

Executive Summary

Cultural and linguistic diversity are now the norm rather than an exception in Australian universities. Linguistic and cultural diversity – among both students and staff – is a key contributor to the richness of the University’s learning and teaching, research and community engagement. International frameworks and priorities for education place particular emphasis on global citizenship education, which includes broad commitment from educators to meaningful access, inclusivity and quality education for all students in their diversity.

The learning and teaching environment in EASS programs includes the following: curriculum, teaching practice, face-to-face and digital/online, learning opportunities and resources, professional learning and placements, assessment, feedback, evaluation, and student services.

The basis for fostering a learning and teaching environment that supports English Language and Intercultural Learning and Teaching (ELILT) in the context of UniSA and current national and institutional priorities, is that learning and teaching:

- 1.1 recognises the centrality of language in learning;
- 1.2 recognises that academic proficiency in English language is necessary for students’ academic achievement and preparation for professional life;
- 1.3 recognises cultural, faith-based, knowledge, linguistic, and socio-economic diversities as contemporary, global and pressing realities that shape learning; and
- 1.4 recognises that students and teaching staff bring these diversities and accompanying resources to the University and draw upon them to enhance and strengthen knowledge-based and intercultural learning.

The ELILT Framework:

- Aims to provide the best conditions in which *all* students can develop and strengthen their academic use of English in learning and develop, or extend, intercultural capabilities in learning.
- Articulates the kind of ELILT environment that EASS has aspired to create, and identifies the resources required to assist in its establishment, including principles, policies, processes, staff development, and research activities.
- Identifies broad approaches and specific opportunities for action, in collaboration with central units, schools and staff, across the domains of curriculum (in programs, courses and assessment, and student learning experiences) and policy; with a focus on staff development, student learning and opportunities for sharing good practice. (See Appendix A for indicative actions within these domains.)
- Provides a springboard for discussion about relevant and potentially new initiatives that include ELILT development and positions programs, people, and UniSA as having a distinctive engagement with diversity.

The nine principal approaches are:

- 4.1 Collaborative approach
- 4.2 Staff development
- 4.3 Systematic and structured EL and IL development in programs
- 4.4 Sharing of best practice principles
- 4.5 Promotion of existing services
- 4.6 Scholarly access to academic material and resources in languages in addition to English
- 4.7 Visible and audible representations of the ELILT ethos
- 4.8 Monitoring, evaluation and research
- 4.9 Policy development

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1. Introduction

Cultural and linguistic diversity are now the norm rather than an exception in Australian universities. The Division of Education, Arts and Social Sciences (EASS) recognises that linguistic and cultural diversity – among both students and staff – is a key contributor to the richness of the University’s learning and teaching, research and community engagement. International frameworks and priorities for education place particular emphasis on global citizenship education, which includes broad commitment from educators to meaningful access, inclusivity and quality education for all students in their diversity.¹

The following principles are proposed as the basis for fostering a learning and teaching environment that supports English Language and Intercultural Learning and Teaching (ELILT) in the context of UniSA and current national and institutional priorities.

Statement of principles

The basis for fostering a learning and teaching environment that supports English Language and Intercultural Learning and Teaching (ELILT) in the context of UniSA and current national and institutional priorities, is that learning and teaching:

- 1.1 recognises the centrality of language in learning;
- 1.2 recognises that academic proficiency in English language is necessary for students’ academic achievement and preparation for professional life;
- 1.3 recognises cultural, faith-based, knowledge, linguistic, and socio-economic diversities as contemporary, global and pressing realities that shape learning; and
- 1.4 recognises that students and teaching staff bring these diversities and accompanying resources to the University and draw upon them to enhance and strengthen knowledge-based and intercultural learning.

2. Purpose of the framework

The purpose of the ELILT Framework is to foster a learning and teaching ethos that welcomes the opportunities that diversity brings and create an environment that enables all students to:

- 2.1 develop English language expertise systematically, as required in their academic and professional contexts; and
- 2.2 draw on and extend intercultural learning capabilities that equip them for meaningful engagement with diversity within and outside the university.

The learning and teaching environment in EASS programs includes the following: curriculum, teaching practice, face-to-face and digital/online, learning opportunities and resources, professional learning and placements, assessment, feedback, evaluation, and student services.

This Framework articulates the kind of English language and intercultural learning and teaching (ELILT) environment that we aspire to create and identifies resources required to assist in its establishment. Resources include principles, policies, processes, staff development, and research activities. The Framework also provides a springboard for discussion about relevant potential new initiatives that include ELILT development and positions programs, people and UniSA as having a distinctive engagement with diversity.

The ELILT Framework is conceptualised and intended to provide the best conditions in existing contexts in which *all* students can develop and strengthen their academic use of English and develop, or extend, intercultural capabilities in learning.

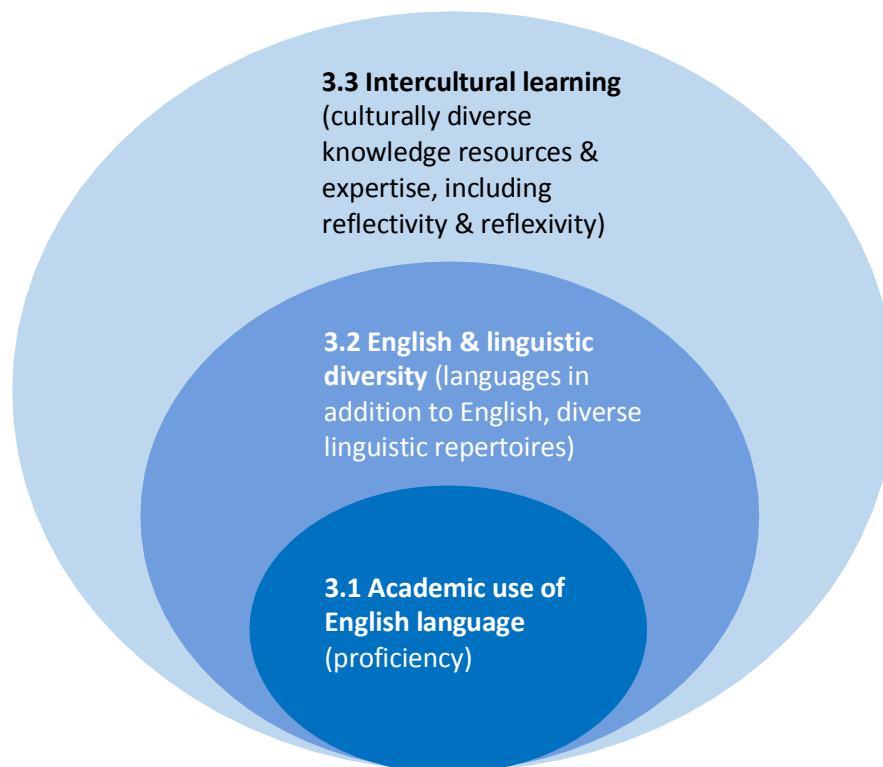
¹ For example, UNESCO, 2017, *The ABCs of Global Citizenship Education*.
<http://unesdoc.unesco.org/images/0024/002482/248232e.pdf>

The ELILT Framework aims to add experiential value to student learning while at university and to the Graduate Qualities that prepare students to live and work fruitfully outside of the university as citizens in Australian and international contexts of diversity. It thus has equal value for Australian, migrant and international students from across the spectrum of linguistic and cultural backgrounds.

3. Conceptualising English language and intercultural learning

English language and intercultural learning in our programs encompasses three interrelated domains:

- 3.1 **Academic use of English language** with a focus on proficiency;
- 3.2 **English language and linguistic diversity** – an expanded view of the language repertoires and resources that students bring to their study and how these can be harnessed to advance their expertise in English, in their home or additional languages, and for successful university study; and
- 3.3 **Intercultural learning** that draws upon, exchanges and expands the diverse cultural and knowledge resources and expertise that students and staff bring to learning and teaching, and invites reflection on the knowledge and know-how exchanged and reflection on self in relation to others.



3.1 Academic use of English language

English Language Proficiency (ELP) refers to students' ability to use (i.e. listen to, read, speak and write in) English in order to engage successfully and to participate in their study programs while in the University and in the workplace.

For most students to experience positive learning outcomes they need to acquire the following:

Skills	Description
General proficiency	Ability to communicate competently. Ability to understand and accurately, fluently, and appropriately express meaning according to context. Ability to attend to grammar and phonology, listening skills, vocabulary development, reading and writing skills, communication strategies, fluency and non-verbal communication skills, including attentiveness to politeness, implicature (implied meaning) and inference.
Academic literacy	Ability to converse in the specialised vocabularies, concepts, and knowledges associated with particular disciplines; and with their distinctive patterns and processes of meaning-making activity (e.g. genres, argument, narrative, rhetoric, reflection, summarising, critique, etc.).
Professional communication skills	Ability to use a range of skills and capabilities that influence communicative performance in professional settings, including: intercultural capability, reflectivity (reflection on language, culture and knowledge), reflexivity (reflection on self/others in relation to language, culture, knowledge), interpersonal skills, conversancy in the discourses and behaviours associated with particular professional domains of use, and leadership skills (adapted Wright 2011, p. 2).

3.2 English language and linguistic diversity

This domain expands the conventional notion of academic proficiency in English. It takes explicit account of and builds on the linguistic diversity and knowledge resources that students and staff bring to learning and teaching. Many students and staff bring varieties of English that are not used in conventional academic contexts; and/or they bring expertise in more than one language (including indigenous, minority or world languages).

Efficient harnessing of these language and knowledge resources can advance students' capability in English for academic and workplace purposes.

Allowing students to make use of academic material in their primary language/s, for example, can circumvent academic integrity issues - the process of translating relevant material into English results in reinterpretation rather than plagiarism. Opportunities for students' understanding of key concepts and academic information are therefore increased.

It can also enhance students' expertise in bidialectal/bilingual/multilingual repertoires of language, and their intercultural capabilities.

3.3 Intercultural learning

Intercultural learning in this Framework refers to an environment that enables students to draw on their linguistic, cultural and knowledge repertoires. It provides opportunities for students to engage in experiential and personalised learning through interaction with their own and others' diverse cultural knowledge, experience and understanding as these relate to their fields of study.

It facilitates reciprocal exchanges of knowledge, know-how and learning among students and teachers that add to the learning, expertise and value that students contribute to and derive from regular programs of study.

4. Developing English language (EL) and Intercultural learning (IL)

This Framework identifies broad approaches to ELILT development as well as specific opportunities for action, in consultation with central units, schools and staff, across the domains of curriculum (in programs, courses and assessment, and student learning experiences), co-curriculum, and policy; with a focus on staff development, student learning and opportunities for sharing good practice. (See Appendix A for indicative actions within these domains.)

The nine principal approaches are:

- 4.1 Collaborative approach
- 4.2 Staff development
- 4.3 Systematic and structured EL and IL development in programs
- 4.4 Sharing of best practice principles
- 4.5 Promotion of existing services
- 4.6 Scholarly access to academic material and resources in languages in addition to English
- 4.7 Visible and audible representations of the ELIL ethos
- 4.8 Monitoring, evaluation and research
- 4.9 Policy development

4.1 Collaborative approach

A coherent and collaborative approach to EL and IL development is key to appropriately and systematically responding to students' English language and intercultural learning needs.

EL and IL development cannot be the responsibility of individuals working in isolation from the everyday learning and teaching that takes place in and across programs. Research in the Division of EASS to date has indicated that successful language, literacy and intercultural learning development results from collaboration within and among Schools, Associate Heads, Program Directors, Course Coordinators and experts from within different units in the University, such as the English Language and Applied Linguistics programs, the Research Centre for Languages and Cultures, Teaching Innovation Unit, Student Engagement Unit, and Library Services.

The ELILT development process must also be linked to the many University-wide strategies that are already in place such as student retention and work integrated learning.

Student experience and engagement, as significant UniSA-wide priorities, can be enhanced through attention to the central role of language/s and culture/s in all students' encounters with learning, teaching and assessment.

4.2 Staff development

Staff development will be facilitated through the provision of relevant professional development opportunities and resources (reports and tools).

Staff need to be supported to adapt their approaches to program and course design, delivery, assessment, and evaluation, in ways that take into account the academic English language needs of all students.

Staff do not need to be proficient in multiple languages in order to implement ELILT approaches that enhance learning opportunities for students from diverse socio-economic, linguistic and cultural backgrounds. Instead, an attentiveness to the crucial role of language/s and culture/s in shaping how concepts are interpreted and how understandings and new knowledge are created, developed and applied is valuable when learning and teaching in diversity.

Staff development initiatives should include guidance on how to:

- **understand, within and across disciplines, the role of language/s and culture/s** in developing academic and professional literacies and intercultural capabilities for students from different backgrounds.
- **develop language awareness, including understanding the need for appropriate pace and style of delivery** (enunciation) of spoken English when teaching students for whom English is an Additional Language or Dialect (EAL/D). Approaches include:
 - allowing time for ‘processing’ responses;
 - pacing reading tasks and assessment schedules evenly through each study period so that EAL/D diverse background students are able to keep up with the volume and time it takes to comprehend and respond to complex readings and tasks;
 - providing clearly formulated explanations of key concepts/terminology at the beginning of each lecture (and / or online for each component of the course) so that students have a scaffold from which to understand the academic content of the lecture component and course as a whole; and
 - editing assessment tasks into ‘plain English’ and checking that the requirement/s and objective/s of each task are transparent to students.
- **emphasise the educational value of developing academic reading and writing in both primary language and English for bilingual / multilingual students** to advance their academic proficiency in English, to increase opportunities for meaningful academic learning, and to prepare for their future career-paths, such as:
 - adjusting assessment tasks to permit, encourage, monitor and quality control the purposeful use of some academic references/sources in languages in addition to English; and
 - providing appropriate conceptual and language-related scaffolding in learning, teaching, assessment and feedback to increase meaningfulness in learning and teaching.
- **use experiential and personalised learning that engages students in peer-to-peer collaboration** in order to exchange, interpret and create new knowledge, including:
 - adjusting tutorial tasks so that domestic and international students draw upon and exchange their linguistic, cultural and knowledge expertise (including from sources in different languages);
 - creating opportunities for students to reflect on and to respond to their own and others’ understandings of themselves/others in diversity; and
 - building on these opportunities to support students on placement to use their intercultural capabilities, and knowledge of English and additional languages, to communicate effectively and appropriately.
- **develop among teachers shared understandings and approaches** to learning, teaching, assessment and evaluation through dialogue, collaboration and reflexivity during the life of a course and across programs.

4.3 Systematic and structured EL and IL development in programs

There is a role for a systematic and structured approach in the effective design and delivery of substantive English language proficiency across the whole of a students’ program of study. Advancing students’ English language proficiency and intercultural learning capability, for example, should be included in continuous assessment and monitoring so that graduates can deploy sufficiently high levels of English language proficiency and intercultural capability that equips them for the workplace and as participatory citizens.

A “one-size-fits-all” approach to EL and IL development, however, is not ideal for at least two reasons. First, course content and the accompanying language (vocabulary, sentence structures, style of writing and speaking) differ across disciplines. This means that support for EL development

needs to be contextualised and appropriate. Second, student and staff diversity has implications for the needs of different cohorts of students. Some students enrol at UniSA needing modest provision of academic language guidance and support. Others, for example from remote indigenous, migrant and international contexts are likely to require more substantive support and provision.

Specific opportunities for systematic and structured EL and IL development in programs include the following:

- **Cohort- and discipline-specific support** for staff and students can be facilitated by several means, including: via Teaching Innovation Unit (TIU) and Student Engagement Unit (SEU) resources; or by the provision of tailored credit and non-credit bearing courses for undergraduate and postgraduate students. Schools and program teams play a key role in ensuring that development needs are contextualised and appropriate for each School, discipline, and student cohort.
- **Teaching Innovation Unit (TIU) and Student Engagement Unit (SEU)** staff are able to offer guidance to teachers and students with specific attention to English language proficiency that is discipline-specific. TIU staff can support teaching staff to scaffold systematic development of academic literacy in English in each program, and to ensure that there is clarity in setting assessment standards for English language proficiency within courses. TIU staff can also assist teaching staff with the internationally preferred approach towards use of plain English, short sentences and active rather than passive voice wherever possible (Cutts, 2013, *Oxford Guide to Plain English*). This increases the transparency and comprehensibility of lectures, online materials, and assessment tasks. It is particularly important that lecturers should seek available support services for the design of their assessment tasks and related rubrics. Many lecturers are unaware, for example, of the degrees of ambiguity in the wording of their assessment tasks, or how to increase clarity of meaning.
- **Provision of credit-bearing courses** may be necessary for students from particular language and educational backgrounds. Since language learning and development of academic language proficiency occurs over a long period of time, understanding the different English language needs and levels of proficiency among students is necessary for the implementation of an efficient plan for provision. SEU staff offer a range of short workshops, face-to-face consultations, and online resources to guide students with specific queries and language support. Many students, especially those from international contexts, additional (second) language backgrounds, and rural and remote Aboriginal communities, may require longer-term provision of English language development opportunities.
- **Specialist expertise in English language and linguistics** in the School of Creative Industries offer a range of credit-bearing courses designed to develop students' academic use of English while also strengthening their expertise in their own primary language or language repertoire. An English language learning and teaching pedagogy that draws on international expertise in bilingual and multilingual education has evolved over a ten-year period of engagement with UniSA students. This pedagogy, accompanied by ongoing monitoring and research, is designed to encourage students to understand how they can draw upon their existing language expertise and resources in order to accelerate their academic proficiency in English. In so doing, there is an added advantage that many of these students are able to develop academic proficiency in their primary language alongside English. International students enrolling at UniSA often require full-length credit bearing courses in English in order to gain maximum benefit from quality learning and teaching in their particular program of study. This applies to both undergraduate and postgraduate students.

Two key areas identified as requiring specific attention are support for students in preparation for practicum, and support for Higher Degree Research candidates.

- **Practicum preparation** is essential in several programs where students are required to go out into the workplace and become apprenticed, for example, as teachers or social workers.

Students in these programs may need specialist preparation in: the socio-affective behaviours (e.g. politeness) and appropriate conventions for speaking (turn-taking, tone of voice, eye-contact or avoidance, formal/informal speech, etc.) that differ depending on context (age, cultural and linguistic backgrounds, aged-care, school, etc.).

There is an obvious need for EAL/D students to be adequately prepared for their workplace practicums with the confidence to use English in the professional setting. EAL/D students add value in that they bring to these practicums an ability to communicate with patients, clients or school students who come from linguistically diverse backgrounds. A coherent approach that builds on spoken proficiency in English and students' wider linguistic and cultural repertoires enhances student success and self-esteem and contributes to institutional reputation with industry partners.

- **English language support for HDR candidates** is recognised as important, especially with the recent introduction of the oral defence of the PhD thesis. Services are currently provided through Research Innovation Services (RIS).

In anticipation of an increasing need for English language support for HDR candidates and cost-effective and efficient developments, the EASS Division can take a lead in supporting the development of a tailored graduate course that prepares HDR candidates to develop their own discipline-specific corpus of English language necessary for their research writing, public (conference) presentations and oral thesis defence. A discipline-specific corpus of language includes terminology and vocabulary; and preferred conventions for sentence structure, structure of paragraphs and different chapters across a thesis. HDR provision should also include explicit preparation of conference abstracts and presentations, and public speaking (delivery of conference papers, research reports and oral thesis defence).

4.4 Sharing of best practice principles

In the preparation of this Framework, a project was undertaken to identify relevant projects, resources, services and training, as well as relevant scholarly research and findings (2016-17). The mapping identified the key work that is currently being undertaken to support English language and intercultural learning and teaching in Schools, EASS Division, UniSA, and beyond. It also highlighted the need to facilitate the sharing of good practice in a wider context.

There are several initiatives and processes that are currently being undertaken in EASS schools in relation to English language and intercultural learning development. For example, the School of Creative Industries undertook and completed a Division of EASS-supported study (2015-2016) *'The English Language and Intercultural Learning Capabilities Project'*. The project concluded in 2016 with two case-studies: The English Language Project (Li, et al., 2016) and The Intercultural Learning Project (O'Neill, et al., 2016). The findings and recommendations from the two case studies can be adopted and implemented in other schools and services. For example, the Library Services have already begun to negotiate and secure access to academic literature in languages in addition to English. The case studies also inform new course development within the School of Creative Industries and orientation for Casual Staff ahead of SP 2 and SP 5. TIU staff have been working closely with program directors in CI to develop appropriate resources to support English language and academic literacies across courses.

Knowledge of successful initiatives that are currently being practised in each School need to be widely shared and disseminated. This could be undertaken via school representatives who sit on the Division's ELIL working group; school-run professional development sessions that are promoted to the wider community across EASS programs; and the development and promotion of relevant projects and online resources.

It is further recommended that research-based evidence relating to these initiatives are disseminated across the University.

4.5 Promotion of existing services

The mapping of relevant projects, resources, services and training in Schools, EASS Division and UniSA, undertaken in the preparation of this Framework, highlighted the need for greater accessibility and visibility of expertise and resources.

4.6 Scholarly access to academic resources in languages in addition to English

Enabling students to read academic material in both their primary language and English deepens students' grasp of their subject matter and contributes towards more confident academic writing in English. It has at least two further advantages:

1. Knowledge and expertise can be shared among peers and with teaching staff to enhance learning.
2. It serves to advance students' academic literacy in their primary language alongside English, adding value to their future career paths both in Australia and the international context.

UniSA Library services will liaise/collaborate with international institutions to offer students access to reliable academic resources and/or databases in languages in addition to English. This will assist students to source knowledge and information in language/s in which they are competent. This will contribute towards students' understanding of significant concepts and issues relevant to their study and which can then be more efficiently understood in English.

4.7 Visible and audible representations of the ELILT ethos

In addition to sharing and dissemination of promising interventions and research findings within existing EASS Schools and programs, the success of this Framework rests on the visibility and audibility of the underlying ethos that acknowledges and values the linguistic and cultural diversity within this environment. For example, expertise, particularly in the Schools of Art, Architecture and Design, and Creative Industries makes them well-placed to collaborate together to create visible and audible representations (like strategically placed signage in Kaurana and other priority languages such as Putonghua) that support an ethos and environment that welcomes diversity and that shifts potentially negative or deficit perceptions about students who come from diverse backgrounds.

At a University-level, the Framework encourages strategic and selected visibility of multilingual information to welcome new students to our precincts, programs and course websites.

4.8 Monitoring, evaluation and research

Implementation of the principles and features of this Framework requires a collaborative process for monitoring and evaluation of interventions and it requires on-going research. This includes action research that can strengthen interventions and inform local and wider University approaches to learning and teaching that engage with student diversity to enhance student experience and graduate outcomes. Monitoring, evaluation and research can be used to strategically position our programs, people and University as a strategic and leading Australian Higher Education innovation in English language and intercultural learning and teaching.

4.9 Policy development

The Framework can be used as a testing ground or foundation for developments towards a language policy for our programs and University. Increasing global diversity requires swift responses from HEIs and internationally there is a move towards articulating clear policy towards language in learning, teaching and assessment and functional use of language within universities. This Framework takes a lead that prepares the ground for language policy development at this University and in the wider higher education sector in Australia.


5. References


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Appendix A: Indicative Actions & Domains

		Staff development Ensure that staff development opportunities address good practice in English language and intercultural learning	Student learning Ensure that students have access to learning experiences that develop their English language and intercultural learning	Good practice toolkit Develop an English Language and Intercultural Learning “Good Practice Teaching Toolkit”	
Curriculum	Programs	Program review and curriculum renewal: support program design that gives students an explicit and staged apprenticeship in the written and spoken language needed to learn and commence practice in their discipline’s academic and professional settings	Program advice: in program advice, promote EAS English language courses (e.g. LANG 1052, LANG 1053) to students	Core and elective courses: identify opportunities for the inclusion of EAS English language courses (e.g. LANG 1052, LANG 1054) into EAS programs as common core or elective courses	Staged development of learning outcomes: support program teams to establish ELIL learning outcomes appropriate to each discipline, and support their staged development via relevant reading, writing, and interpersonal assessment tasks
	Courses and assessment	Peer review: enable peer review that draws on specialised expertise in English language and intercultural learning (of peer review of course, assessment, rubric, marking and feedback design)		Placement preparation: investigate the creation of tailored, language-focussed courses (or embedded foci within courses) for professional English at UG and PG levels	Assessment and rubric design: support course coordinators in the design and use of assessment tasks and marking/feedback rubrics that scaffold ELIL learning outcomes
	Student learning experiences	Student readings: promote student use of academic texts and resources in languages in addition to English that have been identified for each discipline		Academic texts: enable student access to key academic resources in languages in addition to English for each discipline	Learning experiences for all students: support tutors in the provision of engaging learning experiences that develop ELIL learning outcomes, across all UG & PG levels, and all teaching modes
Co-curriculum	Division	Mapping document: disseminate mapping document of practices and opportunities to EAS staff	Staff induction: develop relevant resources for all new staff, including casuals, student tutors and peer-peer representatives	Peer-to-peer learning and support: ensure students are aware of all peer-to-peer opportunities available to them	
	Service units	Staff development: incorporate good practices in ELILT into all TIU staff development programs Curriculum mapping: take account of intercultural communication and discipline specific language development in TIU program and assessment mapping projects	Language and Literacy coordinators: continue to advise and assist staff to develop students’ academic and professional English Research education: ensure staff are aware of the RESA team’s development opportunities for students and staff	Academic texts: Library collates and makes available on their website examples of academic texts and resources in languages in addition to English Text captioning: ensure text captioning of UniSA produced online video materials	Developmental services: ensure students are aware of the following: Library assignment help and guides; SEU services; Research education; English language conversation classes Support and hosting of toolkit: support the development of an ELILT toolkit, and host centrally for the purpose of university-wide dissemination
	Research	Analytics and BI hub: promote the use of student data regarding home language, home country, etc. to inform decision making & planning	Funding for research: support funded research to extend RCLC ELILT project into new contexts across the Division		
Policy and procedures	APPM and Divisional policy/procedures	EASS Academic Division-wide Workload Principles: review standardised allocation of marking to enable fit for purpose marking and feedback for EAL students	Retention strategy: establish explicit links between ELILT good practice and retention strategy	Academic texts: review policy on access to non-English language academic e-texts and journal subscriptions	

Key to Table 1

 Already in place/underway

 Needs enhancement

 New