

## InForm Conference 2012 Workshops

Area	A	B
<p><b>Culture</b></p>	<p>Mr Lee Hawkes, Queen Mary University</p> <p><b>The Acculturation and Sociocultural Integration of International Foundation Programme students</b></p> <p>This presentation aims to outline the findings of a small-scale case study investigating the socio-cultural adaptation of international students at Queen Mary, University of London. The findings show that the participants faced considerable difficulty in acculturating, which is consistent with existing psychological and socio-linguistic research in this area.</p>	<p>Mr Chris Walklett, International Academy, University of Essex</p> <p><b>Cultural (dis)orientation &amp; (un)social English - Everything they want to know...but you are afraid to teach</b></p> <p>Many believe culture to be the fifth language skill. If this is the case why then is cultural instruction, in terms of both induction to UK culture for example and/or social English, rarely incorporated into University EAP programmes such as IFPs? This session hopes to explore this issue in detail.</p>
<p><b>Enhancing teaching</b></p>	<p>Mr Josh Lange, University College London</p> <p><b>Transformative Leadership, Involvement, and Service Learning: A 21st Century Paradigm for Foundation Programmes?</b></p> <p>Multiple Intelligences Institute UK Representative and UCL Teaching Fellow Josh Lange argues for integrating social action into EAP, shows examples with results from his own on-shore and off-shore experience at Reading and Nazarbayev universities, presents a framework of potential projects that can be integrated to support pre-defined foundation programme goals, and challenges participants to engage in a discussion of how service learning can be best researched as well as integrated into their own programmes.</p>	<p>Mrs Julie Wilson and Alison McManus, Foundation Centre, Durham University</p> <p><b>The Language Lunch: an evaluation of a range of 'bite-sized' and creative ideas for additional language support</b></p> <p>This session aims to consider good practice, as well as qualitative and quantitative data, with respect to additional support methods that EAP tutors employ to equip students with the necessary linguistic and academic skills for progression onto their degree courses.</p>

<p><b>Learner autonomy</b></p>	<p>Ms Ann Smith, Centre for English Language Education, University of Nottingham</p> <p><b>Who's in Charge?</b></p> <p>The University of Nottingham's Foundation Certificate Programme includes a Study Plan portfolio to develop independent learning. The Study Plan components will be outlined and case examples will illustrate typical student profiles. The teacher's role as a learning advisor, issues relating to portfolio assessment and, finally, future recommendations will be discussed.</p>	<p>Dr. Ariane Smart and Ms. Sara Felix, University College, London</p> <p><b>Promoting Reflective and Autonomous Learning: Student Self Evaluation in Kazakhstan</b></p> <p>The paper proposes an approach to promote reflective thinking and learner autonomy among international students whose educational system may have emphasized memorization. It presents a new course and, in particular, the use of student self evaluation to develop learner identity and reflective learning.</p>
<p><b>Extra curricular</b></p>	<p>Mr Christopher Copland and Huw Llewellyn Jones, University of York</p> <p><b>English for Integration into the Campus Community: A Video Project</b></p> <p>"Access UK" is a video-based resource for English language learning, which addresses some of the more common practical and social situations that newly-arrived international students encounter. The session will demonstrate how University of York staff have generated the films and used them to stimulate learning. Discussion will be invited on how delegates might apply these techniques in their own contexts. Feedback from learners and teachers will be used to evaluate the appeal and effectiveness of this approach to learning.</p>	<p>Ms Maggie Holmes, York St John University Wendy Altinors, Leeds Metropolitan University Anthony Flint, Teesside University</p> <p><b>Organising a conference for International Foundation students: aims and benefits</b></p> <p>For two years, three northern universities have held a conference for International Foundation students to provide them with an authentic platform for student presentations. This presentation will discuss the value of such an event and highlight significant practical considerations for others thinking of planning a conference.</p>