University of Leicester

BALEAP PIM

25 June 2011

How good is the international student experience in British universities and how can we help to improve it?
A BALEAP PIM on ESAP developments and challenges hosted by the ELTC at the University of Sheffield on Saturday 26th November 2011. Please go to baleap.org.uk or sheffield.ac.uk/eltc for more details on registration and call for papers.
Saturday 26th November 2011 at the University of Sheffield
*English for Specific Academic Purposes*
Contact: Will Nash *w.nash@sheffield.ac.uk*

Saturday 25th February 2012 at the University of Kent
*Tracking Foundation, Pre-sessional and EAP students*
Contact: Jane Short *j.short@kent.ac.uk*

Friday 20th April 2012 BALEAP AGM at the University of York

Saturday 21st April 2012 at the University of York
*EAP Administration*
Contact: Paul Roberts *paul.roberts@york.ac.uk*

Saturday 9th June 2012 at the University of Durham
*The EAP Practitioner*
Contact Steve Kirk *s.e.kirk@durham.ac.uk*

Saturday 10th November 2012 at the University of Southampton
*Technology and EAP*
Contact Chris Sinclair *cs10@soton.ac.uk*

19th-21st April 2013 at the University of Nottingham
BALEAP Biennial Conference
*The Janus Moment in EAP; Revisiting the Past and Building the Future*
Contact: Julio Gimenez *Julio.gimenez@nottingham.ac.uk*

BALEAP is a limited company incorporated in England and Wales and a registered charity company number 07330723 – charity number 1139147
Registered address: BALEAP, 3 Elland Road, Nunhead, London SE15 3AD
All presentations are on the 4th floor of the Charles Wilson Building.

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<td>9.45-10.00</td>
<td>WELCOME: Gordon Campbell  <em>Garendon, 4th floor</em></td>
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Farida Vis  
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**Sparkenhoe**  
Chris Copland and Huw Llewellyn-Jones  
English for integration into the Campus Community  
**Woodhouse**  
Karen Nicholls  
Transitions, autonomy and a Pre-sessional course  
**Quorn**  
Nick Pilcher  
Exams are exams! Aren’t they? |
| 12.10-12.50|  
David Finn  
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**Maxine Gilway**  
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Teacher v Student: A comparison of attitudes to learning and teaching  
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Getting together |
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Louise Green and Edward Bressan  
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**Quorn**  
Yasmin Dar and Simon Gieve  
The use of Exploratory Practice as a form of collaborative research to understand and enhance the learning experience |
| 15.10-15.30|  
**Gartree and Rutland**  
Joy Northcott  
Developing departmental understanding of the linguistic needs of international students in lectures and seminars  
**Sparkenhoe**  
Kevin Child  
From Pariah to ‘Mission Critical’ in many unsteady steps  
**Woodhouse**  
Liz Wilding and Clare Nukui  
Academic ‘Take-away’: using a Student Away-Day to reinforce group identity and academic skills  
**Quorn**  
Caroline Burns and Martin Foo  
Promoting intercultural friendships through supporting voluntary student-led activities |
| 16.00-16.50| ROUND TABLE: Catherine Montgomery, Douglas Tallack, Rebecca Hughes and Maiya Al Habsi.  
Questions provided by delegates.  *Garendon, 4th floor* |
| 16.50-17.00| CLOSE & RAFFLE |

Shaded cells are workshops or swapshops.
BALEAP Professional Issues Meeting

Saturday 25th June 2011

How good is the international student experience in British Universities and how can we help to improve it?

Introduction and Welcome

Welcome to the University of Leicester Baleap PIM. We are pleased to be hosting this conference on the experience of the international student. We chose this theme because of its topicality in the present climate; the number of overseas students studying in the UK has increased dramatically over the last ten to fifteen years, and with universities seeking ways to increase revenue, it is a trend that is likely to continue. Correspondingly, this has led to greater professional and research interest in the international student. This is reflected in the topics being discussed here today which range from the academic to the cultural to the social experience of students. We hope that this conference will not only extend the debate but allow us to share ideas and good practice to ensure that those who choose to come to study in the UK really do get the best education, the best experience and the best value.

Venue

Registration and refreshments will be on the 5th floor of the Charles Wilson building. All presentations will take place on the 4th floor of the Charles Wilson building.
Higher education faces an uncertain future and the drastic changes in the way that universities are funded and run is engendering an increasingly pressing need to rethink the nature of learning and teaching contexts. Higher education is also now more susceptible to wider global political and social processes and contexts and thus there may need to be a change in the relationship between university learning and this wider community (Montgomery et al, 2011). Future university learning and curriculum may require a shift in the locus of control of learning and a dissolution of the frame around the university and community and ‘a change in relation between institution and community, from making the community ‘come to you’, to going out to the community’ (Kress, 2000, p.136). In future there may be a need for knowledge to be more ‘contextualised, applied, transdisciplinary and not necessarily carried out in universities’ (Manathunga, 2009, p.131). This keynote will consider what sorts of curriculum might prepare future university graduates for the professional and personal contexts of a globalised world and will draw on the work of the New London Group (1996) and on recently collected primary research data.

The keynote will consider the student perspective on this issue through discussion of two sources of data. The first is from a recent exploratory survey focusing on engineering students’ perceptions of what it means to be a ‘global engineer’. The second source of data consists of a research project that explored international and UK students’ perceptions of working in intercultural groups at university. The latter research indicated that in particular types of learning environment student perceptions of working in groups in an internationalised context are more positive and students perceive intercultural education to be an integral part of their learning experience, preparing them for life and work in a globalised world (Montgomery, 2009). This part of the keynote will focus on particular approaches in the classroom that can educate multiliterate and intercultural graduates (Cope and Kalantzis, 2009).

References


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1 The project is called ‘Educating the global engineer: staff and student perspectives on embedding sustainable development practices into the engineering curriculum’ and is funded by the Higher Education Academy Engineering Subject Centre. The project began in March 2010, led by Catherine Montgomery and the project team are Dr. Roger Penlington, Jenna Tudor and Noel Perera from Northumbria University.
Lessons learnt from coordinating a Pre-MA dissertation module - Farida Vis

This presentation will focus on the lessons I have learned from running the dissertation module on the PRE MA course during the last academic year. The students on this course are exclusively from overseas, mainly from China. It is designed for those that cannot at that stage be accepted on to one of the MA courses in the department. Often this is for language and qualification reasons, sometimes both. The students who successfully complete this year can then stay on to do the MA.

In this presentation I will focus on the specific challenges these students bring and how I propose we can overcome them. As there are many similarities with the larger overseas MA population I will draw on my teaching experience of both groups. Redesigning the dissertation structure for the PRE MA students and doing this in close discussion with the ELTU offers a unique opportunity to better prepare these students for their ongoing MA study and improving their overall experience of studying in the UK. With other universities increasingly exploring such PRE MA routes, work being done on this at Leicester might make a useful contribution to those planning such courses in the future.

English for integration into the Campus Community – A video project - Chris Copland and Huw Llewellyn-Jones

This session will centre on a series of short video sequences produced at the University of York with accompanying print and online materials, aimed at helping students to negotiate the social and practical situations that they encounter on a day-to-day basis.

The session will include clips from some of the sequences and a view of some of the non visual materials. The presenters will talk briefly about the techniques used for generating scenes, the flexibility of digital video for both recording and delivery of content, and the potential of “active viewing” for engaging learners. There will be an opportunity to discuss the potential impact of the material and its place in enhancing the international student experience.

Transitions, autonomy and a Pre-sessional course – Karen Nicholls

This presentation describes a small-scale, qualitative study of international students’ transitions into UK Higher Education. The main questions for this research were: to identify the challenges faced by international students when entering a new academic culture; to understand their motivations for undertaking such a formidable task; and to discover what strategies they might use when confronted with the large variety of unfamiliar situations that arise. In addition, participants who had undertaken a pre-sessional course before starting their degrees were asked whether they perceived any relationship between that course and their degree.

A combination of in-depth interviews and focus groups were used to gather students’ experiences of starting a degree course. Two main themes arose from the data: transitions and learner autonomy. In particular, students’ comments raise questions about whether learner autonomy is a reasonable goal or expectation amongst international students, and if it is, how it can be supported.

Exams are exams! Aren’t they? – Nick Pilcher

Despite UK higher education’s move towards coursework, exams remain an important form of assessment. This presentation details the findings from a Higher Education Academy (Centre for Sociology, Anthropology and Politics) funded project that investigated international students’ experiences of exams in their own educational system compared to their experiences in the UK. International students from two Scottish post-92 higher education institutions (Edinburgh Napier and Glasgow Caledonian) were interviewed both before and after their exams in the UK, and international students in both institutions were surveyed. Students were both undergraduate and postgraduate and studied a range of subjects. The presentation describes the methods used and details and discusses results that show a wide range of international student experiences, both from their own countries and also in the UK. A free online resource that was developed to help staff (both EAP and subject) and international students prepare for exams is presented.

A 30 minute coffee break with poster presentations on the 5th floor will follow these sessions
EAP Across the curriculum: Introducing communicative teaching techniques into subject seminars
- Ellie Kennedy

It is well documented that international students experience difficulty participating in university seminars (Geoghegan 1983; Blue 1991). While research tends to emphasise linguistic barriers (Lee 2009), this workshop focuses on enhancing students’ seminar experience in subject modules through communicative teaching techniques. The workshop will begin with a summary of a project at Nottingham Trent International College to share EAP techniques with Business tutors. For example, written case studies—the cornerstone of many Business seminars—can be made more accessible to students through common language-teaching techniques such as pre-teaching key terms. Similarly, seminars can be made more interactive through approaches used in EAP such as group work, eliciting, and peer support. Attendees will then work in groups: they will be allocated Business seminar materials and seek communicative ways to adapt them for international students. After plenary feedback, attendees will consider ways to make this cross-disciplinary work possible in other institutions.

Teacher v Student: A comparison of attitudes to learning and teaching – Dan Jones and Chris Lima

This presentation reports on the findings of a survey of student and teacher beliefs, attitudes and opinions. The survey was completed by international postgraduate students studying at the University of Leicester and EAP tutors working at the ELTU (also University of Leicester). The session will test the assumption of what beliefs are commonly held by teachers. These beliefs will be compared to those of students at the university. We hope to identify areas of strength where teachers and students are in broad agreement. Perhaps more importantly, we also hope to highlight differences. From this we will highlight areas where greater effort needs to be made to ensure that teachers and students understand and agree on what is best practice.

Defining the global village: the impact of community-based learning for international students and implications for the HE sector - David Finn

Community-based learning for university students has seen a much higher profile in recent years, thanks to the Higher Education Active Funding (HEACF) initiative launched in 2002. Since then a growing number of HEIs including the University of Wolverhampton, one of the pioneers of this development, and Heriot Watt University have developed modules which accredit the learning experience for international students through community based volunteering activity.

Building on the findings of Toyokawa and Toyokawa (2002), Hayes and Lin (1994) and Astin (1984) who explored positive relationships between international students’ out-of-class engagement and their adjustment to their host society, this paper will explore the meanings (and challenges) for UK staff working with international students on community based learning programmes. The programmes offer tangible benefits to the students in the form of language acquisition, cultural awareness and personal development whilst providing mutually beneficial knowledge exchanges for the academic sector and local communities.

Getting together – Ricky Lowes

For years EAP teachers have lamented that many international students do not integrate into university social life and do not mix with home students, and so fail to make the most of their stay in the UK. Equally, home students fail to benefit from contact with other cultures, and the amazing diversity of cultural encounters and the sharing of knowledge that could go on are largely lost. In this context the 'internationalisation' of our universities rings a little hollow. How to prevent this needless waste of opportunities, and foster and promote meaningful contact between home and international students is the focus of a number of initiatives at Plymouth University. I will describe the simple but effective projects we are embarking on, give examples of how they transform the relationships between home and international students and show how they can be easily transferred to other contexts.
Developing criticality: International student research on the international student experience – Maxine Gillway

I will present sample e-portfolios containing examples of research projects carried out by cross-cultural groups of low level international foundation programme students who investigated issues facing international students at the University of Bristol such as teaching and assessment methods, integration with home students and learning from lectures. I will argue that one important way that we can improve the experience of international students is to raise their awareness of what is expected of them in western academic culture while at the same time developing their skills of critical analysis and evaluation so that they can get what they expect from a high quality educational experience.

Crossing cultural barriers at home: views of and attitudes to international students by UK university management – Joanna Al-Youssef

This presentation draws on research investigating perceptions of internationalisation by members of a UK university in various management positions, who are involved in the creation of an international strategy. The data show diverse interpretations of internationalisation. The data also show views of international students presenting them as Cultural Others and an important indicator of internationalisation in the international strategy. International students are seen to have certain academic and cultural characteristics as a group that is put in opposition to the group labelled ‘home students’. The presentation will explore some of these views and attitudes to international students and present some implications for their experiences on university campus.

International student satisfaction in the UK – John Taylor

A specific target of PMI2 was to achieve demonstrable improvements in student satisfaction ratings in the UK and to ensure that international students have a positive experience of their UK studies.

i-graduate has been commissioned to track the student experience over the period of PMI2 by analysing data collected through its International Student Barometer (ISB) process. Since 2005, i-graduate has collected the opinions of over 1 million international students studying in higher education using the ISB.

We can confirm that overall international student satisfaction remains high at 81%. This represents a marginal increase year on year from 2009 to 2010, as measured by the PMI ISB Index, and an increase over the past five years by 8 percentage points.

An hour lunch break with poster presentations on the 5th floor will follow these sessions
The Listening Log: a window into experiences – Jenny Kemp

The Listening Log has been shown to aid listening development by encouraging learners to reflect on listening experiences (Goh 1997; Kemp 2010). Furthermore, as listening is perhaps the least tangible of the four skills, the Log also provides a valuable means of communication between student and teacher. Thus it can be used to give feedback to the learner regarding listening skills and strategies; but it also provides us with a window into their experience. This session will briefly outline the theory behind the Listening Log and how it is used as part of a credit-bearing module for Erasmus and Study Abroad students at Leicester University. Extracts will then be shared which provide an insight into some of the cultural and linguistic difficulties faced by our students. There will be an opportunity to discuss what advice could be given to these particular students, and also how these insights might inform better practice.

Exploiting multicultural capital to promote global citizenship in cross-cultural group work: How EAP professionals can help – Louise Green and Edward Bressan

Oxford Brookes University has adopted ‘global citizenship’ as one of its 5 graduate attributes for all undergraduate programmes, promoting ‘internationalised’ teaching and learning practices. One of the key challenges has been engaging students in group work with learners from other cultures. For some ‘home’ students, the long-term benefits of collaborating with non-native speakers of English may not initially be that obvious and staff sometimes struggle to cope with conflicts that may arise. EAP departments, with a wealth of experience in cross-cultural group work, are arguably well placed to help their colleagues in the disciplines in this area. This session seeks to:

- Briefly examine the Brookes definition of ‘global citizenship’
- Identify some of the key challenges in intercultural group work
- Consider ways to address these and share examples of successful practice across institutions
- Discuss ways in which EAP professionals can provide expertise in cross-cultural group work

The Crucial Collaborative Role of the EAP Team at the University for the Creative Arts - Vikki Abusidualghoul

The University for the Creative Arts does not have an International Office so its EAP Team have become the leaders of four major collaborative projects that all positively affect the international student experience there. These are bespoke creative arts pre-sessional EAP courses, faculty-integrated in-sessional EAP courses, UCA’s Meet, Greet, Welcome & Transition Programme and the Internal UCA Language Consultancy. This presentation will detail the progress of these four projects and look at the collaborative partnerships that the EAP Team has developed particularly with Student Administration, Student Development Services, Marketing & Comms and Faculty Academics. The strengths, weaknesses, threats and opportunities around the projects and their resultant collaborative relationships will be investigated with focus being given to the value for and impact on UCA’s international student cohorts and other relevant stakeholders.
Exploratory Practice is a form of collaborative practitioner research founded on the principle that improvement best comes through classroom work to reach shared understanding, and that the actions of teachers and students working together to reach understanding in a sustainable way, which does not impose an additional burden on either and does not treat learners as mere subjects of research, will allow a common understanding to develop within the classroom community that enables both teacher and learners to pursue shared goals.

This presentation will start with a short introduction to the principles of Exploratory Practice, followed by a practical example. This concerns work to understand the apparently different expectations held by the teacher and international student learners on a pre-sessional EAP course in a UK university setting about the role of the teacher and the value of learner autonomy. The collaborative exploration took the form of the normal pedagogical activities of classroom discussions and homework tasks via email that probed learners’ personal commitment to autonomous learning. This allowed the teacher to both identify a mismatch in expectations and to start to close the gap.
Developing departmental understanding of the linguistic needs of international students in lectures and seminars – Joy Northcott

With the growing number of international students at universities in the UK with English as a second or additional language, many academic staff are now more aware that linguistic and cultural factors can impede students’ understanding of lecture and tutorial content.

This presentation reports on a half-day course run by staff from the English Language Teaching Centre at the University of Edinburgh for staff from other academic departments which was organised in order to raise awareness of how lectures and seminars might be adapted to take account of international audiences.

The course content included: a focus on listening comprehension and how speech processed in a second language can lead to non- or mis-comprehension; ways of designing explanations in lectures and seminars to render them accessible to international students; the role of interactive lecturing; and differences between spoken and written academic style.

Academic ‘Take-away’: using a Student Away-Day to reinforce group identity and academic skills – Liz Wilding and Clare Nukui

This session will report on how the International Foundation Programme at the University of Reading has instituted a team-building Away Day for students as a measure to further improve the international student experience on the programme. The overall aim was to both encourage student bonding and reinforce skills taught in the Academic Skills module, such as team-working and problem-solving, by fostering a social environment in which learning could occur beyond the classroom. This compulsory event was successfully piloted in November 2010 and resulted in very positive student feedback. We will discuss the rationale behind the Away Day, analyse its aims and outcomes, and consider the challenges such an event poses. We will also explore whether the use of such an Away Day could benefit other programmes for international students.

From Pariah to ‘Mission Critical’ in many unsteady steps – Kevin Child

An anecdotal description of the chronological and strategic development of an English language teaching department within a HEI over a 7 year period. Outlining a journey from the shadowy peripherals of university ELT provision to high profile engagement within the policy making administrative, academic and strategic infrastructure.

I will attempt to highlight the steps we have taken to successfully become recognised as intrinsic and critical to the Institution’s Internationalisation Agenda.

Promoting Intercultural Friendships through Supporting Voluntary Student-led Activities – Caroline Burns and Martin Foo

A desire to enhance the opportunities for intercultural interaction among the diverse student body in Newcastle Business School led me to set aside a two-hour period per week to support informal activities suggested and led by the students themselves, which would further this aim. Examples of student-led activities include language teaching workshops, mini Olympics, a visit to a local art gallery and two larger events on which this session will focus. For these events students took responsibility for publicity and promotion as well as the organisation of music, food and entertainment, raising £500 for local and international charities. Reflections show that students had fun and genuine friendships had formed with students from other countries; in addition, transferable skills such as working in diverse teams, problem solving and time management were developed. Initially attended only by international students, we have now a number of ‘home students’ taking an active role.

A 30 minute tea break with poster presentations on the 5th floor will follow these sessions
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<tr>
<td>16.00-16.50</td>
<td><strong>ROUNDTABLE</strong> Chaired by James Lambert with Catherine Montgomery, Douglas Tallack, Rebecca Hughes and Maiya Al Habsi</td>
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The roundtable will provide an opportunity for delegates to put forward questions for discussion by the keynote speaker, Catherine Montgomery, Douglas Tallack, Pro Vice Chancellor International, Rebecca Hughes and PhD student, Maiya Al-Habsi. The discussion will be based on questions proposed by delegates during the day.

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I just created a Chinese language community website for all Chinese who are studying, working and living in Leicester.

The name for this website is *We Live in Leicester* and the domain name is [http://weliveinleicester.com](http://weliveinleicester.com). *Weliveinleicester.com* will be launched at 15th May 2011 officially.

The main purpose for this site is to offer the opportunity for Chinese students to get to know each other. We will often hold various events for students to meet offline frequently such as travelling, Bar, Night Club, karaoke and so on. Our segmentation is mainly Chinese students and Chinese who are working and living in Leicester, but Chinese speaking English people are also welcome.

This presentation will explain why I felt there was a need for the website, what I think it will achieve and how it will add to the student experience in the Department and at the University of Leicester in general.

This presentation will focus on the findings from a survey recently conducted as part of a group assignment (MS7005), which intended to better understand the experience of Chinese postgraduate students in the department. In line with the academic literature in this area we found a number of issues that have been well documented elsewhere to do with study problem, principally highlighting language problems, academic culture difference and study habits. This presentation will highlight the findings of our study for which we collected 36 valid questionnaires. Finally, we will pay particular attention to the findings from our open-ended questions, which allowed participants to write about their experiences in their own words. This section of the survey revealed an issue over library resources, a sense of uncertainty felt by the students as well as the problem of struggling to adapt to the new environment. This last part of the questionnaire exposes the real status of Chinese students in great detail, as it shows the sense of uncertainty felt due to the lack in clear understanding of the expectation of them in relation to assignments. In our presentation we would like to offer some recommendations from an overseas student perspective.
Maiya Al Habsi is researching the professional production of the Al Jazeera news programmes for her PhD in the Media Department at the University of Leicester. She previously worked for the Omani Ministry of Education and Ministry of Information and also for Oman TV and held the post of the Head of Media Department in the Omani Ministry of Higher Education.

Vikki Abusidualghoul is the Manager of English for Academic Purposes at the University for the Creative Arts (UCA). She and her team are currently leading on four major collaborative projects: bespoke creative arts pre-sessional EAP courses, faculty-integrated in-sessional EAP courses, UCA’s Meet, Greet, Welcome & Transition Programme and the Internal UCA Language Consultancy.

Currently EAP Presessional Course Tutor at CELE, Nottingham University. Has 15 years EAP/ESP teaching experience. EdD from the University of Bath, MA ELT from the University of Nottingham.

Academic Director at Oxford Brookes International.

Caroline Burns (BA Hons Modern Languages, PGCE, DELTA, MA Applied Linguistics) is Lecturer of English Language and Academic Skills for International Students at Northumbria. Her main role is the delivery of Academic Skills support for undergraduate students in Newcastle Business School. Research interests relate to the Internationalisation of Higher Education, the development of intercultural capabilities and the role of formative feedback in developing academic literacy.

Professor Campbell is a Renaissance and seventeenth-century specialist with broad interests in cultural history, art, architecture, legal history and theology. He has a keen interest in the Islamic world and is an acknowledged expert on John Milton. Professor Campbell has travelled extensively to teach, discuss and lecture on Milton and many other topics, as well as representing the University of Leicester on many occasions and working closely with the British Council.

Yuan Cao graduated from the University of Bedfordshire with a bachelor’s degree in Marketing, and currently completing a master’s degree in the Media and Communications department at the University of Leicester.


Chris is Senior Tutor at CELT. He has also worked at the Universities of London and Hong Kong and with the British Council. His professional interests include educational technology.

Yasmin Dar is an EAP tutor on pre-sessional courses at the ELTU, University of Leicester.

As senior lecturer at Wolverhampton University, David Finn was at the forefront in developing accredited learning for international students through volunteering. He is now EAP Director at Heriot-Watt University.
Martin Foo

Martin Foo (B.A. Hons. Accountancy, P.G.C.E., CIMA, M.Sc. Accounting & Finance) is Senior Lecturer in Management Accounting and Programme Leader of B.A.(Hons) Business Administration based in the Newcastle Business School. His main role is the delivery of costing and management accounting for undergraduate students. His research interests relate to the Internationalisation of Higher Education and the acquisition of academic literacy where he is currently involved in some action research to evaluate the results of the embedded model of academic skills support, and the use of formative feedback with international students on one year top-up programmes.

Simon Gieve

Simon Gieve is a Lecturer in Education at the University of Leicester.

Maxine Gillway

Maxine.gillway@bris.ac.uk

After 21 years teaching EFL and EAP overseas, I returned to the UK and am currently Coordinator for EFL and Foundation Studies at the University of Bristol Language Centre.

Louise Green

l.green@brookes.ac.uk

Louise Green is an EAP tutor and consultant in internationalisation of the curriculum at Oxford Brookes University.

Rebecca Hughes

Professor Rebecca Hughes is Pro Vice-Chancellor International at The University of Sheffield. She has previously held the post of Chair in Applied Linguistics at the University of Nottingham and the post of the Director of Nottingham’s Centre for English Language Education, from where she led the creation of the first department of a British university delivering UK degrees wholly in China.

She has also published widely on her personal research interest of spoken language and given presentations on this topic at a number of international conferences in countries such as China, Japan and New York. She has also regularly contributed to debates surrounding the globalised Higher Education system where she brings the combination of a 20 year career working in University internationalisation and an Applied Linguistics researcher to issues of language policy.

Zhao Jin (et al)

zj21@leicester.ac.uk

Group of current MA students in the department of Media and Communication at the University of Leicester who recently worked on a project together that explored the student experience in the department.

Dan Jones

dj50@le.ac.uk

Dan is an EAP tutor at the ELTU, University of Leicester.

Dr. Ellie Kennedy

elle.kennedy@kaplan.com

Formerly a language instructor and lecturer on German culture; publications on literature, film and television. Teaching Study Skills to international students at NTIC since 2009.

Jenny Kemp

jak26@le.ac.uk

Jenny Kemp is a Tutor in English for Academic Purposes (EAP) at the University of Leicester, UK. She is involved in the development, teaching and assessment of pre-sessional programmes as well as credit-bearing modules for incoming Erasmus and Study Abroad students.

Chris Lima

c203@le.ac.uk

Chris is a teacher trainer and EAP tutor. She also works on projects for the British Council and IATEFL and is a doctoral student at the Open University.
Huw Llewellyn-Jones

Huw is the Technical Supervisor for the Centre for English Language Teaching (CELT) at the University of York. Additionally, he is a director of a company specialising in multimedia production for the museum and education sectors.

Ricky Lowes ricky.lowes@plymouth.ac.uk


Dr Catherine Montgomery c.montgomery@northumbria.ac.uk

Catherine Montgomery is Principal Lecturer in the School of Education at the University of Northumbria. She has been a teacher for 25 years and has worked in a wide range of contexts, leading both insessional and presessional programmes and running courses for UK and international teachers of EFL and EAP at Essex and Northumbria Universities. More recently she was appointed the Associate Director for the Centre for Excellence in Teaching and Learning where she led a large research project on Assessment and Learning in HE. Catherine was awarded a National Teaching Fellowship in 2010.

Karen Nicholls k.nicholls@shu.ac.uk

Principal Lecturer in English for Academic Purposes at Sheffield Hallam University with experience of running and teaching on pre- and in-sessional courses at a range of UK universities.

Joy Northcott joy.northcott@ed.ac.uk

Joy Northcott is Co-ordinator for Teacher Education at the English Language Teaching Centre at the University of Edinburgh. She teaches on teacher education, EAP, General English and MSc courses.

Clare Nukui c.g.nukui@reading.ac.uk

Clare Nukui is Programme Director for the International Foundation Programme at the University of Reading.

Nick Pilcher N.Pilcher@napier.ac.uk

Nick Pilcher teaches and coordinates in-sessional and presessional courses. His research interests are experiences of learning; dissertations; national qualifications frameworks, and qualitative research.

Douglas Tallack

Douglas Tallack is Professor of American Studies, Pro-Vice-Chancellor (International) and Head of the College of Arts, Humanities and Law at the University of Leicester, UK. His books are New York Sights, The Nineteenth-Century American Short Story; Twentieth-Century America; and, as editor, Global Cities/Local Sites; City Sites; Critical Theory: A Reader; and Literary Theory at Work.

John Taylor

John Taylor is senior consultant with i-graduate with whom he has been working since its inception in 2005, and brings to the organisation 30 years’ experience in higher education development, consultancy and market research.

Farida Vis fv12@le.ac.uk

Lecturer in Media and Communication, coordinator of the PRE MA dissertation module on the PRE MA course run between the Media department and the ELTU. PRE MA is exclusively for overseas students, wishing to do one of the MAs in the department the following year. Currently working closely with the ELTU to make significant improvements to this module for next year.

Liz Wilding e.a.wilding@reading.ac.uk

Liz Wilding is Senior Academic Tutor for the International Foundation Programme at the University of Reading.
A day of presentations and workshops exploring the impact of EAP courses on the academic practices and outcomes of students studying foundation and degree programmes.

For further details contact:
Jane Short | Director of In-sessional English Language Programmes | Centre for English and World Languages
University of Kent | Keynes College, Canterbury, CT2 7NZ |
Tel: 01227 824020 | E-mail: J.Short@kent.ac.uk | Web: http://www.kent.ac.uk/cewl

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