

University of Leeds, Language Centre
School of Languages, Cultures and Societies

BALEAP PIM

**English for Academic Purposes (EAP) and
Intercultural Communication
(Hybrid Event)**

17 June 2022

Programme

Please note this PIM event is on-campus at the *University of Leeds*, but you can also join remotely. In-person presentations will be live-streamed on the day for colleagues joining us online. Pre-recorded presentations with asynchronous online Q&A spaces will also be available before and after the event. Links and instructions for online access will be circulated to registered attendees by Thursday 16th June.

Keynote speakers:

Professor Adrian Holliday

CANTERBURY CHRIST CHURCH UNIVERSITY



Adrian Holliday is Professor of Applied Linguistics & Intercultural Education at Canterbury Christ Church University where he supervises research in the sociology and politics of the intercultural and English employing critical qualitative methods, and headed PhD research across the university until 2017. In the 1970s and 80s he worked as an English teacher and university curriculum developer in Iran, Syria and Egypt. His publications deal with native-speakerism, the Western ideologies which marginalise other cultural realities, and qualitative research methodology.

website: adrianholliday.com

Abstract: Unlocking the intercultural expertise our students bring with them

Once we put aside the false notion of separated cultures that define and confine who we are, and recognise that hybridity is our natural state rather than created by globalisation, everything looks different. So-labelled 'international' students are not problematic newcomers, but bring the perhaps unconscious crucial resource of being expert intercultural travellers. We can therefore work with them to unlock this expertise to negotiate the particularities of academic discourses and narratives within the frame of small culture formation on the go.

Professor Prue Holmes



UNIVERSITY OF DURHAM

Prue Holmes is Professor, and Director of Postgraduate Research in the School of Education, Durham University, United Kingdom. She researches and supervises postgraduate students in the areas of intercultural and international education, languages and intercultural communication, and intercultural dialogue. She co-edits the Multilingual Matters book series *Researching Multilingually*. Prue has also taught English language and intercultural education in higher education in China, Hong Kong, Italy, and New Zealand. She was Principal Investigator of the AHRC GCRF-funded project “Building an intercultural pedagogy in higher education: Culture, identity, and language” (AH/S003967/1); Co-Investigator on

the Erasmus+ project “Resources for Interculturality in Chinese Higher Education” (RICH-Ed); and was former chair of the International Association of Languages and Intercultural Communication (IALIC).

Abstract: EAP and IC: Understanding our intercultural (dialogic and embodied) selves – as practitioners, as learners

Whether we are practitioners, learners, teachers, and/or disciplinary specialists, we engage in an intercultural experience as we (co-)construct and share knowledge. The act of co-construction and knowledge sharing calls into being concepts of ‘the intercultural’ – power, relationality, language, context, etc. In an EAP (or any) encounter, communicators negotiate their positioning in relation to others around them, and to the context. In such encounters interlocutors manifest conscious and unconscious communication behaviours, and most likely, biases built on already (socially) constructed knowledge of ‘the other’. What does it mean to be a good (enough) intercultural communicator in such contexts and encounters, where we question our own and others’ assumptions, stereotypes, prejudices?

In this presentation I begin with some key concepts in intercultural communication. I then problematise understandings of ‘monolingualism’ and issues related to language (including languaging, translanguaging, embodied experience) that offer insights into intercultural communication, and knowledge co-production and exchange in the intercultural and multilingual internationalised university. To illustrate, I draw on examples from my own research and intercultural/international projects. The presentation highlights the intercultural as complex, relational and personal experience, that is situated, languaged, and co-constructed, rather than as a discourse that is unitary, fixed, and essentialist.

Schedule:

9:00-9:45	Michael Sadler Building LG.10	Arrival and refreshments
9:45-10:00	Michael Sadler Building Rupert Beckett Lecture Theatre LG.X04	Welcome address Dr Yolanda Cerdá (Executive Director, Language Centre, <i>University of Leeds</i>)
10:00-11:00	LG.X04	Plenary session 1: Professor Adrian Holliday, Canterbury Christ Church University Unlocking the intercultural expertise our students bring with them
11.00-11:35	LG.X04	LG.19
Parallel sessions 1	Debra Jones, University of Bristol Towards an intercultural pedagogy: what role can EAP play?	Liz Molyneux, Edge Hill University Internationalisation of the curriculum: what does it mean for EAP?
11:35-11:50	LG.10 Refreshments	
11.50-12:25	LG.X04	LG.19
Parallel sessions 2	Jim McKinley, University College London Fostering intercultural competence in and beyond EAP classes in UK higher education	Victoria Jack, University of York <i>Workshop: Assessing inter/transcultural communication: handing over to the students</i>
	5-minute break/ transition	
12:30-13:05	Christina Laporda, University of Central Lancashire (Re-)defining intercultural competence: what is it, or maybe, what is it not?	Deirdre McKenna, University of Leeds <i>"At the beginning, I do not dare to say anything in English in front of native speakers, but now I can be confident"</i> : The impact of an in-sessional EAP programme in developing intercultural competence
13:05-13:55	LG.10 Lunch	
14:00-15:00	Michael Sadler Building Rupert Beckett Lecture Theatre	Plenary session 2: Professor Prue Holmes, University of Durham EAP and IC: Understanding our intercultural

	LG.X04	(dialogic and embodied) selves – as practitioners, as learners
15:00-15:35	LG.X04	LG.19
Parallel sessions 4	Matthew Ketteringham <i>et al.</i> <i>University of Leeds, South West Jiaotong Joint School</i> Developing intercultural communication in a transnational education (TNE) setting: what do students struggle with and can EAP help?	Matt Thurston <i>University of Leeds, South West Jiaotong Joint School</i> Developing positive global attitudes in a TNE environment, a first step towards global graduates
15:35-15:50	LG.10 Refreshments	
15:50-16:25	LG.X04	
Session 5	Ramzi Merabet, <i>University of Leeds</i> De-essentialising the international student: belonging, interculturality, and endured realities	
	5-minute break/ transition	
16:30-17:00	Michael Sadler Building Rupert Beckett Lecture Theatre LG.X04	Panel discussion: Professor Adrian Holliday, Professor Prue Holmes, Presenter 1, Presenter 2 (TBC) <i>Final panel reflections on day with time for Q&A</i>
17:00-17:10		Concluding remarks and thanks Dr Yolanda Cerdá

Book of Abstracts:

Parallel Sessions

Debra Jones, University of Bristol: Towards an intercultural pedagogy: what role can EAP play?

This paper is based on my doctoral research into the implications of internationalisation on curriculum and pedagogy in UK higher education. With the emphasis on student mobility and recruitment, the impact of internationalisation on learning and teaching has received less attention and indications are that the curriculum and pedagogy have not adapted to the new, international context. This research is motivated by my sense that current pedagogies at universities reflect a monocultural “one-way” internationalisation (Singh, 2009) with international students expected to adapt to our ways rather than an intercultural approach responding to and valuing the diverse experiences international students bring. The paper uses a transcultural theoretical framework (Cadman & Song, 2012) to assess whether internationalisation is leading to more inclusive pedagogies and considers how a decolonisation approach could be adopted to move towards an intercultural pedagogy where international students can achieve their potential (Moosavi, 2021) and to fully realise the learning and teaching benefits of internationalisation. The paper provides an overview of the literature and some reflections on my research in this area and poses some questions about the role of EAP in maintaining or transforming current pedagogical practices.

I coordinated the pre-session programme at Bristol for 4 years and currently work on our insessional provision. I am also studying for a Doctorate in Education researching the impact of internationalisation on curriculum and pedagogy.

Liz Molyneux, Edge Hill University: Internationalisation of the curriculum: what does it mean for EAP?

In this presentation, I will explore intercultural communication in relation to Internationalisation of the Curriculum (IoC). Leask (2015) recommends using a conceptual framework with outer layers comprising global and national contexts, and inner layers including institutional and programme considerations, to internationalise in a context-appropriate manner. Guidance will be given on how this framework might be applied with a focus on EAP programmes in the UK. I will ask whether our institutions profess to develop the global worker or the global citizen, and whether these entities should be held in opposition or could be complementary (Harrison, 2015). In focussing on EAP, I will consider the opportunities presented in our field for IoC given that practitioners often work closely with students to develop communication skills in a variety of cross border contexts. I will also highlight possible tensions with the tenets of IoC, for example how to balance the promotion of English language proficiency while avoiding a monocultural model of internationalisation with implicit acceptance of English language hegemony (Svensson & Wihlborg, 2010). I will conclude by asking whether IoC should be a concern for those working primarily with international students, as suggested by the HEA (2014), or whether it is of relevance to all students as part of broader efforts to promote internationalisation at home (Leask, Jones & de Wit, 2018). If universities are moving away from a deficit narrative framing of international students (Mittelmeier & Lomer, 2020), how could the EAP community support the development of intercultural competencies for all?

Liz Molyneux has extensive overseas experience in China, Vietnam and Kazakhstan. She has an MA in Education from IoE, UCL, a DELTA and is a Senior Fellow of the HEA.

Jim McKinley, University College London: Fostering intercultural competence in and beyond EAP classes in UK higher education

Developing intercultural competence in EAP classes is generally driven by curriculum with objectives to foster students' openness (i.e., willingness) to engage with other cultures (i.e., national/ethnic/religious, etc.). But the objectives are limited to the EAP students in EAP classes, with insufficient consideration of how the objectives may be met by both teachers and students in the wider community. Based on an earlier study involving classroom observations and stimulated recall interviews with lecturers and student focus groups about their understanding of intercultural competence and teaching practices in UK postgraduate studies (McKinley et al., 2019), in this presentation, I will reflect on the three key recommendations raised as they pertain to EAP students and teachers. Unifying these three recommendations is the idea of establishing a community of ease and comfort that fosters openness to other cultures. These recommendations were based on 'ten top tips' from the same project, which I will also reflect on. The three recommendations are 1) to build a wider community through interdisciplinary collaboration in and beyond the classroom; 2) to make objective activities concrete through institutional engagement possibly in the form of extracurricular objectives and required professional development for teaching staff; and 3) to revise curricula to better target transferable skills for students' future lives. By following these recommendations for developing intercultural competence, both EAP students and teachers can co-construct the processes of representation, identity construction and negotiation of meaning. Recognizing these processes are always going to be open-ended, the competences will be sustainable beyond the EAP classroom to allow for continued development.

Jim McKinley, SFHEA, Associate Professor at University College London, specializes in implications of globalization for L2 writing, language education, and higher education. He is an Editor-in-Chief of the journal System.

Victoria Jack, University of York: Assessing inter/transcultural communication: handing over to the students

With a focus on widening participation and internationalisation, in recent years, universities have become increasingly super diverse. Theoretically, this means that students co-construct knowledge collaboratively with peers from diverse linguistic, cultural and otherly diverse backgrounds. In practice, however, the experience of mixing with and collaborating with peers who are different from themselves has led some students to feel isolated, marginalised and excluded from learning experiences. In order to address these issues of segregation in collaborative learning and to prepare students for collaborative working in the global marketplace, the University of York introduced an elective transcultural communication module. With a focus on the practical, the summative assessment was a group discussion where students practised their "transcultural communication skills". The need for criteria to assess transcultural communication therefore emerged. As the module leader, I felt uncomfortable in dictating to students what effective and ineffective transcultural communication is and therefore decided to handover the development of assessment criteria to my cohort of students. In this workshop, participants will follow the process used with students to develop assessment criteria for the assessment of transcultural communication. Moving from individual reflection to pair, then group work, participants will have the opportunity to reflect on and discuss good practice in communication across personal cultural boundaries with the aim of developing a participant generated criteria set. Participants will

also have the opportunity to consider the advantages and disadvantages of adopting a similar approach in engaging students as partners in inclusive learning, teaching and assessment. *Victoria is a lecturer in Academic and Communication Skills and manager of the departmental academic and communication skills provision in the Faculty of Social Sciences at the University of York.*

Christina Laporda, University of Central Lancashire: (Re-)defining intercultural competence: what is it, or maybe, what is it not?

The term and study of Intercultural Competence (IC) seems to first appear in literature in the 1930s, with more organised research gradually appearing after the 1960s, when globalisation, internationalisation and interdependence started affecting relationships and communication. However, even today, attempts to study and assess Intercultural Competence, particularly within education, seem to be hindered by a variation of terms used, or mutually agreed definitions, as it seems that IC is still used interchangeably with terms such as multiculturalism, cross-cultural competence, adaptation or integration. It is worth, then, comparing the above terms and trying to find their differences, rather than their similarities, and what their relationship with IC is. Then, using the most accepted definitions of intercultural competence, which is broadly defined as the appropriate and effective interaction with cultural others, we will also try to understand why even terms such as culture or competence cause debate today, who decides what is appropriate or effective, and how this affects the study, development and assessment of IC. Hence, by conceptualising what IC is not, we may be able to better understand what, then it is, what it encompasses, and how valuable our awareness of intercultural competences can be in a culturally diverse educational future, particularly in the field of EAP, as we are often one of the first cultural others for our students.

2020: MA in TESOL with Applied Linguistics, UCLan

2018-now: EAP tutor in Language Academy, UCLan, Preston

-2018: TESOL teacher and English school owner, Greece

1995: BA in English Language and Literature with Linguistics, Aristotle University of Thessaloniki, Greece

Deirdre McKenna, University of Leeds: “At the beginning, I do not dare to say anything in English in front of native speakers, but now I can be confident”: The impact of an in-sessional EAP programme in developing intercultural competence

In-sessional EAP programmes aim to address student needs in terms of the language and skills required to participate effectively in Higher Education (Bruce, 2011). While much has been written about these areas, the development of intercultural competence is often overlooked in the EAP literature (Douglas & Rosvold, 2018, p.37). This requires more investigation, especially as Holmes and O’Neill (2012, p.707) say that ‘intercultural competence is especially important in higher education settings where students from many different cultures come together to live and learn’.

One such setting is the Academic Literacies (AL) programme for MA Film Studies, with a cohort of around 80% international and 20% British students. As well as developing academic and language skills, AL provides opportunities to work with ‘cultural others’ through in-class discussions, and a group project. Students also reflect on their perceived intercultural competence through a needs analysis and feedback forms.

An initial analysis of the 2021-22 feedback indicates that the anticipation of communicating with 'cultural others' can result in 'reluctance' and 'fear' (Holmes and O'Neill, 2012). It also highlights that, on completion of the programme, students ranked 'working more effectively with others from a different cultural/ linguistic background' as their area of greatest improvement, particularly in 'improved confidence'. Bond (2020, p.153) states that, 'given that lack of confidence is one of the issues identified by students as reducing their cultural capital, the importance of this role should not be dismissed.' In-session courses therefore can play an important role in facilitating and developing confidence in intercultural encounters.

Deirdre McKenna is a Lecturer in EAP at the University of Leeds, leading the Academic Literacies programme for MA Film Studies.

Matthew Ketteringham, Andrew Hollins, Lakshita Pursnani, Yixin Shen, Joanne Shiel, Alexander Valavanis and Shengxian Zhuang, Southwest Jiaotong University – University of Leeds Joint School: Developing intercultural communication in a transnational education (TNE) setting: what do students struggle with and can EAP help?

The recent internal University review of the Joint School set up by South-West Jiaotong University in China and the University of Leeds stressed that the opportunity for intercultural enrichment presented by this transnational collaboration should be exploited more fully. Intercultural communication is recognised as a key soft skill required by graduates preparing to work in an increasingly globalised labour market (AHEP, 2020).

This study explored the experience of students in an Electronic and Electrical Engineering module, hitherto studying in separate cohorts, but now required to work in mixed cohort teams on a Collaborative Online International Learning (COIL) engineering task. A case study approach was taken with the use of mixed methods: a questionnaire, observation, and focus groups. A large proportion of students (71%) stated they had no experience of communicating with other engineering students from different cultural backgrounds. It became clear that the students had to negotiate a complex interplay of institutional academic culture and 'national' culture. Language played a role in the difficulties they encountered in communicating with each other, but differing assumptions about working patterns and team roles caused arguably more significant problems, with some issues arising from institutional differences and others from perceptions of cultural backgrounds. Technological difficulties highlighted the more practical barriers to international communication.

For the EAP specialists, working closely with colleagues from a different disciplinary culture on a project dedicated to the overt development of soft skills, rather than disciplinary knowledge, made clear the relevance and value of EAP knowledge and expertise in this sphere.

Matthew has been teaching English for Academic Purposes for over 15 years at a range of tertiary education institutions in South Korea, Japan, Kazakhstan, and the UK.

Matt Thurston, University of Leeds: Developing positive global attitudes in a TNE environment, a first step towards global graduates

Most UK universities have the goal of developing Global Graduates, but whilst this is challenging enough in the UK, it is even more so in the (often monocultural) TNE environment. This presentation will introduce the early stages of a research project designed to help address this challenge on two UK university TNE programmes in China. In order to develop global knowledge and skills effectively, students must first have positive attitudes to

the global community (Deardorff, 2006). Through activities embedded in two Foundation modules this project will seek to develop students' positive attitudes to the global community focussing on cultural difference, global issues, and future global selves. Positive attitudes to the global community not only contribute to global graduate outcomes, but are also expected to lead to enhanced motivation. In the language learning motivation field, positive views of the global community (Yashima, 2002, 2009) and clearly defined future selves (Dörnyei, 2009) have been shown to enhance motivation to learn English and this should also apply in a TNE context. A quasi-experimental study, the experimental group will utilise the new materials, with the control group continuing with the existing curriculum. Global Attitudes and academic motivation will be measured through self-report questionnaires at the pre and post stages, which will then be supplemented by semi-structured interviews and also class-based exercises on future selves completed at the start and end of the programme. As this project is at an early stage, feedback and advice will be sought to further enhance the study.

With 18 years' experience teaching on and coordinating programmes in China, Singapore, Australia and the UK, Matt is currently responsible for English Language teaching at the University of Central Lancashire.

Ramzi Merabet, University of Leeds: De-essentialising the international student: belonging, interculturality, and endured realities

A considerable amount of research in intercultural communication (IC) and English for Academic Purposes (EAP) perceives international students to constitute a clearly bounded and homogeneous group. Such simplistic categorisation is one of several mechanisms that sustain the deficit frameworks underpinning both students' experiences and research carried out about their trajectories. A view of interculturality where students are perceived as "robots programmed with 'cultural' rules" (Abu-Lughod, 1991, p. 158), hence reducing interculturality to a simplistic process where "a person from country A [meets] someone from country B" (Collins, 2018, p.169), is both obscuring and obstructing the spectrum of intricate realities endured by students. Using findings from an ongoing PhD project, this presentation will attempt to de-essentialise the experiences of students labelled international. It aims to uncover several mechanisms that create and sustain an 'us' versus 'them' situation, subsequently preventing the potential to observe interculturality-from-within and intercultural mutability (Holliday, 2022), and contributing to culturism, othering (Dervin, 2015), and native-speakerism (Holliday et al., 2015). The same mechanisms are actively dictating the status quo of the current neoliberal university and, as I will argue, are disguising under an array of postmodern recidivist (Holliday and MacDonald, 2019; Hannerz, 1999) buzzwords, amongst which is global citizenship. The presentation concludes with an open discussion and several questions to consider, especially in EAP contexts.

Ramzi Merabet is a postgraduate researcher and teaching assistant of intercultural studies in the school of Languages, Cultures, and Societies, University of Leeds. His research investigates the mechanisms and discourses underpinning the experiences of students labelled international.

Recorded asynchronous presentations

Umar Alharbi, King Abdelaziz University and University of Reading and Erhan Aslan, University of Reading: Intersections between EAP and intercultural communicative language teaching: voices of teachers in the Saudi EFL context

EAP classrooms are prime settings for fostering intercultural communicative competence (ICC) by means of socially and culturally sensitive teaching methods as well as instructional materials that represent both local and international cultures. EAP instructors as language professionals are better placed than others to help students develop ICC in today's globalised yet increasingly polarised world. However, we know very little as to what extent EAP teachers conceptualise and nurture intercultural communicative language teaching (ICLT), a question the present study aims to answer in the Saudi EFL context. The data in this study come from 103 Saudi and non-Saudi EFL instructors who completed a questionnaire (adapted from Sercu, et al., 2005) eliciting their conceptualisation of ICLT, its relation to EAP teaching in the Saudi context, and the intersections between their perceptions and teaching practices to highlight factors facilitating or hindering their ICLT approach. The findings revealed a discrepancy between the instructors' ICLT beliefs and their self-reported classroom priorities stemming from their focusing on academic and linguistic learning outcomes. This discrepancy ascertained that ICLT in the Saudi EAP context reflects and is influenced by the Saudi sociocultural and educational context, which is conservative (instructors avoided critical approaches and relied on knowledge-related ICLT), traditional and prioritising exam-oriented EAP teaching. While these findings are localised to the EAP and ICLT practice in Saudi Arabia, they have global EAP implications emphasising the necessity of providing EAP teachers with contextualised ICLT approaches to help develop EAP learners' ICC. It is only with more research reoriented to specific contexts we will be able to make a greater contextualisation of ICC practices in EAP. *Erhan Aslan, PhD, Lecturer in TESOL and Applied Linguistics Umar Alharbi, Lecturer, King Abdelaziz University and University of Reading.*

Cathy d'Abreu, Oxford Brookes University: Identity and 'togetherness' in EAP and ICC

What are the normative views of culture and what does the term 'Intercultural Communication' reveal about how we understand, and present, human identity? This session will introduce an innovative new digital assignment 'My Cultural Identity' on a Foundation ICC module at Oxford Brookes that explores identity, prejudice, stereotyping and othering. Students apply theories such as Allport's 'Nature of prejudice, Tajfel's Social identity Theory and Hall's Cultural Iceberg to their own lived experiences. New to many is engaging with theory and being critical. It explores how adopting a praxis based approach (Freire, 1992) to dissecting the theme of cultural identity can engage transformative learning potential (Mezirow, 2009), allowing learners to recognise and challenge biases that 'other' and discriminate within their own cultural landscapes. It offers up for consideration a new conceptual term, that of 'togetherness', arguing that, as EAP educators, we have a unique potential to challenge overarching narratives that can present identity as something that separates, a challenge to be overcome. Student submissions revealed many more positive similarities than negative disparities among the spectrums of human identity, outlining facets of our myriad different selves that reflect 'togetherness' over 'othering'. As EAP introduces what are often first steps in critical thinking, academic conventions and cultural integration and adaptation skills, it has huge potential to reframe these models. 'Identity and togetherness'

shares student perspectives on the nature of cultural identity and asks us to reflect on how in laying academic foundations we either support or challenge accepted meaning frames as educators.

Cathy d'Abreu leads the Foundation modules Global Issues and Intercultural Communication. She is an Education for Sustainability (EfS) practitioner, and Chair of the charitable organisation SEEd, Sustainability and Environmental Education.

Kevin Haines, University of Bristol and Rina Fokel de Vries, University of Groningen: Expressions of identity: international and intercultural communication for academic purposes

The internationalisation of higher education (HE) is a transformative process affecting learning and teaching, requiring adjustment from students and lecturers (Leask, 2015). Also, according to Holliday, Hyde & Kullman (2010), 'the learning of a second or additional language ... is inextricably linked to issues of culture and identity' (p. 119). Therefore, the transitions required of students and lecturers in international HE seem to involve adjustments in identity. However, in many English-speaking HE settings, there may be a lack of purposeful interaction between lecturers and students who are still developing their English language skills and have a different academic-cultural background (Hardman, 2021), which does not promote constructive adjustments in the identities of learners or teachers. Divisions between home and international students further impact the ability of students to develop as global citizens with competences such as intercultural agility, collaboration and communicative skills (Spencer-Oatey & Dauber, 2021).

We argue that the diversity contained within the cultural and linguistic identities of students and staff at universities is an asset, which can be used as a resource in teaching and learning, benefiting all. We believe that EAP practitioners will increasingly take on the role of facilitating International and Intercultural Communication for Academic Purposes, supporting other academics in their quest to step away from cultural assimilation processes and encourage students, while mastering the language needed to succeed in their academic and disciplinary contexts, to bring their cultural and linguistic identities with them into the educational arena, and feel welcomed as a fully-fledged member of the academic community. *Kevin Haines previously worked in international Higher Education programmes in the Netherlands. His work focuses on the integration of cultures and languages into pedagogy through 'purposeful interaction'.*

Rina de Vries previously worked at Birmingham International Academy as an EAP tutor. Their special interests are decolonising classroom communication and intercultural learning and teaching in the international classroom.

Jolanta Hudson, University of Glasgow: Developing intercultural citizenship in the digital age: undergraduate students' perspectives on Intercultural Communicative Competence in Higher Education

The importance of intercultural citizenship has become prominent in HE and the increased use of digital tools and platforms in academia has been shaping EAP instruction providing students with opportunities to develop not only their academic but also intercultural competencies (IC) so that they can engage in global communication that is very much required from a university student in current times. In this presentation, I will report findings from a small-scale empirical study that investigates undergraduate university students' perspectives on developing Intercultural Communicative Competence (ICC) to succeed in academia in the

digital age. The study draws on the theoretical framework of the ICC Byram's (1997) model to explore the undergraduate students' perspectives on ICC in the HE context. In Byram's model, ICC is described as an important factor in developing effective language skills by L2 students through engaging and communicating with other cultures. The results of this study show that students see the importance of developing their ICC to communicate and understand other cultures and their people and although ICC does not seem to have a major impact on achieving their short-term academic goals, they see the need to develop ICC as crucial to achieve long-term goals in academia and their professional lives as they notice the increased use of digital tools needed to achieve those goals. Recent studies show major gaps in research concerning the development of IC through digital technologies thus this study offers support for the findings of previous researchers and provides new insights into the research.

Jolanta is a lecturer in EAP and TESOL and she also provides TELT support to staff. She is currently doing her PhD in E-Research and Technology-Enhanced Learning at Lancaster University.

Liqun Pan, Haiying Song and Yi Tao, Xi'an Jiaotong-Liverpool University: Fostering intercultural competence in online EAP classrooms

Intercultural competence, which can be defined as the abilities of effective and appropriate performance when interacting with people from different cultural and linguistic backgrounds (Fantini & Tirmizi, 2006), is considered a critical element and outcome of language education. According to Bartosh (2020), there are several components which can constitute intercultural competence, i.e., behavioural, personal, motivational, and cognitive. These attributes can reflect individuals' linguistic and cultural proficiency, which are crucial for students to become competitive in their future careers.

Intercultural competence merits greater attention in the design and delivery of English for Academic Purposes (EAP) programs due to two main reasons. First, the presence of students from a diverse range of cultural backgrounds both necessitates the need and provides a rich context for intercultural communication. Second, well-developed intercultural competence lays the groundwork for student success in and beyond post-secondary education. Despite the fact that the global pandemic has forced many EAP programs to move online, teachers are still faced with the task of fostering students' intercultural awareness and communication skills. The presenters believe this can be significantly facilitated by a wide array of tech tools, such as Etherpad, which either exist independently or are embedded within Learning Management Systems (e.g. Moodle and Blackboard). The utilization of such tools not only creates opportunities for intercultural communication and reflection, but also contributes to a dynamic and student-centered classroom.

Nevertheless, there are several challenges which may arise, such as limited class time, low student motivation as well as inadequate technological skills on the part of both teachers and students. To work with class time constraints, a flipped classroom approach could be adopted. By completing necessary preparations before class, students will be able to spend time in class on more productive and meaningful intercultural tasks and activities. As for low student motivation, depending on the sources, there are a number of measures teachers can take, which include providing a clear rationale for what students are asked to do, and ensuring there is sufficient scaffolding in place. When it comes to building familiarity with the various tech tools, both teachers and students should fully utilize resources, such as manuals and demonstration videos, which accompany these tools. It is also important to start with easier-

to-use tools.

The three presenters are currently teaching on various EAP modules. Their research interests include intercultural communication and EAP, use of technology in EAP classrooms, and EAP materials development.

Chi Shen, Hong Kong University of Science and Technology: Developing academic identity and workplace readiness as inter-cultural practices - from curriculum-design perspectives

The first part of this presentation draws on the notion of “diversity advantage” (proposed by the Council of Europe’s Intercultural Cities Programmes) to approach the issue of ‘culture’ in the language classroom. I will briefly introduce the design and coverage of CLE’s* English curriculum (3-year), and from the curriculum perspectives on content, learning activities and assessment (of learning outcomes), I first wish to argue that inter-cultural communication begins with students’ awareness of language use in different communities, with EAP as induction into the approaches and skills required for academic studies, and moves on towards audience-specific communication (or language socialization) that targets more diverse communities at varied scales (Burdelski & Howard, 2020). The intended curricular outcomes suggest that, instead of focusing on outward cultural specifics (knowledge of language, behaviours, customs, etc.), the training of inter-cultural communication prepares students for the dynamic process (often problematic) of cross-cultural contact.

Taking up this outcomes-based perspective on communication/language training, I then wish to argue that intercultural communication may be conceptualized/developed as a tool for conflict management. The development of effective intercultural behaviours (or communication), as proposed by Jeanine Gregersen-Hermans (2017), would require purposeful and reflective engagement with specific context and audience – just as we would like to deepen students’ emphatic understanding of culturally-different others by helping them understand the impact (or the lack of it) of their communication. I will share the task design and assessment of some senior EAP/ESP courses to unpack how this context-specific and audience-centred approach could further develop students’ cultural awareness through their communication/language use.

*CLE = Centre for Language Education, HKUST

Trained as Publishing Agent and Humanities Editor during postgraduate research. Taught academic literacies and communication skills in HEIs in Taiwan, Singapore, and Hong Kong.

Shishi Zhang, University College London: Assessing second language pragmatic competence for intercultural communication: The case of pre-sessional students in UK higher education

Second Language (L2) pragmatic competence is deemed essential for language proficiency (e.g., Purpura, 2004) and intercultural communication success (e.g., Taguchi & Ishihara, 2018). Extensive research in L2 pragmatics, English for Academic Purposes (EAP) and intercultural communication has shown that diverse spoken language use situations require pragmatic competence (e.g., Bardovi-Harlig & Hartford, 2005). However, the operationalisation of pragmatic assessments is limited. There is a need to update assessments that address such pragmatic needs, taking into account the balance between construct coverage, the practicality of test administration and scoring, and generalisability. This study exemplifies the operationalisation of assessing L2 pragmatic competence for intercultural communication in EAP, targeting UK pre-sessional students. The study utilises a sequential exploratory mixed methods design (Creswell & Plano Clark, 2018) and engages target end-users (i.e., pre-

sessional teachers, students). It first investigates UK pre-sessional students' pragmatic needs through document analysis, and semi-structured interviews and online surveys with pre-sessional teachers. Following data triangulation, a list of pragmatic skills, scenarios are generated to inform the design of multimodal, integrated tasks via online test platform, videoconferencing, video-prompted multiple-choice tasks and open role-plays. Pre-sessional documents (e.g., syllabi, sample tests) and stakeholders' perceptions are analysed using thematic analysis. Pre-sessional students' performance is analysed statistically and via discourse analysis. This will culminate in the development of a prototype assessment tool of L2 aural/oral pragmatic competence for UK pre-sessional students. This study broadens the research scope of language assessment, L2 pragmatics and intercultural communication, and could encourage positive changes and washback to pre-sessional and EAP programmes.

Shishi Zhang's research interests include assessing pragmatics, EAP, and intercultural communication. She worked as a project manager at Foreign Language Teaching and Research Press in Beijing before commencing her PhD.