



WARWICK

APPLIED LINGUISTICS

Harbin
Institute of Technology
Student Programme

August 6th -24th 2018

Draft Proposal

24th April 2018

The Centre for Applied Linguistics
University of Warwick
Coventry CV4 7AL

Accredited by the
 BRITISH
COUNCIL
for the teaching
of English

Contents

Executive Summary.....	1
Why the Centre for Applied Linguistics?.....	1
Outstanding Quality.....	1
Unique Location.....	2
Programme Aims	2
Programme Structure and Delivery	3
Our Teaching Approach	6
Resources and Facilities.....	7
Programme Fee.....	9
Faculty biographies.....	9

Executive Summary

The **Centre for Applied Linguistics, University of Warwick** is delighted to provide a response to the request from **Harbin Institute of Technology** for the development of a 3-week, bespoke English Language Development Programme for their undergraduate and postgraduate students.

This proposal details key elements of the programme to be offered, the institutional context, information on accommodation and other facilities available to the participants, and the programme fee. The programme will be designed and managed by one of the Centre's Directors of Studies, who will be fully supported by the Director of English Language and Short Courses, the Business Development Manager, and a team of highly experienced trainers, tutors and International Student Support Officers. The first teaching day will be Monday 6th August 2018 in accordance with the request for an August starting date.

The Short Courses team will be happy to discuss further any aspects of the programme specified in this proposal in order to ensure that it meets as precisely as possible the conditions stipulated by Harbin Institute of Technology.

Why the Centre for Applied Linguistics?

Outstanding Quality

The University of Warwick is arguably the most successful of UK universities founded within the past half-century. It is one of the world's top 100 universities and is consistently ranked in the Top Ten UK Universities. It is ranked 3rd in the world in the QS 50 under 50, a league for universities established after 1963, and is ranked 8th in the UK for Linguistics. Its mission is:

- To be a world leader in research and teaching.
- Through research of international excellence, to increase significantly the range of human knowledge and understanding.
- To produce graduates who are global citizens, equipped to make an important contribution to the economy and to society in our inter-connected world.

The Centre for Applied Linguistics (CAL) is internationally renowned for its research and teaching in applied linguistics, including English language teaching and intercultural communication. In addition to an MA in TESOL (Teaching English to Speakers of Other Languages), our award-bearing programmes include:

- Undergraduate Diploma in English Language, Media and Intercultural Communication (10 weeks)
- BA in English Language and Linguistics
- BA in Language Culture and Communication
- MSc in Intercultural Communication for Business and the Professions
- MPhil/PhD English Language Teaching, Applied Linguistics, Intercultural Communication, Discourse Studies

Our expertise in English language teaching enables us to design and deliver courses that are grounded in current theory and best practice, and are a product of careful and ongoing consultation with our clients, many of whom return year on year. As a result, we have established a long and proud history of delivering English language and teacher professional development programmes to students and teachers from around the world.

CAL's tutors are highly experienced in the teaching of academic English and study skills and have worked in a wide range of countries around the world. They fully understand the needs of international students, are

sensitive to cultural difference, and take a personal interest in the language development and general wellbeing of every student. Our staff regularly contribute journal articles on issues related to English for academic purposes and deliver presentations at local and international conferences. They have authored best-selling textbooks and language reference books on academic writing and listening with leading international publishers such as Pearson, Cambridge and McGraw-Hill. They have also produced the EASE (Essential Academic Skills in English) suite, used by universities internationally and available as an online resource.

CAL is also accredited by the British Council for the Teaching of English, a mark of the quality of all aspects of its English language programmes, including teaching, administration and management, as well as the quality of its accommodation. It is also accredited by Cambridge English Language Assessment to run the Certificate in Teaching English to Speakers of Other Languages (CELTA), an internationally recognised and respected teacher training course.



Unique Location

The University of Warwick is located in the region of the UK known as the Heart of England and is surrounded by places of historic and scenic interest. It stands at the centre of an excellent national transport network, with both London and the North of England within easy reach. The campus is situated on a green landscaped site which provides many areas of natural beauty and tranquillity combined with many excellent academic and social facilities, including the largest Arts Centre in the UK outside London (with two theatres, a 1500-seat concert hall, a cinema and art gallery), and there are numerous shops, banks, bars and restaurants on campus. In addition, programme participants will have the use of a wide range of university sports facilities including a swimming pool, sports centres and tennis courts.

Programme Aims

The proposed programme has several aims:

- To prepare participants to communicate in English in today's culturally diverse communities.
- To improve participants' competency and confidence in using English in a range of social and professional situations and settings, both inside and outside of the academic environment.
- To introduce participants first hand to aspects of British academic culture.
- To increase participants' sensitivity to cultural difference in communication and strategies for successfully negotiating such difference.
- To develop participants' functional ability in the four skill areas (reading, writing, listening and speaking), and in particular, their fluency and accuracy in spoken interactions.
- To help participants become autonomous language learners.
- To enhance participants' ability to engage in discussion and debate.
- To improve participants' critical thinking skills.
- To develop participants' presentation skills with options for conference presentation and conducting focus groups for graduate students.
- To provide participants' with a 'toolkit' of strategies for coping with the challenges of authentic communication.
- To encourage students to become reflective and autonomous researchers.

Programme Structure and Delivery

The programme will have a dedicated Director of Studies who will be responsible for its detailed design and day-to-day management, in close collaboration with CAL's teaching staff and International Student Support Officers.

Prior to their departure for the UK, each participant will receive a questionnaire from the Director of Studies asking what they hope to achieve from the course, what their personal interests are. This information will be used to make the programme as relevant and engaging as possible for all participants.

The programme will comprise approximately 19 contact hours per week spread across seven modules, as described below (exact times of classes are provisional).

WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday
9-10.30	IT Registration and Introduction to the Programme	Introduction to English Language Development	A Focus on Culture in the Arts and Media	Speaking and Listening Skills: Introduction to Debating Skills: (Using the Oxford University Model)	Diverse, Creative Teaching Methods that Support Learning
10.30-11	BREAK	BREAK	BREAK	BREAK	BREAK
11-12.30	Living in the UK: A Window on Britain and Culture Shock	Strategies for Intercultural Communication Britain in an interconnected world: <i>How culture impacts language and vice versa</i>	A Focus on Culture in the Arts and Media	Debating Skills	Diverse, Creative Teaching Methods that Support Learning
	Group Photo and Welcome Lunch	LUNCH	LUNCH	LUNCH	LUNCH
14.00-16.00	Campus Tour	Introduction to Micro Cultural Research Project	Cultural experience preparation	Cultural experience to the Warwick Castle (afternoon trip)	Independent Study
		A Focus on Speaking and Listening Skills: Social English and Building Confidence	Independent study		Saturday Cultural experience to Oxford

WEEK 2	Monday	Tuesday	Wednesday	Thursday	Friday
9-10.30	Leadership Skills: An Introduction to Coaching and Mentoring in Academia	Diverse, Creative Teaching Methods that Support Learning	Strategies for Intercultural Communication Britain in an interconnected world (2)	Speaking and Listening Dissenting Voices: Speaking out in a war of words	A Focus on Culture in the Arts and Media
10.30-11	BREAK	BREAK	BREAK	BREAK	BREAK
11-12.30	Leadership Skills: Effective listening skills	Diverse, Creative Teaching Methods that Support Learning	Contemporary Topics	Debate continued	A Focus on Culture in the Arts and Media
	LUNCH	LUNCH	LUNCH	Cultural experience preparation LUNCH	
14.00-16.00	(guided preparation) Debating Skills:	Contemporary Topics	Independent study	Cultural experience to the Cotswolds (afternoon trip)	Independent Study
					Saturday Cultural experience to London

WEEK 3	Monday	Tuesday	Wednesday	Thursday	Friday
9-10.30	Presentation Skills: Enhancing Presentations and Language	Diverse, Creative Teaching Methods that Support Learning	Leadership Skills Preparation for Dragons' Den	Guided Rehearsals for final presentations	Presentation of Micro Cultural Research Project and <i>Award ceremony</i>
10.30-11	BREAK	BREAK	BREAK	BREAK	
11-12.30	A Focus on Culture in the Arts and Media	Diverse, Creative Teaching Methods that Support Learning	Dragons' Den (with Dragons)	Final Presentation Rehearsals	Farewell Lunch
	LUNCH	LUNCH	LUNCH	LUNCH	
14.00-16.00	Leadership Skills: Introduction to the Group Challenge	Independent Study	Contemporary Topics	Cultural experience to Stratford Upon Avon (afternoon trip)	Packing Suitcases

Core Modules

Speaking and Listening Skills

This module aims to equip participants with the skills, strategies and competencies that they are likely to need during their stay in the UK, focusing specifically on listening and speaking. It aims to enrich vocabulary, enhance accuracy in grammar, and encourage fluency. There is a particular focus on pronunciation and other features of intonation, which some learners might find particularly challenging. Listening and speaking are 'integrated', meaning they are not taught in isolation but in a connected way to reflect the authenticity of any given situation, whether social, academic or professional. Debating skills are taught in order to advance language capabilities, and develop argumentation, critical thinking and self-confidence.

Reading and Writing Skills

This module focuses on developing participants' ability to read texts more quickly, effectively and critically by increasing their ability to use context to understanding meaning, and identifying the writer's purpose and the main and supporting ideas contained in the texts. These texts will often form the basis for writing-improvement exercises, which will focus on grammatical accuracy, clarity of purpose and expression, coherence and cohesion, vocabulary choice, different genres and rhetorical types, and the different 'shapes' and components of different kinds and styles of writing. It will also improve participants' ability to self-correct.

Strategies for Intercultural Communication

Intercultural communication is a discipline that explores communication across different cultures and social groups, and how culture affects communication. It is sometimes referred to as cross-cultural communication. This module aims to help participants build essential skills that can help organizations and communities benefit from the many opportunities that diversity presents, and therefore embrace difference with greater ease and confidence. It also examines how power imbalances can impact on interactions: participants discover the practical tools that can minimise misunderstandings and strengthen inclusivity. The teaching strategies and class activities combine specific techniques and ideas, such as conversational codes, communication styles, and how culture can determine behaviour. The connections between language and culture considered in relation to print journalism.

Presentation Skills

This module looks at how to prepare and deliver effective presentations in English. It includes: structuring (introducing, sequencing, summarising, concluding), signalling words and phrases, 'chunking' (emphasising keywords and phrases), intensive pronunciation practice (stress and intonation), voice projection, strategies for engaging an audience, repair expressions, dealing with questions, and filling 'dead' time. Participants will be encouraged to draw on these skills when they give their project presentations towards the end of the course.

A Focus on Culture in the Arts and Media

These classes aim to give an overview of the similarities and differences between the classics of English Literature and more contemporary texts. The principal focus is drama, including explorations of Shakespeare and other key British dramatists, and also incorporates elements of film and opera and the societies they portray (Warwick University is a short drive from the Royal Shakespeare Theatre). There is scope for other aspects of British culture to be taught, while designated trips enable participants to visit places of cultural and historical significance. There will be opportunities to be introduced to techniques in creative writing.

Contemporary Topics

These are more general, topic-based classes, designed to prepare participants for life in the UK and to offer an introduction to British culture and attitudes, while simultaneously developing participants' language skills. Each class is based on a topic or theme, and incorporates vocabulary development, listening, speaking and writing practice.

Cultural Research Project

In this part of the course participants explore an aspect of British life that particularly interests them. Working in groups of three or four, participants research various areas of interest relating to their chosen project. In preparation for the project work and final presentation there are sessions which focus on writing skills, such as the structure and organisation of report writing, linking phrases and appropriate academic language.

Award ceremony

After completing the project presentations on the final day of the course, participants will be awarded a Warwick certificate of attendance presented in a Warwick certificate holder, also containing a group photograph.

Cultural experience through guided visits include Warwick Castle, Stratford upon Avon (including Shakespeare's birthplace), Oxford and London

This module introduces the participants to various cultural and historically significant places to visit in the UK. Classroom sessions are complemented by guided visits to places of interest, such as Stratford-Upon-Avon (the historic town of Shakespeare's birth - <http://www.stratford-upon-avon.co.uk/>) and Warwick Castle (including a group visit to a traditional teashop to experience a British Afternoon Tea - <http://www.warwick-castle.co.uk/>)

Maps and summaries of interesting destinations are provided to the participants before each trip. All trips are accompanied by a class tutor. For all cultural visits, there will be a preparatory session with our International Student Support Officers to assist participants to plan their day for maximum interest and benefit.

Other places of interest to which visits can be arranged include:

- The Cotswolds, an area of outstanding natural beauty (<https://www.cotswolds.com/>)
- Oxford and/or Cambridge, the renowned university towns (<http://www.visitoxford.org/>) (<https://www.visitcambridge.org/>)
- London, our vibrant, multi-cultural capital city (<https://www.visitlondon.com/>)

Our Teaching Approach

An initial needs analysis will be conducted shortly after participants' arrival at Warwick and any necessary adjustments will be made to the programme in order to ensure that participants' expectations are fully met during their time at Warwick. This approach reflects the highly specialised and personalised nature of our short course planning, which ensures optimum outcomes for each participant.

Class content will be highly interactive and stimulating and the expectation is that participants will take an active part in the learning process. The dedicated team of tutors employ a wide variety of resources and techniques to engage participants, including the integration of technology to enhance teaching and learning and the development of group/team skills. Their approach to English language teaching draws on a range methodologies and is broadly communicative in its orientation. As such, classrooms are dynamic, with task-based activities, pair and group work, and a strong emphasis on authentic, functional language.

There are a number of key principles that underlie our teaching approach:

- A clear understanding of students' learning needs
- Authentic materials that reflect the uses of English in real academic contexts and therefore respond to students' future study needs.
- Activities that reflect the uses to which students will need to put their English during the course of their undergraduate and postgraduate studies.
- An active student learning environment where students engage in real, task-based communication, and the teacher directs and facilitates learning.
- Students as autonomous learners who take responsibility for their own learning.
- Optimal class size, to ensure sufficient opportunity for interaction but also for personal teacher support.
- Continual monitoring of individual students' progress.
- Effective, systematic and comprehensive assessment of performance both during and at the conclusion of the programme.

Diverse, creative teaching methods that support learning

Open Space Learning (OSL): These sessions introduce participants to classrooms without desks. The security of laptops and notepads are left outside the room in order to promote collaboration and creativity through work as an ensemble. Participants are encouraged to move fluidly within the teaching space by employing drama techniques used by the Royal Shakespeare Company, which focus on developing and using the voice. We work in a rehearsal room, where the conventional hierarchies between student and teacher are jettisoned. Participants become energised and empowered during these workshops, which unlock their potential as assured, dynamic speakers of English.

Assessment

Participants will receive regular feedback on the work and will have opportunities in which they can discuss their overall performance on the course with their tutor, along with any study or personal issues they may have. Each participant will receive a written report on their performance on the course and identifying their particular language strengths and areas for further improvement. A course report will also be submitted to Harbin Institute of Technology.

Resources and Facilities

Participants will have access to the main, recently refurbished University Library, student IT resources, and Warwick's innovative learning spaces, such as the Learning Grid, which is available 24/7. They will also have access to CAL's Resource Centre and to the University Sports Centre, where many activities are free of charge.

For classes, tutors will use a combination of published and tailor-made, in-house materials. Bibliographies and web references will be issued for some topics and guidance will be given on readings, homework tasks and presentation preparation. Class materials will also be supported with online resources available via learning technologies such as Warwick's virtual learning environment, Moodle.

Accommodation

Homestay Accommodation

Our short course participants normally live with carefully selected homestay families offering high quality accommodation, including a private study bedroom. Their stay will be on a half-board basis during the week (breakfast and dinner) and on a full-board basis at weekends, if they are at home. Weekday lunches can be purchased from a range of reasonably priced cafés and shops on campus.

We recommend homestay accommodation because it offers an opportunity for participants to practice their English in authentic situations on a daily basis and in a range of social situations. They will also gain invaluable personal experience of contemporary British life, while discovering the diversity of British culture first-hand and developing cross-cultural skills.

The homestay accommodation is within walking distance or a short bus-ride of the University. Bus passes for local travel are also included in the cost of the programme.

We recognise that the homestay element of the programme is a highly significant contributing factor to the successful outcome of our programmes. Prior to the start of the course, participants will receive a homestay questionnaire from our International Student Support Officer. The information they provide on this form will help to allocate students to their homestay families. We take great pride in the fact that by successfully matching participants with the right homestay family, they have a happier experience and often establish long-lasting relationships with their 'UK families'.

Participant Support

Our International Student Support Officers, Ms Nicola Black and Ms Sara Pestell, will be available to deal with any settling-in difficulties and other pastoral issues, should they arise during the course of the programme.

Programme Fee

The fees quoted below assume a programme duration of **3 weeks**.

Harbin Institute of Technology Undergraduate Programme

For a group of 16 or more students

Programme price per participant £2,235

Participant price per week **£745**

The course fee includes:

1. Delivery of the programme outlined above.
2. Homestay accommodation on a half-board basis (breakfast and dinner) on weekdays, and full-board (breakfast, lunch and dinner) on weekends.
3. Airport collection on arrival (accompanied) and drop-off at the end of the programme.
4. A welcome lunch on the first day and a farewell lunch on the final day of the programme.
5. 3 half-day and 2 full-day cultural trips, accompanied by a member of the short course team.
6. University registration which gives access to the library, IT facilities and Warwick's excellent Sports Centre.
7. Bus-passes to facilitate travel to and from the University and in the local area.

The programme fee does not include:

- Travel/health insurance for participants.
- Cost of flights
- Cost of accommodation for chaperones

IMPORTANT NOTE: Participants attending this programme must have a Student Visitor visa. Any individuals not holding such a visa will be unable to join the programme.

Once the proposed programme has been agreed, a contract will be issued for signing, along with a University invoice. Once we receive confirmation of participants, we will issue invitation letters to facilitate the application for an appropriate visa.

Faculty biographies



Neil Murray

Associate Professor and Director of English Language and Short Courses

Neil joined CAL in 2012, following a five-year period working at the University of South Australia, where he was Head of Language and Literacy. He has over 30 years' experience directing and lecturing on English language education and applied linguistics programmes in Italy, Japan, the UK and Australia. He teaches and supervises MA and PhD students in areas relating to English language teaching and his current research interests include English language policy and practice in higher education, language assessment, English for academic purposes, and English as a medium of instruction – areas in which he has presented, published widely and developed an international reputation. His book publications include: *Standards of English in Higher Education: Issues, Challenges and Strategies* (Cambridge University Press), *Writing Essays in English Language and Linguistics* (Cambridge University Press), and *21st Century Skills for Academic Success* (Longman).



Penny Mosavian

Director of Studies and Teaching Fellow – Short Courses

Penny is responsible for the design, development, teaching and evaluation of a range of bespoke short course programmes offered by the CAL, and has a special interest and expertise in teacher training and professional development. Her other areas of interest include educational leadership and strategic management, curriculum management and managing resources. As a member of the University's Technology Enhanced Teaching forum, she trains groups on the use of technology for teaching and learning. Penny also works alongside the GoGlobal team and the Office for Global Engagement, offering intercultural skills training. She is a Fellow of the Higher Education Academy and collaborates closely with leading UK exam boards on the development of exam materials and assessment. Prior to working at Warwick, Penny was a secondary head teacher in a British School in Spain, and also worked with Cambridge English Language Assessment in Iran.



Catherine Prentice

Director of Studies and Teaching Fellow – Short Courses

Cathy has been a Director of Studies in CAL for over fifteen years. She manages and delivers a range of bespoke English language short programmes to university undergraduates and professionals mainly in the education sector. She is CELTA qualified and holds an M.A. degree (distinction) in English from the University of Warwick and a London Academy of Music and Dramatic Art (LAMDA) gold medal, which has shaped the nature of the courses and classes that she leads, particularly in the field of literature and drama. In these she focuses heavily on Shakespeare and offers a novel, exciting and rewarding experience for students unfamiliar with such dynamic and creative approaches to pedagogy. Her teaching interests include ensemble-based and open-space learning in experimental spaces at Warwick, where students are introduced to a new and different perspective on themselves that encourages participation in a desk-free environment. She also employs traditional methods of teaching, delivering classes in professional development, coaching and mentoring, and presentations skills.



Nicola Black

International Student Support Officer

Nicola has worked as an International Student Support Officer at the Centre for Applied Linguistics for the past four years. After graduating with a Business Honours degree, Nicola started working within Marketing for the Cable TV and Telecoms industry. After gaining a Diploma in Marketing, she then worked for the NHS, promoting services to patients and Health Trusts. Following a career change, she became a marketing lecturer in the Further Education sector. Whilst living in China for three years, Nicola taught business and conversational English to adults. Following her return to the UK, she worked as a student Mentor within the Higher Education field, before moving to the University of Warwick in 2014.



Sara Pestell

International Student Support Officer

Sara has worked at CAL as an International Student Support Officer within Short Courses for the past four years. She has many years' experience of working within Higher Education and Further Education settings where she has supported students with wellbeing support and careers advice. She also worked for a charity that recruited English teachers to work overseas and has spent time in China contributing to induction programmes.



Jonathan French

Business Development Manager

Jonathan is a business development manager who can draw upon extensive educator experience in the English as a Foreign Language (EFL) sector as a teacher, director of studies and CELTA teacher-trainer with International House. He has over 15 years of working within educational publishing with Macmillan Education and Oxford University Press, producing English as a foreign language learning materials and developing training solutions for large-scale primary, secondary and tertiary institutions and Ministries of Education in a key account manager role. He has over twenty years' experience of living and working abroad in Africa, the Middle East, and Eastern Europe. His work at the Centre for Applied Linguistics involves negotiating and creating bespoke English language and professional development courses for institutions, including universities, ministries of education and corporate bodies from around the world.
