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| **In brief** | **Languages** | **Academic English** | **Intercultural Learning** | **Knowledge Exchange** |
| Multilingual students use their languages to support learning. | Developing and using academic English can be challenging for students. | Students seek effective and meaningful intercultural learning. | Students place high value on knowledge exchange. |

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| **What do students say?** | **Languages** | **Academic English** | **Intercultural Learning** | **Knowledge Exchange** |
| Academic materials in diverse languages support:* diverse perspectives
* understanding content
* understanding assessment tasks and academic text types
* peer collaboration.

Students want materials in these languages: * Mandarin Chinese
* French
* Indigenous Languages
* Japanese
* Vietnamese
* 18 more languages.
 | 72% of students have experienced challenges with academic English.Main challenges are:* academic writing
* using subject specific terminology
* general writing (e.g. grammar, paragraphing)
* academic activities (e.g. group work, research, referencing)
* comprehending assignments and academic text types
* academic speaking.
 | Students gave mixed and negative assessments of the quality of intercultural learning in courses.Students perceived:* intercultural learning is generally limited to specific language and culture courses
* course content and readings are biased towards Anglo and Western perspectives
* intercultural learning is not incorporated into core content and assessments.
 | 93% of students believe knowledge exchange between international and domestic students benefits everyone.Students seek to learn from the diverse experiences of staff and peers.Students seek purposeful, planned knowledge exchange activities through:* purposeful grouping
* facilitated discussions
* in-class, online and social forums.
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| **What does this imply?** | **The need to think differently about language, culture and knowledge systems in learning:*** understand that academic English is just one form of language amongst many
* consider carefully the current and possible use of language in learning and teaching
* rethink knowledge beyond static notions of disciplinary content or the Western canon
* rethink culture beyond static notions limited to ethnicity, nationality, cuisine and customs
* understand that all students and staff bring different resources to teaching and learning, including language, culture, knowledge systems and experience
* acknowledge that knowledge exchange is multidirectional, involving students and staff
* recognise that contexts of linguistic, cultural and faith-based diversity do not in themselves guarantee knowledge exchange

**The need to develop approaches for using diverse linguistic, cultural and knowledge resources in teaching:*** scrutinise, adjust and explicitly teach language demands in courses
* provide language support through multilingual academic materials, exemplars and pathways to support programs and resources
* foreground the diverse cultural and knowledge perspectives that students bring to their learning
* create opportunities and develop strategies for facilitating purposeful and effective knowledge exchange
* support reflection and reflexivity for both students and staff to develop intercultural learning capabilities
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The university can respond across various domains:



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| **What should we do?** | **Languages** | **Academic English** | **Intercultural Learning** | **Knowledge Exchange** |
| * Incorporate academic materials in a range of languages into course content and reading lists
* Promote opportunities for language learning
* Develop a diverse campus linguistic landscape (signage, print, art, design & soundscapes)
* Include bi-/multilingual inward and outward facing UniSA websites
 | * Audit academic English language demands of courses and assessments
* Explicitly teach academic language within courses, including topic specific language, academic registers, text types
* Provide helpful feedback to students on their academic English in assessments
* Promote English language courses, learning support, peer study groups and online resources
* Provide staff training in multilingual and English language teaching approaches including writing, speaking and feedback
 | * Incorporate intercultural content into core curriculum and assessment of a range of courses
* Develop staff training in intercultural learning
* Develop intercultural workshops for students and staff
* Support exchanges and intercultural experiences for students and staff
* Promote intercultural campus ecology and events
 | * Develop policy to identify, recognise and make maximum use of staff and student knowledge diversity in teaching & learning
* Address class size and composition to support purposeful interaction & knowledge exchange
* Develop staff training for purposeful grouping, facilitating interactions & knowledge exchange
* Construct groups purposefully to facilitate interactions that support international knowledge exchange
* Develop & promote peer support, study groups & online forums
* Promote campus events & student clubs
* Promote services including financial help & student representation to support student participation.
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Nallaya, S., Heugh, K., Fazakerley, R., French, M. & O’Neill, 2019. ‘English Language, Intercultural Learning and Knowledge Exchange’ Executive Summary – Study 3.