-way” internationalisation (Singh, 2009); international students are expected to adapt to our ways, and difference from Anglophone, Eurocentric norms is seen as deficient (Diaz, 2018; Heng, 2018). This deficit narrative, where ‘others’ are accepted only by adopting the ways of being and learning of the host institution, reinforces Western epistemic dominance (Wimpenny et. al, 2021) and can leave international students feeling excluded (Hayes, 2019).

EAP is often seen as a ‘bridge’ between international students and the host university and plays a role in preparing students to meet the expectations of academic departments (Benesch, 2001). However, it has been criticised for supporting a monocultural, accommodationist educational system and perpetuating linguistic imperialism (Morgan, 2009). How can EAP challenge expectations and power relations to create a more inclusive, transcultural pedagogy which values the diverse experiences international students bring and enables them to fulfil their potential? And what would this look like?

This paper draws on my experience as an EAP practitioner and my doctoral research into the policies and pedagogical practices influencing student inclusion as epistemic equals in the classroom. It provides an overview of the literature and some reflections on my research to date and poses questions about the role of EAP in maintaining or transforming current pedagogical practices. (296)

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Students in US Higher Education.” *Studies in Higher Education* 43 (1): 22–36. doi:10.1080/03075079.2016.1152466.

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## **Biodata**

Debra Jones coordinated the pre-sessional programme at Bristol for 4 years and currently coordinates in-session provision for postgraduate students. She is also pursuing a Doctorate in Education at the University of Bath, researching the implications of internationalisation for curriculum and pedagogy in UK Higher education. Her thesis investigates how pedagogical practices facilitate the inclusion of international students as epistemic equals drawing on the experiences and perceptions of teachers and international students.

## ***Developing Intercultural Communication Skills in the Global/International University***

The UK attracts a large number of international students every year and currently has the second most international students in the world (Erudera, 2022). In the University of Edinburgh (UoE) international students constitute around a third, and last year 62% of the students and staff were domiciled outside the UK.

Many UK universities purport to be global or have inclusive or transnational values. As part of the UoE's strategy and vision, the following values were articulated: being principled and respectful, diverse and inclusive; welcoming and celebrating internationalism. These seem germane in this international context.

In this setting, it may be expected that there is an intercultural focus, and indeed there are examples: the Students' Association website states: "This vibrant global campus community provides so many opportunities for sharing skills, knowledge and cultures from around the globe" (Edinburgh University Students 'Association, n.d.) There are Director of Internationalisation roles within Schools, and the Business School coordinated an Internationalisation-at-Home festival in 2019.

Whilst bringing many benefits to all members of the university community, research suggests that internationalism brings communication challenges (Bond, 2020, Spencer-Oatey & Dauber 2021, and more locally Green 2016). This was the impetus for the development of a new course, as part of the ongoing development of our in-sessional provision. Our proposal for an Intercultural Communication Skills course was recently finally approved.

This talk is a practice sharing session where I will outline our process of developing an Intercultural Communication Skills course: from its conception and rationale through to its pilot, including the obstacles encountered. Our procedures to overcome barriers will be demonstrated, and I invite peers to comment and potentially contribute to course development, and share in their contexts.

I will invite delegates to again reflect on the perception and position of EAP in a transnational environment.

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cultural group work on taught Masters programmes in a UK university and the impact upon the experiences of native English speaking students'. Unpublished MSc (TESOL) dissertation, University of Edinburgh.

Spencer-Oatey, H. & Dauber, D. (2021). Global Competencies and Classroom Interaction in Dippold, D. & Heron, M. (Eds.) Meaningful Teaching Interaction at the Internationalised University (pp. 55-68). Routledge.

## **Biodata**

Meg Maclean is a Teaching Fellow in English Language Education at the University of Edinburgh and the Coordinator of the In-Sessional Course collection Academic Language and Literacies for In-sessional Study for taught students. Her current scholarship interest is inclusivity in the curriculum.

## ***To Encourage Translanguaging (or not) in ESP Classroom? A Heteroglossic Perspective***

Translanguaging as a potential resource for language and content learning contradicts the monolingual principle, which states that languages should be taught separately to (a) avoid interference from other languages and (b) increase the learner's exposure to the target language.

This research has two objectives. First, characterize an instructor's classroom practices and discourses in a university business English course from his heteroglossia perspective. Second, present the impact of translanguaging practices on language learning outcomes. This research stem from classroom observations and student performance (before and after a 10-week teaching period). The analysis of the student's performance at the beginning and the end of the course module shows that a heteroglossic approach can have a positive learning effect from the holistic perspective of an expert examiner. The implication of this research is the significance of a plurilingual outlook in the context of an ESP academic subject to develop specific communicative skills in a professional environment. These communicative abilities may be unfamiliar to learners in their first language. From this perspective, the pedagogical intervention examined in this research fulfills multilingual business communication skills, including not only English but also Mandarin and Cantonese.

Keywords: ESP, translanguaging, practices and discourses.

### **Biodata**

Dr. Lo Yueh Yea is a Senior Lecturer in the Faculty of Education, at the University of Malaya. She received her Ph.D. in Education from the University of Malaya. She was awarded a Ph.D. 2019 Scholarship and Excellence Award: Ph.D. Completion in 3 Years from the University of Malaya.

Since then, she has been involved in projects promoting the teaching and learning of English academic writing, such as assisting doctoral students with the transformation from a Master's degree to a Ph.D., as well as writing and emotional challenges in learner identity transition. She is actively involved in research and development work toward English language education in Malaysia.



## ***A Transcultural-Synthetic Perspective of Autonomy of English Language Learners: Research and Practice***

Learner autonomy is a vibrant and diverse field. In its approximately 40-year history, it has drawn liberally on theoretical constructs and research methodologies from other disciplines. In turn, it has contributed to the field of applied linguistics by drawing attention to the fundamental importance of understanding the language learner as an active agent in the learning process. To understand the role of autonomy in, and its connections with other areas of study, it is important to ask how it has been conceptualised and operationalised. In addition, given its elusive and amorphous nature, it is timely to ask if and how (the development of) learner autonomy has been evaluated.

In this presentation, I report a scoping review, or a systematic and comprehensive literature review, of 61 empirical studies drawn from 18 countries internationally. The result is a transcultural and synthetic view towards English learners' autonomy, showing a rich array of conceptualizations and numerous operationalisations, in addition to a somewhat limited use of evaluations. I draw from this a number of implications for research and practice.

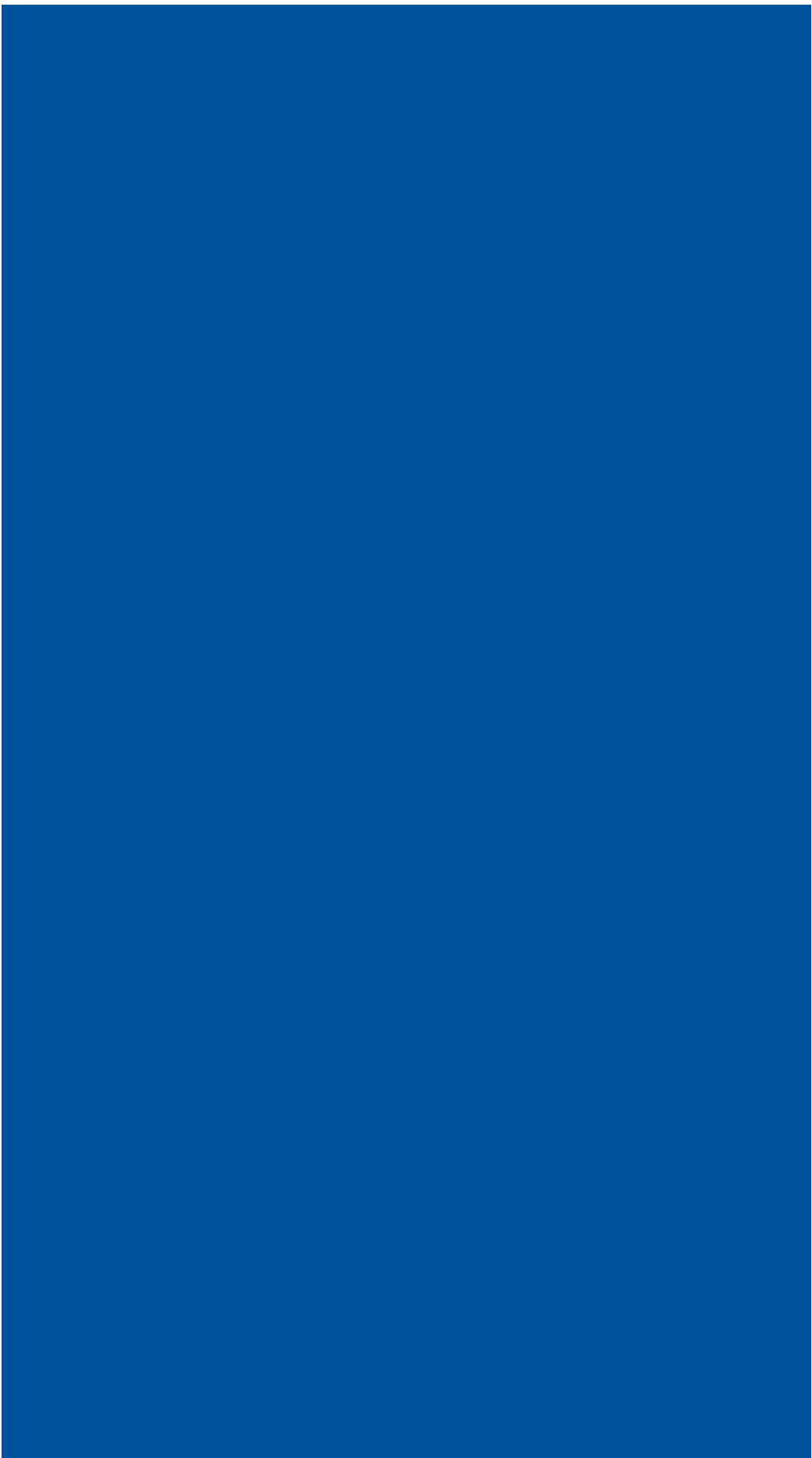
### **Biodata**

Sin Wang Chong is Senior Lecturer (Associate Professor) in Language Education at the University of Edinburgh. Alongside his academic role, Sin Wang is Head of Evidence at the National Institute of Teaching in England, Chair of the Scottish Association for the Teaching of English as a Foreign Language, and Senior Fellow of the Higher Education Academy. Sin Wang sits on the Council of the British Educational Research Association and on the Executive Committee of the British Association for Applied Linguistics. He is Associate Editor of two SSCI-indexed journals: *Innovation in Language Learning and Teaching*, and *Higher Education Research & Development*. His research interests include language and educational assessment, technology and education, evidence syntheses, and their intersection.



# SHORT TALKS

## 12.05 to 12.35



## ***Incorporating Transcultural Awareness into the Design of an EAP Pre-sessional Course***

We will report on our comprehensive revision of the 4-week EAP Pre-sessional course for students with unconditional offers at the University of Birmingham BIA. The course aimed to support learner's reflective & critical thinking both through task & assessment design and through offering varied, challenging and sometimes unorthodox material, steering clear of run-of-the-mill topics.

Under the umbrella theme of sustainability, learners engaged in tasks which raised awareness of transcultural issues: an ethnographic observation of loci of cultural difference, and a group project focused on the sustainability of their lives as students throughout their time at Birmingham. The assessment of each of these strands in the syllabus required learners to reflect on their own experience both orally and in writing.

Learners were free to choose as the topic of their assessed essay any aspect of the theme of sustainability which was relevant to their context and their discipline. The input provided on the course as a stimulus to reflection aimed to embody a socially just and inclusive pedagogy, e.g. by using sources authored by scholars from the global south and by recording, as listening input, bespoke authentic interactions between people from a variety of cultural and linguistic backgrounds. The final content block of the course provided rich input on the theme of refugees and sustainability. Overall, the course was designed to interrogate Anglo-normativity and to invite reflection on aspects of power and privilege.

Course evaluations for both learners and tutors were devised to promote reflection and to generate qualitative data by means of Critical Incident Questionnaires (adapted from Brookfield, 2017) and focus groups. We will report on the results of these evaluations.

### **Biodata**

Michèle le Roux is Course Leader in the Academic Skills Centre at the University of Bath. She also supervises MATESOL students at Durham University & the University of Glasgow; is a founder member of two BALEAP SIGs: Social Justice & Academic Listening; and is a member of the Steering Group of the EAP strand of the Cara Syria Project.

## ***Maximizing Learning Across Boundaries***

Universities in the United Kingdom attract many students from across the globe, but how familiar are these incoming students and their educators with the variety of backgrounds they are presented with?

To promote student success, differences need to be discussed to ensure an inclusive and equitable learning experience for all. Finding themselves in front of classes of international students who were not actively participating in the educational experience, the presenters set out to develop materials that would provide more opportunities for cultural understanding among the students and, at the same time, familiarise students with the expectations of the UK higher educational context where students are required to collaborate in groups and build knowledge together throughout their degree programmes.

The presentation will summarise the findings from a survey and semi-structured interviews with students and describe the materials that were developed for an Academic writing course with the aims of promoting more transcultural competence among students and a better sense of belonging. Student and teacher feedback on the materials will also be shared.

### **Biodata**

Fiona is currently working at the University of Bristol as an EAP Tutor and Lecturer in Academic Development. Prior to this she worked in a number of different countries – always maintaining her passion for learning for the long term. She is particularly interested in learning design and how to make course content meaningful and accessible with the support of technology when needed.

***Translanguaging in English: case studies from EFL and ESL classrooms***

Translanguaging has always been a part of EFL classrooms. Although the importance of the mother tongue in learning a second language language has been minimised, its role has been recognised by teachers not only in foreign language classrooms, but increasingly in second language contexts. This presentation will examine the results of secondary research on mother tongue use in second language contexts and compare it with case study data on mother tongue use in foreign language contexts. The findings of these limited studies is significant for second language acquisition because it can alter the traditional, often disapproving views, held by practitioners of mother tongue use in second language learning. The research is relevant to examine the utility of mother tongue use in acquiring a second language, specifically for children in school contexts.

**Biodata**

Ria Rampersad has just completed an MSc in TESOL with the University of St Andrews and is currently a language assistant in a French Secondary school. Her research comes from her current employment context as well as her Masters research.

## ***“I think in Chinese.” – Crossing Linguistic Boundaries in EAP Writing***

At a joint-venture university in China, the inherently multicultural and multilingual environment of the TNE campus pose considerable challenges to students linguistically and culturally, which are both reflected in the academic work they engage in.

In 2021, the university launched a self-access writing support service, providing the services of a traditional university writing center. With students from different disciplines seeking help on academic English writing, the center served as a window for staff (EAP lecturers) to obtain a deep understanding of the struggles students faced, both linguistically and culturally, in navigating the academic disciplines in a different language and cultural context.

An interesting theme has emerged in these writing center sessions, where students reported or were observed using their first language (L1) to think up and outline ideas during the pre-writing stage of their writing process. This has reportedly helped them scaffold their ways to discuss their disciplinary content and adapt to the new writing conventions and genre expectations in a second language.

The researcher, who is a writing center staff, took the opportunity to investigate the reasons behind this writing habit and the struggles behind it. Data were collected and analyzed about how language, particularly the use of L1, served as a tool not only for scaffolding L2 writing through meaning negotiation and logic clarification, but also for students' activation of disciplinary knowledge and integration into the disciplinary community. Results also highlight how EAP writing, as a mandatory academic activity having stakes on students' perceived academic achievement, has implications on the writing and cultural conventions and norms expected of the students in the unique TNE context. Discussions will also be made on how the act of “translating thoughts into English” in EAP writing, as articulated by a research participant, involves not only linguistic but also cultural transformation of one's ideas, which has considerable implications for EAP teaching in EMI environments as well as in TNE contexts.

### **Biodata**

Shuhan Li is an EAP lecturer at Xi'an Jiaotong-Liverpool University. She holds a master's degree in Intercultural Communication from University of Pennsylvania. Her research interests include writing center development, intercultural competence and independent language learning.

**SHORT TALKS**  
**12.40 to 13.10**



## ***Developing critical thinking through transcultural legal writing tasks***

International postgraduate law students represent a variety of professional and cultural backgrounds that enhance teaching and learning on LLM programmes. In such contexts, educators are tasked with creating assessments to enable these students to bring their diverse legal and cultural perspectives into their written work. This presentation draws on my recent experience of developing teaching material, and teaching pre-sessional and in-sessional postgraduate law students at UK universities. Specifically, it considers the transcultural pedagogical principles underlying examples of legal writing assessment tasks, set for law postgraduates at Queen Mary University, and Aberdeen University.

The first assessment example is representative of a formative piece of writing that international law students were set in the first week of a 5-week law pathways pre-sessional course at QMUL. It was created as an opportunity for students to apply critical thinking skills, such as synthesis, analysis and evaluation, to their choice of any legislative example from any jurisdiction or legal system. I then compare the rationale and context for this pre-sessional writing assessment with an assignment set on a mandatory postgraduate legal study skills module (Critical Legal Thinking and Scholarship). This formative assignment was created by the law lecturers to engage both home and international LLM students in analysing how sources of law adjust to changing needs and values in society.

My presentation revisits the context, and learning objectives of these 2 assessment tasks to raise questions about:

- How Learners' different cultural perspectives can contribute to the study of law in a global context.
- How student-centred assessments can help to establish a scholarly legal community in the EAP classroom.
- How the nature of law as an academic discipline determines the teaching methodology and type of critical thinking required in the written assessment.

### **Biodata**

Stella Smyth FBALEAP, FHEA holds 3 Masters degrees and has been teaching EAP for the last 20 years. She has published articles in the field of teaching legal English and has worked in Chile, China, Bhutan, Japan, and Sri Lanka as a teacher, teacher trainer, and course designer. More recently in the UK, she has taught pre-sessional and in-sessional legal English courses at Queen Mary University. She is currently a member of the EAP teaching team at the Language Centre Aberdeen University, where she delivers pre-sessional, and subject specific-in-sessional courses.

## ***Identity construction and positioning in the transcultural classroom***

It is well-established that the start of university can be an unsettling time for all, but relocating abroad may cause additional challenges. My doctoral research is inspired by personal experience of teaching on pre-sessional EAP programmes, and aims to ascertain how international students (re)construct a sense of self as they navigate new academic discourse communities. As no such tracking studies have previously been carried out in Scotland, there remains much to discover about their experiences.

I adopt a theoretical framework which conceptualises identity as multiple, changing and a potential 'site of struggle' (De Costa & Norton, 2016, p. 95). An initial online questionnaire was administered to a cohort of EAP postgraduates to obtain demographic and attitudinal information. Interviews were then conducted with focal volunteers (n = 11) – once during the pre-sessional course and twice after they had embarked on their degrees (in semester 1 and semester 2). Triangulation was achieved through classroom observations and interviews with EAP instructors (n = 7) and academic teaching staff (n = 7).

In this talk, I explore teachers' attitudes towards transcultural communication, both in the classroom and the wider social milieu. Comparing the perceptions of EAP tutors and university lecturers affords greater insight into how L2 users of English are positioned (Davies & Harré, 1990) in different contexts. These findings will be interwoven with the voices of student respondents, with a particular focus on how they adapted to unfamiliar expectations and accessed opportunities to communicate. I will also reflect on my own positionality and try to interrogate unhelpful assumptions.

There are implications for how EAP practitioners and academic staff can foster a 'global mindset and cultural intelligence' (Lewis, 2021, p.8), thereby leading to an enhanced appreciation of diversity and the prospect of greater equality.

Davies, B. & Harré, R. (1990). Positioning: The discursive production of selves. *Journal for the Theory of Social Behaviour*, 20(1), 43-63.

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Lewis, V. (2021). UK Universities' global engagement strategies: Time for a rethink?  
<https://www.vickylewisconsulting.co.uk/gsr>

### **Biodata**

Jenny is currently in her 3rd year of a PhD in Linguistics at the University of Edinburgh. Prior to embarking on doctoral research, she completed an MSc in TESOL and taught on several EAP programmes. Her interests lie in the area of language and identity, especially as regards international students in Scotland.



***A qualitative research synthesis of bilingual education in China: Models and perceptions***

Bilingual education has gradually gained attention in China. The implementation of bilingual education varies in China because of external and internal factors, such as teachers' and learners' language proficiency levels, which influence different stakeholders' perceptions. However, few studies present an overview of Chinese bilingual education systematically. To fill this gap, a qualitative research synthesis (QRS) of bilingual education in China was conducted. QRS refers to the secondary analysis of qualitative research data, often associated with classroom-based investigations, to untangle the intricacies of ecologically valid and naturalistic research studies (Chong & Plonsky, 2021).

This QRS, which synthesises qualitative findings from 16 primary studies, aims to investigate the implementation of bilingual education, teachers' and learners' perceptions about bilingual education, and the benefits and challenges of bilingual education. The findings show that translanguaging and immersion are the two most prevalent types of bilingual education in China. Among the different stakeholders, perceptions of students are almost always mentioned, generally in favour of bilingual education. However, beliefs of other stakeholders such as teachers are seldom discussed in the included studies. Methodologically, most of the included studies adopt evaluation tools that elicit participants' perceptions (e.g., interviews) in lieu of research instruments that examine efficacy of bilingual education. Most studies among the 16 discuss benefits of bilingual education such as enabling learners' self-improvement and preserving heritage language. At last, challenges of bilingual education are mentioned in a few studies, for example, learners' lack of confidence and lack of language foundation. The presentation will conclude with implications vis-à-vis bilingual education research and practice in China will be presented. In particular, we will stress the exigency for implementing a learner-centred bilingual education model in China.

**Biodata**

Qi Liu graduated from Queen's University Belfast and obtained a master's degree in TESOL. She obtained a bachelor's degree in English Education from Harbin Normal University. Qi Liu has a strong passion for Applied Linguistics.

Sin Wang Chong is Senior Lecturer (Associate Professor) in Language Education at the University of Edinburgh. Alongside his academic role, Sin Wang is Head of Evidence at the National Institute of Teaching in England, Chair of the Scottish Association for the Teaching of English as a Foreign Language, and Senior Fellow of the Higher Education Academy. Sin Wang sits on the Council of the British Educational Research Association and on the Executive Committee of the British Association for Applied Linguistics. He is Associate Editor of two SSCI-indexed journals: *Innovation in Language Learning and Teaching*, and *Higher Education Research & Development*. His research interests include language and educational assessment, technology and education, evidence syntheses, and their intersection.

### ***Trials and Tribulations of a TNE - Lessons Learnt***

In this presentation, we reflect on our experience of developing and delivering English language modules for a 3 + 1 TNE programme for engineering students based in China. From inception to now, we've encountered no shortage of learning opportunities that have allowed for improved understanding of differences in academic culture not only between universities, but also between internal departments.

Everything from lesson materials, communication media and assessments have benefitted from this process and resulted in a set of four modules with extremely positive student and teacher feedback. However, misunderstandings about the role and requirements of English language modules compared to Engineering modules prompted many unexpected challenges. This presentation will provide insights and practical implications for anyone designing, developing or delivering a course like this in the future.

#### **Biodata**

Georgia Iwasienko-Clarke is an EAP tutor at the University of Dundee. She has taught EAP in Australia, Spain, England and Scotland. At Dundee, she has been able to combine her interests in engineering and linguistics by specialising in teaching EAP for STEM.

Carol Blanchett is an EAP tutor at the University of Dundee. She has taught EAP in England, the Netherlands, Japan and Scotland. She has a particular interest in developing both materials and assessments for EAP courses.

For the past two years, our role has included being course developers, module leaders and technical support for up to 240 students studying online in their first two years of an engineering degree.

**LUNCH /  
POSTERS /  
PUBLISHER STANDS  
13.10 to 14.25**

## **Posters**

- 1. Anna Eddy**  
University of Michigan

*Transcultural Pedagogies: Incorporating Social Identity and Intersectionality Content into EAP courses*

- 2. Julia Dziatkowska**  
University of St Andrews

*Technology as a means to transcultural communication in EAP.*

***Intercultural Communication, EAP and inclusive practice: English as a lingua and oracy to pave the road***

With the rise in internationalisation of HE, it is essential to teach intercultural communication skills which do not marginalise certain groups by putting them into essentialist geography-based categories (e.g. Chinese students, Asian students, etc.). In this presentation, I will argue that the road to more inclusive classroom practices is a focus on English as lingua franca in EAP teaching (Jenkins, 2009). English as a lingua franca (ELF) research in higher education and business settings has a long tradition, showing that ELF communication is characterised by strategies for the negotiation of meaning and accommodation to speakers of other varieties of English. However, the results of ELF research have not yet been systematically translated into pedagogical principles.

This presentation will focus primarily on English as a lingua franca from the perspective of oracy (speaking). It will start by introducing Mercer et al.'s (2017) oracy framework and key findings of ELF research. It will then draw on interviews with first year UG students from Business Studies, Media Studies, Pharmacy and the Humanities in a UK university setting. The analysis focuses in particular on students' discussions of group work issues which were mapped against [Mercer et al.'s \(2017\)](#) oracy framework. The analysis shows that, in HE group work, students need to use skills relating to all oracy dimensions, with the social & emotional and cognitive domains particularly prevalent and often overlapping. In addition, the analysis shows that students – including those who might be called native speakers or, in administrative terms, 'home' students – report weaknesses in the skills areas characterised by ELF principles, e.g. accommodation, negotiating meaning.

This presentation therefore argues that it is beneficial to use ELF research to develop pedagogical approaches rooted in ELF principles. The need for such approaches will be supported by evidence from a British Council funded project which shows a gap between student, disciplinary tutor and EAP tutors' expectations of the importance of the different oracy dimensions in disciplinary study. A pedagogy rooted in ELF principles will benefit native as well as non-native speakers of English and ensure HE students develop transferable skills for future professional interactions in which teamwork is the norm. It will also positively contribute to the strive for inclusive practice and a closure of the attainment gap which permeates HE policy at the moment.

**Biodata**

Doris Dippold is Senior Lecturer in Intercultural Communication at the University of Surrey. Her research interests are Classroom Interaction, Internationalisation of Higher Education, ELFA, EMI and Social Interaction in AI environments. She is lead educator of the Futurelearn MOOC "Communicating with Diverse Audiences".

**SHORT TALKS**  
**15.35 to 16.05**



***Decolonising English in higher education: empowerment, access and diversity in multilingual universities***

Higher education (HE) and English are both seen as vehicles for opportunities and success in education. Furthermore, English is increasingly core to HE experiences through entry and exit exams and compulsory ELT (English language teaching) courses. However, there are issues with access to ELT and colonial ideologies associating English with Anglophone settings. In many societies, English is perceived as a language of the elite with quality ELT only available to wealthier students, risking excluding others and further exacerbating existing inequalities in HE. Moreover, persistent ideologies that associate English with Anglophone countries may disempower, rather than empower, those who use English as a lingua franca in multilingual settings, where English use is very different from an idealised and limiting monolingual standard Anglophone native variety.

This presentation reports on a study conducted in collaboration with local research teams in five under-researched HE contexts (Colombia, Mexico, Iraq, Thailand, Vietnam) investigating the role of ELT in empowering/disempowering linguistically and culturally diverse 'marginalised' students. Based on current findings, suggestions for decolonial ELT practices are discussed.

**Biodata**

Will Baker is an Associate Professor of Applied Linguistics and Director of the Centre for Global Englishes at the University of Southampton, UK. His research interests are Intercultural and Transcultural Communication, English as a Lingua Franca, English Medium Education, Intercultural Education, Intercultural Citizenship and ELT, and he has published and presented internationally in all these areas.

Recent publications include 'Intercultural and Transcultural Awareness in Language Teaching' (2022 Cambridge University Press), Baker, W., & Ishikawa, T. 'Transcultural Communication through Global Englishes' (2021 Routledge), Tsou, W., & Baker, W. (Eds.). 'English-medium instruction translanguaging practices in Asia' (2021 Springer), and co-editor of the 'Routledge Handbook of English as a Lingua Franca' (2018).

## ***EFL teachers' translanguaging in formative assessment: Innovation in times of curriculum change***

Translanguaging pedagogy, or the use of multiple languages including the learners' native language(s), has gained significant interest in language education for numerous reasons, not least of which is its capacity to empower teachers to use their full linguistic repertoire in instruction and a means for learners to maximize their communicative capabilities in the classroom. It can be a powerful resource for teaching and learning by appreciating the multilingual identities and competencies of learners, yet it has also been met with resistance as it can be seen as inhibiting target language use and as being counterintuitive to monolingual ideologies in language education. This is true in China where EFL teachers are expected to instruct in English and limit the use of Chinese spoken by learners. Although recent research has revealed the benefits translanguaging offers for teaching and learning, little has been done to understand teachers' perceptions and use of translanguaging in their formative assessment (FA) practices, which is expected to play a more important role than before in China's primary education due to recent policy reform that has mostly eliminated summative examinations.

The present study aimed to address this gap by exploring, through semi-structured interviews with 10 Chinese primary school teachers, how they creatively employ translanguaging in the implementation of formative assessment. Three essential types of translanguaging practices were identified: meaning-making, collaboration, and empowerment. This talk will focus primarily on "translanguaging as empowerment" and share teachers' beliefs about how translanguaging in formative assessment acts as a resource for enhancing understanding, cultivating critical and creative thinking, increasing learner autonomy, and allowing both teachers and students to express their multilingual identities. The talk will conclude with some recommendations for the use of translanguaging in EFL formative assessment practices that can support and enhance student learning.

### **Biodata**

Vincent Greenier is a Lecturer in Linguistics & TESOL at the University of Aberdeen, UK. He has been a language teacher and teacher educator for nearly two decades and has held positions in the United States, South Korea, New Zealand, and the United Kingdom. His main research interests include creative approaches to language teaching and learning, leadership and professionalism in ELT, language teacher education, language teacher identity, and innovative approaches to qualitative research. His articles can be found in TESOL Quarterly, System, RELC, Journal of Education for Teaching, and others.

## ***ELF and other Englishes at odds with internationalisation agendas***

Language has been invisible in the internationalised university for far too long and now language issues threaten both internationalisation and internationalisation at home agendas. Data from a year-long qualitative case study following 14 core participants from the UK and abroad as well as observations and interviews with hundreds of other staff and students at one UK university highlight comprehension challenges for all. So-called “home students” do not always have English as a first language and even when they do, they struggle to adapt to academic language and to understand their lecturers’ Englishes and accents. So-called “international students” are sometimes better equipped owing to EAP programmes but they struggle to understand their lecturers and classmates with British English and accents. Many home students do not have any foreign language skills, have not experienced the struggles of trying to understand and therefore switch off immediately when faced with different varieties and accents of English in university classrooms. In contrast, international students who speak two or more languages employ comprehension strategies and make adjustments to facilitate each other’s comprehension. Perhaps they are also working with ELF while the home students are not? Whilst international students struggle on, working together and often blaming their own linguistic abilities for miscomprehension, home students blame others and do not always recognise their own need to adjust. As a consequence, the two groups separate, reducing chances for intercultural learning, particularly for home students, therefore preventing the promises of an internationalisation agenda. I argue that EAP courses for all students could be a solution for exposing them to different Englishes and accents as well as communication strategies in recognition of the fact that internationalised universities in multilingual Britain are using Englishes as a Medium of Instruction (EsMI), and not just EMI.

### **Biodata**

Heléna Stakounis is a Teaching Fellow on the MA Applied Linguistics and TESOL programme at University of Durham, England. A Senior Fellow of the Higher Education Academy, she teaches subjects such as Sociolinguistics, Intercultural communication, and Technology-enhanced language education. Previously EAP Co-ordinator at Lancaster University and Associate Lecturer at the University of Salford, Heléna founded her own British Council accredited private language school and has experience working in assessment for Cambridge International Examinations, British Council, Pearson, and NCUK. She is currently writing up her PhD research into the role of language in the student experience of the multilingual internationalised university.



## ***Disrupting Monolingualism Through Enabling Translanguaging in the EAP Classroom***

In the field of higher education, there is still a gap between translanguaging as a theory and translanguaging as a practice. This could be attributed to the monolingual tradition which perceives L1 exclusion as a norm and associates L1 use with negative perceptions such as impeding foreign language learning. Another factor that interacts with L1 use is the ideology of native speakerism that idealizes the native speaker model and ignores the need to develop bilingual /multilingual competencies.

The study's goal is to explore teachers' and learners' perceptions of monolingualism and native speakerism and the extent to which their belief systems interact with their practice and attitudes toward using L1 in the EAP classroom. The study introduces and implements pedagogical translanguaging through a design-based approach of teacher-researcher collaboration to raise teachers' awareness about translanguaging and assist them in implementing it in their classrooms. Finally, it explores teachers' and learners' reflections on pedagogical translanguaging.

A pilot study was conducted at a university in Saudi Arabia where English is spoken as a foreign language. A qualitative research approach was adopted in the tools of audio recordings of two classroom observations, two interviews with non-native English language teachers, and two focus groups with students.

The preliminary findings show that learners favor the use of L1 and have positive attitudes toward their non-native English-speaking teachers (NNESTs). On the other hand, the (NNESTs) teachers have a positive self-image and admit the pedagogical benefits of L1. However, sometimes they associate its use with feelings of guilt and fear of embedding target language learning. Teachers' and learners' reflections on pedagogical translanguaging assert its positive impact on reducing foreign language anxiety and increasing classroom participation. Finally, teachers are more willing to adopt pedagogical translanguaging in their future classrooms.

### **Biodata**

Eman Hamdan is a first-year PhD student at the University of Strathclyde. She is doing her PhD under the supervision of Dr. Tomasz John and Dr. Navan Govender. Her research topic is 'Disrupting Monolingualism Through Enabling Translanguaging: Teacher- Researcher Collaboration in the EAP Classroom in Saudi Arabia'. She works as an English teacher at King Abdul Aziz University in Saudi Arabia. She is interested in translanguaging, language ideologies, and teachers' identities.

***A move away from politicised literature in the South African secondary school EFAL curriculum***

My recent MEd research on the topic: The perceptions of South African EFAL teachers towards the inclusion of literature studies in the EFAL senior- and FET curriculums, indicated that teachers are frustrated with the current curriculum. Collected data indicated that teachers link student success in EFAL to how all stakeholders relate to the set literature. Calls for change to contemporary and de-politicised literature were made. Such a change could have a positive effect on the morale of teachers and on the motivation of students' towards success in EFAL.

**Biodata**

Nadia decided to pursue MEd studies at the University of Glasgow after 11 years of teaching English First Additional and Home Language to secondary school students in South Africa. She spent a year in Paris, France, teaching English at two lycees while completing her honours degree in TESOL via the University of South Africa. Her own interest in literature and the decline in the English pass rates at South African schools prompted her to conduct her dissertation research on the link between the two.

**SHORT TALKS**  
**16.10 to 16.40**

## ***Implementing ELF-oriented pedagogies and materials: are student-teachers ready?***

Globalisation has brought together individuals from widely different linguacultural backgrounds who need to communicate with one another to achieve their academic, professional, and personal goals. English as a Lingua Franca (ELF), a paradigm promoting assessment based on international and transcultural intelligibility over 'native' accuracy, as well as emphasising awareness of 'non-standard' English use and the teaching of communication strategies such as meaning negotiation, has been proposed in recent decades as a complementary pedagogical approach in English Language Teaching. While sometimes dismissed by its detractors as a merely 'tolerant', 'politically correct' or irrelevant proposal, there is some tentative evidence supporting the relative advantage of ELF, that is, the pragmatic benefits of teaching it alongside more 'traditional' approaches.

Nevertheless, a considerable gap persists between scholarly proposals and actual classroom implementation, with the lack of suitable teaching materials being identified as a key barrier. Given that the responsibility for adapting existing textbooks or creating new materials rests on the practitioners (Cameron & Galloway, 2019; Cogo, 2022; Rose & Galloway, 2019), more bottom-up studies with teacher participants are needed. This talk will focus on an ongoing study employing questionnaires, artefact analyses, video-stimulated recall protocols, and interviews with student-teachers to better understand what ELF-oriented materials may look like in practice, as well as the resources, strategies, and challenges that are involved in the implementation process. The study may yield significant implications for materials developers, teacher educators, and practitioners, by informing the design and adaptation of ELF-oriented materials and helping generate a practical framework for teachers to create such resources in contexts which would benefit from an ELF approach. Additionally, given the close relationship between Global Englishes and transcultural communication (Baker & Ishikawa, 2021), such research may lead to new insights on how transcultural approaches are understood and integrated by teachers in materials.

### **Biodata**

Paolo Delogu is a PhD candidate in Linguistics at the University of Aberdeen, UK. He has obtained an MA in TESOL from the University of Bath in 2017 and his doctoral thesis aims to explore issues with the implementation of appropriate pedagogies and materials arisen from his experience as a teacher of English in Italy and China. His research interests include Global Englishes (including English as a Lingua Franca), materials development and implementation, and transcultural pedagogical approaches to English Language Teaching.

## ***Avoiding a single story – a transcultural education case study of an ESAP for MSc students***

This case study examines the successes of - and lessons learned from - designing an in-session ESAP taken by 219 students on the MSc Business & Management and MSc International Business at a medium sized Scottish university. Both programmes are taken by highly international cohorts, something which is becoming common across Higher Education due to universities implementing internationalisation strategies. The ESAP ran during the autumn 2022 semester and was embedded into a core module shared by both degrees. It consisted of 8 interactive lectures and 7 seminars.

Transcultural education underpinned the design of this brand-new provision and whilst it could not aim to increase language proficiency, it sought to improve the transcultural communication abilities of the learners and their confidence in communicating with each other and staff in academic settings. Learners worked together in the seminars to complete group activities designed to highlight the strengths and benefits of different cultures and learning experiences, thereby helping learners to respect differences, acknowledge common ground, and seek to co-create new knowledge. Similar to the study by Smith and Sebgers (2018), this ESAP found that learners experienced transcultural self-growth, with many of them requesting that the provision continue in spring 2023.

As transcultural education advocates collective learning, the learning materials were adjusted as the provision progressed, in part based on weekly feedback from learners, which ensured that they got the most out of the support and that it met their needs as the confidence and knowledge grew.

### **Biodata**

Jennifer Cowell works at the University of Stirling and leads on a variety of university-wide in-session provisions, including the new Academic and Business English ESAPs in the Management School. She is passionate about designing accessible and inclusive learning materials which motivate students' learning. She is also actively involved in other organisations include as: a member of the QAA advisory group for the updated Linguistics benchmark statement (2022); practitioner advisor for TESOLgraphics; a member of the RefugEAP working group; and a tutor at the Stirling School of English.

***EAP academic language and literacies and decolonising practices***

There is common consent that decolonising the curriculum means adding diversity into the reading list. Yet, Arshad (2020) defines it as critical analysis of the nature and the value of assumed knowledge, methodology and pedagogy. The author suggests decolonialization of the curriculum begins with inclusive and transformative pedagogic practices, such as thinking about change that promotes and supports cultural diversity of thought. Tips on being reflexive as a starting point are expect diversity and make no assumptions (Arshad, 2021). Yet EAP is critiqued as embodying uni-directionality in its “identify and induct” approach to teaching and learning (Kress, 2007, p.22). Transferability designates EAP practices for “stable disciplines” (Kress, 2007, p. 23), rendering a singular model as potentially inadequate in the transnational classroom. So how can EAP consider transformative practices when it appears to be normative in helping students over the line by standardising performance in the ‘lingua franca’; and when it acculturates multilingual, multicultural, multinational students destined for a variety of disciplinary areas in university? A compass to navigate change of pedagogic practices in a transcultural direction is to engage with contradictions to new ideas, approaches and ways of exchanging knowledge and skills.

Foundation EAP courses in Edinburgh University’s College of Arts, Humanities and Social Science International Foundation Programme have been using Academic Language and Literacies (A.L.L.) as a teaching and learning model. Here attributed to Wingate and Tribble (2012), ALL blends EAP with Academic Literacies, an approach to challenge meaning-making and identity-shaping in academic literacy that engages critical thoughts about what constitutes and is valuable as knowledge (Lea & Street, 2006). This paper will discuss how ALL advances EAP as a milestone in the journey towards transcultural pedagogy.

**References:**

Lea, M. R., & Street, B. (2006). The ‘academic literacies’ model: Theory and applications. *Theory into Practice*, 45(4), 368–377

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Kress, G. (2007). Thinking about meaning and learning in a world of instability and multiplicity. *Pedagogies. An International Journal*, 1(1), 19–34.

Arshad, R. (2021b) ‘From inclusion to transformation to decolonisation’, *Teaching matters blog*, 8 July. Available at: <https://www.teaching-matters-blog.ed.ac.uk/from-inclusion-to-transformation-to-decolonisation/>

Arshad, R. (2021a) ‘Decolonising the curriculum 0 how do I get started?’, *Times Higher Education campus*, 14 September. Available at: <https://www.timeshighereducation.com/campus/decolonising-curriculum-how-do-i-get-started>

## **Biodata**

Jill has been at the University of Edinburgh since 2013, teaching a range of students, but predominantly teaching on the pre-degree pathway. Jill is studying p/t PhD in English Language and Linguistics, with the topic of identity and language use.

Natalie has been teaching for around 11 years at various universities in the UK and abroad. She is now at Edinburgh University, teaching on a wide range of courses, but predominantly working on the IFP.

***'I respect every single student but ... ': The case of EFL preservice teachers' perceptions of intercultural classroom communication***

The aim of the current study was to investigate how preservice English as a foreign language (EFL) teachers at an Egyptian higher education institution (HEI) conceptualise intercultural communication in the light of their teaching practices. To answer the current research question, a semi-structured interview was conducted using qualitative methodology where participants (n=7) were interviewed online through Teams. These sample participants are in the course of their academic education as preservice English language teachers.

The responses were afterward coded and analysed using thematic analysis. The findings indicate that the participants showed some degree of international mindedness, albeit in the form of a less mature conceptualisation of the term. The responses also highlight that these preservice teachers' conceptualisation of intercultural communication is pedagogically oriented, meaning that it is geared towards issues of teaching and curriculum content delivery rather than an understanding of the holistic nature of the teaching process. Of particular interest was the consideration of an important feature of being interculturally competent as an educator, with due respect for the teacher's own cultural and national identity. Namely, the respect for students as individuals and as persons/human beings without trading off their own cultural backgrounds as teachers. The findings are discussed in light of the pertinent literature and the particular context of the current investigation.

**Biodata**

I am a PhD candidate at the Surrey Institute of Education, United Kingdom and I have a background in education that dates back to 2009 when I first started my academic study with a major in English & education. Since then, I found a personal deep interest and keenness in the workings of teaching and education, with the English language being a cornerstone of the profession. Along the same line, I started a career in education & in 2013 up to 2021 when travelled to the UK to conduct my higher education PhD at the University of Surrey.



# PANEL DISCUSSION

## 16.45 to 17.15

### Dr Jim McKinley (UCL)

Jim McKinley, SFHEA, is Associate Professor of Applied Linguistics and TESOL at University College London. He has taught in higher education in the UK, Japan, Australia, and Uganda, as well as US schools. His research targets implications of globalization for L2 writing, language education, and higher education studies, particularly the teaching-research nexus. Jim is co-author and co-editor of several books on research methods in applied linguistics. He is an Editor-in-Chief of the journal *System*, and a co-Editor of the Cambridge Elements series *Language Teaching* (Cambridge University Press).

### Dr Nicola Galloway (University of Glasgow)

Nicola Galloway is Senior Lecturer and Programme Director in Education (TESOL) at the University of Glasgow. She has extensive experience teaching EAP in EMI contexts and researching EMI. She has published EMI research in British Council reports, *The Higher Education Journal*, the *EAP Journal* and *The ELT Journal*. Books on EMI include McKinley, J and Galloway, N. (Editors) (2022). *English Medium Instruction (EMI) in Higher Education in Practice*. Bloomsbury Publishers and Galloway, N., Wingate, U., Curle, S and MacDiarmid, C (2023). *English Medium Instruction: a textbook*. Wiley-Blackwell.

### Dr Eoin Jordan (University of St Andrews)

Eoin has held a variety of teaching, administrative and leadership roles related to language teaching and assessment since beginning his career in this area in 2001. He has worked in Japan, Hungary, China and the UK, including as Acting Director and Deputy Director of the Language Centre at Xi'an Jiaotong-Liverpool University, and currently as Director of the International Education Institute at University of St Andrews. He holds an EdD in Higher Education from University of Liverpool, an MA in Applied Linguistics and English Language Teaching from University of Nottingham, a Certificate in English Language Teaching to Adults (CELTA), and is a Senior Fellow of the Higher Education Academy (SFHEA). He is the lead developer of a range of online tools designed to aid users of English as an additional language with academic writing in English ([www.readingandwritingtools.com](http://www.readingandwritingtools.com)), and has published and presented in the following areas of research and professional interest: vocabulary acquisition and testing; peer assessment; automated writing evaluation; educational technologies; English as a Lingua Franca and World Englishes. Eoin is also an enthusiastic language learner, and has studied Japanese to an advanced level, as well as Chinese to an intermediate level.

### Dr Sin Wang Chong (University of Edinburgh)

Sin Wang Chong is Senior Lecturer (Associate Professor) in Language Education at the University of Edinburgh. Alongside his academic role, Sin Wang is Head of Evidence at the National Institute of Teaching in England, Chair of the Scottish Association for the Teaching of English as a Foreign Language, and Senior Fellow of the Higher Education Academy. Sin Wang sits on the Council of the British Educational Research Association and on the Executive

Committee of the British Association for Applied Linguistics. He is Associate Editor of two SSCI-indexed journals: *Innovation in Language Learning and Teaching*, and *Higher Education Research & Development*. His research interests include language and educational assessment, technology and education, evidence syntheses, and their intersection.

### **Dr Vincent Greenier (University of Aberdeen)**

Vincent Greenier is a Lecturer in Linguistics & TESOL at the University of Aberdeen, UK. He has been a language teacher and teacher educator for nearly two decades and has held positions in the United States, South Korea, New Zealand, and the United Kingdom. His main research interests include creative approaches to language teaching and learning, leadership and professionalism in ELT, language teacher education, language teacher identity, and innovative approaches to qualitative research. His articles can be found in *TESOL Quarterly*, *System*, *RELC*, *Journal of Education for Teaching*, and others.