

INFORM CONFERENCE | 2019

InForm

Evolution of International Foundation Programmes – recognising a new environment and adapting to change



Lecture Theatre 1.09
Palmer Building

University of Reading

29 June 2019 [see pg18 for map]

InForm CONFERENCE 2019

EVOLUTION OF INTERNATIONAL FOUNDATION PROGRAMMES – RECOGNISING A NEW ENVIRONMENT AND ADAPTING TO CHANGE

The International Foundation Programme at the University of Reading welcomes you to the 10th annual InForm conference.

With this being our 10th annual conference we're taking the opportunity to reflect on how International Foundation and Pathway Programmes (IFPs) have changed and are continuing to change. We're looking at this topic on both an institutional scale and also at classroom level, in the context of developments in teaching methods and technology.

A big development in recent years is the growth of transnational education (TNE) and we're delighted to have a number of speakers join us from IFPs outside the UK. Our opening plenary session takes a wider look at TNE and has a panel of experts from 3 universities sharing their experience and insights of TNE partnerships and offshore delivery of IFPs. As an illustration of the importance of TNE, we will also be linking to the University of Reading Malaysia Campus for the plenary where a parallel InForm conference is also taking place.

It is fitting that Dr Anthony Manning, who started InForm and ran the first InForm conference in 2010, is giving the keynote talk. His support for IFPs and his championing the importance of the work they do is well known in the IFP community and we're delighted to have him in attendance.

We hope you enjoy the day, share ideas, and get inspired with ways to develop and improve IFPs over the next 10 years, and more..



Dr Mark Peace
Chair of the *InForm* Editorial Board

INFORM Conference 2019 programme

08.50-09.15	Registration – Coffee and pastries		
09.15-09.20 Palmer 1.09	Welcome and conference opening (all delegates)		
09.20-10.05 Plenary Palmer 1.09	<p>'International' delivery of international foundation programmes – an I2FP model? <i>Elisabeth Wilding (University of Reading), Bruce Howell (University of Reading Malaysia), Mike Groves and Stephen Minchin (University of Birmingham), Matt Potter and Kathryn Richardson (Queen Mary University of London)</i></p> <p>In this plenary, we will consider different perspectives on the growing trend of transnational and therefore 'doubly' international foundation programmes (I2FPs) and will examine the challenges and opportunities that they may represent. Colleagues from the University of Reading Malaysia, Queen Mary University London, and the University of Birmingham will share their institutional TNE experiences from China, Malaysia and Dubai, discuss key trends, and address your questions.</p>		
10.05-10.50	<p>Challenges faced and solutions found implementing an IFP course in Russia <i>Nicholas Hyder, MGIMO</i> Palmer 1.09</p> <p>Preparing first-years for a double-degree with Reading, MGIMO began teaching an IFP course in 2018. This presentation looks at the need for implementing this globally recognised program, the challenges faced, and lessons future IFP courses can learn.</p>	<p>Students' misinterpretation of written feedback on their degree programmes: can IFPs do more to help? <i>Jane Ward, University of Reading</i> Palmer 1.02</p> <p>Research carried out at the University of Reading showed that international students' interpretation of feedback comments was often misaligned with lecturers' intended messages, hence, learning opportunities were lost. We suggest that IFPs have a responsibility to prepare students in this regard, and suggest some methods for doing so</p>	<p>Supporting IFP students with the transition to UG study: adapting the lecture format through TEL <i>Miriam Schwiening and Anna Tranter, Warwick University</i> Palmer 1.04</p> <p>This research project, involving IFP students who have a range of English language proficiencies, aims to increase learning gain within lectures through the use of technology enhanced learning. The lecture is punctuated with mobile activated quizzes, to incentivise students to build their vocabulary sizes and reflect on lecture content.</p>
10.50-11.15	Coffee and biscuits		

<p>11.15-12.00</p>	<p>Transforming the IFP: From evolution to revolution <i>Elizabeth Allen and Maxine Gillway, University of Bristol</i> Palmer 1.09</p> <p>From small beginnings in 2006, the University of Bristol IFP grew in numbers and pathways with incremental changes until external pressure brought in a new PVC with a background in privatizing IFPs. This threat has been turned into an opportunity to revolutionize the provision and transform the student experience.</p>	<p>Preliminary Year: A needs analysis for creating an enhanced spoken English environment <i>Kalai Mathi Yesupatham, University of Nottingham, Ningbo, China</i> Palmer 1.02</p> <p>Creating spoken English (SE) support for preliminary students is paramount. This research investigated the specific need for enhancing SE support. It found that students lacked such support and identified the benefits SE support can bring, particularly with increased frequency of such support. It concludes that there is a strong need for enhancing SE support to more students.</p>	<p>An Investigation on the importance of On Line Assessment in the E learning process <i>Emdad Aziz and Alison Buckman, INTO University of Exeter</i> Palmer 1.04</p> <p>This session presents a feasibility study on the importance of On Line Assessment in the e-learning process. It was based on a Foundation and International Year 1 Business module having paper based assessment and feedback. It concluded that both teachers and students significantly favour online assessment as compared to paper based assessment.</p>
<p>12.00-12.45</p>	<p>My CAS or UCAS? How IFP recruitment disrupts UG International Strategy <i>Alys Kowalik</i> Palmer 1.09</p> <p>In a crowded and competitive market, university-based international foundation programmes jostle alongside private providers to recruit students. Born after 2000, current applicants are the vanguard of the iGeneration, supplanting Millennials. This presentation suggests practical solutions for the sector to adapt, adopt and embrace the current disruption.</p>	<p>Foundation EAP course re-design in response to a changing student body <i>Jill Haldane and Philip Davies, University of Edinburgh</i> Palmer 1.02</p> <p>The University of Edinburgh's IFP has grown in recent years, seeing a range of students with varying IELTS scores. The Foundation EAP course within IFP has been redesigned to recognise the changing student demographic and to allow these groups to equitably meet similar aims. This presentation outlines the new FEAP syllabi.</p>	<p>Flipped Learning in Practice <i>Lee Clark, University of Surrey</i> Palmer 1.04</p> <p>Flipped learning is an effective teaching method that enables students to achieve their full potential. However, in some circumstances its practical implementation has been difficult. This presentation covers three essential ingredients that most teachers neglect which transform a mediocre lesson into one of the most powerful learning methods in education.</p>
<p>12.45-13.45 Lunch</p>			
<p>13.45-14.30 Keynote Palmer 1.09</p>	<p>Quality and Innovation for International Pathway Programs: Good Practice and Recommendations for the Future in the UK Context and Beyond: <i>Dr Anthony Manning, Dean of Internationalisation, University of Kent</i></p> <p>This session will discuss a range of features which can be considered as markers of quality for international pathway programmes. It will also identify areas of innovation, support and stimulus for international pathway providers, which can contribute to ongoing quality enhancements. In the process of discussing quality markers and innovative practices, features of curriculum, programme design and student experience will be discussed and mechanisms for the development of educationalists in this field will be explored. The session relates to a chapter of the same name, in the recently published book: <i>University Pathway Programs: Local Responses within a Growing Global Trend</i> (Agosti and Bernat, 2018)</p>		

<p>14.30-15.15</p>	<p>In the university world, but not of it: 15 years of private 'pathway' providers in the UK – sector overview and possible future developments <i>Julien Boville, Nottingham Trent International College</i> Palmer 1.09</p> <p>For the last 15 years, private providers have been offering IFPs in partnerships with Universities. These 'pathway' providers' programmes complement and compete with universities' IFPs. This presentation, based on ongoing doctoral research, will provide delegates with an overview of the pathway sector and some initial findings on its possible future.</p>	<p>Situating Language Learning in the Studio <i>Joanna Norton and Dan Bernstein, University of the Arts</i> Palmer 1.02</p> <p>In response to a number of specific challenges that arose from offering discrete language development classes to Foundation students at two UAL colleges, the decision was taken to move away from discrete sessions to situate language learning in the studio. This presentation will explore the emerging impact of this change.</p>	<p>Digital Age Pen-Pals: International Communication and Cultural Awareness <i>Mary Whitsell, University of Nottingham Ningbo China</i> Palmer 1.04</p> <p>An evaluation of the pilot "Zoom" digital age penpals project. This project gives participants an opportunity to use English with non-native English-speaking students at universities in Kazakhstan and Korea, learn about the cultures of these countries and share their own culture, experiences and interests.</p>
<p>15.15-15.45</p>		<p>Coffee</p>	
<p>15.45-16.30</p>	<p>Are changes necessary to enhance student engagement on the IFP? <i>Natalie Drake and Noor Mat Nayan, University of Reading</i> Palmer 1.09</p> <p>This paper examines the findings of a study that investigated student engagement in the IFP. It was prompted by the teaching experiences of IFP tutors who have been faced with an increasing number of disengaged students. The study identified possible reasons for this lack of engagement and provides some recommendations.</p>	<p>Transition and Adaption: what do students think? <i>Peter Sturman, University of Nottingham Ningbo China</i> Palmer 1.02</p> <p>Preliminary year students at the University of Nottingham Ningbo China have to adapt to an English medium learning environment and different cultural expectations about studying. This presentation looks at issues students themselves identify in terms of transition and adaptation.</p>	<p>Google Translate – what do the wider academic community think? <i>Mike Groves, Birmingham International Academy</i> Palmer 1.04</p> <p>This presentation will look at the abilities of Google Translate, and then share the findings of interviews with academic staff from across the academy. It will then consider whether this new technology is an evolutionary or disruptive force in the future of International Foundation Programmes.</p>
<p>16.30</p>		<p>Conference close</p>	



Elisabeth Wilding
University of Reading – joint partnership with NUIST in China



Bruce Howell
University of Reading – Malaysia branch campus



Mike Grove
Birmingham International Academy – Dubai branch campus



Stephen Minchin
Birmingham International Academy – Dubai branch campus



Matt Potter
Queen Mary University of London – joint partnership with Northwestern Polytechnical University in China



Kathryn Richardson
Queen Mary University of London – joint partnership with Northwestern Polytechnical University in China



Dr Anthony Manning
Dean for Internationalisation, University of Kent

Palmer 1.09
09.20-10.05

'International' delivery of International Foundation Programmes – I²FP

If IFPs are already international, what is different about transnational education (TNE) models of IFP delivery?

The exponential growth in UK TNE across the world has been widely reported (Knight 2016; Kosmutzky & Putty 2016) and the majority of UK higher education providers are involved in TNE delivery in some manner (O'Mahony 2014). TNE itself is increasingly a topic of academic study; however, the role that offshore IFPs play in new university partnerships, franchises, and branch campuses is less frequently commented upon in the literature.

Our session will seek to address this gap by opening up a panel discussion about different offshore IFP models and by exploring some key features of their structure, scale and scope. We will draw upon our own experiences of IFP-TNE delivery in order to share examples from different models and locations, and we will also examine the broader issues of politics, power and language. Through our discussion, we aim to highlight potential challenges and tensions, as well as opportunities for growth and academic development, in the IFP sector.

With panellists in Reading (UK) and joining us via video link from Iskandar Peteri, Johor (Malaysia), we invite the audience to share in a truly transnational dialogue. Following the chaired Q&A portion of the session, there will be time for delegates to ask questions or contribute their own perspectives on the I²FP model.

Palmer 1.09
13.45-14.30

Quality and Innovation for International Pathway Programs: Good Practice and Recommendations for the Future in the UK Context and Beyond

This session will discuss a range of features which can be considered as markers of quality for international pathway programmes. It will also identify areas of innovation, support and stimulus for international pathway providers, which can contribute to ongoing quality enhancements. In the process of discussing quality markers and innovative practices, features of curriculum, programme design and student experience will be discussed and mechanisms for the development of educationalists in this field will be explored. The session relates to a chapter of the same name, in the recently published book: *University Pathway Programs: Local Responses within a Growing Global Trend* (Agosti and Bernat, 2018).

Biography

As Dean for Internationalisation, Anthony is responsible for the development, review and implementation of international activity across the University. As Kent adopts a 360 degree approach to internationalisation, this involves key aspects of education, research and student experience. Anthony's particular area of academic specialism is in the teaching and assessment of English for Academic Purposes (EAP), Modern Foreign Languages and Academic Skills. Anthony's recent publications are associated with training for educators in the assessment of EAP. Anthony is also one of the original creators of the Transferable Academic Skills Kit (TASK). He has also authored other texts for students and teachers of EAP and English for Specific Academic Purposes with Cambridge University Press, Oxford University Press and Garnet. Anthony first joined the University of Kent in 2010 as Director of the Centre for English and World Languages, having previously worked at the University of Reading as Assistant Director to the International Study and Language Institute. During his career Anthony has also taught in France, Germany, China and Japan. He is now also Chair of the University Pathways Alliance.

Palmer 1.09



Nicholas Hyder,
Lecturer,
MGIMO University, Russia

Challenges Faced and Solutions Found Implementing an IFP Course in Russia

In September 2018, MGIMO University began its first IFP course. As part of the double-degree program with Reading, the course aims to set students up for England's different set of academic rules. Russian academic writing is so dissimilar to English that even bilingual Russian PhD students struggle to adapt (Safonova, 2018); it is thus essential to prepare undergraduates for these rules and requirements well before their time at a leading UK university.

This has thus presented several interesting, if not unexpected, challenges. General English teaching largely focuses on drilling, repetition, and 'teacher-textbook-student' (Abramova et al, 2013), so creative and evaluative skills are lacking in conversation (the higher end of Bloom's taxonomy (Anderson & Krathwohl, 2001)); when writing critically, creative and evaluative skills are lacking too. Furthermore, academic skills go largely untaught, with little focus on research, critical thinking, or stylistic rules in school (Korotkina, 2014). The IFP is therefore essential for a smooth adjustment to English universities, although obviously a difficult adjustment.

An IFP course is essential for adapting to a globally recognised academic writing style, although a challenging change for under-prepared undergraduates. Many problems (large class-sizes, confidence, and outdated materials) are hardly culturally specific, so the challenges and solutions are relevant beyond Russia. This presentation will focus on the need to implement a globally recognised course especially where academic writing is not taught, the specifics of the IFP, the particular difficulties faced in Moscow, and lessons that can be learnt from implementing this academic course in Russia.

Palmer 1.02



Jane Ward,
International Foundation
Programme,
University of Reading

Students' misinterpretation of written feedback on their degree programmes: can IFPs do more to help?

"Underlying theory is somewhat under explained". "Linking of theory is imperfect and the use of evidence is not compelling in many instances". "A sound attempt but greater depth needed in places". These are all feedback comments written by lecturers and addressed to non-native speakers. It is not surprising that the students who were faced with this feedback reported that they did not understand it. Longitudinal research carried out at the University of Reading by Dr. Lynda O'Brien (2012) found that this is a very common situation, with students being confused by linguistic factors as well as whether lecturer comments related to global or local issues. Compounding this confusion, students reported being reluctant to ask for help interpreting feedback from their lecturers.

I start this presentation by sharing the results of the research which showed that international students' interpretation of feedback comments was often misaligned (to say the least) with lecturers' intended messages. Literature in fields of higher education argues that feedback is central to learning, which suggests that its primary function should be to promote learning. In the context outlined above, such instances of students' misinterpretation of feedback result not only in lower grades for that particular assignment, but also in lost learning opportunities as students are not able to apply feedback to their future writing.

In line with the research previously cited, I consider feedback as one of the genres of the discourse community to which both lecturers and students belong, and so, as IFPs are preparing students for University study, the second part of this presentation argues that IFPs have a responsibility to prepare students for this genre as we would prepare them for others, such as essay and report writing.

I suggest ways in which such training could be approached, and welcome audience input, which I hope will result in a useful discussion.

Palmer 1.04



Miriam Schwiening,
Warwick University



Anna Tranter,
Warwick University

Supporting IFP students with the transition to UG study: adapting the lecture format through TEL

This presentation will illustrate how adapting the lecture format on IF programmes can enhance student engagement and satisfaction through embedding the technology students carry with them everywhere; the mobile phone. As practitioners we should embrace the technology that students use in their everyday lives and hand over the responsibility for learning. We have found that use of mobiles motivate students to interact with the lecture content whilst still maintaining a studious and focussed atmosphere.

Our research indicates that vocabulary sizes of students, entering our IFP, need to be increased to prepare students to cope with UG study. This classroom-orientated research involves collaboration between the content specialist and the English language specialist, and aims to increase student learning gain from lectures, through the use of technology enhanced learning. We have developed a framework which creates opportunities and incentives for students to engage with the new lexis to help them cope with lecture content. We feel that on an IFP, language and content should not be graded or simplified, but rather that lecture structure can be modified to maintain full academic content. Student evaluation of the lecture intervention has been very positive with students requesting that the lecture structure be applied to their other courses on the IFP. Through the research project, we also found that process of restructuring lectures provided lecturers with valuable insights into teaching IFP students.

Coffee and biscuits

Palmer 1.09



**Elizabeth Allen,
University of Bristol**



**Maxine Gillway,
University of Bristol**

Palmer 1.02



**Kalai Mathi Yesupatham,
The University of Nottingham,
Ningbo, China**

Transforming the IFP: From evolution to revolution

This presentation will explore the transformation of the University of Bristol IFP from 2006 to 2019 through periods of both evolution and revolution. After a brief outline of the long period of incremental changes and continuous improvement, we will examine the new environment that led to a shift from evolution to revolution. This revolution has transformed all aspects of the student life cycle: before, during and after the IFP. This has involved both large-scale and small-scale changes in the governance, curriculum and pedagogy, as well as student engagement and wellbeing. Some examples of these changes have included rewriting the University regulations to enable greater opportunities for progression, creating new academic subject units and pathways to increase the diversity of the programme, redesigning EAP units to incorporate more problem-based learning, implementing a peer mentoring system to promote collaborative student autonomy, and extending the tracking of students both during and beyond the IFP to measure progress and enable targeted early intervention where appropriate. Having implemented these changes, we are now planning for further evolution while preparing for a second revolution which will necessitate an agile response to a constantly changing environment.

Preliminary Year: A needs analysis for creating an enhanced spoken English environment

Students' spoken language production is widely considered as a difficult aspect of language learning (Brown and Yule, 1983). Often these learners struggle to communicate fluently and/or to express their ideas in English, due to a lack of opportunity to practice speaking in English. Creating the necessary speaking environment is valued, not only as time for extra practice, but also as time for new learning opportunities (Kubanyiova, 2018). The Coaching and Support (CAS) unit at UNNC provides various support to preliminary year (PY) students such as advice and workshops for improving their academic skills and spoken English (SE). Advising students is one area of support to enable students to improve oral skills, however such support is limited. This research investigated if PY students have the opportunity to practice and organise SE activities, how frequently they needed support and how it will help them.

Analysis of student responses suggests the majority of PY students lacked SE practice and that frequent SE activities and provision, when made available, can be beneficial in numerous ways. The implication of the findings is there is a strong need for CAS to find ways to fulfil the students' needs by enhancing SE support and providing it to more PY students. Based on such a strong indication, 2 new SE activities are being piloted with a view to further investigating how the SE provision can be extended. It is hoped the data will inform CAS and the management in recognising student need and adapting to change, which is in line with UNNC strategy 2020.

Palmer 1.04



**Emdad Aziz,
INTO Exeter**



**Alison Buckman,
INTO Exeter**

An Investigation on the importance of On Line Assessment in the E learning process

In recent years, instructional and educational institutions have been incorporating information and communication technologies in learning and teaching processes in order to increase the quality, efficiency, and dissemination of education. This session presents a feasibility study on the importance of On Line Assessment in the e-learning process.

Feasibility research was performed on the formative assessment of Foundation Business (Accounting & Finance) and International Year 1 Business (Management). Currently teachers are mostly doing paper based formative assessment and feedback for these modules. Formative Assessment was intended to give the students preparation for their Summative Assessment later at the end of the semester.

For the study students uploaded one individual piece of formative work (essay) on to Turnitin software, available in the Virtual Learning Environment (VLE), which also contained the relevant question and detailed guidance on how to answer the question. After this teachers provided marks and feedback using the Rubric Mark Sheet (with direct link to the Learning Outcomes) and comments in Turnitin, which can be viewed by the teachers and students outside of the class room at their convenience.

By the end of the marking process of the formative work, feedback was collected from the students and teachers through questionnaires with 28 students and 2 teachers surveyed for the Foundation Business (Accounting & Finance) module and 56 students and 3 teachers for the International Year 1 Business (Management) module. This enabled student and teacher attitudes towards using the usual paper based assessment with online Turnitin assessment to be researched.

The study found that both teachers and students significantly favour online assessment as compared to paper based assessment. Audio feedback using Turnitin software can be tested in the future.

Palmer 1.09



Alys Kowalik

My CAS or UCAS? How IFP recruitment disrupts UG International Strategy

“Dear Prospect. Thank you for your query. Information about our courses is available on our website. You can like us on Facebook.”

This session will consider some of the current trends impacting on IFP recruitment and discuss the distinct challenges it faces in the era of digital customer empowerment.

Starting with a descriptive consideration of the habits and preferences of the iGeneration in contrast to Millennials and the resultant implications for publicity material. The requirement for peer interaction and review, use of memes and gamification, customer expectations of personalisation and targeting, with a brief consideration of the implications of data segmentation.

Teachers are familiar with the frustration of inaccessible and specialist language that alienates learners. How do we adapt institutional promotional material written for UK Home students? How to modify content and design for an applicant with IELTS 5.0. Signposting, accessibility and featured content informed by consumer practice, with focus on transition, progression and the end journey narrative.

Finally, customer role profiles as a means for informing recruitment strategy, in contrast and comparison with wider undergraduate international activity. The need for a distinct and informed strand for IFP reflecting the market and product differences. The importance and benefits of integration of the recruitment function with the teaching team.

Concluding with an outline of practical strategies, practices and tools and a speculative horizon-scan of potential considerations for longer-term planning.

Palmer 1.02



**Jill Haldane,
University of Edinburgh**

Foundation EAP course re-design in response to a changing student body

The University of Edinburgh’s International Foundation Programme (IFP) for College of Arts Humanities and Social Science has grown considerably in recent years. This increase in scale has brought characteristic diversity to IFP as well as broadening of the range of students’ IELTS scores. Such changes in IFP have required a response in order to offer high levels of support and participation to this evolving student body. As language is one of the keys to academic success in English-medium university programmes (Weigle and Friginal, 2015), Foundation English for Academic Purposes (FEAP) is a core course on the programme; therefore, to afford students access to equitable literacy and language opportunities (Alexander and Argent, 2008), the FEAP course within IFP has been redesigned to recognise the changing student demographic and to allow these groups to equitably meet similar aims.

This presentation will outline the redesign of the new FEAP syllabi; Entry for less than, and Plus for greater than IELTS band 6.5. The importance of acknowledging language level in EAP provision is widely documented (Alexander, 2012; Lawrence., et al, 2018); Fenton-Smith., et al, 2018); consequently, we evaluated the escalating range of IELTS scores along with other factors, such as student and teacher feedback, student performance and university admission thresholds. The rationale informing the revised syllabi was a more equitable approach to learning and teaching, as the two courses converge in their focus on academic literacies, yet diverge somewhat in their focus on language and grammar.



**Philip Davies,
University of Edinburgh**

Palmer 1.04



**Lee Clark,
University of Surrey**

Flipped Learning in Practice

Flipped Learning is a teaching method that enables students and teachers to focus more time and attention on the application of knowledge and developing suitable skills for higher education and improved exam results.

To date however teachers often report negative experiences, notably in relation to students’ lack of preparation and their inability to apply the prepared work.

In fact there are a small number of essential elements to a successful flipped lesson that the majority of teachers neglect, but when applied, can transform a mediocre lesson into a powerful teaching and learning methods, with results far exceeding those of conventional learning.

Flipped learning is currently being implemented as a one of the key elements of the foundation programmes at an International Study Centre. The recent investigation and trailing experience within the ISC reveals three key mistakes that almost all teachers make when attempting to apply flipped learning. This session explains how to address these mistakes, and how to prepare and execute effective flipped learning.

The presentation covers three main areas:

- 1 how to entice students to complete preparation work;**
- 2 how to ensure students fully understand their preparation work;**
- 3 how to enable students to apply their preparation work and develop higher skills.**

The session is suitable for anyone who is not familiar with flipped learning, together with those who have unsuccessfully tried this method and would like to know how to use it to achieve its full potential.

Lunch

Palmer 1.09



Julien Boville,
Nottingham Trent
International College

In the university world, but not of it: 15 years of private 'pathway' providers in the UK – sector overview and possible future developments

This session will include 3 parts. The first is an ice breaker and involves knowledge sharing. Delegates will get a chance to share with the group and the presenter their understanding of the 'pathway' sector before being exposed to any data. My research is showing that this sector is defined as "stealth" or "under the radar" and that knowledge is scarce even in the University sector. This first part will help the group get an initial definition of the pathway sector and tease out some of the possible 'myths' surrounding this sector thanks to a guided and interactive group activity.

In the second part I will share my research findings on the current state of the Pathway sector. For the last 15 years, 'pathway providers' have developed their reach globally, increased the numbers of partnerships with Universities and have established what appears to be a mature market. Their portfolio of courses also complements and/or compete directly with university IFPs. In this part, data gathered as part of my research will be shared with the delegates. Supported by Stephen Ball's work on privatisation of education, data including privatisation models, market size, partnership models, courses portfolio and quality assurance will be presented.

Finally I will discuss my Initial findings about the possible future developments of the pathway sector. This will include the latest update on the final part of my doctoral research. It will provide delegates with some reflection points about possible future developments for the sector ahead of the Q&A session following.

References

Ball, S.J., 2007. *Education plc: Understanding Private Sector Participation in Public Sector Education* First edit., Routledge.

Ball, S.J., 2013. *The Education Debate (Policy and Politics in the Twenty-first Century)* 2nd edition., Policy

Ball, S.J., 2012. *Global Education Inc.*, Routledge.

Palmer 1.02



Joanna Norton, Language Centre,
University of the Arts

Situating Language Learning in the Studio

This presentation focusses on two traditional Art & Design foundations which have between 500 - 600 students each, approximately 60% home and 40% international. Over 100 students on each Foundation arrive with an overall score of 5.0 or 5.5 in IELTS. Informal observations indicate that a significant number of students speak in L1 in the studio rather than in English. Discrete language development sessions are not always well attended, and up to one third of students did not attain the required IELTS score to progress to their undergraduate course in June 2018. Informed by theory of situated learning (Lave & Wenger, 1991), Academic Literacies (Lillis, 2003), and current thinking on EAP (English for Academic Purposes) within the creative arts (Thomas et al, 2019), language teachers have been going into art & design studios to work with students in situ, in order to realise greater integration of language development into the Foundation programmes.

Within the studios, activities are set up on a case-by-case basis through consultation with subject tutors and students, and include speaking practice, vocabulary development, unpacking lectures and assignment briefs, reflective writing, etc. Interaction along with teaching and learning styles are varied with some sessions co-taught with subject tutors. Sessions can take the form of informal one-to-ones, small or large-group sessions. This presentation will explore the impact of some of the activities undertaken in the studios and outline proposed changes for the 2019/2020 academic year.



Dan Bernstein, Language Centre,
University of the Arts

Palmer 1.04



Mary Whitsell,
University of Nottingham
Ningbo China

Digital Age Pen-Pals: International Communication and Cultural Awareness

While UNNC presents itself as an international university, the majority of our foundation year students are native Chinese speakers fresh out of high school who understandably feel uncomfortable using English together outside of the classroom. While pro-active students join societies that use English, and a handful will participate in volunteer programs or part-time jobs that allow them to use English, opportunities to use English in realistic and natural settings at UNNC are limited. This is a source of dissatisfaction for many students.

The Zoom project connects UNNC students with similar students at universities in Kazakhstan and Korea. We hope to extend the project to universities in Japan, Malaysia and Indonesia if the project is successful.

The project depends on co-operation between interested academics and could not exist if it were not for the commitment and efforts of John Seely at Nazarbayev University and Victoria Kim at Ulsan University of Science and Technology. They have organized the project in their respective universities.

This presentation will describe the history and organization of the project, explain the choice of platform (and how the students abandoned it for an easier one), and the survey data collected. The overall response rate has been lower than anticipated invalidating any statistical analysis, so this presentation will relate some of the personal experiences of the students and discuss the limitations of the project in its current form.

Coffee

Palmer 1.09



Natalie Drake,
International Foundation
Programme, University of Reading



Noor Mat Nayan,
International Foundation
Programme, University of Reading

Palmer 1.02



Peter Sturman,
University of Nottingham,
Ningbo China

Are changes necessary to enhance student engagement on the IFP?

The session will commence with posing the title of the presentation, i.e., "Are changes necessary to enhance student engagement on the IFP?". A brief explanation of the rationale, aims of the study, the research questions and data collection methods will then be explained.

The main part of the session will present the two main research findings found which are that: (i) there is a mismatch in terms of how IFP tutors communicate with students and how students really communicate and (ii) there is some mismatch in terms of classroom activities that are used to enhance student engagement with the activities that students prefer to do.

Finally, some implications and recommendations will be discussed which are most apt to the theme of this conference. The presentation concludes and answers the title of the paper that changes are indeed necessary to enhance student engagement especially in times of rapid social media advancements. If the IFP is to continue to be proactive and remain relevant, then some adjustments need to be made in the way we communicate with our students.

Transition and Adaptation: What do students think?

Preliminary year students at the University of Ningbo have to adapt to an English-speaking Western university as quickly as possible. 95% of our students are Chinese. At the same time, these young people have to cope with the same issues facing all students joining higher education: leaving home, making friends, balancing study and free time activities and becoming autonomous individuals. While the university arranges open days, provides pre-arrival materials and organizes induction programs, there is little research into what transition and adaptation issues our students feel are important.

The Coaching and Support Unit (CAS) at UNNC developed a four-week lunchtime discussion course (@UNNC) offered 4 times. Students were asked to do some pre-reading on:

- 1 **Difference between high school and university**
- 2 **Study Modes at university**
- 3 **Attendance and Engagement**
- 4 **Cross-cultural communication**

In the discussions students worked together to discuss questions related to the topic of the week and then subsequently wrote two short reflective responses, the second of which was directed towards what the student learned from others.

This presentation will explain the background to the @UNNC course and describe the results of an initial analysis of these reflective responses. It is hoped that this will inform induction, transition and adaptation provision and policies at UNNC.

Palmer 1.04



Mike Groves,
Birmingham
International Academy

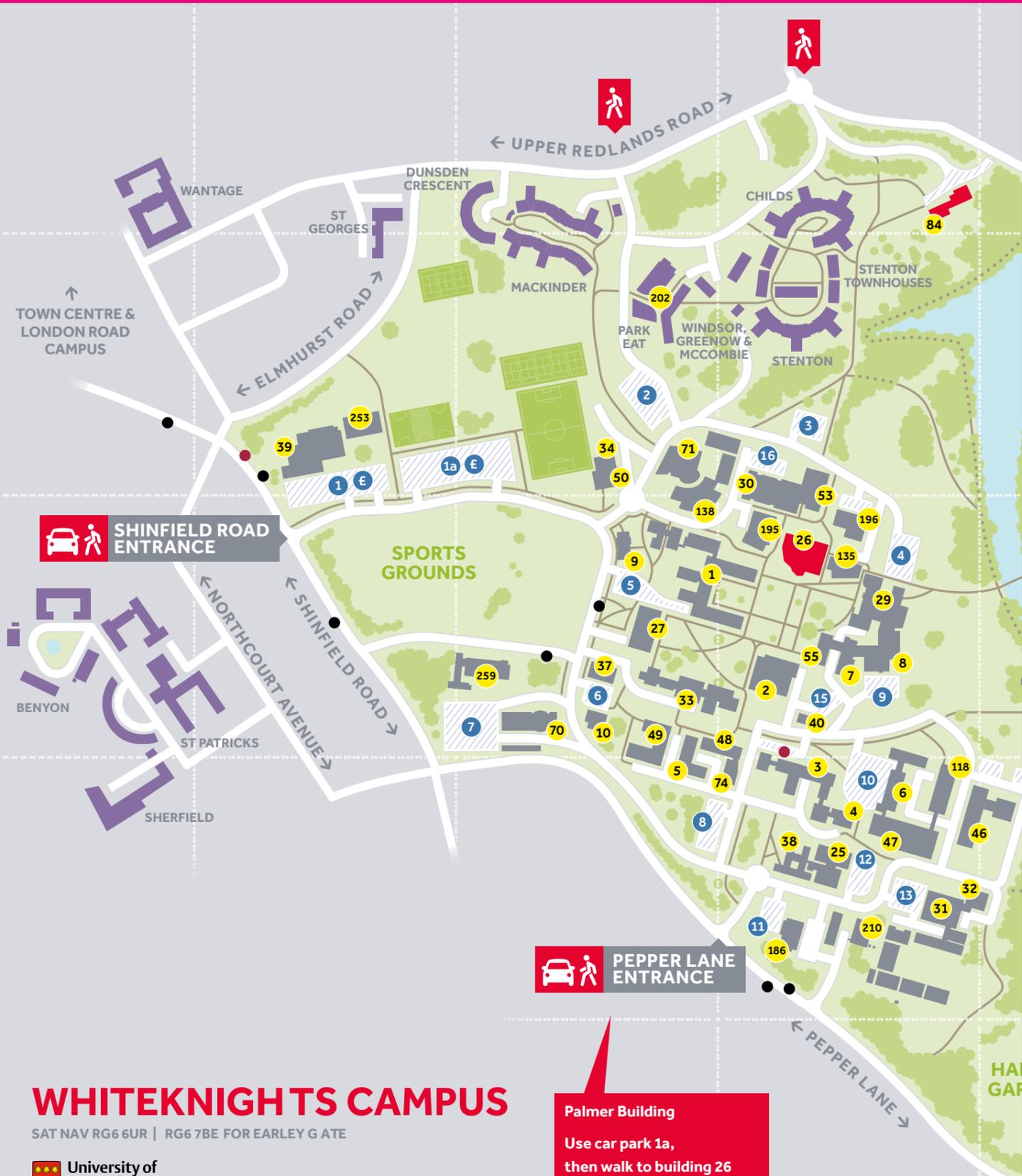
Google Translate – what do the wider academic Community think?

EAP has long used various digital tools in order to try to enhance teaching and learning. However, Google Translate is a technology that is rapidly encroaching on the space of EAP without ownership or control of the EAP community. While only a few years ago, this technology was of limited use, it has now become effective enough to allow a writer to write longer stretches of text in their L1 and use Google Translate to produce a text in English that is in many ways acceptable. Despite not being widely promoted by the EAP teaching community, it seems safe to assume that this tool is in regular use by many students. This could potentially disrupt assessment and, by extension, the overall course design of foundation programmes.

This presentation will focus on the consequences of the use of GT by students in EAP foundation modules. In the first part, I will demonstrate some of the abilities of GT in an academic context. In the second part, I will share some preliminary findings of a research project which asked academic staff their views of Google Translate and its place in the Academy of the future. In the final part, I will make suggestions on what the medium term impacts could be on international Foundation Programmes, and consider positions that EAP course designers could take in the light of this.

Conference Close

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THIS IS A CALL FOR PAPERS FOR ISSUE 19 OF INFORM

The submission of papers is now invited for the nineteenth edition of *InForm* from members of the academic community associated with international foundation programmes. Issue 19 will be published in December 2019.

We are interested in articles related to the variety of academic disciplines commonly found across international foundation programmes and remind contributors that *InForm* is not predominantly an English language teaching journal. *InForm* also includes a letters page with readers' responses to the articles included in previous editions. Letters should be no longer than 200 words.

Journal articles (of no more than 1500 words) should be sent by email to inform@reading.ac.uk by 12.00 pm on 30 September 2019.

For more information and a full writer's guide please visit www.reading.ac.uk/inform

We regret that contributing authors to *InForm* will no longer receive payment for papers published.

If you wish to discuss an idea for an article, please email us on inform@reading.ac.uk





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