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Academic Transformation or Accommodating Students' Needs: Responding to Internationalisation at one UK University

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Academic Trans-formation or Accommodating Students' Needs: Responses to Internationalisation at one UK University

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Abstract

This study aims to explore academic staff attitudes and practical, pedagogic responses to increasing internationalisation at one Higher Education Institution in Wales. Academic staff have in-depth practical knowledge and experience of how internationalisation is taking place at the micro level of classrooms and tutorials, and their attitudes shape the ways in which institutional rhetoric and policies are translated into everyday reality. An exploration of staff responses to internationalisation as it affects academic working practices can serve to illuminate the diversity of its impacts on identity and experience.

Semi-structured interviews were conducted with academic staff from seven different departments (n=14), all of whom have had experience of teaching and supervising international postgraduate students. Qualitative data derived from these interviews were analysed using thematic analysis. Themes focused on the benefits and challenges experienced by staff, as well as individual attitudes to reframing their pedagogies in response to internationalisation. Attitudes ranged from staff not wanting to make many changes, to accepting that an entirely new approach to teaching and supervising is needed to accommodate international students' needs.

Data analysis showed that staff are generally positive towards the transformative potential of multicultural classrooms, but they face significant obstacles and challenges in realising this potential. Tensions exist between wanting to accommodate new perspectives and stimulate engagement with global issues, at the same time as teaching essential postgraduate skills and maintaining academic standards. Participants spoke about overwhelming workloads, excessive emphasis on international recruitment, and inadequate support mechanisms: there

were concerns about knowing how to overcome a combination of linguistic, academic, pastoral, and cultural challenges. Despite these challenges, most staff are making some accommodations to their pedagogy to include an impressive array of student-centred, inclusive and culturally relevant techniques. These adjustments are based on personal and professional values about the nature of UK HE and whose responsibility it is to adapt, as well as pragmatic considerations such as time available to re-design materials, and disciplinary skill requirements. As staff have different interpretations of internationalisation, the extent to which these adaptations represent academic transformation, or simply an extension of inclusive ways of teaching, varies between individuals and across departments.

Internationalisation presents new challenges for academic staff, as they face growing numbers of international students, at both undergraduate and postgraduate levels. Yet there is limited specialised training, pedagogical discussions, or opportunities for sharing good practice in relation to interculturalism or internationalisation of the curriculum. Individual staff find their own ways of breaking down cultural barriers in classrooms and developing intercultural competences amongst students, as well as new approaches for teaching and supervising international postgraduate students, even if they are often uncertain about the best approach. Greater recognition of staff efforts and dedicated support to help tackle the challenges of internationalisation are especially important as numbers of international students continue to grow, at this and many institutions, to facilitate more transformative academic approaches to internationalisation and reduce the sense of it being a burden foist upon staff.

Keywords: internationalisation at home, internationalisation of the curriculum, intercultural competences, widening participation, inclusivity, interculturalism, pedagogic responses**.**

Overview of the thesis

Chapter 1 gives historical and localised background to the study, outlining the scope of the study and its current relevance. The research questions and sub-questions are placed in this specific context and clearly stated.

Chapter 2 provides a review of literature in the fields of Internationalisation at Home (IaH) and Internationalisation of the Curriculum (IoC) and explores these concepts in relation to staff attitudes and pedagogical practices. Individual and disciplinary differences between staff responses are considered, and the key role of individual staff as drivers of internationalisation. Models of internationalisation are described in addition to a range of pedagogic responses.

Chapter 3 outlines how research questions have been derived from the literature and from the researcher's personal and professional experience. The epistemological and ontological positions of the researcher are explained and choice of research methodologies employed. Researcher positionality and reflexivity are highlighted, in addition to methods by which trustworthiness and credibility of findings have been enhanced. Ethical procedures for conducting the research are reported to ensure transparency and commitment to safeguarding participants.

Chapter 4 presents the findings of the study. It gives a detailed thematic analysis of responses to the main research questions, accompanied by rich and holistic descriptions from the data, illustrating staff attitudes and their practical, pedagogic strategies in response to internationalisation.

Chapter 5 discusses the major findings of this research project in the context of existing theories and literature presented in previous chapters.

Chapter 6 gives the main conclusions from the study, including the contributions and limitations and implications for further research.

Chapter 7 makes recommendations are made for further training and support for staff, as well as enhanced support systems and continued curriculum development.

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Chapter 1: Research background & context

1.1: Introduction

Internationalisation of UK Higher Education has been gathering pace for several decades and in 2017-18, there were 458,490 international students studying for qualifications at higher education institutions across the UK, representing 19.6% of the total student population, 14% of all undergraduates and 35.8% of all postgraduates (Universities UK International Unit, 2017). The top five sending countries in that year were China, India, North America, Hong Kong and Malaysia, although there are variations in this pattern from year to year; by far the largest group come from China and their preferred subject is Business and Management Studies. The net economic impact of international students studying in the UK HE system is now more than £20 billion each year, representing much needed revenue for institutions which have had their government funding drastically reduced in recent decades. Fees of non-EU students are higher than those of EU or home students and have therefore become a critical factor for the fiscal well-being of many institutions and departments, which are increasingly motivated to establish international partnerships, export tertiary education courses and recruit large numbers of international students onto programmes, in order to keep themselves afloat (Chaney, 2013).

Increasing global competition for the international education market also means that institutions must constantly update their brands and pursue vigorous marketing campaigns to continue to attract and retain the best students from overseas (Luxon & Peelo, 2009). This includes making changes to course design, teaching and learning methods and social programmes to accommodate the needs

and preferences of international students. Although surveys of international students show that they are mostly satisfied with their university experiences in the UK, some are significantly less satisfied than home students with various aspects of the teaching and learning domain (Ryan & Pomorina, 2010). The role of individual academic staff working in departments is crucial in this context, as they are in the frontline position of dealing with international students on an everyday basis and are largely responsible for creating the teaching and learning environment that students experience. Institutions may set ambitious-sounding recruitment targets and goals for increasing "internationalisation of the curriculum" and "multicultural" learning opportunities but, according to Luxon & Peelo (2009), it is innovations made at the micro level of teaching and learning that are the key to enacting the rhetoric of internationalisation within programmes. Staff are therefore central figures in assisting institutions and students to realise their targets and goals.

New teaching and learning conditions demand new pedagogic approaches, and increased diversity and multiculturalism can help to stimulate culturally inclusive teaching and learning environments. However, academic transformation requires time and commitment from staff as curriculum design and teaching practices need to become more globalised (Turner & Robson, 2008). In some cases, the rapid increase in numbers of international students in UK Higher Education Institutions outpaces teachers' knowledge of effective teaching and learning processes, with the result that some academics are left struggling to hold onto values and practices from the past, uncertain what their responses should be to internationalisation or whether their pedagogic adaptations are adequate or indeed sustainable.

Many scholars have reported the additional issue of limited training and few opportunities for academic staff to share ideas or obtain feedback from colleagues in relation to internationalisation (Barron, Gourlay and Gannon-Leary, 2010;

Schartner & Cho, 2016); individual members of staff are usually left to get on with it by themselves, devising practical responses and strategies to cope with the benefits and challenges of these changing circumstances in classrooms and tutorials. Staff have reported that they sometimes feel ill-equipped and untrained to teach international students (Ryan & Hellmundt, 2003; Barron et al., 2010) and would welcome more support with this task, especially in relation to students' different backgrounds, expectations and approaches to learning and knowledge.

The presence of international students on programmes certainly provides numerous challenges for academic staff, especially as it has been taking place at the same time as the widening participation agenda (Taylor & Scurry, 2011), so that universities are at the same time attempting to become more inclusive towards under-represented groups of home students, as well as students from many different countries. These two agenda share some important commonalities and crossovers so that, as teaching and learning contexts become increasingly diverse, different skills, knowledges and entitlements must be acknowledged, academic practices be amended to meet the needs of different social and ethnic groups, including those from non-Western intellectual traditions, and issues of integration, interaction and intercultural learning need to be addressed.

Lack of knowledge and training about different cultural traditions and academic backgrounds is likely to affect staff responses to internationalisation, but commitment to the process and outcomes of internationalisation also depends on how it is conceptualised. This might be either as an unfortunate economic necessity, potentially undermining the continuing superiority of Western academic conventions and ideals, or instead, as one of the main drivers of innovation in UK HE, with the possibility for transforming academic practices and stimulating intercultural learning between a range of civilisations, cultures and values (De Wit, 2008). Developing mutual understanding and respect for

differences is one way of regarding the benefits of internationalisation and just as international students are changed by their sojourn abroad, so might they change others and the context around them (Ryan & Viete, 2009). Most staff are committed to providing high quality learning experiences and outcomes for all their students and are prepared to make changes to be more inclusive, but they may also be overloaded with teaching and research commitments and lack time to devise new methodologies and materials for diverse groups of students.

Staff attitudes towards internationalisation are potentially shaped by a range of professional and personal factors, including individual experiences, disciplinary cultures, and the institutional, local, regional, and national contexts in which they are operating (Leask, 2013). Further research into these relational, experience - and context-based perspectives is necessary to appreciate how far institutions, departments and individuals have travelled along the route to international "expertise" and what further developments might be needed.

Academic staff working in departments and institutions might perceive internationalisation either as a manageable process and an important part of their academic futures, or as a force outside their control that threatens academic standards and personal careers; these perceptions may depend on how much individuals feel that they are included in strategic and operational discussions around internationalisation priorities (Turner & Robson, 2007). Staff attitudes have often been overshadowed by institutional rhetoric about the transformative potential of internationalisation, although the reality of coping with increasing diversity in classrooms and needing to devise more inclusive teaching and learning strategies does not always reflect such lofty objectives: transformative aspirations can also become submerged beneath the management agenda of generating revenue, marketing, and recruitment. Academic staff might share

trans-actionist attitudes, regarding internationalisation as a financial necessity which must be accepted and embraced for the sake of their jobs.

Academic working practices are affected by both transformational and trans-actionist thinking (Green & Mertova, 2016), and individual perspectives may reflect either. Staff also have a good deal of practical expertise about teaching international students in specific contexts, including in-depth knowledge of the benefits and challenges of increasing internationalisation. Yet, despite this range of knowledge and experience, there are few qualitative studies of academic staff perspectives, which means that much of their teaching work and beliefs in relation to internationalisation remain largely undiscovered, good practice is neither recognised or shared, and valuable opportunities for self-reflection and further development are squandered (Trahar & Hyland, 2011; Sanderson, 2011; Leask, 2013; Skyrme & McGee, 2016). There is much to be learned therefore from exploring staff perspectives in specific contexts, especially as individuals and departments gain more experience and expertise at responding to internationalisation and accommodating international students, since they are in the best position to describe and evaluate the changes that have been made to pedagogies, courses, and programmes.

1.1: Context and background of the study

There were more than 22,000 international students studying in institutions in Wales in 2017/18, coming from 140 countries and making up 17% of the total student population (Kelly, McNicoll &White, 2017). The majority of these (75%) come from non-EU countries, from the Middle East, Asia, North America, and Africa, with numbers from China increasing most rapidly. Wales has a slightly higher proportion of non-EU students compared to other parts of the UK, and

export earnings related to international students in Wales, including student fees and personal expenditure together, came to more than £465 million in 2017 (ibid). This is clearly a considerable financial benefit, not just for HE institutions in different parts of Wales, but also for communities that surround them, and even areas that do not have a university presence: international students and their visitors fund jobs, purchase products and services, which has a ripple effect across the entire country. The benefits derived from this influx of students from all over the world into Wales should not be measured solely in market terms: increasing numbers of international students also bring diverse experiences and backgrounds to institutions and local communities, opportunities for making international connections and increasing the country's presence globally.

This study intends to explore the impact of internationalisation on academic and support staff across a range of departments at one higher education institution in Wales. In 2017/18 international students made up almost 25% of the total student population at this institution, coming from 123 countries, predominantly from China, Saudi Arabia, USA, France, and Nigeria. More than 1000 international students were registered to study in the Business School but there were also substantial numbers in Psychology, Law, Linguistics and Natural Sciences. Most of these were studying for postgraduate qualifications, although there were also increasing numbers of international students on undergraduate programmes.

According to its 5-year strategic plan, this institution has the ambition to be "an international university for the region" and "a leading international higher education provider". This ambition will be facilitated by "integrating international students with domestic students, offering high-quality international education, and providing a relevant, modern curriculum that is locally situated but globally applicable". In keeping with the institution's strong emphasis on working in partnership with students and listening to the student voice,

international students will be actively supported to communicate their needs and expectations and to be fully engaged in all aspects of university life.

The curriculum will also be enhanced to “increase the global awareness of staff and students” so that it can provide the “intercultural expertise demanded in the global economy”. The outward mobility and international engagement of staff and students will be promoted to broaden knowledge and experience. Global citizenship is not specifically included as part of this plan, although references are made to internationalisation of the curriculum and development of global perspectives.

Developing a global brand and working in partnership with overseas institutions are also emphasised in the 5-year strategic plan, which objectives will be measured in terms of increasing numbers of applications and fee income from international students, as well as numbers of students studying for awards partly or wholly overseas. The institution also has a history of encouraging other groups of non-traditional learners into HE and, according to the Institute of Fiscal Studies (July 2020), is one of only a small number of UK HEIs that recruits a disproportionate number of students from low participation sectors, such as the bottom quintile of the Welsh Index of Multiple Deprivation or Communities First areas. Students from local regions of Wales are disproportionately likely to study in the same region as they live, compared with the UK average, and may not go to university at all if such local institutions fail to exist. Social responsibility is therefore an important part of this institution’s policy and by outperforming set benchmarks it promotes social mobility and contributes to government higher education access objectives.

There are significant educational overlaps between widening access to under-represented local groups and expanding provision for international cohorts: in both cases, providing access to groups of non-traditional learners requires provision of high-quality pastoral support and development of inclusive teaching

and learning environments: practitioners must increase their understanding of barriers to engagement among under-privileged groups and recognise additional challenges arising.

These policy documents demonstrate that the institution is striving to respond to the needs of the local, Welsh population at the same time as actively pursuing increasing numbers of international applications and students from more geographically and culturally diverse backgrounds. These factors shape the working conditions and teaching environment of staff and it is to this extent that the current study is located within its local, regional, and national context.

1.2: Aims & Objectives.

The principal aim of this study is to provide an in-depth account of the awareness, commitment, understanding and practical responses of academic staff at one specific HE institution in Wales in relation to increasing internationalisation. The intention is that this will provide evidence of how staff are interpreting the institutional aims and rhetoric of internationalisation in the everyday practice of their classrooms, illustrating what has already been achieved and what further improvements may be needed.

To achieve these aims, interviews will be conducted with academic staff in a range of departments across the institution who have substantial experience of teaching international postgraduate students. The objectives are:

> To focus on how staff make sense of internationalisation, including how they perceive its benefits and challenges.

To investigate ways in which staff accommodate the varying needs of international students, including detailed accounts of pedagogic techniques and adaptations.

To explore differences between individuals and departments in terms of their commitment and responses to internationalisation.

1.3: Research Questions

Therefore, this study aims to address the following three research questions, each of which has several sub-questions:

- What do staff perceive to be the principal benefits and challenges of internationalisation?
    - Are challenges primarily linguistic/ academic/ cultural?
    - Do benefits outweigh challenges?
- What are staff attitudes towards internationalisation?
    - Transformative or trans-actionist?
    - Can these be explained as individual/ disciplinary differences?
- What adaptations are staff making to accommodate international postgraduate students?
    - How have these changes come about?
    - Further changes being planned?

Chapter 2: Literature Review

2.1: Introduction

This chapter aims to provide a narrative review of research carried out during the last two decades into the impact of internationalisation on academic staff and departments within HE. The literature surrounding internationalisation in HE, even in countries outside the main centres of Australia and the UK, is already extensive and includes a broad range of themes, including key conceptual frameworks, educational policies and institutional strategies, evidence-based research and practical, curriculum innovations and techniques. Key points of consensus or debate arising from this literature pertain to the way in which internationalisation has been conceptualised and incorporated into strategic plans and the university curriculum by stakeholders, including senior managers, academic and support staff, working in various countries and institutions.

Internationalisation shares many overlapping features with multiculturalism, interculturalism, and inclusivity, but it more specifically relates to the way in which HE has responded to the forces of globalisation during the last few decades. Different meanings have been assigned to internationalisation of the curriculum and a range of institutional models developed, aiming to deliver an all-inclusive, multicultural education (Luxon & Peelo, 2007; Caruana & Hanstock, 2008; Jones &Killick, 2013; Leask, 2013). These models are underpinned by philosophical commitment to principles of equity and diversity, global citizenship, and sustainability, but also reflect marketplace values and the need to prioritise international student recruitment for vital fee income.

2.2: Search strategy

The purpose of the review was to describe the progress of internationalisation in HE from a range of perspectives, to identify and share accounts of good practice, and ultimately to inform the development of further pedagogical innovations and strategies. The literature search therefore involved tracking key authors, often working as teacher-researchers or academic developers in the field of internationalisation, focusing on peer-reviewed articles, book chapters and grey literature, including conference proceedings, briefing papers, and other available publications. The ERIC and PRO-QUEST databases were trawled for relevant articles, and specialist journals such as The Journal of Studies in International Education and Studies in Higher Education were repeatedly scrutinised for up-to-date contributions by leading researchers.

As the search progressed it became more "grounded" and focused especially on studies examining staff experiences of internationalisation in various countries, in addition to their practical strategies and adaptations. Having identified available literature, individual contributions were then subjected to a narrative analysis, to describe common themes and identify complementary and competing perspectives.

There are inevitably some limitations of this search strategy, which although not comprehensive, does cover a lot of the best evidence available about approaches and attitudes towards internationalisation. There are gaps such as the predominance of western perspectives and lack of theoretical or empirical papers from outside the English-speaking world. Nevertheless, this evidence has informed the design of the research study and determined its focus on a specific, local context, where internationalisation has been increasing during the last two decades.

2.3: Overview of literature

In the last two decades much has been written about the potential of internationalisation to radically transform HE, as it incorporates notions of inclusivity, multiculturalism and interculturalism, in addition to global citizenship (Teekens, 2003; Caruana, 2007; Killick, 2008; Sanderson, 2008; Leask, 2013; Clifford, 2014; Byram, 2018). According to this perspective, internationalised institutions and practitioners are encouraged to embed international and intercultural perspectives into their curricula to promote the development of skills, attitudes, and behaviours which enable effective communication across cultures, based on principles of equality and diversity. Internationalisation also overlaps with globally responsible citizenship and the development of sustainable partnerships and collaborations between individuals and institutions.

Internationalisation refers both to international student recruitment as well as the development of internationalised education. Historically, the progress of internationalisation in HE has been measured either in terms of student numbers, student and staff mobility, internationalisation of the curriculum, or even the development of graduate attributes and capabilities (Caruana & Hanstock, 2005). Key performance indicators reflect the underlying values of institutions, but it is often more difficult to map these onto specific academic practices or teaching and learning experiences. Designing programmes to maximise global citizenship and cross-cultural capabilities inevitably depends on the skills of academic staff as well as the active commitment of students.

Internationalisation also presents multiple challenges, especially when international student numbers increase rapidly, so that academic staff may in fact see internationalisation and multiculturalism as conflicting with disciplinary

goals and even as an unwelcome burden (Ryan & Viete, 2007; Robson & Turner, 2008). Students might also find it easier to go with what is easy, rather than attempting to forge new relationships or sharing intercultural perspectives with those from different backgrounds (Peacock & Harrison, 2009). This gap between rhetoric and reality is evidenced by a growing body of literature dealing with the challenges faced by both students and staff as they attempt to find new ways to think and act in response to internationalisation (De Vita, 2007; Ippolito, 2007; Killick, 2007; Harrison & Peacock, 2010; Yu & Moskal, 2019).

The reassessment of purposes, principles and praxis may entail a period of transition and cultural dissonance for all concerned (Ryan & Viete, 2009) and even if staff are supportive of multiculturalism and internationalisation in principle, they may also feel uncertainty and confusion about how to operationalise intercultural teaching and learning strategies in practice (Caruana, 2009; Green & Mertova, 2011; Skyrme & McGee, 2016; Schartner & Cjo, 2017). Over-emphasis on marketisation and international student recruitment, rather than professional development or sharing of good practice, means that staff can feel undermined and unsupported as they grapple with the tensions and complexities of internationalisation in their classrooms.

Staff attitudes towards internationalisation and the extent to which staff are prepared to transform their pedagogies have been explored in terms of both individual and disciplinary differences (Trice, 2005; Clifford, 2009; Sawir, 2011; Agnew, 2012). Some staff may be closer towards being an "internationalised academic self" than others (Sanderson, 2008), possessing a set of cosmopolitan skills and attitudes gained through life experience and critical self-reflection - their practical responses can also be placed on a continuum from "technical observance" to "relational participation" (Caruana, 2009). Individual academics might also be termed either "trans-formalist" or "trans-actionist" (Green &

Mertova, 2016), reflecting personal and professional values, although it is worth remembering that there are also local, regional, and national factors, such as employment opportunities, recruitment issues, and national competition between institutions, which play a part in shaping responses (Leask & Bridge, 2013).

Models of internationalisation have been proposed that stress the importance of combining "bottom up" and "top down" initiatives and strategies, involving both managers, staff, and students in what should be a planned, developmental, and cyclical process (Luxon & Peelo, 2007; Caruana & Hanstock, 2008; Crosling, Edwards & Schroder, 2008; Jones & Killick, 2013; Leask, 2013). These frameworks emphasise the vital role of supporting staff through professional development and the creation of supportive spaces in which practitioners can explore what it means to internationalise the curriculum or develop cross-cultural capabilities. Without these spaces, pedagogical initiatives and curriculum developments aiming to deliver international education goals, although well intentioned and inspirational, will continue to be isolated and piecemeal, without involving the entire academic body or changing the basic structures or assumptions of UK HE.

The resulting narrative synthesis of selected literature has therefore been organised into the following broad themes:

- Conceptual background material relating to Inclusivity, Interculturalism, Multiculturalism, Internationalisation at Home, Internationalisation of the Curriculum.
- Cultural Dissonance and Professional Development issues
- Institutional Strategies/ Models of Internationalisation
- Staff attitudes towards internationalisation, benefits, and challenges
- Individual / disciplinary differences – possible explanatory frameworks

- Pedagogical initiatives and curriculum developments

2.4: Conceptual background

The conceptual background to internationalisation shares some overlaps with the widening participation agenda in education, although it more specifically refers to the effects of globalisation on Higher Education. As students are recruited from increasingly diverse backgrounds, a range of provisions need to be made by institutions and staff to ensure parity of opportunity and success. In the same way that it is ethically dubious to provide access to home students without also ensuring provision of appropriate support throughout the period of study, the same principle is applicable to international students.

2.4.1: Inclusivity

Inclusivity refers to the ways in which academics actively strive to create contexts in which all students can make sense of and fully engage with their education and in which both teachers and students learn to value different ways of thinking and learning. Providing access to higher education is only one part of the social inclusion equation. Access without a reasonable chance of success does not help anybody. Retention and outcome figures are a constant source of concern for both staff and students, as it is clearly in no-one's interests if large numbers of students fail to graduate.

University students must master a range of skills and knowledge specific to HE, and this can present challenges to those who do not share the mainstream cultural capital (Devlin, 2013). Non-traditional groups or those who represent a minority within the university environment might have more difficulty "fitting in" and be less familiar with institutional norms and practices, or "habitus" (Bourdieu, 1986). They might even be perceived as lacking the requisite skills and

knowledges required for university and, consequently, requiring remedial support to bring them up to speed.

This point of view has been labelled a deficit discourse, in which "remedial" students must themselves assume the responsibility for attaining the relevant skills through additional support mechanisms such as learning support and language units. According to this approach, students are identified as the cause of the problem and academic staff do not need to act preventively but only to respond to student difficulties.

From a different perspective, it might reasonably be viewed as the responsibility of the institution and its members to develop a more inclusive pedagogy to suit all those students who have been enrolled. Inclusive pedagogy represents an educational approach that values differences between students and aims to avoid marginalisation of groups or individuals. This requires the development of inclusive methodological strategies to promote participation and learning for all students, including the design of relevant curricula and assessment methods (Florian, 2005; Gale et al., 2017).

2.4.2: Multiculturalism

Inclusivity overlaps with multiculturalism in its respect for diversity and acceptance of multiple perspectives and competences. Both are concerned with providing equitable opportunities for all students regardless of their cultural, ethnic, and economic backgrounds, and ensuring that classrooms and institutions are organised to maximise social justice (Nieto,2000). Multiculturalism shares the belief that all cultures are equal in value and upholds the notion that diverging perspectives including those outside of dominant traditions should be accommodated as far as possible.

Having an inclusive and multicultural teaching approach might reasonably be regarded as one of the fundamentals of good teaching at all levels (Florian, 2005;

Gale et al., 2017), and as the student body becomes increasingly diverse and multicultural in many HEIs, it follows that curricula and pedagogies need to reflect a greater range of backgrounds and to encompass aspects such as cross-cultural learning and intercultural competence, as well as acknowledging differences in the social positions of learners and profiles of cognitive abilities.

Nevertheless, there are inherent obstacles that make it difficult for individuals and institutions to adopt a wholly inclusive, multicultural practice. There may often be huge gaps in practitioners' understanding about other cultures, as well as limited training opportunities and lack of time available for staff to adapt existing materials and redesign programmes to accommodate multiple perspectives. Moreover, even when staff make efforts to educate themselves about students' backgrounds and cultural traditions to create an atmosphere of mutual tolerance, it is by no means straightforward to encourage all students to participate in tasks on an equal footing to share their unique knowledge and perspectives, or to break down cultural, linguistic, and academic barriers among student cohorts.

2.4.3: Interculturalism

Although multiculturalism and interculturalism are concepts that are sometimes used synonymously (Nieto, 2006; Hill, 2007) important distinctions have often been made between them. Multiculturalism as an educational approach (or style of government) has been criticised for not specifically requiring groups and individuals to engage with cultures other than their own (Cameron, 2011). This lack of discussion and engagement with important cultural issues – such as the role of minority/ majority cultures - has led to the recent framing of interculturalism as a superior and more useful approach than multiculturalism, with its emphasis on opening spaces for mutual dialogue and potentially transformative cross-cultural interactions to occur.

Passive commitment to the multicultural goals of social justice and diversity is not enough in itself to challenge long-held patterns of dominance among cultures

and ways in which preferential treatments are awarded to some groups. For patterns of power and privilege to be disrupted and for genuine inclusivity to be achieved there needs to be a more active focus on the ways in which power and privilege are maintained (Moriña, Sandoval & Carnerero, 2020). Interculturalism is therefore concerned with bringing about social change through the active exploration and communication of inequalities (James, 2008). The desired outcome of an intercultural learning process would be a person who has learned the personal interaction skills to be able to communicate on various levels with people from different cultures, not only ones with which they have had experience, thereby achieving personal growth through encountering cultural diversity, and extending their own cultural identity. According to a recent systematic review of the literature (Elias & Mansouri, 2020), the essential components of interculturalism are social interaction, dialogue, and exchange of views.

This conceptual distinction between interculturalism and multiculturalism is sometimes vague and there may indeed be overlaps in terms of theoretical positioning and practical implementations (Meer & Modood, 2012; Levey, 2012). In Europe the preferred term might be intercultural whilst the US, Canada, Australia, and Asia continue to use multicultural (Hill, 2007). Both terms are applied to educational discourses at all levels to promote social justice and as ways of responding to differences in class, gender, ethnicity, religious and linguistic diversity. They stress the imperative for teachers, learners, and administrators to become more aware of their own cultural backgrounds and how personal beliefs and values influence interactions with those from different cultural backgrounds.

Principles of multiculturalism and intercultural learning are inherent to the internationalisation process, which refers specifically to Higher Education's response to the forces of globalisation. Internationalisation in HE has developed

rapidly over the last two decades as numbers of international students have dramatically increased. Additional key concepts in this field include Internationalisation at Home and Internationalisation of the Curriculum, both of which refer to ways in which the HE landscape has been fundamentally changed.

2.4.4: Internationalisation at Home

Going to university is a unique opportunity to encounter diversity, and international students bring different background experiences and knowledge to share in multicultural classrooms, which is valuable both in terms of educating all students (and staff) as global citizens and preparing graduates for working in an increasingly interconnected world. This benefit has been described as Internationalisation at Home (Nilsson, 1999; Crowther et al. 2000), and it conceptualises diversity as an important resource to be made use of in classrooms and on campuses, to promote positive and rewarding intercultural relationships and enhanced global awareness for all students (Harrison, 2015). By integrating the cultural input of students from a range of different backgrounds it means that the HE environment can be enriched for all participants, even those who are not geographically mobile (Jones & Brown, 2007). This has the effect of placing international students at the heart of the university as a source of cultural capital and intentional diversity, building a more powerful learning community and deepening the educational experience.

Internationalisation at Home focuses on the development of skills and attitudes including openness, tolerance, and culturally inclusive behaviour (Webb, 2005): it includes valuing contributions made by all students and validating different points of view, as well as actively facilitating meaningful interactions between students from different backgrounds (Jones & Killick, 2007; Caruana, 2009; Leask, 2013; Clifford, 2014). This conceptualisation of Internationalisation at Home (IaH) overlaps with multiculturalism as well as with interculturalism: it

embraces intercultural dimensions of learning by "blending concepts like foreign, strange and otherness" (Teekens, 2003, p.110); it also incorporates notions of working in an increasingly interconnected and globalised economy and is concerned with preparing students (and staff) to identify and communicate openly and respectfully as global or cosmopolitan citizens living and working together in a multicultural environment (Byram, 2018). Internationalisation at Home is concerned with developing global perspectives which might mean making changes to the formal and informal curricula to promote international understanding and cross-cultural learning, so IaH is also a key part of the movement to internationalise the curriculum.

Internationalisation at Home is partially founded on the belief that shared physical spaces can lead to improved intercultural skills and understandings. However, cross-cultural interactions and discoveries do not occur very easily at university or elsewhere, so that the ideal of transforming a culturally diverse student population into a valued resource for activating processes of intercultural learning and international connectivity is, in many cases, still very much an ideal rather than a reality (De Vita, 2007). Despite claims for the benefits of internationalisation at policy level, many practitioners have observed a lack of integration between student groups (Killick, 2007; Leask, 2007; Brown & Peacock, 2007).

Promoting meaningful, cross-cultural exchanges depends not only on the abilities and attitudes of staff, but also on the commitment of home and international students to mix. However, not all home, or international, students enter higher education expecting, wanting, or valuing intercultural experiences (Ippolito, 2007), and there may often be limited opportunities inside classrooms for such intercultural interactions to occur. Home (and international) students may be

nervous about communication due to an absence of shared reference points and the need to make extra efforts to avoid misunderstandings or causing offence; they might also be deterred by the common practice of some large groups of international students "sticking together" (Harrison & Peacock, 2010). This might be especially the case in Business Schools, where the proportion of Chinese students on postgraduate programmes is as high as 90% (HESA, 2017), creating in effect "Chinese schools" within these departments. Chinese students may themselves be dismayed to find that there are so few home students on their courses so that it is harder to make friends with English speaking students: this deprives students of optimum conditions for development of intercultural networks so that interactions are often restricted to "hi-bye" (Yu & Moskal, 2019).

Domestic students also choose to form working groups with other home students or those international students who have the best language skills, partly for real and imagined threats about getting lower marks in group tasks or having to support others who are less fluent in English. This might be described as "passive xenophobia" and have the effect of restricting encounters with "others" to a trivial and superficial level, rather than developing meaningful friendships. It is difficult for home and international students (and staff) to talk openly about issues of segregation or isolation, for fear of seeming to be negative or being labelled as racist (Brown, 2009).

2.4.5: Internationalisation of the Curriculum

Internationalisation of the Curriculum (IoC) has been defined by Leask (2009, p.209) as: "the incorporation of an international and intercultural dimension into the content of the curriculum, as well as the learning processes and support services of a programme of study". This widely accepted definition emphasises that university curricula should be appropriately designed for an increasingly

diverse student population, but also implies a broader vision than simply adding more multicultural content to lectures. IoC is concerned with the practical ways in which the visions of multiculturalism and interculturalism might be implemented on an everyday basis. IoC means acknowledging the inherently cultural nature of pedagogic practices and assessment methods and making appropriate adaptations to embrace a wider range of ways of knowing and doing (Jones & Brown, 2007). This might mean acceptance of different types of learning (such as rote learning and memorisation), different types of classroom behaviour (showing obedience, avoiding limelight) and a different emphasis on the acquisition of skills and knowledge (mathematical skills rather than social science techniques).

If the purpose of higher education is to interrogate and challenge old paradigms of knowledge and to build new knowledge and ways of knowing, then Internationalisation of the Curriculum might be considered a natural development of a dynamic institution (Clifford, 2014). IoC involves the recognition that there are many equally valid traditions of teaching and learning, and staff might need to change not only their content but also their processes and expectations to accommodate new cohorts. Having accepted international students onto Western-style university programmes, it becomes imperative for educators to recognise and respect these cultural differences, as well as give space to all (Clifford, 2008; Ryan, 2011; Byram, 2018).

The "deficit" view that some international students lack certain academic skills and abilities and have to be shown how to do things "our way" is no longer admissible (Ryan, 2011). Difference is not the same as deficit and individual international students (like home students) come from a diverse range of cultural, economic, social, and linguistic backgrounds, so they cannot be stereotyped as having certain qualities or representing a particular culture: there may indeed be

greater diversity within cultures than between them. Moreover, such characteristics are likely to be contextually, rather than culturally, based (Wong, 2004) and there is nothing to suggest that international students cannot learn new ways of doing and thinking, with the appropriate training and opportunities. The notion that incoming students must make all the necessary adjustments without reciprocal adjustments on the part of academic staff is no longer considered acceptable (Sanderson, 2008; Clifford, 2012; Leask, 2013), on the contrary it should be possible to combine a range of teaching and learning methods to encompass a variety of traditions, although this new approach might take time to develop.

2.5: Cultural dissonance

The process of change entailed by internationalisation of the curriculum or genuine intercultural learning is likely to entail a certain amount of discomfort and disagreement as both staff and students are pulled out of their academic and cultural comfort zones to engage in critical self-reflection and cross-cultural navigation (Kahn & Agnew, 2015). To some extent this is inevitable since cultural dissonance is both the means and the medium of intercultural learning: staff and students *should* be changed from and through cross-cultural interactions. Cultural dissonance might be experienced in both peer group and teacher/ student interactions, as well as in relation to teaching methods and materials, curricula, and host cultures. How students navigate the transition to UK HE and overcome a range of linguistic, academic, cultural, and pastoral challenges might depend on resilient thinking skills and strong support mechanisms (Caruana, 2014), which are able to assist individuals to share perspectives and discuss potentially sensitive issues without fear of being marginalised.

Many international students do not possess a good level of English competence on arrival in the UK despite having the required IELTS (or TOEFL) qualification, which is not in all cases a reliable indicator of language ability (Ryan, 2005). Some have indeed described their language skills as being inadequate for the demands of postgraduate studies in the UK and report that they lack confidence and fear making mistakes, when asked to contribute, in lectures or discussions, which may explain a lack of class participation and nervousness when communicating with team members (Ippolito, 2007). Such reticence is often wrongly attributed by staff and other students as being due to cultural difficulties (Andrade, 2006; Barron et al. 2010), or even conflated with academic ability, so that a lack of participation or hesitant, faltering speech can mean that students' actual understandings and abilities are unrecognised (Kingston & Forland, 2008). Anxieties about linguistic abilities can lead to students avoiding interactions with other (home and international) students, which means that vital opportunities for cross-cultural learning and linguistic progress are lost. Academic skills such as listening to lectures, taking notes, reading academic literature, and writing extended essays may also be unfamiliar to some students, so that these individuals might need a lot of support on arrival to "get up to speed" with required academic conventions and practices.

Just as students must adapt to unfamiliar academic norms and practices, academic staff must also be willing to make changes to their pedagogy to create safe spaces for learners to share multicultural perspectives and construct new knowledge. However, many academics may also have had limited exposure to education systems or cultures outside of their own countries and might be restricted in terms of using different teaching and learning methodologies in their classrooms (Sawir et al. 2008), they teach their subject from experience, often based on how they were taught themselves and it might be hard for them to understand why international students are struggling with tasks or what the solution could be

(Teekens, 2003). This means they must rely on personal experiences and belief systems about what is the most appropriate approach.

Recent research carried out by Green and Mertova (2010) has demonstrated a good deal of uncertainty among academics about their specific roles in relation to internationalisation. This has been echoed by Skyrme & McGee (2016) who found that many staff are undergoing a constant process of self-reflection and questioning as they grapple with the conflicting and complex demands of supporting international students, promoting multiculturalism, encouraging learner autonomy, and acting fairly for all their students. Staff may feel untrained and unsupported as they attempt to embed internationalisation in the curriculum and be unsure whose responsibility it is to make the necessary changes.

UK higher education is based on a set of cultural norms including widely held ideals, values, use of categories and assumptions about academic standards. The pre-dominant pedagogical model can be described as broadly social constructivist in that it emphasises the co-creation of knowledge among all participants including students and staff. Classroom activities include techniques such as student-led seminars, discussions and debates promoting critical analysis and the exploration of multiple viewpoints. In this context, all students are expected to be vocal participants and pro-active learners. These activities and assumptions are taken for granted by UK staff but might contrast starkly with other pedagogic traditions (Valiente, 2008). UK academic staff may therefore be expecting postgraduate students to be active contributors in discussions and debates and be disappointed if this is not the case. Similarly, staff might be expecting their students to possess basic background knowledge about how to structure written assignments or use references to support arguments.

There are also other, less visible aspects of academic culture such as power relationships between staff and students or the intrinsic values placed on originality and criticality. These socially and culturally bounded phenomena create "communities of practice" that may be quite different to those that exist internationally (Ryan, 2012) and may make it harder for international students to assimilate knowledge and achieve desired outcomes. It may take time for students to grasp these concepts, and change their behaviour, even when they are explicitly taught. It also takes time for staff to appreciate the difficulties this dissonance causes or the sorts of adjustments that are required.

2.6: Professional Development

Academics are the vital key to internationalisation and curriculum change and changes to pedagogy will not occur unless academic staff are ready to implement them (Clifford, 2009). It is therefore imperative that the perspectives of academic staff are properly understood, and spaces provided for reflection and learning. Developing intercultural competences and breaking down barriers between groups of students is an important task that needs to be addressed by all staff, including academic and support staff, it is far more complex than simply enrolling different nationalities onto programmes and expecting them to interact automatically. Increased diversity requires students' multiple identities, positionings and needs to be recognised and catered for, especially as this work is now part of routine teaching practices. Supportive professional development is therefore a key component of upskilling practitioners to develop new skills, knowledge, attitudes, and values to enable staff to mentor and teach students from a multitude of cultural traditions and educational backgrounds (Teekens, 2003).

Opportunities for staff to share experiences and ideas are however often overlooked as institutions rush to recruit international students (Robson & Turner,

2007). Leask (2009) has suggested using formal situations such as students working together in cross-cultural projects in the classroom, but also informal occasions such as lunches, sporting, and other social events (Jones & Killick, 2007). These efforts need to be widespread and ongoing to allow meaningful relationships to develop between different nationalities, and staff need to be bold enough to take calculated risks whilst also maintaining a safe environment (Sanderson, 2011).

An Appreciative Inquiry approach can be used to stimulate professional discussions and by harnessing principles of positivity and generativity, Appreciative Inquiry provides vital opportunities for staff to consider what has worked well so far regarding internationalisation and what further positive action might be planned (Caruana, 2012). Encouraging staff to share experiences of internationalisation as well as innovative teaching and assessment practices, means that individual efforts can be acknowledged and staff supported to take further risks in developing multi-voiced learning spaces in which intercultural knowledge is highlighted (Ryan & Viete, 2010). Without such opportunities to share ideas and aspirations, much of the positive energy for internationalisation will be forfeited and individuals left feeling that this is something they have not got time for.

Lack of institutional support and guidance for staff engaged in internationalisation often means that even when staff are open to the concept of internationalisation, they might still lack the confidence to implement this concept in their classrooms (Clifford, 2009). A recent focus group study (Schartner & Cho, 2016) also describes sporadic and un-coordinated efforts made by well-meaning members of staff to try to develop global awareness and interactions among their students, with limited guidance from their institution. Individual staff may be ready to make changes to their teaching practices, but

their personal efforts need to be supported by a more systematic, institution-wide approach, including better training and cultural and language awareness sessions.

2.7: Models of internationalisation

It clearly cannot be the responsibility of academic staff on their own to internationalise the curriculum or generate multicultural learning and meaningful interactions across the institution: internationalisation needs to be approached holistically and the whole institution needs to be involved for its benefits to be properly realised (Leask, 2013). The goals of internationalisation are complex and need to be supported by a range of people, including support services and the university management team, (Childress, 2010; Leask 2013).

Most UK universities do now have an internationalisation strategy, although the principal focus of these strategies may still be on recruitment of international students rather than creating an international culture across the institution (Warwick & Moogan, 2013). Key structures and personnel such as international officers, whose role it is to make links between academic departments and admission teams, help to deliver the international strategy. Nevertheless, in a review of university initiatives in relation to internationalisation in 2009, Caruana concluded that, despite the progress being made in some centres of excellence, there is still a significant gap between the rhetoric of policy statements and the reality of practice, and more work needs to be done to change minds and bring about true inter-culturalism.

Warwick & Moogan (2013) concluded that even where institutions have moved away from a purely economic approach to internationalisation, initiatives to do with developing an international culture are either not being put into place or not successfully communicated to staff so that progress of UK institutions towards

internationalisation is falling behind that of other European, Scandinavian, and Australian universities. There is a continuing mismatch between institutional ambitions and reality, accompanied by significant variations between departments: the most reliable factor for genuine internationalisation is the visible and consistent commitment of a senior member of managerial staff. Staff development activities relating to internationalisation are only attended by those who are already the most enthusiastic. This rather gloomy diagnosis has been reiterated by many other scholars in the field.

Bennett & Kane (2011) explored the speed, extent, and intensity of IoC in business schools throughout the UK: they found that most business schools preferred to internationalise slowly, to learn from experience and avoid risk. Staff recruitment and development policies often favour internationalisation, which is prioritized in mission statements and strategic plans, and there are also monitoring systems in place. However, curriculum adaptations do not extend to the inclusion of non-Western cultural issues and topics in programmes, and only a minority of institutions (42%) attempt to assess intercultural competence as a learning outcome, despite claims of an internationalised curriculum. Although this research focused specifically on Business schools, many of the same variables might be reflected in other departments and schools.

According to Luxon and Peelo (2007), internationalisation needs to be approached at the same time from the "bottom up" and the "top down" Initiatives that emerge from the "bottom" in departments related to specific programmes, need to be co-ordinated and disseminated to other parts of the institution, so that best practice can be shared, and the makers of policy can acknowledge the role of innovations at this level. At the same time, institutional policies and strategies which are generated at the "top" by management and in central departments, also need to be transmitted to the everyday context of the learning environment. An

alternative “middle-out” approach has been advocated by Caruana and Hanstock (2008), in which academic developers and support staff are given time and resources to work with staff to develop an internationalised curriculum and review pedagogic approaches and techniques, so that initiatives can then be disseminated to the rest of the organisation. Jones and Killick (2013) have reported on a similar approach undertaken at Leeds Metropolitan University which might be called an “inside out” strategy (De Wit & Myer, 1998), involving the entire body of staff in clear stages of development, such as raising awareness, generating commitment, detailed planning and operationalising. The aim was to internationalise the curriculum across all departments by embedding inclusive, globally relevant perspectives into learning outcomes of every module.

According to Robson & Turner (2007), institutions and individuals must make the transition from “underdeveloped conceptions of internationalisation” to “a broader vision of diversity” (p. 52), and they might be hindered or helped by a lack of support from the institutional centre, or the paucity of opportunities for reflecting on pedagogies and innovative teaching approaches: staff development and discussions around internationalisation are therefore an integral part of the process of change. Crosling, Edwards, and Schroder (2008) have also suggested that institutions move through a series of stages as they become internationalised, from the first level of “international awareness”, via “international competence” to “international expertise.” “International awareness” involves integrating international perspectives into teaching; international competence” challenges staff and students to engage more thoroughly with different cultures and requires more in-depth study of international subject matter. “International expertise” involves complete immersion of students and staff into international study through studying a foreign language or living and working in a foreign country to produce global professionals who can operate anywhere in the world. Childress (2010) has argued that at least 25% of staff need to have a favourable

attitude towards internationalisation before it has a significant impact on the whole organisation.

Leask's Australian study (2013) concluded that internationalisation of the curriculum should be a planned, developmental, and cyclical process. The core work should be done by academic staff in disciplinary teams, although key blockers and enablers need to be managed by informed leadership and support for internationalisation across all disciplines. Enablers include the opportunity for staff to share learning and experiences in facilitated workshops, and the establishment of disciplinary, cross-disciplinary, and cross-institutional networks of champions and leaders in internationalisation. The principal blockers are limited guidance and few incentives or rewards for staff to get involved in internationalisation.

These studies represent a range of approaches from wholesale to partial internationalisation at HE in the UK and other English-speaking countries, involving staff and systems at all levels. They demonstrate an understanding of many of the challenges involved in implementing a new vision for HE, including the need to support staff and provide adequate training and development opportunities. Global and social development goals cannot be achieved simply by recruiting more international students, staff must be given support to manage the challenges of internationalised classrooms, as well as to develop more critical pedagogies and globally relevant curricula (Barron et al., 2010; Sanderson, 2011; Crose, 2011; Leask, 2013). Internationalisation at Home and Internationalisation of the Curriculum will not be achieved by international offices situated on the periphery of institutions, or by individual academics working on their own. These goals require commitment from all parts of the institution so that knowledge sharing is facilitated, and efforts are rewarded (Warwick & Moogan, 2013). The whole academic and wider community benefits from the development of

intercultural competences and skills, which implies that courses to deliver integrated, multicultural education need to be carefully crafted, and there should also be regular evaluation of such initiatives (Luxon & Peelo, 2007; Childress, 2010; Jones & Killick, 2013; Leask, 2013). This re-imagining of the curriculum might take place more easily at a disciplinary level, as suggested by Leask (2015).

2.8: Staff perceptions of benefits & challenges

Finding out what staff perceive to be the key challenges of internationalisation, and the changes that they have made to cope with these challenges, has been the focus of various studies (Fallon & Brown, 1999; Trice, 2003; 2005; Robson & Turner, 2007; Barron, Gourlay & Gannon-Leary, 2010, Sawir, 2011). These studies have shown a degree of consistency in terms of the most serious concerns, such as lack of integration, problems with assessments, language skills and cultural dissonance - as well as the principal benefits such as sharing multicultural perspectives and learning about different traditions. Most academic staff (89%) are positive about gaining fresh insights into their subjects, as well as the potential for more broadly-based class discussions (Fallon & Brown, 1999), but the majority (87%) also consider language capabilities of some students to be a significant challenge. Communication difficulties mean that staff must spend more time explaining concepts and basic tasks (Trice, 2005) as well as providing extra supervision and additional pastoral support.

Barron, Gourlay and Gannon-Leary (2010) found that staff regarded international students in general as more hard working, disciplined and respectful than home students, but also more dependent on lecturers, more likely to rote learn and plagiarise material**:** they may be unfamiliar with the value placed on concepts such as originality and independent learning and be more used to being directed by teachers. Some students might have been taught that speaking up can be construed as contradicting the teacher's authority or "showing off" (Miller &

Aldred, 2000). Notions of hierarchic distance may affect both oral and written communication styles, so that students feel that they owe respect not only to teachers in person, but also to reading material that they have been guided towards (Hui, 2005). International students need to be eased into self-responsibility, reminded of their right to ask questions, form opinions, and become independent learners (Cross & Hitchcock, 2007). They should also be encouraged to analyse their own prior learning experiences and cultural inheritance, so that they are better able to cope with the new academic environment (Peelo & Luxon, 2007). It should not however be assumed that all academic staff have the time to dedicate to this task and some might reasonably expect students to be independent straightaway (Brown, 2007).

Although the presence of international students might have a positive effect on the academic environment, staff often need to provide additional support in the form of extra classes, handouts**,** and tutorials, as well as increased scaffolding of teaching and learning activities and reduction of content, to accommodate international students' needs. Th**ese** adaptations might mean that some participants view international students as a "burden" (Robson and Turner (2007). In addition to linguistic, academic, and cultural challenges, academic staff are often expected to also deal with pastoral issues. Some international students face a range of emotional and psychological challenges when they study abroad; isolation and loss of confidence may be compounded by getting lower grades than they are used to, and the constant background pressure of having to be successful to satisfy sponsors, whether that is families, governments or workplaces (Lewthwaite, 1996; Andrade, 2006; Edwards & Ran, 2006; Jin & Cortazzi, 2006; Turner, 2006; Cross & Hitchcock, 2007; Peacock & Harrison, 2008; Leask, 2009; Brown, 2009. Indeed, for some international students, the experience of studying

abroad can be largely negative, as they fail to make friends and struggle to achieve academic goals.

Academic and support staff are in the frontline, so it becomes part of their job to provide care for these students and to take on a function that is more than academic in nature, although they may not have the appropriate skills (Brown, 2007). Staff are not familiar with student backgrounds and some students expect more support than it is realistic for staff to provide. There are often few rewards or acknowledgments for responding altruistically since this imposes further demands on already overloaded staff timetables and stretches resources - it might also mean less time for other academic duties. Policies of widening participation and international recruitment means that staff need to constantly adjust their pedagogy and provide additional support; they must also try to include a variety of assessment types that recognise a range of learning styles and allow all students to experience success. There is often very little training or support to fulfil these new roles, and this can create resentment, especially if changes also involve a loss of academic independence and autonomy (Crosling, Edwards, & Schroder, 2008).

2.9: Individual differences between staff

The literature suggests that there are considerable differences between individual staff in terms of their commitment to internationalisation. For some staff having non-UK students in classrooms makes their work situation more stressful (Robson & Turner, 2007), especially as some might feel that internationalisation and its attendant pedagogic changes have been imposed on them rather than self-initiated (Crosling, Edwards & Schroder, 2008). The types of adaptations that staff make and the amount of extra time they are willing to provide depends on other commitments and how much they perceive this to be their responsibility.

Much of the positive energy for internationalisation lies within individuals and is cross-disciplinary, so that individual staff responses are often the key to understanding internationalisation in all disciplines and schools (Robson & Turner, 2007; Cross & Hitchcock, 2007; Luxon & Peelo, 2008; Skyrme & Mcgee, 2016). Negative energy might also be found within individuals, especially as individual staff are very often left to cope by themselves with increasing numbers of international students, in the context of expanding workloads, bigger class sizes and diminished research funding (Ryan & Louie, 2007).

Newer, less experienced staff may be under more pressure to emphasize their research activities rather than teaching and are less likely to have spent time working abroad. Teachers who have more life experience might be more likely to have a comprehensive repertoire of skills and wisdom, related to different ways of seeing the world and good teaching practices (Trice, 2005); they might also be more likely to establish close, supportive relationships with international students. Some staff may be international academics themselves and have different cultural and linguistic knowledge that they can share.

2.10: Internationalisation of the Academic Self

Sanderson's model of the "Ideal Lecturer for the International Classroom" (2008) describes qualifications and criteria representing what staff with well-developed international and inter-cultural perspectives would ideally know, do, and believe in. Sanderson's model is based on Teekens' profile of qualifications for academic staff working in culturally and linguistically diverse HE environments (Teekens, 2000). It includes knowledge of the international labour market and of foreign education systems, in addition to understanding the socio-cultural construction of one's own academic discipline and the ability to employ a range of teaching skills and strategies to accommodate and enhance the learning of all students. This

merging of the self and the teacher, so that the "fully internationalised" member of staff is also a cosmopolitan citizen of the world who is favourably disposed to international and intercultural perspectives, has been called the "Internationalisation of the Academic Self" (Sanderson, 2008, p.668) and refers to the notion that staff should completely transform their practices and pedagogy and develop a set of knowledge, skills and attitudes that fit with being an internationalised teacher. Sanderson's framework is useful in considering the range of knowledge and experience that individual academics might bring to their work with international students, although not all staff will have had the same opportunities to develop their skills and experience. One of the drawbacks of Sanderson's model is that academics must personally *want* to become internationalised so there is a reliance on individual dispositions for changes to occur.

Fanghanel (2012) has suggested that staff commitment to multicultural education is related to the way in which individuals view their academic role. "Cultural restorationists" seek to preserve traditional values and academic standards and see their role mostly in terms of transmitting the tenets of their discipline to other professionals and advancing knowledge within it; according to this view it is not the job of the discipline, or of the staff who teach it, to make too many adjustments to allow students access, but it is the students' job to learn how to enter and find their own place. This way of thinking might be linked to anxieties about "dumbing down" the curriculum and letting go of standards. In practical terms, the primary job of academic staff is to teach academic content at the appropriate level, not to be concerned with encouraging intercultural interactions in the classroom or teaching basic skills for those students who need extra help.

"Progressives", on the other hand, regard multicultural universities as a means for creating social development and providing opportunities for personal, social, or global transformation; they are prepared to allow greater access and adapt programmes to make way for new experiences and ways of seeing the world. This means providing targeted support to encourage interactions between different groups of students to enable the collaborative development of knowledge and sharing of ideas and unfamiliar perspectives (ibid, 2012). Although this might slow delivery or reduce content, these are worthwhile benefits.

Several research studies have shown that staff responses to internationalisation are also influenced by disciplinary characteristics and departmental cultures. Trice (2003, 2005) showed that staff in "sociotechnical" disciplines, such as Architecture and Public Health, are keen to create learning environments that embrace intercultural diversity and international discussions. Sawir (2011) found that staff in "soft" disciplines are more prepared to make changes to their pedagogy and the curriculum to suit international students' needs. Applied disciplines emphasise that graduates should be culturally sensitive and flexible, according to Clifford (2009), whereas subject knowledge and ways of teaching and learning are regarded as universal, international by default and culturally neutral in hard-pure disciplines. Agnew (2012) also found that staff in applied disciplines encouraged students to engage with contexts and cultures in ways that those in non-applied disciplines did not, emphasising self-reflection or experiential learning in unfamiliar contexts (soft applied) and the development of new products and techniques (hard applied).

Departmental responses towards internationalisation are also shaped by the size of a department, its leadership and ranking, since departments with very high rankings are likely to be less concerned about recruitment issues or other external influences and be under less pressure to change. The ranking of an institution and

the degree to which departments are research-led may affect the way that international students are welcomed and taught, and there is likely to be more discussion about international student issues in faculties where the head of the department is committed to internationalisation.

2.11: Pedagogical responses and initiatives

A multitude of pedagogic strategies have already been designed by staff in response to internationalisation, and these are mostly focused on explaining academic conventions, providing additional support with English and Study Skills, and stimulating cross-cultural learning (Cross & Hitchcock, 2007; Crose, 2011); these techniques represent good teaching practice, so are likely to have a beneficial impact on the academic experience of all students, not just internationals.

Strategies for delivering lectures to an international audience include speaking more slowly and clearly, repeating key concepts, and identifying potential language challenges (De Vita, 2000). Using video recordings and providing materials in advance are key strategies (Arkoudis, 2006), as well as designing effective group tasks that all students can participate in, including international perspectives, and giving students adequate time to prepare their answers in advance. Using a variety of assessment types and being explicit about learning outcomes and marking criteria so that students know how to complete academic tasks makes it fairer for all students (Leask, 2009), and recognises that many assessment practices are intrinsically culturally- based (Carroll & Ryan, 2005).

Providing additional handouts, giving clear, written instructions concerning assignments and reviewing drafts before submission has been noted repeatedly as good practice in working with internationals (Robertson et al, 2000; Robson & Turner, 2007). Encouraging students to work in small, mixed nationality groups

and avoiding whole class discussions has also been emphasised (De Vita, 2000), to avoid intimidating students with weaker language skills and to foster cross-cultural interactions. Praising contributions from all participants and emulating the types of communications that are conducive to interacting across cultures might also be necessary (Carroll & Ryan, 2005), so that students are aware of the value of actively listening to each other and working collaboratively. Formative feedback on spoken contributions, as well as for written work, can help international students to understand if they are on the right track, or need to adjust their learning process.

These techniques can be interpreted as increased scaffolding of teaching and learning practices, which attempt to elucidate and engage students arriving in UK HE from many different cultural and linguistic traditions, requiring additional support. They might also be regarded as lowering of standards, slowing down lecture delivery and reducing course content (Barron et al. 2010). Many of these small-scale changes have been introduced to respond to the challenges presented by culturally diverse classrooms: Fallon & Brown (1999) reported that 72% of staff had to use different teaching methods to accommodate international students, compared to 66% in the study by Sawir (2011). Reasons that staff gave for making changes include having had personal experience of living overseas themselves and the wish to incorporate cross-cultural elements in the curriculum. Some changes are intended to accommodate a range of learning styles, others are to deal with specific challenges such as the issue of plagiarism.

Making academic conventions and practices explicit is one way in which staff try to accommodate international students, and this might include group discussions of prior learning experiences and expectations (Cadman, 2000). Having open discussions about differences between education systems and clarifying UK traditions helps to inform international students' transition to their new academic

environment and in some cases can lead to surprising insights, such as when a teaching team at Sheffield Hallam University discovered that many of their international students had never written essays before, so that teaching the finer points of referencing to these students was comparable to "trying to teach the finer points of bowling googlies to people who had not played cricket!" (Hills & Thom, 2005, p.326). By making cultural differences explicit international students are better positioned to make sense of their own traditions and compare them with aspects of British culture, as well as better able to cope with UK academic practices (Luxon & Peelo, 2009). Coates & Dickinson (2012) collected data about international students' prior learning to inform the design of an Enhanced Induction and Support Programme at Newcastle Business School; this resulted in a year-long programme of teaching academic and dissertation skills to international postgraduate students. These types of curriculum developments are "a powerful and practical way of bridging the gap between rhetoric and practice, to including and valuing the contributions of international students" (Leask, 2001, p.100)

Although staff may want to maximise the benefits of internationalisation or inter-culturalism, this is not easy or straightforward and it is clearly not enough to simply have students from diverse cultural backgrounds sitting in the same classroom and expect them automatically to integrate and share global knowledge (Jones & Killick, 2007). Intercultural learning requires academic staff to change their teaching practices to explicitly encourage their students to explore multiple perspectives and embrace diversity (Caruana, 2009). There are accounts in the literature of whole-programme adaptations, spear-headed by teams of enthusiastic staff, who have re-designed programmes to promote better intercultural interactions between students, become more inclusive and improve learning outcomes. Ippolito (2007) found that both home and international students (and staff) valued opportunities for multicultural learning and were glad

that staff took the initiative in this way, but there were significant pressures in terms of time and other academic commitments which can impact negatively on mixed group performance, as well as linguistic inequalities and indifference from some participants. Stimulating cross-cultural learning and creating opportunities for meaningful task-based interactions in classrooms takes time and commitment from individual staff and may have mixed outcomes. In a review of one such initiative, Trahar & Hyland (2011) conducted focus groups with academic staff in several UK institutions and found that despite wanting to promote intercultural learning and avoid segregation in classrooms, some staff also feel sensitive about imposing their own beliefs onto international students, who might be more comfortable staying in their same-nationality groupings. The extent to which intercultural learning is considered a priority seems to be down to individuals.

International (and home) students are also directed towards various types of additional provision, such as Study Skills & English language courses, many of which are aimed at international students and now occupy a central position in the design of many curricula. Although skills training might be regarded by some as assuming a deficit model (Ryan & Louie, 2007), in which some international (and home) students lack the relevant skills and must therefore be shown how to do things "our way", these services have become increasingly vital for both students and staff to rely on.

Study Skills can be offered as "bolt on" induction sessions, designed to give students useful information at the start of degree programmes, or more fully embedded into the structure and content of academic programmes (Peelo & Luxon, 2007; Coates & Dickinson, 2012). Sessions might be focused on generic issues such as "Writing a Literature Review", or "Developing Critical thinking Skills" but students can also get individual support with specific assignments. English language courses are sometimes credit-bearing, so that students whose

language skills are weaker might be able to opt for these modules in place of alternative, subject-related modules; students might also be encouraged to attend non-credit bearing language courses to develop their skills. One problem with the non-compulsory approach is that the weakest students who most need support might be least able to afford the additional time commitment, especially when their assignments become due (Kingston & Forland, 2008). There are also far more (home and international) students needing support than there are staff or resources to provide it.

2.12: From the symbolic to the transformative

To what extent these initiatives can be viewed as a fundamental re-assessment and transformation of HE purposes, principles and practices is open to debate among some scholars (Caruana, 2009). The process of internationalising the curriculum can be viewed as a continuum from "technical observance" to "relational participation" (ibid). Technical observance refers to symbolic gestures such as incorporating international examples or case studies into course content or signposting remedial support services for international students as required. This approach is basically continuing as before with only small additions to acknowledge that the student population has changed.

These accommodations are intended to assist international students with the transition to UK HE, but some say that they do not go far enough in changing pedagogic practices or the content of courses. A more innovative, transformative approach involves staff actively promoting globally relevant intercultural skills and competences in the classroom, and the co-production of new knowledge in a multicultural context. This involves "relational participation" between teachers, learners, texts, and the educational context. According to this viewpoint, it is not sufficient to approach internationalisation simply in terms of incorporating more

multicultural content or giving students extra skills lessons (Caruana, 2009, p.8), as this might be viewed as merely assimilating international students into Western pedagogic practices and contributing to the Westernisation of the curriculum. On the contrary, staff must find new ways of teaching different content and sharing different ideas.

2.13: Trans-formalist vs trans-actionist attitudes

This distinction in terms of staff ideologies and attitudes has been taken further in recent work by Green & Mertova (2016) who have suggested that academic staff adopt one of two deliberate positions in relation to internationalisation and can be regarded as either "trans-actionists" or "trans-formalists". Trans-formalists, as in Fanghanel's categories, tend to view internationalisation as a transformative experience for themselves, their students, and their discipline, requiring a fundamental shift towards a more cross-cultural, student-centred pedagogy, whereas trans-actionists see internationalisation mainly in terms of the economic necessity of increasing numbers of full fee-paying students.

According to this binary, trans-formalists have a unique set of attitudes and behaviours in relation to their students, based on their own cosmopolitan identity and orientation to the world as well as concern for students' well-being. Their pedagogical practices are expansive and inclusive and are intentionally designed to co-produce knowledge and develop globally relevant skills. Trans-formalists see internationalisation as an essential component of the curriculum which adds a vital dimension to their disciplines.

In comparison with this viewpoint, trans-actionists have a more limited understanding of the relevance of IoC and see it as important mainly for international students. Teaching international students mostly involves

remediation approaches to bring them up to speed, and explicitly teaching the relevant cultural and academic conventions that prevail in UK HE, without consideration of the relative merits of other pedagogic traditions. Although trans-actionists may often have sympathy for students who they see are struggling, they do not feel that it is necessary to change their ways of teaching as a result. Trans-actionists frame the benefits of internationalisation mostly in terms of economic transactions and the necessity of expanding educational programmes to new markets (Green & Mertova, 2016).

These attempts to explain staff attitudes in terms of their personal values and pedagogic practices reflects Sanderson's (2008) profile of qualifications and skills required by an "internationalised academic self" by showing how individual differences play a significant part in shaping staff responses to internationalisation. They also move the discussion forward by explaining why there may be internationalisation "champions" operating in contexts which may be largely unsupportive of their efforts. Trans-actionist or symbolic approaches compared to trans-formalist or relational perspectives can be found equally across sciences, social sciences, humanities, and applied sciences, and discipline alone does not determine individual responses. The extent to which staff are aware of the transformative potential of internationalisation reflects their personal identity and orientation and commitment to global citizenship goals, as well as critical reflections on pedagogic practices and desire to be student focused (Caruana, 2010). Other key factors include a sense of belonging in a like-minded community and reflective awareness of their own situation and historical traditions in relation to others (Green & Mertova, 2016).

Such theoretical frameworks help to explain the range of staff responses to internationalisation and make sense of what progress is being made towards developing inclusive, multicultural classrooms in HE which stimulate global

awareness and intercultural competences among students and staff. However, what staff think and what they do are not the same thing, and even when individuals are committed to internationalisation, their practical, pedagogic responses might also be shaped by external pressures such as lack of time or training to explore new methodologies or share good practice with colleagues, increased class sizes, and the constant drive to maximise outcomes by demonstrating skills acquisition rather than critical understanding (Vinther & Slethaug, 2013). This study aims to explore in more detail the impact of these competing pressures on a sample of academic staff at one institution in Wales.

2.14: Summary of literature

This narrative synthesis has shown that internationalisation at home and internationalisation of the curriculum have potentially far-reaching benefits for both staff and students, derived from stimulating global interconnections in classrooms and campuses and developing intercultural sensibilities. The extent to which staff are prepared to make transformative changes to their pedagogies to strengthen inclusivity, engagement, and diversity, or prefer to maintain traditional approaches to teaching and learning, depends on a range of factors, including individual values and professional allegiances, as well as considerations of the nature of HE. The successful implementation of internationalisation objectives involves local, individual champions, as well as whole team collaborations and the commitment of senior management teams.

Internationalisation also brings significant challenges for many staff, who are on the frontline responding to linguistic, academic, cultural and pastoral issues in their everyday working practices, using their professional expertise and craft. Recognising the work that is already being carried out in relation to internationalisation is an important first step in trying to support staff, and current practice can be utilised as the basis for shared discussions and training to further

develop skills and competences (Robson & Turner, 2007). This study intends to apply these insights to the specific context of one HEI in Wales, to gain further understanding of how staff are making sense of internationalisation as it is taking place in their departments, to find out what pedagogic changes are already being made by staff to overcome challenges and maximise the benefits of internationalisation. It is hoped that this will help to highlight the efforts and expertise of staff at this institution in relation to internationalisation and identify areas for further development.

Chapter 3: Methodology

3.1: Introduction

The previous chapter discussed literature on staff attitudes and responses to internationalisation, including their roles as "internationalisation champions". The current chapter discusses methodological issues related to this study, explaining the interpretivist research paradigm adopted and issues of positionality and self-reflexivity. Details pertaining to participant sample and data collection methods are presented, in addition to an overview of data analysis processes showing how data has been collated, coded, and triangulated, using a trustworthy approach. Ethical considerations are also addressed, particularly with reference to the insider-position of the researcher.

The purpose of this research project is to explore how staff at one HE institution in Wales are currently responding to having increasing numbers of international students on postgraduate programmes, and the ways in which their teaching and supervision practices have been influenced by this development. There are numerous accounts in the literature of the experiences of international students as

they adjust to the UK academic environment, but far fewer accounts of the experiences and perceptions of staff as they also adjust to the changing characteristics of their classrooms. This study therefore aims to investigate staff perceptions and experiences in detail, across a range of departments at one institution that has been impacted by internationalisation in recent years but not yet examined. Pedagogic adjustments and training for staff are key areas of interest.

3.2: Research Questions

The main research questions are therefore as follows:

- What do staff perceive to be the principal benefits and challenges of internationalisation?
    - Are challenges primarily linguistic/ academic/ cultural?
    - Do benefits outweigh challenges?
- What are staff attitudes towards internationalisation?
    - Transformative or trans-actionist?
    - Can these be explained as individual/ disciplinary differences?
- What adaptations are staff making to accommodate international postgraduate students?
    - How have these changes come about?
    - Further changes being planned?

This research study aims to provide in depth personal accounts of what academic staff at one institution are doing to accommodate the needs of their international postgraduate students, including making changes to their teaching, supervisory and assessment methods. Individual staff might take a largely transformative or

trans-actionist stance in response to internationalisation (Green & Mertova, 2016), which might be discerned in their teaching and assessment strategies. Staff attitudes to making changes are fundamental to comprehending this narrative.

3.3: Interpretivist Research Paradigm

An interpretivist research paradigm will be employed throughout this project, based on the ontological perspective that reality is created by individuals and is therefore subjective: there are "multiple realities or multiple truths based on one's construction of reality" (Sale et al., 2002, p.45). Reality is socially constructed and is constantly changing (Mertens, 2005); there is no external referent in the research process with which to compare claims of truth other than the minds and views of the research participants and researcher (Smith, 1983). Both the researcher and participants are subjective players in the process, and both influence the findings, which are mutually created within the context of the situation which shapes the enquiry. Produced knowledge is therefore a product of the interaction between the researcher, participants, their social worlds, and interpretations (Guba & Lincoln, 1994; Denzin & Lincoln, 1994). This acceptance of multiple, contextually- constructed realities means that there are potentially as many subjective interpretations of any situation as the number of people that exist in the world (Mertens, 2005).

An interpretive approach is less concerned with replicability and generalisability: it is more concerned with the validity of participants' accounts and with methods that encourage authentic personal interactions between the researcher and participants, so that participants can share what they really experience or believe about the investigated subject. Data is often collected from a small, purposeful sample of articulate respondents, because they can provide important

information, and data-rich descriptions and explanations are used in the analysis, rather than statistical techniques. Research methods commonly associated with this qualitative methodology include unstructured or semi-structured interviews and participant observation (Thomas, 2003).

3.4: Using semi-structured interviews.

Based on this ontological and epistemological framework, the research study will employ semi-structured interviews with a small sample of academic staff, to explore their knowledge, attitudes, and experiences to date of the process of internationalisation taking place within their respective contexts. Semi-structured interviews are likely to provide detailed, nuanced accounts of individual experiences and responses and will allow staff to speak in their own voices and express their thoughts and feelings in relation to complex concepts in a supportive space: staff will be asked to describe their professional practice and expertise and give examples of accommodations made. It is considered that attitudes and motivations can be more thoroughly explored through social interactions between participants and the researcher, so that staff are able to work out and moderate their responses as the conversation develops and can be prompted by the researcher to give fuller explanations where necessary.

In contrast with using standardized questionnaire methods, in which categories and answers must be decided in advance, semi-structured interviews can be flexible and sensitive to the dynamics of each interaction, with the researcher taking cues about what questions to ask next, depending on participant responses and following the sequence provided by the participant (Edwards & Holland, 2013). This implies that the researcher will play an active, reflexive role in the research process and data analysis will not depend on having asked all participants the same set of questions in the same order, so that points of

comparison between participants and their responses are likely to be conceptual and inductively generated through the data.

3.5: Positionality and reflexivity

It is unlikely when conducting research that there is no contact between the researcher and the researched: all researchers have some connection with part of the subjects and topics that they have researched (Davies, 2008). Depending on the extent of the connections between the researcher and the researched and the various positions the researcher holds during the research process, the researcher's presence will influence the results or outcomes to a greater or smaller extent. The researcher can have multiple identities such as researcher, practitioner, theorist, and colleague, and needs to move skilfully between these different and overlapping paradigms and perspectives (Denzin, 2012). Considerations of positionality and reflexivity are essential for all forms of qualitative research and biases or emphases that might occur due to the researcher's social and/or emotional involvement in the research process can be monitored by use of a reflective journal (Luttrell, 2000).

In this study, the researcher is also a teacher- practitioner with more than 30 years' classroom experience, including with students with additional needs in compulsory education prior to university level, but also more recently as an English for Academic Purposes (EAP), Study Skills and History tutor, at this and other HE institutions. This experience has provided the researcher with a unique perspective into making accommodations for diverse groups of students and a commitment to removing barriers to learning based on notions of inclusivity, students' rights, and social justice. The researcher has completed extensive training about inclusive responses to disabilities, based on the belief that all

students add value to the learning environment and that it is inaccurate and unethical to see individuals as having inherent deficits.

This approach is not just about focusing on specific teaching methods or practical didactic strategies for effective teaching in diverse contexts, it is about having a set of underlying assumptions, values, and beliefs towards different learners. In the same way that it is considered important to recognise and accommodate individual disabilities in education, teaching students from a range of cultural backgrounds means adopting a critical and responsible perspective to linguistic and ethnic diversity and learning how to behave appropriately in intercultural encounters.

Social and cultural inclusion are therefore key features of both Special Needs education and EAP/ Study Skills programmes, which aim to include all students regardless of their cultural or academic background, and which emphasise language and skills development to enable individuals to access course content and pass assessments. The presence of students from diverse backgrounds and with varying levels of skills may pose additional teaching challenges, meaning that various aspects of pedagogy should be adjusted, including group organization and activities, teaching methodologies, and assessment methods. In many cases, these adjustments also benefit other class members. As an SEN and EAP specialist, therefore, the researcher is already familiar with acting proactively to accommodate students with additional learning needs and is prone to regarding education as a vehicle for empowering and improving the quality of life of all students.

Experience of teaching students with special needs and from diverse backgrounds has informed this research study and design, including selection of research tools and subsequent data analysis. Themes do not emerge from data fully formed, but

are given meaning at the intersection of data, researcher experience and subjectivity, and research questions (Braun & Clarke, 2006). The ways in which teaching practices have been impacted by internationalisation are areas of particular interest to the researcher. Despite personal experience and expertise in the field, however, it was not intended to undertake this research to test out any pre-conceived hypotheses about specific approaches to internationalisation, but rather to give academic staff the freedom to discuss their experiences openly and for the researcher to approach data analysis with an open mind.

3.6: Triangulation and self-reflection processes

The researcher's personal and professional interest in internationalisation and in accommodating students from diverse backgrounds has played a role in designing this investigation, and in wanting to find out how staff in other academic departments are responding to the various challenges and benefits of teaching international postgraduate students. To maintain the necessary distance between the researcher's own viewpoints and those of participants, reflective notes were made after each interview to consider how well information had been obtained. The process of developing themes was also triangulated and assisted by a fellow teacher- researcher, who shared their own reflections on a small sample of data. Coded samples were also shared with some participants, to obtain further verification and ensure accuracy.

As the researcher is currently employed at the research site, they were already familiar to some of the participants in a professional capacity. This "insider" position may have influenced some aspects of the data collection process, such as staff willingness to take part in the research, and degree of openness in discussions. It also means that the researcher is well-suited to conduct the research and can fully use their professional experience, knowledge, resources,

and language to achieve the depth of understanding that is necessary to interpret the phenomenon, which may be more difficult for an "outsider" to achieve (Dwyer & Buckle, 2009). However, it is important to be aware of distinctions between researcher and participants when exploring issues of mutual interest, so that the voice of participants is not lost or subsumed beneath that of the researcher. As the interviewing skills of the researcher progressed, they were better able to remain detached and probe more deeply the responses of participants.

3.7: Rationale for selecting postgraduate courses.

One in 8 university students in the UK are international (UKCISA, 2019), but this proportion varies in different parts of the UK and is higher in Wales: international students make up 25% of the total number of students at the research site selected. Most of these international students are enrolled on one year, taught postgraduate programmes; some postgraduate programmes are now predominantly international (up to 95-100% international in some cases), whereas others have still got more of a mix of domestic and international students. It was therefore decided to focus on the experiences of academic staff teaching and supervising on those programmes that have the largest percentage of international postgraduate students, as they might be expected to have the most experience of internationalisation.

The range of countries that international students come from varies between programmes and departments, so that some have only a few nationalities represented among their cohorts, whereas others attract students from many different countries: participants' views and experiences may be shaped and situated by these different contexts. The main countries represented at the institution currently are China, Saudi Arabia, USA, France, and Nigeria, although

there are currently students enrolled from more than 120 countries. Although these demographics change from year to year, the overall situation remains steady and international postgraduate students are being recruited from all over the world at this institution.

Figure 1: Nationalities currently being taught by participants.

Department	**Nationalities referred to by participants, in addition to home students.**
A	Uganda, Nigeria, USA, China, Colombia, Germany, Libya, Kenya, Saudi, Japan
B	China, Pakistan, India, Saudi Arabia
C	Saudi, Kuwaiti, Iranian, Turkish, Indian, African, Asian, American, European
D	Chinese, Indians, Germans, Italians, Spanish, South Americans, Japanese, African, Middle Eastern
E	China, Nigeria, Greece, Germany, Bangladesh, India, Uganda, Ghana, France
F	All nationalities free to attend sessions
G	Saudi, Kuwait, Jordan, Nigeria, Switzerland, France, China, America, other Arabic speakers

3.8: Data collection process / sample size

Ethical permission was obtained for the study in December 2017 (See Letter of Permission - Appendix 1) and interviews were subsequently carried out over a period of six months. The interview schedule was piloted with one member of staff before the main interviewing phase began, to discover if questions were fit

for purpose and might provide the sorts of data required; changes were made following the pilot session to have fewer specific topics of discussions to allow respondents to talk more freely and in detail about those aspects of internationalisation that were at the front of their minds, rather than follow a prescribed list of topics.

Emails were sent to six departments, describing the research, and asking staff to take part. The scope was limited to six academic departments, *Psychology, Law, Linguistics, Education, Environmental Science and Business,* since these departments currently have the highest numbers of international students, on both undergraduate and postgraduate programmes, and staff might therefore be expected to have a broad range of experience in teaching and supervising these students. It was decided to have a mix of Arts and Science subjects, including Applied subjects; later it was also decided to interview staff from the department of Study Skills, as their services and programmes were referred to by other participants, and it was felt that this would provide an important perspective from staff positioned outside academic departments, who are also very involved in supporting international students at the institution.

A small number of participants agreed to take part at this stage (n= 2) and interviews were scheduled at mutually convenient times. For all interviews, a summary of the project together with the consent form were sent out to interviewees a few days before to allow time to consider responses (see Appendix B= Participant Consent Form + Information Sheet). Participants were assured that their names and any identifying details of departments, courses, institutions etc. would be removed from the data and replaced with anonymised codes.

From these initial interviews a snowballing approach was used to make contacts with other members of staff teaching and supervising international postgraduate

students. At least two members of staff were interviewed in each department, to cross-check accounts and find out more information about specific adjustments and strategies being trialled in specific contexts. In total, fourteen members of staff were interviewed, from seven different departments. The sample size and number of departments included was limited due to time restraints but interviewing continued until it was felt that little new information was being added.

Interviews were semi-structured, using the same interview guide with all participants. A full list of interview questions used can be found in the appendices (see Appendix C = Interview Schedule). Most interviews lasted between 40 - 50 minutes and were recorded to be transcribed, with participants' permission. Using semi-structured format enabled the researcher to probe and explore individual experiences and perceptions at the same time as attempting to reflect broadly common themes across all departments, as it gave participants the necessary time and flexibility to discuss issues in depth.

Respondents were from a variety of backgrounds with different amounts of experience of internationalisation: for some the experience of teaching and supervising international postgraduate students was quite new, but others had worked with international students for many years. Participants had mostly worked in the UK throughout their careers, both England and Wales, but two had also worked abroad and had knowledge of some of the techniques of English for Academic Purposes (EAP). Although participants were not specifically asked for biographical information, several talked about how their attitudes towards internationalisation and teaching international students had been partly shaped by their personal experiences of living and working abroad; they were particularly keen to adopt an inclusive approach and embrace the benefits of diversity in their teaching. One member of staff had been in the role of Internationalisation Lead

for their department and was able to describe in detail initiatives introduced during their tenure.

The data collection process provided a rich complexity of descriptions and explanations as staff were generous with their time and seemed genuinely engaged with the topic; they gave detailed accounts of their experiences of the benefits and challenges of internationalisation, as well as their pedagogic responses. The interviewer became more adept at managing the interview agenda to give participants adequate time and space to describe attitudes and experiences, as well as at probing staff responses to find deeper meanings. The intention was to facilitate reflexivity and acknowledge complexities rather than produce straightforward linear accounts (Knight & Saunders, 1999).

3.9: Data Analysis Process

Following the interview phase, each interview was transcribed, and resulting transcripts were read and re-read several times to ensure thorough immersion in the data. During this process, a profile of each of the interviewees was developed that mapped responses in relation to perceived benefits and challenges, as well as techniques and strategies being used to support international postgraduate students. An example of one such profile is shown in the appendices (see Appendix E).

All transcripts were coded and analysed using following Braun & Clarke's (2006) six stage procedure for thematic analysis, and the refinements offered by the "Trustworthiness" approach outlined by Nowell, Morris, White & Moules (2017). Thematic analysis is a method for identifying, organising, describing, and reporting themes found within a data set, and is not a straightforward linear process, but often involves a constant moving backwards and forwards between

phases (Nowell et al., 2017). In this case, the process of data coding took several months as interviews were conducted and data continued to be added: data collection, transcription and analysis were occurring simultaneously throughout this period as initial codes were identified and tested out, prompting thoughts about commonality and relevance.

3.10: Six stage thematic analysis

The first stage of analysis involved becoming thoroughly familiar with the data by constantly reading, re-reading, and making notes, this was followed by coding interesting features systematically across the dataset, thereby generating some initial codes. Initial codes were closely linked to the main research questions concerning staff experiences of the benefits and challenges of internationalisation. The reasoning process at this point was deductive, in that codes were derived largely from the research aims and questions asked in interviews, as in code-book analysis (Braun & Clark, 2006). However, some codes were also derived from the data itself and were not linked to a priori categories, so that sub-themes relating to staff attitudes were inductively generated by the research process, as were relationships between staff attitudes and strategies. This combination of different sorts of reasoning is characteristic of a common-sense abductive approach, in which the most plausible and insightful themes are used to represent data sets.

All data items were coded, based as closely as possible on what participants had said, and points of disagreement noted. Although there were many common experiences shared by staff, there were also important variations, both in terms of attitudes and strategies. Interpretivist research methods are designed to gather subjective accounts and descriptions based on experience, so data is unique to the individual and receiving the same data from other participants is unlikely. As the

data analysis progressed, codes were grouped into over-arching themes and sub-themes: this process took several months as various possible organising systems were tried out and evaluated (see Appendix D= Theme Development).

There were several ways in which codes could have been grouped, but the most plausible and the one that was ultimately used closely reflects the sorts of teaching challenges facing staff and their pedagogical responses. This was selected as the framework that would resonate most with teachers. This framework was then shared with a fellow teacher-researcher to check credibility and to ensure that meanings in the data had been captured effectively and themes reflected as clearly as possible what staff were saying. Triangulation confirmed most aspects of the analysis, but also led to further clarification and refinement of themes, with an increased emphasis on staff attitudes and self-evaluation. Following this procedure, all data relevant to themes and sub-themes was checked in relation to the whole data set, and extracts were chosen to illustrate the selected themes.

A small sample of individual interviews, with comments and themes added by the researcher, was also shared with interviewees to give them the chance to check whether the resulting profile was a true and accurate reflection of what they had said, and to provide an opportunity for additional feedback: this process helped to affirm the data analysis (See Appendix E = Staff profile/ themes checked by interviewees).

3.11: Trustworthiness approach

Validity, reliability, replicability, and similar criteria which are used to judge quality in positivist research may have to be replaced with alternative concepts when assessing the quality of interpretivist research (Smith & Noble, 2015). Concepts such as credibility, transferability, dependability, and confirmability

can be used instead to represent trustworthiness in an interpretivist research process (Lincoln & Guba, 1985). Credibility refers to the plausibility of research findings and might be claimed if readers or co-researchers can recognise accounts of experience when confronted by their description (Nowell et al., 2017). The "best fit" of the data to interpretation is achieved by prolonged engagement and complete immersion in the detail of the data, which enables the researcher (and the reader) to make sense of what participants are saying. Credibility can be enhanced by researcher- triangulation and reflexivity, so that findings and interpretations are checked to assess how well they fit (Tobin & Begley, 2004). Both these methods were employed to test the strength of the emerging analysis.

Rigour and credibility in thematic analysis can also be achieved by providing thick descriptions of participants' accounts and experiences, which help to reveal the details and complexity of culturally situated meanings (Nowell et al., 2017). To this end, rich, verbatim accounts have been taken straight from the data and kept in context wherever possible, without changes or corrections, to maximise credibility and transferability, so that other researchers can judge how relevant the findings might be to their own situation. A researcher with a head full of theories and a case full of abundant data is best prepared to see nuance and complexity (Weick, 2007), and this knowledge should be generously shared with others. The trustworthiness of this study is also related to its relevance and timeliness, and as international student recruitment becomes an increasing priority in many academic departments, staff are increasingly affected by it, so that all participants were interested in the topic and keen to share their views and experiences. Interviews were carried out in seven different departments across the research site, but further interviews in other departments would have added more depth and credibility to the resulting analysis.

Dependability and confirmability can also be achieved by ensuring that the entire research process is logical, traceable, and clearly documented (Tobin & Begley, 2004). This allows readers to examine the process and to see how conclusions and findings have been reached. The process of undertaking qualitative research requires the researcher to make their own decisions about sampling, coding, theming, de-contextualizing, and re-contextualizing the data, so it is up to the researcher to demonstrate in sufficient detail how this process has been conducted to enable the reader to determine whether the process is dependable (Attride - Stirling, 2001). Keeping detailed records of the raw data, field notes, transcripts and a reflexive journal are some of the ways in which dependability and confirmability can be enhanced; notes and reflections were made throughout the study and decisions and choices regarding theoretical, methodological and analytical choices were also closely monitored in supervision sessions: these auditing techniques add to the trustworthiness of the project and dependability of its findings (see Self-Reflective Statement – Appendix 7).

3.12: Narrative Inquiry

The researcher has taken a narrative approach to collating and analysing data, as it was not intended to interpret staff experiences (Interpretative Phenomenological Analysis) or provide an explanatory theory of staff responses to internationalisation (Grounded Theory). Narrative research is focused on how individuals assign meaning to their experiences through the stories they tell. The stories or accounts that teachers provide about their experiences of internationalisation are the raw data that can inform thematic analysis.

In narrative research, stories of experience are shaped through discussions with equal participants in a dialogue, which is considered an appropriate research

methodology when researcher and participants share similar experiences, and the aim of the research process is to empower teachers by giving them a voice to tell their stories. It was explicitly intended to adopt a non-judgemental attitude so that participants and researcher could reach a joint intersubjective understanding of the narratives of experience (Connelly & Clandinin,1990).

However, narratives of experiences cannot be isolated from their socio-cultural context: teachers tell and retell their experiences both for themselves and for others in different social settings, at different times, and for different audiences. Social phenomena such as teachers' experiences in the classroom and evaluation of pedagogic techniques constantly change form and are being constantly revised through social interactions, as individuals engage in dialogues with others and as new experiences are added (Heikkinen, 2002). This means that narratives show teachers and their teaching in a dynamic process of development, within their social, cultural, and institutional settings. It was expected therefore that staff responses to internationalisation might include detailed references to practical, pedagogical strategies, but also reflect broader sociocultural factors such as workloads, departmental structures and hierarchies, institutional policies, as well as relations with colleagues and students. The ways in which staff make sense of internationalisation are inevitably shaped by their specific contexts, as well as the rhetoric and narratives of colleagues.

Empirical data and theorising are key elements of narrative research, as the researcher attempts to make connections between the ways in which stories are told, and actual experiences. Narrative research is an ongoing hermeneutic and interpretive process, based on assumptions that participants make sense of experiences and use language that reflects personal interpretations, and that the researcher also has an interpretive role. The researcher in this case is also a teacher and by using a narrative approach and interpreting stories through a

theoretical framework, they hope to gain fresh understanding and insights into familiar classroom settings (Gudmundsdottir, 2001), and offer up a multifaceted account of staff experiences and perspectives in multicultural classrooms. The voices of academic staff are crucial to discussions and dialogues regarding interculturalism and internationalisation in HE and their narratives can help to bring practice up closer, presenting complexities, stimulating reflections, and contributing to professional development (Moen, 2006).

3.13: Case Study Methods

The design of this study also draws on case study methodology, which allows for the gathering of rich and holistic data within a specific context as well as individual beliefs and rationales. According to Miles & Hubermann (1994), a case can be defined as "a phenomenon of some sort occurring in a bounded context" (p.25). The phenomena in this instance are staff experience and decision-making processes, occurring in the broadly-boundaried context of one HEI in Wales at a particular moment in time. These contextualised conditions are a key part of understanding staff responses and cannot be separated from their decision making- each case study is unique in this way (Baxter & Jack, 2008).

Case studies are often used instrumentally to provide insights into a complex phenomenon as well as to facilitate the transferability of research outcomes and interpretations from one setting to similar contexts, although some cases may not be typical of other cases. Single and multiple case studies have been used previously to explore staff attitudes towards internationalisation (Robson & Turner, 2007; Caruana & Ploner, 2010). By focusing on the detailed experiences of academic and support staff across a range of departments, it may be possible to interrogate assumptions and decision-making at this specific institution and at the same time make a useful contribution to policy development. The

combination of narrative inquiry and case study methods will maximise the practical usefulness of the research findings.

3.14: Ethical Considerations

Participants were given information about the project in advance so that they had time to think about their decision to participate and could give meaningful consent; they were also reminded that they could withdraw from the study at any time and how interview data would be used. This information and the consent form were provided bilingually, in both Welsh and English, although interviews were subsequently conducted in English. The Welsh context is relevant for international postgraduate students and staff at this institution, as both Welsh and English are used in the local environment, and many of the staff are fully bilingual, or actively learning Welsh, so might have important insights into socio-linguistic issues and sympathy for speakers of other languages.

Questions about professional practice and academic standards are related to staff appraisal of their own performance, in addition to their conceptions of the socio-political functions of HE. It was anticipated that some participants might be wary of answering questions in ways that appeared to be prejudiced against international students or introducing pedagogic innovations that could be construed as "dumbing down" academic standards. They might also be nervous about describing teaching or assessment methods that have been unsuccessful, or situations in which international (and home) students have failed to integrate or thrive. Responses are shaped by the types of questions asked, as well as conventions about what can be spoken about and what participants believe the interviewer wants to hear. To address these concerns, all participants were assured of complete confidentiality in relation to their comments and in keeping

with this commitment, any identifying details, including names of programmes, schools, or colleagues, have been removed from this thesis. A mutually respectful environment was also created in which staff were given enough space to talk about a range of benefits, challenges, techniques, and strategies, as well as the overall impact of internationalisation on their working lives.

3.15: Summary of methodological approaches

An interpretivist paradigm has been adopted throughout the research process, based on the notion that the researcher is an integral part of what is being researched and cannot be wholly separated. The research will focus on the socially constructed, subjective reality of staff experiences and attitudes towards internationalisation within their working environments, which will be explored through a range of in-depth interviews and thematic data analysis. The aim is to capture in detail the reality of internationalisation as it affects the everyday experience of academic staff, including descriptions of staff feelings and attitudes, in addition to practical working methods and pedagogic techniques. The researcher is also a teacher at the same institution and has first-hand experience of internationalisation, which means they occupy a space both inside and outside the research: this position has influenced the choice of methodologies used for information gathering and subsequent data analysis, which has been conducted from the standpoint of being "with" participants (Dwyer & Buckle, 2009).

Chapter 4: Findings

4:1: Introduction

This chapter presents the analysis of interview data. As described in Chapter 3, interviews were conducted with fourteen academic staff in seven departments across one institution in Wales. Each of these departments has seen an increase in numbers of international postgraduate students in recent years and have been responding to internationalisation in their own way. Although there may be significant variations between departments, in terms of recruitment strategies, numbers of international students, nationalities and backgrounds, staff in each department are adapting their practices to the changing teaching and learning environment resulting from increased internationalisation. The analysis here presented draws on all fourteen interviews with staff and attempts to make links between staff in different departments.

4:2: Principal Themes arising

Some of the principal themes arising from the data analysis process are linked to research questions, namely the benefits and challenges of internationalisation, as well as strategies that staff use to respond to such. These over-arching themes were chosen as the best fit to represent and organise the data arising from interviews. An additional over-arching theme of staff attitudes to internationalisation was not directly linked to research questions but rather emerged from the data analysis process, as did the sub-themes in each category. Staff attitudes are a key theme since staff attitudes shape the reality of internationalisation as it takes place in discussions, lectures, assessments, and other activities within departments, and staff may feel more, or less, inclined to transform their pedagogy depending on their perception of the benefits and

challenges of internationalisation. Staff attitudes range from acceptance of the need for radically different pedagogies to reluctance to change. Attitudes may be shaped by individual and disciplinary characteristics, as well as factors such as support and training available for making changes; attitudes also shift over time so that staff may develop greater or lesser tolerance, perceive benefits and challenges differently and change their responses as they gain more understanding and experience of internationalisation.

The principal themes are therefore interwoven but can also be analysed separately: the relationship between them can be represented as follows:

Figure 2: Principal themes arising from data analysis.

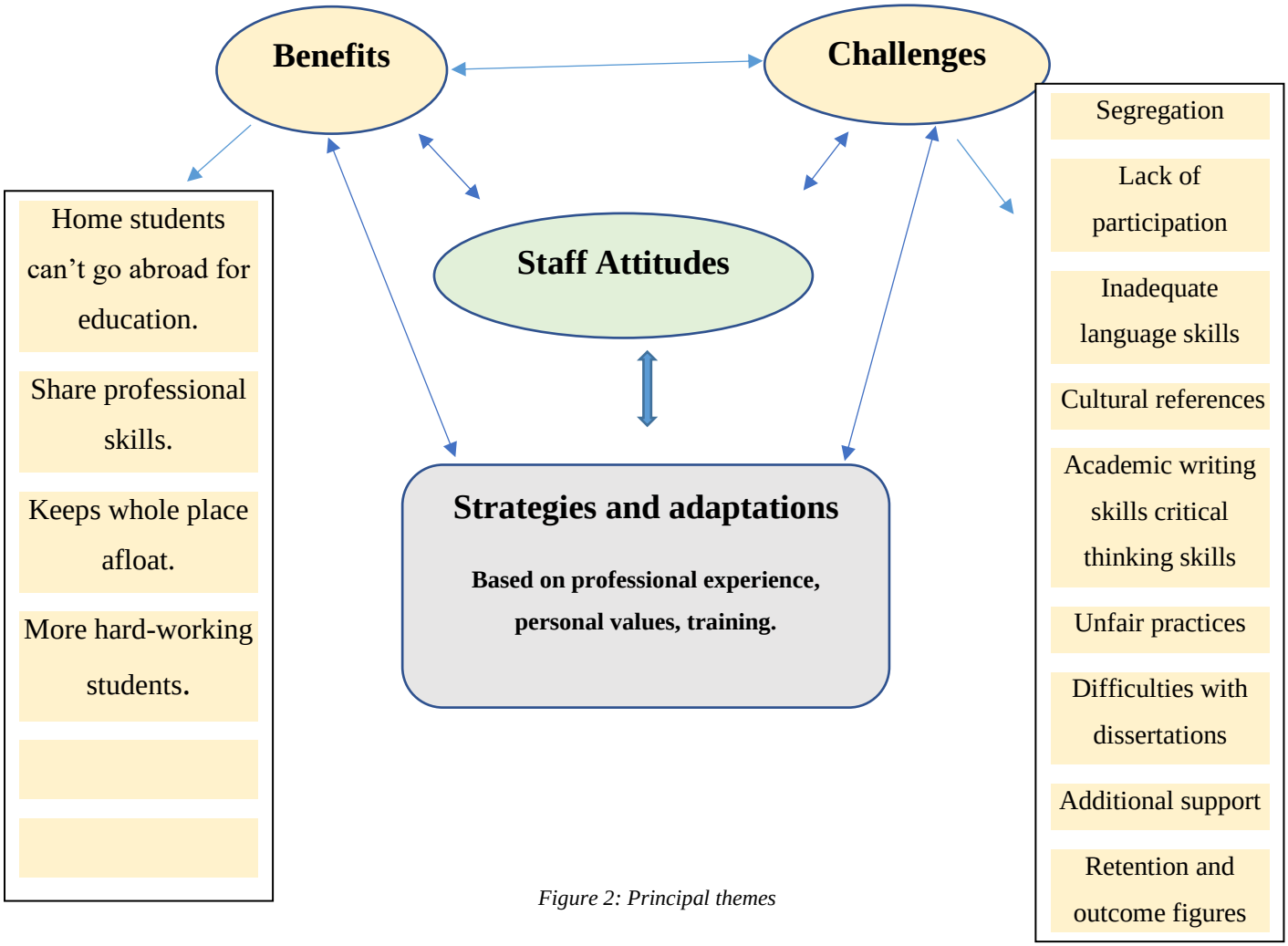

Figure 2: Principal themes

Each of these principal themes contains numerous sub-themes, representing some of the most commonly recurring themes in the data. Individual themes will be explored to gain better understanding of the range and depth of staff experiences, but the interwoven relationships between themes will also be considered to make sense of the overall picture.

4.3: Theme 1: Benefits of Internationalisation

This section presents data relating to the first research question, namely the benefits of internationalisation as perceived and experienced by individual members of staff across several departments. Participants were asked a specific question, namely, what do you consider are the main benefits of internationalisation? This elicited a range of benefits which have been labelled as sub-themes. Sub-themes in this over-arching category included:

1. A lot of home students can't go abroad for their education.
2. Students can share professional expertise, help each other get jobs.
3. Internationalisation keeps the whole place afloat.
4. International students are more hard working.

Participants were free to speak about those issues that seemed most relevant to themselves. However, the benefits that staff described were often related to the teaching contexts in which they operate: students knowing about different legal systems or the phonological and syntactical variations between languages were mentioned as examples of international students bringing a broader experience to share with fellow students. The benefit of all students gaining more understanding of global environmental issues and developing personal, professional values of tolerance and mutual respect were also mentioned. These comments illustrate how staff relate internationalisation to subject specific learning outcomes.

4.3.1: A lot of home students can't go abroad for their education.

Staff in all departments talked about the value of having multiple student perspectives in classrooms, which can be drawn on to give additional depth to discussions and real-life detail about how things are done in other places. This makes class discussions more interesting and enriching and staff talked about how important it is for home students to gain international perspectives from working alongside fellow students:

> "A lot of home students can't go abroad for their education. You go to university to broaden your horizon and having international perspectives in the classroom can be quite inspiring for them. They do bring that flavour of an international experience and viewpoint of the world and when we're in the lectures, we do really get some good discussions going, it's such diverse perspectives on things which is really valuable" (C2).

It is not just home students who benefit from these interactions, staff also can learn about other countries and contexts from overseas students and obtain broader disciplinary perspectives; they also benefit from working alongside international academic staff who can share insights from their own cultures and collaborate in internationally focused research.

> "You (member of staff) can get a very first world view of that, but we don't because we have students from Uganda and Nigeria and we're talking about Green Technology and someone from Nigeria says that everyone in rural areas in Nigeria is using kerosene stoves, so the issues are very different…… it gives everyone in the class a global perspective, on what the issues are, from a developing world and a developed world perspective" (A1).

Staff insisted that going to university is about mixing with other cultures and backgrounds and as many home students cannot go abroad for their education, they can learn a lot from international students studying in the UK. In Linguistics, staff talked home students experiencing something typologically different, as they share information about phonology and syntax with students who speak a range of different native languages. It can also be useful for home students to work with others whose English language skills might be a bit slower, but who have other languages, so that they learn that students have different strengths, but everyone is on a par: learning about the expertise and skills of students from other parts of the world helps home students to see who they really are.

> "So, one of the big benefits is that the British students see who the international students are, in a different light and how much they know about……. They (home students) can see that these international students are not just students from another country, doing this course, but they've come with experience and knowledge, so it changes their image." (G1).

Home and international students might go to work in diverse, multicultural settings and learning tolerance and respect is an important part of their training. By avoiding stereotyping or positioning some cultures as less worthy than others, all students can learn the benefits of mutual understanding and co-operation.

> "Psychology has a base in culture, you have to be multicultural to be able to work in this industry. So, if your entire training has been done in a British environment, not global, very, very narrow, and non-diverse, then you're not going to get that benefit" (C1).

Most staff were unequivocal about the benefits of internationalisation in terms of their own and their students' personal development. Staff in Psychology, Linguistics, Law, Environmental Science, Business and Education departments

spoke about the benefits of diversity and the importance of all students (and staff) developing greater awareness of global issues and differences.

> "I really like it, it makes it really, really interesting. On a very personal level I get to meet people from all over the world, that's really great…. The benefits that I get the other students get - the home students get." (A1).

Other departments did not take part in this research project, but the likelihood is that many of these views would have been reiterated elsewhere. However, there were also repeated comments that intercultural learning is often hampered by lack of student participation and segregation in class discussions: if home and international students fail to mix or share experiences or knowledge so that this primary benefit is not realised.

4.3.2: Students can share professional expertise.

International and home students gain new ideas and values from each other, which can be used in their professional and personal lives; all students take ideas back home with them and learn new ideas and ways of doing things. There is an opportunity for useful cross fertilisation and interesting research opportunities, and students might also be able to make use of the international contacts that they have made to develop a network of global colleagues.

> "I encourage them to keep in touch to use social networks, because they are all going to work somewhere in environmental management somewhere in the world - they can help each other get jobs, come and lecture, provide site visits, it's a great cross fertilization of environmental expertise" (A1).

4.3.3: Internationalisation keeps the whole place afloat.

There are obvious financial benefits from internationalisation and several participants described how the income derived from full fee-paying international

students keeps the whole institution afloat, including smaller departments which might otherwise be unsustainable. According to this view, international students represent a lucrative market, they complain less and pay more, and institutions can charge high fees which international students are often happy to pay, some even continue to do further postgraduate qualifications after they have learned necessary academic techniques during their first programme. This provides jobs and financial security for academic staff who want to survive the drop in numbers of home students.

> "Internationals are keen, they complain less, they pay more, they keep the whole institution afloat, not just the Business Schools. The Business Schools are cash cows in every university, the money is used across the institution to subsidise." (D1).

There were frequent references to job security, decreasing numbers of postgraduate home students and the need to recruit more internationals. This policy might have considerable financial benefits for departments and institutions, but this advantage is often spread unevenly throughout institutions.

> "We've met with the new head of the school and he's talked about how are we going to recruit more international students? It's a big priority and it's something that we as staff have talked about quite a lot, because we know it's a priority and we want to survive through this lull…" (G2).

Business and Management programmes in most UK universities have grown enormously over the last few decades due to their recruitment of international students; some postgraduate courses are now 95% or 100% international. This revenue can be used to fund smaller, less well attended courses, so that they also come to depend on international recruitment.

> "X. university only really has 4 schools, and the Business School is 40% of the entire university, so it's not really a university, it's a Business School with a few other bits, 40% of the entire university is the Business School. That's incredible. (D1)."

The result is that Business and Management Schools occupy a dominant, powerful position, and this imbalance can create tensions between Business Schools and the rest of the institution, as other departments need to be subsidised by the success of Business programmes: the argument can be made that such departments should close, if they are unable to be self-funding:

> "And there's been lots of rows between Business schools and universities in every university up and down the country because the Deans of Business Schools say we're making all the money and you're just spending it …..why is there a department of X or Y and we're subsidising and there's departments there with 5 students, that's ridiculous, why are we giving it to X, if X can't wash its own face, close it down, we don't need them anyway." (D1).

4.3.4: International students are more hard working.

International students were often compared favourably to home students, in terms of their hard-working and disciplined attitudes. They might be academically very strong, even some of the best writers, enthusiastic in class and very ambitious. It can be a big opportunity for many international students to study in the UK and they are very committed, they are keen to learn English and they might be more mature in some cases and have more work experience.

Some participants described international postgraduate students as *extremely* disciplined, who do what they are told to do; they need clear instructions, but when they understand what is required, they will mostly get on and do it, whereas home students are sometimes less reliable.

> "With the international students, if you tell them what to do, they will do it as you tell them to do it, so clear instructions but the work will be done. Whereas home students, sometimes, you'll tell them to do something and they just won't do it" (G2).

Many international students work hard to get a place at a UK university, learning English and maybe funding themselves, so they are keen to make it worthwhile when they arrive. Some come from cultures where there is a large power-distance between students and teachers, so it is not in their experience to criticise or question the authority or teaching methods of superiors. This enthusiasm and hard-working attitude can make it easier to teach international students and can even have a positive effect on home students.

> "As I say they seem to be more enthusiastic about their studies, not that the home students aren't, but we've had quite a few international students where it's been a big opportunity to come here, so that guy that I mentioned - he worked really hard to get a certain scholarship to get him here, so he really took advantage and came to all the lectures" (E2).

4.3.5: Summary of benefits

Staff are keen to enrich the learning environment to celebrate diversity, promote inclusion and facilitate cross-cultural exchanges in lectures, discussions, and assessments. They also reported that their departments would not survive financially without international recruitment. Noticeable differences between individuals and departments might reflect personal experiences, as well as the fact that internationalisation is well established in some departments but a relatively recent phenomenon in others. These differences were also observed when staff described the types of challenges they are coping with.

4.4: Theme 2: Challenges of Internationalisation

Staff were asked what they perceived as the principal challenges of internationalisation; the intention was to encourage staff to talk freely about issues that they considered most salient, but there was some prompting to ensure that a range of issues were discussed. This question produced a far broader range of responses than benefits, and the most frequently repeated comments have been grouped into the following sub-themes:

1. Segregation / Students do not mix in class or outside / staff frustration and uncertainty.
2. Lack of participation in class discussions/ difficult to engage students/ hard to know reasons.
3. Inadequate language skills/ general communication/ following instructions/ specialist terminology/ reading skills.
4. Cultural references not known /historical & background knowledge/ metaphors/ anecdotes.
5. Academic writing difficulties/ expectations of support unrealistic/ dissertations too difficult/ resubmissions& resits.
6. Lack of criticality in thinking/ writing/ hard to teach/ different academic traditions.
7. Plagiarism & unfair practices are on the increase/ institutional response too slack sometimes/ too severe other times.
8. Amount of additional support required unrealistic/ lack of information about student backgrounds.

9. Institutional pressure to recruit more internationals/ focus on retention & outcomes.

These challenges reflect situations and contexts that staff are operating in across the institution. Inadequate language skills, difficulties with academic writing, plagiarism, unfair practices, meeting academic standards, lack of class participation, segregation, and the need for additional support, were all mentioned repeatedly, although there were some noticeable differences in emphasis between departments. In combination these issues often create considerable extra work.

Participants were keen to point out individual differences between students and to insist that not all international students have the same difficulties. International students cannot be viewed as a homogenous group and the term "international students" covers many different groups, although staff mostly used the term to refer to non-European or UK students.

> "There's quite a lot of variation in the international students I would say, it's not that they're all scoring low at all. And my best master's dissertation last year was from a female Saudi student and it was amazing, it was probably one of the highest master's dissertations I have ever marked, it was outstanding." (G2).

Staff are wary of using stereotypes to characterise individuals or groups of international students, but the challenges that staff face are inevitably shaped by the different backgrounds and prior learning experiences of student cohorts. Some cohorts may be more reluctant than others to participate in group discussions or share opinions; some may also be less familiar with independent learning.

The challenges of internationalisation described by participants might be broadly categorised as either linguistic, academic, cultural, or pastoral, but there is often

a combination of these factors interwoven in each sub-theme so that it is often difficult for staff to know exactly where the real difficulties lie. Developing critical thinking and academic writing skills might involve cultural, academic, and linguistic elements. Moreover, most staff are not experts in internationalisation and not all staff are faced with the same challenges. There are differences in entry requirements and skills required for programmes, as well as variations in numbers, ages, nationalities, and backgrounds of international postgraduate students. Staff work in different contexts and must devise their own range of strategies to adapt to their situations, but this combination of challenges is particularly demanding for newer, less experienced members of staff.

4.4.1: Segregation/ students do not mix in class.

Despite wishing to have multicultural discussions and stimulating exchanges of globally relevant information and experiences, many staff reported that this is often very difficult to achieve, and they are frustrated by their lack of progress in this regard. When asked about the quality of interactions among students, staff described segregation in class and in tutorials, with home and international students sitting in different groups, being reluctant to mix.

> "We noticed, particularly in the tutorials, that we'd have international students sat on one side of the room and our home students sat on the other and we thought we need to break these barriers down because they can learn so much from each other, it's really important to get that in the classroom" (E1).

Different nationalities tend to self-segregate, which might be because international students lack the confidence to engage with home students, or for cultural and linguistic reasons.

> "There's usually a gender divide, especially with Middle Eastern students where the female students don't work with male students, so that traditional method of forcing them into a group doesn't really work" (G2).

Home students were frequently described as being less open to intercultural friendships and interactions than international students; this might be because home students have often just done their first degree together and formed cliques.

> "because sometimes the home students will have just done their first degree together and know each other really well, so they're in their little gangs, you have to actively say, 'You're number 1, you're number 2, I want all the number ones over there', otherwise the two guys from Libya will sit together." (A1).

By comparison staff report that many of the international students are prepared to work with other nationalities and give each other support in adjusting to the new academic environment. Home students may have had limited experience of travelling or studying abroad and are not going to university expecting to meet overseas students; international and home students might also have different expectations about teaching and learning methods. These tensions can be exacerbated when mixed groups are working towards a common goal, as home students (or students with stronger English) become anxious that they will either be expected to do most of the work or that linguistically weaker students will compromise their grades.

> "They're quite strategic about if they've got a piece of group work choosing who is in their group, they then feel that they are also having to carry the overseas students as well, they tend to be quite strategic about who they choose in their groups, they go into their little groups, they choose the strongest students, they are invariably the English-speaking ones because they've got the language" (A2).

Staff expressed disappointment about this lack of integration among groups of students in lectures and tutorials and its damaging effects on efforts to promote intercultural learning. They emphasised that there is a large variation in internationals, and some internationals are the best students, but they also expressed frustration with international students who do not participate in class discussions and are unwilling even to answer questions. Moreover, staff are not necessarily experts in supporting international students or devising strategies for facilitating participation in class discussions; in some cases, they do not know what else to do when students are failing to interact or engage. At some point they need to consider how much pressure to put on students and when to give up.

> "the others didn't really engage verbally, and I found it very hard to work out if the men were taking part at all even mentally, so that was really frustrating, and in the end the group just basically carried along with the three native speakers. In the end, I didn't overcome any of these obstacles, it just carried along and if those three students hadn't been in the group it would have been very dull" (G1).

4.4.2: Lack of participation in discussions/ difficult to engage.

Lack of participation by some groups of international students in classroom discussions, seminars, workshops and question and answer sessions, was also causing concern. Staff described some international students as not speaking up or expressing any interest in what was being talked about, reluctant to give their own opinions, even to ask questions or interrupt. This might be due to cultural or linguistic barriers, but for staff it can mean that the joy of group work is lost.

> "The great joy in the old days the great joy about teaching master's students was the discussions you'd get with them and the arguments, arguments in a nice way." (D1).

It can be hard for staff to know what the reasons are for this lack of engagement or participation among some groups of international students, whether it is due to cultural, academic, or linguistic difficulties.

> ".. there are issues because some students in the past haven't been very forthcoming, they don't seem very engaged and it's frustrating to work with because you feel that if you want to do this module you must be interested in it - and if you're interested in it, let's hear that, why you're doing it." (G1).

This causes uncertainty as staff try to make sense of students' needs to work out what adjustments might help; they might need to try out different solutions to stimulate the sorts of student behaviour they are hoping for. It might be that courses are still not sufficiently internationalised and are too British or European-focused.

> "and also I wonder if courses are too British focused because earlier I was talking about that it could be their language level that's hampering their understanding and their comprehension, their ability to express ideas, but I think a big part of it is probably content because in those cases, if a course is really British focused or even European focused and they don't come from these countries and they don't know a lot about it, they've got to grapple with that and it's huge, to start learning the history of Britain, and they've got to learn all of that as well as cope with the language." (G1).

In some cases, international students were described as more enthusiastic about speaking in class, preferring a workshop approach to lectures.

> "… whereas the international students prefer more of a discussion, so I definitely try to incorporate more of that - they like more discussions with each other, kind of work-shoppy type classes rather than the big lectures. So, I definitely try to incorporate more of those, and I've brought more activities in that helps that" (E2).

4.4.3: Inadequate language skills / general communication.

Poor language skills were mentioned by all staff, and some international students were described as not being able to take part in discussions, follow basic instructions, understand lecture content, read academic literature, or write essays to a reasonable standard. Inadequate language skills also means that students might resort to plagiarism, fail assessments, and do numerous resits and resubmissions. Staff talked about repeating key concepts and giving students more time to digest content and prepare answers in advance.

> "I keep having to stop every phrase and say, right, do you understand what I've just said, well look it up, and they have to look up every word" (D2).

English language entry requirements are too low according to some participants, who requested higher levels of English on entry, questioning whether IELTS level 6.0 is adequate for studying at postgraduate level in a foreign academic culture. Competition to attract international students means that requirements may be lowered, even when it is clear from applications that students may not be able to cope with postgraduate studies.

> "I used to get these things come through about people applying to study here and I was quite stringent but our IELTS score was quite low compared to lots of other universities. Might have been 5.5. And it was 7 in other places. So, you'd get these applications, and I would read them, and I would think, if their application is reading like this, they're simply not going to understand the material" (C2).

Moreover, possessing an IELTS qualification does not always mean that students will have the necessary English language skills to cope with the demands of a postgraduate programme, especially since the components of the IELTS test bear little resemblance to the sorts of academic activities students will be expected to

perform, such as read academic literature extensively, take notes, synthesize, and evaluate information, or write a dissertation.

> "And I think it's not always as black and white as that, and that's the challenge, that score doesn't necessarily give you enough insight into how well they will cope with the course. Because sometimes actually when you look at what people have come in with it doesn't bear that much relation to what they are able to do. So, that, alongside the fact that they often haven't got a huge amount of experience or sometimes not really any experience in the field…., can present some additional challenges" (B2).

Specialist language and key concepts may take extra time to digest, so that international students need to be given study materials in advance or allowed time to come up with answers rather than being expected to participate in class discussions straightaway. This can make it hard to teach home and international students together in the same class.

> "I guess what I would typically expect (from home students) is that I can spend some time talking about something ad even if they haven't got any prior experience of that they will just be able to quite quickly grasp the key concepts of what I'm saying ad maybe take that to immediately have some sort of discussion about it……not all of the international students are able to keep up with this" (B2).

Inadequate language skills mean that many aspects of academic programmes present difficulties, including basic communications and background reading.

> "And there's another issue which we often have which is about general communication and actually responding well to communication that they might receive either through Blackboard or email." (B2).

This often means that the pace of teaching is reduced and there is less coverage of content, as students are given only core reading and key concepts to assimilate.

> "What I will do to compensate for that is, for example, I would perhaps give one core reading……I am giving them a manageable task, say perhaps reading two pages as opposed to 6 or 7." (B1).

4.4.4: Cultural references, metaphors, anecdotes.

Several participants commented on the considerable challenge for many international students of having to listen to lectures in their second (or third) language, due to the speed of delivery, lack of background knowledge, understanding of specialist terminology and cultural references.

Casual references to examples of British culture in the form of anecdotes, acronyms, colloquialisms, and metaphors, which staff might use to illustrate concepts, and which are perfectly comprehensible to home students, can cause incomprehension among international students, so staff must be constantly on the lookout for signs of incomprehension and must warn guest lecturers in advance.

> "People will say on day 1, let's think about M & S and you and I and the person living in that house will instantly know not just it's Marks & Spencer's, but what it means in the British psyche, what it does, what quality it means, how long it's been here" (D1).

Incomprehension is exacerbated when students (both international and home) are enrolled on postgraduate programmes without having completed an undergraduate degree in the same subject. Even when students have studied the same subject at undergraduate level, there are often substantial gaps in knowledge, so that deficits must be addressed and staff spend time teaching basic concepts, before moving on to more advanced topics.

> "Their experience of stuff is really poor, they'll have done an undergraduate degree, but they might have done that in their own country and that can be quite different from what we do here, so what they're coming with might be quite low" (C2).

Staff were clearly surprised about the lack of background knowledge in some cases and have had to re-design teaching materials at the right level, with clear explanations of introductory concepts and unfamiliar words and phrases.

> "I guess the teaching that I've done before at Master's level tended to be with students who have quite a background already in research for example and they had at least had some undergraduate research methods experience, so they were familiar with a lot of the concepts already and it was building on that. So, it's sort of difficult to determine what exactly is just acquiring those concepts generally and what is the language." (B2)

4.4.5: Academic writing/ unrealistic expectations/ resits.

Staff recognise that many international students are not used to writing reports and essays, as they come from educational backgrounds and traditions in which exams are used as the predominant means of assessment and students are expected to learn answers by rote.

> "Some students from an international context will not have written anything longer than maybe 500 words at best, so to tackle a 3000- word essay is hard…. I would argue that some students lack basic writing skills, and it's not the job of the academics to teach them the basic writing skills" (F1).

Expecting international students to develop the relevant academic writing skills during a one-year postgraduate programme is very ambitious, and some staff might also argue that it is outside the domain of disciplinary teaching and learning

and therefore not their responsibility to teach these skills. Students who have difficulties can be referred to the Study Skills department.

> "So, they have not got this background of how to develop arguments in essays, whether it's an essay or examination. It's quite hard to teach that though because, and I know a lot of them want it, but I don't try and teach those things almost. We've got Study Skills, people who can help them, but really half of them should be going there but you can't, there's hundreds of students, there's too many of them" (D1).

These difficulties with academic writing can result in students failing assignments and having to do lots of resits and resubmissions, which creates extra work for all concerned.

> "I'll have people doing re-sits, quite a lot of them have to do resits, it's just more work for me, I have to set more work for them, I have to mark more work for them, I've had one resubmission that has now failed again, and I've been asked could I set another one, it just goes on and on" (C2).

Dissertations cause even bigger problems, due to the structural organisation and extensive reading and writing required. Staff talked about having to provide endless support to some international students during the entire research process. Many of these issues are not unique to international postgraduate students, but home students may be more familiar with some of the skills involved: international students often have limited experience of the ethical process, or data collection and analysis.

> "It is hugely time consuming just to the point where they can start collecting their data. We have to have tutorials with all of them to get through the Ethics application and then there's issues with, I'm not sure that they really understand, so I'm not really comfortable with them going out and collecting data about various things" (B2).

Some international students also struggle to analyse social science data, and do not have a background in understanding qualitative methods; this might be accommodated by giving them quantitative projects to do instead of qualitative:

> "With Chinese students, ask them to synthesise and interpret a piece of social research, they struggle with stuff like that. They can write the results, but they can't do the discussion, they can't drill in any deeper, they can just regurgitate. They can do it with the numeric stuff" (A2).

4.4.6: Lack of criticality/ different academic traditions.

A lack of critical thinking and writing skills was mentioned by staff in Law, Business, Environmental Science and Study Skills departments as a particular challenge. Criticality exists in a cultural context and the power distance in some cultures may not allow sources of authority, such as teachers or published authors, to be interrupted or questioned. This means that opinions are taken to be facts that simply need to be learned.

> "One of the things we have found is that they some they might think it is disrespectful to disagree with an academic opinion, or the opinion of a judge for example, and they might find that that's what required of them in their essay, to say that actually this could be disagreed with and that could be difficult. And that's the home students as well, I would definitely make that point, but particularly with international students to get them away from that idea that it's wrong to criticise somebody's point of view -so that's one of the main challenges." (E1).

Staff may be aware of potential causes for this cultural dissonance, but this does not mean that they are necessarily experts in teaching critical thinking. Unpacking academic conventions and explaining what constitutes critical thinking and writing is both challenging and time consuming.

> "It's not easy to teach critical thinking. If I could have a £ for every time I've said in a lecture the reason why you're in university is to make sense of the world and you can't make sense of the world unless you're critical and that includes being critical of me, don't accept everything I say, I'd be a rich man, I wouldn't need to teach any more. It's a big ask for us to do that, to make that change." (C2)

4.4.7: Plagiarism & unfair practices/ institutional response.

Different cultural practices and educational backgrounds, inadequate writing skills, poor time management and laziness have been offered as possible reasons for plagiarism, and it is likely that some (home and international) students commit plagiarism unintentionally, while others do it intentionally.

> "I think a lot of them tend to commit inadvertent unfair practice, so they don't know that they're doing it, just because they're coming from a culture where what's expected of them is quite different from what we expect of them …… they might come from a culture where it's not the done thing to put their own opinions across and they might rely a lot more on the opinions of others, so what's expected of them back home might be to go on the internet, this is what I've found, put it all together and present it, but that might border on unfair practice here…. So, we're trying to give them more support with that, at the moment" (E2).

All participants talked about plagiarism, which clearly takes up a lot of staff time, explaining the concept, teaching good practice, checking students' work, and dealing with instances of unfair practice when they have been identified. All participants described giving additional instruction in use of sources, referencing, and paraphrasing at the start of programmes to explicitly teach UK academic conventions and expectations.

> "The biggest thing is plagiarism. They do sometimes fail assignments but one of the biggest things is plagiarism, not necessarily a fail…. but plagiarism for our Head of School and exams officer was a real big thing, extremely time consuming for them." (B2).

Plagiarism leads to disciplinary action in some cases (where there have been two instances committed by the same student) and the penalties can be serious, including resubmissions, lower grades, and potential failures. Some staff consider it unfair to apply sanctions where students have committed offences inadvertently, without having first had the opportunity to learn how to use sources and references with feedback from tutors. This disciplinary process can undermine student confidence and even lead to them being sent home.

> "so they've written two without any previous feedback, they get two back and all of a sudden they're going to the university's unfair practice, I think that is quite intimidating, so getting at least one piece of work back before might help in a way" (E2).

Some students knowingly submit work that has not been written by them, either getting their friends or family to do the work for them or using the services of essay mills. Staff also complained about the institution not giving them sufficient support to deal with instances of plagiarism and requiring unrealistic proof that students had committed unfair practices: they are left having to deal with infringements by themselves, as essays written by others cannot be easily detected by Turnitin software. Without clear evidence of unfair practice, there are cases where staff must allow high marks to stand, resulting in a sense of frustration and resentment at this unfairness.

> "and I'm really surprised at times at some of the work that I mark that has had a really good grade, from somebody who's emailed me and their English language is almost incomprehensible, and the work that is handed in and the conversations that I've had

> with some of these students don't always add up. Recently I've been made aware that there are people who will write essays. There's no evidence." (C2).

Although this practice is by no means unique to international students, international students may be under more pressure financially, culturally, and linguistically, so might be more likely to pay for an essay. Some students have weak writing skills in English, are already spending huge amounts of money for fees as well as the cost of living abroad, so they might decide that the extra cost of an essay is worth it.

> "So, there's a lot of pressure on them, financially and time, if you are here and you think I've got exams and I've got to be in that room and pass, why don't I save some time to help me revise more by getting my essays done by somebody else and it's £200. They're paying £15k fees, £10k to live, what's £200 an essay, nothing" (D1).

4.4.8: Additional support required / lack of background information.

Many students need lots of additional support with assignments and research projects and sometimes expect more help than is reasonable: there are requests for constant feedback on early drafts, even model answers in some cases, which is not congruent with normal practice and would be unfair to other students. Understanding roles and responsibilities is another aspect of cultural dissonance that can cause difficulties and confusion for staff and students.

> "but the S. men will come and ask me to do the work for them, they still don't think it's their job, so they'll come and they'll sit in my office and say can you just write this bit for me, or can you do this bit? And it's quite difficult sometimes to set up boundaries and say you need to take this away." (E2).

Some international students may not be familiar with taking responsibility for their own learning and may even be used to paying for education services in their own countries. This is clearly outside UK norms of behaviour where postgraduate students are expected to work independently.

The evidence is that international students quickly become used to these new modes of learning during the first few semesters (Clear & Parker, 2017). Home students would not expect staff to provide the same amount of support so it is important for staff to set clear boundaries and apply academic procedures rigorously to ensure that it remains fair for all students.

> "But I wouldn't expect the home students to be as demanding of me in terms of you need to read this draft and give me feedback. I'm not allowed to do that, in fact, I can give you some feedback on your results section, that's what the guidance says, but I can't give you any feedback on anything else, so there's differences in expectations." (C2).

Endless requests for extensions mean that some research projects go on for months, and staff and students get overwhelmed by the whole process. These challenges, in addition to issues of language proficiency and problems of plagiarism, are multiplied by the number of international students each staff member is expected to teach and supervise.

> "I guess once we have developed those resources and settled on some strategies that work and the content that we're delivering…. needing to think ahead of time how all of that is going to, how you're going to facilitate all of that in a way that you just don't need to think about so much, in other scenarios" (B2).

As numbers and the proportion of overseas students are increasing, some staff might reasonably feel that they are getting an unfair deal in terms of an increasing

workload, during evenings and at weekends. This is unsustainable in the context of other tasks such as research activities.

> "I've got Master's students doing projects for me as well so each year I have 3 or 4 Master's students and I've been given, not lumbered, a lot of overseas students, most years I get Saudi students doing my project, they seem to like my subject, perhaps, or I get the rub of it - I spend quite a bit of time with them and they really struggle - this is a Master's project. They require a lot more support." (C2).

International students often also need additional emotional and pastoral support as they make the transition to UK HE: staff described the process of acculturation as an additional burden on international students, compared to home students, which they are managing without the support of family or friends, and in a different language.

> "But if you're coming into this system and as well as all of that you've got to integrate into a culture, and you're removed from your family, so you possibly don't have that support network and it's in a different language than the one you're most familiar with, you're almost disadvantaged in trying to catch up with all those systemic things to learn ……we were asking our students to do twice as much as our home students" (C1).

Many international students have made a big effort to move to the UK to study and a lot is expected of them when they get back home; some are being financially supported by their relatives, which makes it imperative for them to succeed.

> "Some of them who've had lots of pressure, their parents are paying huge money, they are under great pressure, their uncles and grandparents are all paying for them to come here for this year." (D1).

Some students also come from countries where there is unrest, even war: it can be hard in these circumstances for academic staff to work out what additional support is required; they must shift between the roles of academic advisor and therapist and develop receptive and empathetic skills in addition to their academic functions even if they have had little or no experience of dealing with some of these issues.

> "He had a family member who was kidnapped, from reading behind the scenes, it's not uncommon in that part, but we had no experience of that kind of thing previously, so I didn't know how to advise him, obviously he was very worried about this family member, his attendance suffered, and it never really recovered even after this person came home again and so, I'm not sure with that one what was going on…" (A2).

It may be difficult for staff and students to know where to get the appropriate support for such emotional and pastoral issues, but international students may also be more reluctant than home students to come forward and ask for assistance, even when help is available. This may be due to unwillingness to admit to having difficulties, or the perception that UK staff are too busy.

> "I think if it was a home student, they would have been much more aware of that and the fact that it's actually alright to go and talk to someone. You don't know what's going on in the background do you. Where they come from, what's driving this inability to just go and talk to somebody." (A2).

Staff may be unsure how to support international students, but they are still affected by seeing students struggling and on the back foot.

> "I also feel quite a lot of compassion for these guys who didn't know they were letting themselves in for this amount of work and when they come into the room they are stressed, they are struggling." (C1).

There is also a degree of uncertainty about international students' reasons and motivation for doing postgraduate study in the UK, as the benefits on students' return are not properly understood. Some seem to choose courses simply because they are English medium and will help in getting a job back home, rather than because they are interested in an academic subject for its own sake.

> "and when I've spoken to students individually over the last 3 years - the reason they want to do this is to get a Master's qualification through the medium of English in a recognised UK university and that opens doors for them back in their own countries, particularly China" (B1).

Students might come to the UK to experience life in the west, they may also use the opportunity to get jobs and send money back home: staff are expected to monitor attendance and report students who are working illegally or not attending their classes. This creates extra pressures for staff who are trying to respond to students' genuine learning needs and develop internationalised programmes.

4.4.9: Institutional pressure to recruit / retention & outcome figures.

There is also considerable pressure on staff to constantly recruit more international students and ensure maximum numbers of students pass qualifications to maintain retention and outcome figures, whatever the linguistic, academic, cultural, or pastoral difficulties that this entails.

> "The last course I attended for my own CPD was an eye opener- because it is important that the university retains its students and if you're going to mark people down because they don't communicate correctly in English then we wouldn't retain anybody" (D2).

If students are recruited without the necessary linguistic and academic skills to study at postgraduate level, it is hard to complain that they lack requisite skills, since the institution must take responsibility for recruiting these students. It often takes time for international students to reach the required academic level and understand conventions, but postgraduate courses are very short, so that some students fail to reach the grade during their first UK postgraduate qualification.

> "It's like failure rates on courses, we all have a hard time if you fail a lot of students and you think that's maintaining standards. The QAA would say No, you're recruiting the wrong students, so instead of my 250 postgrads bringing all this money in, if you had just 30 of them and picked the best 30, you'd have very good students wouldn't you and I'd say, Yes you would, but of course the university doesn't want that -because to get rid of £2 million." (D1).

Some international students expect to be treated as consumers who pay high fees and are entitled to a satisfactory outcome, which makes staff feel that they must adopt a quasi-business relationship with them: this is quite different from the traditional, hierarchical academic relationship that exists between subject specialists and apprentices.

> "And the reason for that is that students feel that because they're paying for these courses that they have a right to the degree and if they can't pass the assignments as they should…" (D2).

4.4.10: Summary of challenges

The evidence from this small-scale study suggests that internationalisation is creating considerable challenges for many academic staff who are trying to support students, deliver multicultural education goals, maintain academic standards, and keep retention and outcome figures high all at the same time, with limited training or additional resources. This combination of challenges presents

significant extra work, and some participants were clearly on the point of exhaustion in interviews, stressed by their workload and frustrated with a lack of institutional support: some were even considering ways to change jobs or swap roles. Lack of control over entry levels and constantly increasing recruitment targets means that staff may feel overwhelmed with the challenges presented by internationalisation, especially when their burden is not recognised, and rewards are for research funding, not teaching abilities. In some interviews staff demanded that the institution either raises entry requirements or stops students coming until they are fluent in English. These stories suggest a gap between institutional rhetoric regarding the benefits of internationalisation and the reality in classrooms for some staff.

4.5: Theme 3: Staff attitudes re: internationalisation

Staff were not specifically asked about their ideology or beliefs about the process of internationalisation but were asked how much they changed their teaching and assessment practices to accommodate international postgraduate students' specific learning needs. It became apparent that most staff had strongly held opinions about what constituted reasonable adjustments in the circumstances. Attitudes may be based on personal opinions about a variety of issues, including what postgraduate education represents in the UK, the need to maintain academic rigour, how much internationalisation is the right amount, and whether international recruitment is the best way to fund programmes and academic departments; all of these issues were raised by participants. There are also practical considerations such as time and resources available to make pedagogical changes and personal experience of the value/ benefits of internationalisation.

The ways in which individual academic staff approach the teaching and supervising of international postgraduate students reflect philosophical and political views about fairness and social justice, as well as economic and pragmatic viewpoints and values. As this theme emerged, statements of staff attitudes towards internationalisation were collated, coded, and grouped together as sub-themes. These sub-themes help to make sense of the way that staff are feeling about their roles and responsibilities in relation to internationalisation, and are also related to their practical, pedagogic responses and amount of support individuals are willing to provide.

Strikingly different thoughts and beliefs expressed by participants in this study can be placed on a continuum that extends from maintaining the status quo to making significant adjustments to teaching practices (Figure 3 below): additional sub-themes were related to staff expressions of sympathy for many of their students, and desire for more support and guidance to be provided by the institution.

Figure 3: Staff attitudes in response to internationalisation

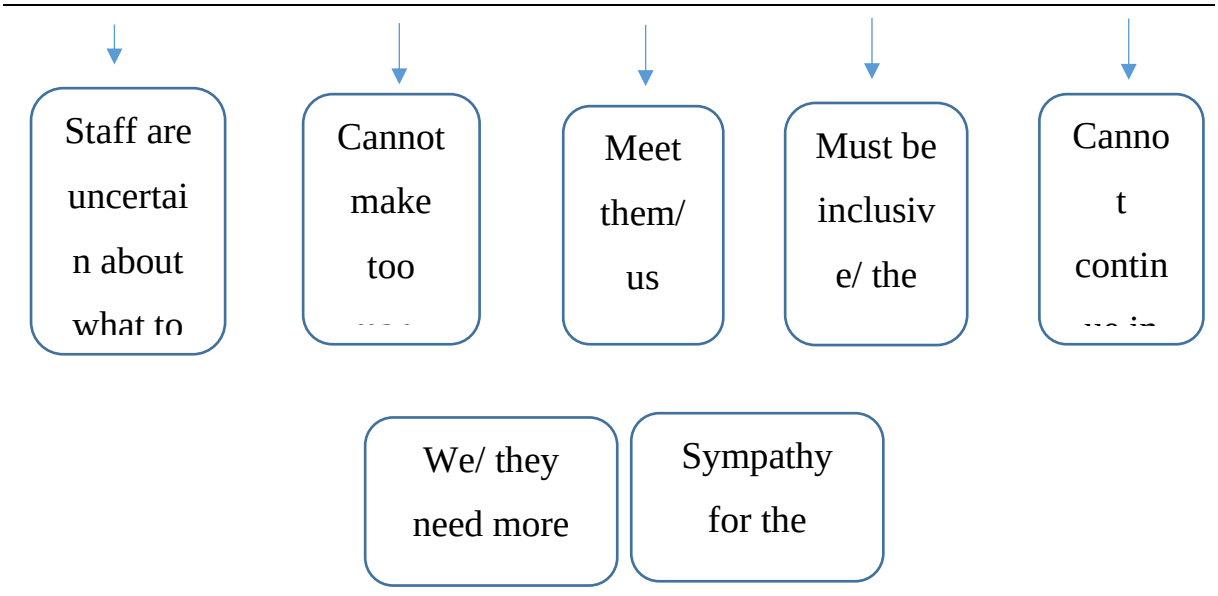

Figure 3: Staff attitudes in response to internationalisation

These sub-themes reflect staff attitudes described elsewhere (Green & Mertova, 2016; Skyrme & McGee, 2016), and demonstrate a diversity of approaches in relation to the task of supporting the various needs of international students. Thoughts and beliefs about internationalisation underlie practical decisions about making pedagogic changes and are worth exploring to understand the unique ways in which staff are making sense of internationalisation. Staff attitudes are not straightforward: one interviewee spoke about the need to maintain academic standards and not make too many changes, but at the same time felt that the learning environment was so different that they had therefore made significant modifications to their lecturing style and assessments to try to accommodate students' needs. They also expressed a degree of frustration and stress associated with the increased workload.

Another member of staff talked about the need to use a completely different approach to teaching and supervising international postgraduate students, including teaching home and international students separately; they also felt overwhelmed by the amount of additional tutorial support that some international students need, which is not factored into teaching contracts.

Most participants were keen to point out the individual differences between international postgraduate students, including some who have very good English and who are extremely high achievers. Staff commonly expressed sympathy and admiration for students who are undertaking the challenge of studying at postgraduate level in a second language; they also acknowledged the considerable difficulties some students faced during the process. Staff attitudes and practices are not fixed, as the situation is dynamic and unfolding, but the following analysis

might be considered a fair representation of staff opinions and practices across seven departments during the academic year 2018-2019.

4.5.1: We cannot make too many allowances.

Some staff insisted that they could not lower standards or make too many changes to their pedagogy to accommodate the needs of international postgraduate students, partly because there isn't enough time to help with language or comprehension issues, but also because they expect all students, once they have been accepted onto programmes, to be at the right level. It is the responsibility of the institution and departments to ensure all students have the required skills to cope with postgraduate courses. All students leave with the same qualification at Master's level and it would devalue the whole thing if standards were dropped.

> "I expect people to get it by then, they are at that level, we don't have different levels, you are level 7 when you do the MSc. and level 8 when you do the PhD, a level is a level" (A2).

If students need extra support, they should go to specialist services as it is not the job of academics to teach postgraduate students how to write when they get to university. There is a need to set boundaries or else demands and expectations will become limitless. As one interviewee put it: "As a lecturer I wouldn't come to an end if I spent too much time accommodating people who don't understand English." (D2).

> "I have actually recognised in myself that there is no space anymore for teaching the language, so if they are in the academic department - they've come in with so-called enough English, so they have to cope, so actually I don't do anything special in terms of supporting international students, their language comprehension or use" (G1).

It would not be fair for home or international students if course content or assessment standards were lowered, as they arrive expecting the work to be

challenging and the qualification to be worthwhile and at the appropriate level. International postgraduate students should be able to reach the required standard if they put in enough effort, and although it is reasonable to make assessments more accessible, it is pointless having assessments that do not teach essential skills which will be required during future careers.

> "My view is they have to meet our standards and we cannot, I refuse to lower the standards, it just devalues the whole thing, they leave from …. with a Master's and like anybody else, like any home students, they have to work really hard for it, they might have scraped through" (C2).

Most international students are hard-working, so might be expected to reach the required level by making the necessary adjustments to UK academic practices and developing independent learning skills. Some students may have to do resits and resubmissions, even extending their stay in the UK for that reason, but the struggle will be worth it for them, in the end, as most of them will be successful and return home with a recognised qualification that retains its credibility. Moreover, some of the best students are internationals and not all native English speakers are expert writers or good at exams; in any case it would be hard to make changes specifically for international students, as they are not a homogenous group with the same backgrounds and learning needs, so all students must be accommodated in a more general way:

> "unless you had a homogenous group of one nationality of international students and then you would probably have much more opportunity to find out who they were, how they learned, what they were used to" (G1).

4.5.2: Adjustments should benefit everybody/ Just be inclusive.

There was also a strong message from staff that it is important to ensure that any adjustments are for the benefit of all students: changes to teaching methods,

lecture content, amounts of support provided, should be designed to help all students, not just one group. Having a variety of assessment types is good for everybody: fewer exams, more coursework, suits both home and international students.

> "We now have introduced more coursework into the modules but that was for all the students. It's fairer on everybody to have that range of assessment types" (A2).

Massification of higher education and widening participation in recent years, based on notions of equity and diversity, means that academic staff are already adjusting pedagogies and providing additional support where necessary for a range of students from non-traditional backgrounds. Rather than trying to work out how much support each student should get, it is better to give everyone an equal opportunity for success. These respondents strongly rejected the notion of different treatment for international students or adapting their practice solely to accommodate cultural differences; all students should be treated the same and any additional scaffolding or support provided should be designed to suit everybody. Staff are aiming to be inclusive, without distinguishing between home and international students, and certainly without positioning international students negatively in relationship to home students.

> "Rather than trying to mitigate for individuals which is always problematic because you don't really know exactly how much mitigation is required to bring them level and not give them an advantage. Instead, we try to create assessments which are open enough and accessible enough for everybody, so in general we would try to offer extra time on an exam to make sure that everybody has sufficient amount of time rather than only offering certain people" (C1).

Some participants made explicit comparisons between dealing with international students and dealing with home students who have additional learning needs,

such as Dyslexia, who might need extra time in exams, action plans and clearer instructions: such inclusive approaches are well suited to working with international students, and internationalisation can be positioned within this wider framework of equity and diversity.

> "The way that you deal with some international students and the way that you deal with some students with disabilities is with clear instructions and setting up action plans and stating very clearly…... I also give support to different types of home students as well in the same way that I give support to international students who may be struggling with their English" (G2).

Although it would be inaccurate to categorise all international students as having disabilities, this shows how staff use familiar concepts and inclusive strategies to make sense of internationalisation. International students are regarded as being in some ways disadvantaged and "on the back foot" in relation to other groups of students, and staff have prior experience of making reasonable adjustments for some students. Creating a supportive atmosphere and giving all students the space to share their opinions are techniques that staff have already learned.

4.5.3: We must meet them / they must meet us halfway.

Some staff are keen to understand more about their students' various educational and cultural backgrounds, so that they can make the necessary adjustments. In one department, staff had undertaken a small-scale research project as part of the Postgraduate Certificate in Higher Education to explore international student expectations on arrival in the UK regarding teaching and learning, assessments, and contact time with tutors; the aim was to compare attitudes with those of home students and to find out how attitudes changed over time.

> "I think part of our project was to think about well if they come in with these expectations, is there something we can do to meet them, so not just saying right, you've

> got to fall in line with us, if you're expecting something, is there something we can do to" (E1).

Staff recognise that some students face an uphill struggle as they make the transition to UK HE; they may not have written essays or reports before and be unaware of academic conventions or *habitus* in the UK; they may also be ill-prepared for the amount of work that postgraduate education entails.

> "So they're already on a back step, because for our international students they just find their culture and they get integrated but they've not quite managed to get all of the systems and policies and everything else, so they're constantly running to catch up" (C1).

Additional orientation and induction sessions and Study Skills support, as well as explicit instruction about the sorts of teaching and learning methods to expect, are ways in which staff help students to get up to speed with academic norms and practices in the limited time available on an intensive, one-year, Master's programme.

> "Just explain at the beginning, very interactive, quite a workshop style approach to teaching. Stress this is Master's level- this is how it works at Master's, what the benefits are" (A1).

Having clearer exam questions and marking schemes as well as adding more internationalised content are important for a diverse audience. Suggestions were also made about giving some international students more straightforward research projects and numerical assignments, rather than social science projects, which acknowledge cultural differences and focus on strengths. At the same time, staff felt that they could only meet international students halfway and had to insist on certain modes of behaviour and conventions: learning outcomes do not need to

be changed and international students should not expect to be spoon-fed by lecturers but should learn to participate in class and ask questions.

> "they're not allowed to just sit there and soak it up, if they are soaking up, I really feel strongly that they must take part, they must interact" (G1).

International students might be unclear about roles and responsibilities and even expect staff to do work for them when they arrive, so these expectations must be challenged early on and staff should set clear boundaries. Students might need help to catch up and staff should explain their methods and practices, but there are core beliefs and practices that staff are not prepared to change so that international students must meet them in the middle somewhere. Staff are keen to defend key academic standards and conventions.

4.5.4: We cannot continue in the same vein at all.

Some participants talked about adopting a completely different approach to teaching and supervising international students: according to these staff members there is no point carrying on in the same way, and pedagogies should be adapted to the needs and level of whatever students are present: this might include teaching at a different pace, different amounts of content, extra English modules, even completely new programmes. It is not possible to continue in the same way as before and just as students are adapting to a new context, so must staff.

> "My thinking is there is no point in any teacher/ lecturer continuing in the same vein. They (international postgraduate students) are adapting to an educational context in another country anyway, they're adapting to the medium of instruction is English, so those are already two challenges in place for them" (B1).

Courses have been streamlined to meet the needs of new cohorts and assessments altered. It takes time to develop new strategies and resources, but as numbers of

international students are increasing, staff are becoming more skilled at meeting their needs.

> "I suppose we've kind of streamlined to be……the key things that they really need in order to do that successfully. So, I suppose we have reduced the breadth. We've changed one of the assessments to being an exam at the end of semester one, so removing one of the written assignments which was creating real challenges." (B2).

In the Linguistics departments, there were suggestions that courses should be more internationally focused, with greater consideration of the knowledge and skills international students might need when they get back home, as well as lower- level modules, or even a separate pathway, for international students. Although this might be the most pragmatic response to internationalisation, it would also involve additional costs and staff with relevant expertise.

> "We were looking at changing entry requirements …. or to have one course that was lower that was more tailored towards international students and one for home students. That is the way it's going to go, and I don't see why not, because we are still teaching very similar stuff, just changing the way that we're doing it" (G2).

A small number of postgraduate programmes are already delivered online, with all lectures pre-recorded; this is especially suitable for students who cannot spend long periods of time in the UK but want to develop academic skills at the same time as working, providing they have internet access a few days each week. On these programmes, students are encouraged to use local contexts and environments as case studies and analyse their unique situations.

> "I give them a project which is to think of a product, it can be anywhere in the world, wherever they are, and they can do their assignments in their own currencies, they can do their own analyses of current business conditions from their own perspectives, whichever country they're in" (D2).

Depending on quality standards and certification agreements among participating institutions, online HE provision might be extended to more students in developing countries, although virtual learning cannot offer all the same benefits as internationalisation at home. There are fewer opportunities to interact with British students and UK culture and it is often difficult to obtain the same level of support in terms of extra tutorials or asking questions after lectures. Nevertheless, this might be an approach that becomes more popular, especially in the post-Covid world.

4.5.5: Sympathy for international students.

All staff expressed admiration for international students studying for higher degrees in their second or even third languages, in an unfamiliar academic environment, and often under a lot of pressure to succeed, from families, governments or other sponsors. They recognise that this is a considerable challenge, especially for students on an intensive, one-year, master's programme which is extremely busy. Some students are very ill -prepared, without the appropriate level of language and academic skills, and unaware of what they are letting themselves in for.

> "What hope have they got coming to the UK and then step up to do a Master's? I don't think they've got a hope. I think we need higher entry requirements for these students, I think it's doing them a disservice, I don't think they realise what they're getting into." (C2).

Staff were upset that some students were admitted onto programmes without adequate skills and without a proper system of support in place, but they consoled themselves with the thought that, after lengthy extensions and multiple resits and resubmissions, most students do succeed in the end. This makes the process seem worthwhile, if somewhat traumatic.

Some international students even go on to do another postgraduate qualification, either at the same institution or elsewhere having acquired useful knowledge and skills training on the first course.

> "And I would feel worse about it but the reason I don't is because most students in the end get through. So, they have re-sits and they have two or three or maybe more re-sits and they might even have to have a resit of the resit at some point but most of them get through. So, at the end of the year there is very few who go home with nothing. They might have to extend their time here by a few months" (D1).

4.5.6: Uncertainty about what else to do / staff need more support.

Staff try to provide additional pastoral and academic support for those who they see are struggling; this might be achieved through having an open-door policy or via email, but also through lots of extra tutorials. In some cases, the amount of extra support that some students need is more than tutors can realistically provide and frustration was expressed that staff are expected to shoulder the burden of supporting international students, without it being sufficiently acknowledged or factored into teaching contracts.

> "I suppose one of the things that makes it particularly challenging, possibly because it's a relatively recent development in the grand scheme of things that we have these challenges, I think that it's not currently factored in well enough about the workload and how time consuming that can be" (B2).

Staff described their constant efforts to understand difficulties and the best ways to make changes to accommodate international students, but it is often not clear what the right thing to do is.

> "It's hard for me to understand what went wrong, where were the blocks to this? So, the questions are relatively short. Do they understand the question? Have they understood the material that's been delivered in the lectures? Can they put that down in

enough time? This is only a personal view, but I suspect it's understanding the material in the lecture, we're asking an awful lot of them." (C2).

4.5.7: Summary of attitudes.

Staff attitudes range from not wanting to make many changes to just being inclusive and meeting students' needs halfway; there are also some participants who consider it necessary to change their pedagogy completely. Underpinning these attitudes are feelings of empathy for international students and staff uncertainty about what the best approaches might be. This range of attitudes are based on staff experiences of the benefits and challenges of internationalisation as experienced in classroom and assessment activities. Academic staff are not neutral players in the process of internationalisation and the degree to which individuals feel that it is their responsibility to adapt their teaching practices is a personal decision that may be influenced by factors such as age, personal beliefs about the value and purpose of postgraduate education, years of teaching experience, and other research interests or commitments. In addition to clear individual differences there were also departmental trends demonstrated in this small-scale study, shaped by professional validation standards, subject knowledge and competences required, recruitment strategies and position of departments within the institution.

4. 6: Theme 4: Pedagogic strategies.

Staff attitudes, knowledge and skills are influenced and transformed by increasing internationalisation within their departments as they deal with internationalisation on an everyday basis. Most staff are making some changes to their pedagogies to accommodate international students' learning needs, based on a process of trial and error as well as discussions with colleagues. These responses might be described as a "transformation of the academic self", or simply a pragmatic

reaction to the challenges of diversity. Staff have agency to re-design assessments, change lecture content and provide additional support for international (or home) students; they can prioritise intercultural learning in classrooms and alter their style of teaching. Participants were asked about the strategies that they are using to adapt to their international postgraduate students and ways in which these had been successful.

The principal strategies described by staff to respond to internationalisation can be summarised as follows:

1. Promoting integration and encouraging participation
2. Making UK norms and practices explicit
3. Reflecting multicultural backgrounds and traditions
4. Adapting lectures
5. Adapting assessment methods/criteria
6. Dealing with plagiarism
7. Giving additional support

4.6.1: Promoting integration and encouraging participation.

To overcome the tendency for home and international students to stick together in same nationality groupings staff try simple techniques such as mixing students in small groups or pairs and allowing discussions to take longer if necessary. This is a common technique, although some members of staff are less comfortable with this approach. Encouraging all students to be actively engaged in group discussions and activities and reminding them of the benefits of sharing is also used.

> "they tend to stay together, I have had a lot of Arab women and Arabic speaking men from different countries and they tend to sit together and work together, so I try to split

them up and get them sharing, so that there are different types of people working in a group together" (G2).

Sharing valuable information and expertise rather than simply social niceties means that home students become more aware of the range of skills and perspectives that international postgraduate students bring with them. Recognising that international students have useful knowledge and skills helps to re-position them as contributors to learning.

"because they (home students) can see that these international students are not just students from another country, doing this course, but they've come with experience and knowledge, so it changes their image." (G1).

Staff have designed meaningful activities so that all students can share information purposefully and engage as equals.

"They needed to have a native speaker and a non-native speaker of English, so then you have them forming groups or have them talking to one another because they need something from each other." (G2).

References were also made to social events and activities and staff have also organised multicultural social events to encourage students to form relationships in an informal setting, which could then be utilised in classroom situations.

"One of the things we're really keen on is to make sure that they had an opportunity to socialise and we thought that if we could get that through, then maybe it would come through in the classroom as well" (E1).

Managing multicultural classrooms and designing effective activities to get home and international students engaged with each other requires expertise and skills, and staff reported that they might need more training in this respect. There was

no mention of such training in developing intercultural competences provided by the institution.

Staff recognise that some international students are reluctant to participate in class discussions, either from a sense of anxiety about their language abilities or concern that they will not be understood; they therefore use a variety of techniques to try to create safe, supportive spaces to give individual students the opportunity to express themselves:

> "Then I wonder, there are different reasons aren't there, it could be language, could be they're not confident enough and that's where my intuition comes in, because then I try to just give them spaces and lots of opportunities to speak up, I'm quite patient and I try to kind of create that atmosphere." (G1).

Techniques include reminding students of the benefits of participation, using pair and group work in class rather than whole class discussions, and having more of a workshop approach in lectures.

> "To say, look, you've all come from lots of different countries, we can't possibly in our little lives have gone to all those countries and know all those things and we want them to share experiences in their own country" (D1).

Staff also provide lecture materials and questions in advance, so that students have time to prepare answers, and can digest terminology and key concepts before having to articulate their responses.

> "but I have presented some content to them as video lectures that they access separate to the sessions so they can access it before, and we have a session that is a follow up to that to clarify that content and provide an opportunity for discussion, so they do have that time to actually digest and check terminology and all that sort of thing" (B2).

Academic staff may consider it part of their role to try to get students engaged in classroom discussions, but they also recognise that it can be off-putting to the rest

of the group to spend too much time waiting or listening to faltering speech. It can be hard to know when students need to be pushed and when it is better to let them stay silent.

> "so do you just leave them aside and not put them under that pressure or, and I feel, no, I have to give them a space to try it, but when they try it, it's really difficult, so for example, some Chinese students find it very hard to express what they want to say and then are the others actually listening, are they taking part in that, or do they find it's a waste of time, waiting for them? - that's really hard" (G1).

Participating in seminars and discussions to share opinions and information are common learning outcomes in the UK, based on educational and professional values, so that staff cannot compromise on the development of these skills, and need to find ways of getting students to participate. Strategies may however be constrained by the physical spaces that staff and students are using:

> "What I do in the classes, which doesn't work as well as it could in big lecture halls, is we use case studies to try and get them to work in small groups to feed it back" (C2).

4.6.2: Making UK norms and practices explicit.

Many international students come from more hierarchical educational traditions with a large power-distance between students and teachers, where students are expected to simply listen; this means they might have alternative conceptions of participation modes expected in lectures and tutorials, even believing that it is disrespectful to venture opinions or ask questions in class. UK staff must explain the types of skills they want students to develop:

> **“**to tell them it’s OK to disagree with somebody, that’s part of what you’re going to develop here as a student and even to the point that it might be disrespectful to ask a question in class, so just trying to” (E1).

Describing and explaining teaching methods that will be used during postgraduate studies, holding students accountable by reminding them of the need to participate and of the reasons for sharing information and ideas, and refusing to spoon-feed, are some of the techniques that staff are using.

Orientation and induction sessions at the start of postgraduate programmes help to make academic norms and practices explicit and explain what is expected in terms of independent learning and research. Clarifying roles and responsibilities and drawing clear boundaries are techniques that staff have learned from experience, as well as knowing when to provide help and when to insist that students become independent learners.

> “I’ve changed the way I approach PhD supervision, particularly with international students in that I give this very direct explanation of what is expected right at the beginning. I would probably not have done that in previous years.” (A2).

International students are often too overloaded at the start of courses, adjusting to the practicalities of life in a new country, so it is often better to drip-feed information throughout programmes, as and when needed:

> “They don’t benefit from intensive induction days or Study Skills, it’s too much to take in. In my view it is better drip-fed as needed, so if they’ve got assignments coming up” (B1).

Students often need to be shown how to write essays and reports, how to use sources and references, as well as how to submit assignments and check feedback. Students are often unfamiliar with UK academic and cultural conventions and in

many cases, will have had very little prior experience of standard assessment types. These skills can be developed during academic programmes, but in some cases, international (and home) students will need additional, specialist help to acquire them.

4.6.3: Reflecting multicultural backgrounds & traditions.

Staff try to make international students feel more at home, engaged, and interested by incorporating multicultural content into their lectures and examples from a range of countries and cultures. They pick case studies and examples specifically for their global perspective to stimulate participation and provide a focus for different world views and experiences to be shared.

> "Sometimes I pick case studies not for the right pedagogical reasons but because it's Chinese or Indian or Malaysian and I think I've got to have one of these now from the Far East because all of my other examples are British or American, but it's not as good as the British example, but it doesn't matter, I've got to have it" (D1).

There is always more that can be done to make course content more relevant to international students, and staff are aware that they need to constantly update their resources with this in mind:

> "And because we do have a significant number of students coming in from overseas, we are going to have to take a look at internationalising that specific component of that particular module. It has just run in its current form and it has just finished. It won't run until next October, so that's a job to do, so we need to internationalise that now" (A2).

Being cognisant of using culturally specific references in lectures is also a constant challenge; staff try to monitor their own material and warn guest lecturers in advance, they also provide feedback to each other:

> "He's a really engaging lecturer who teaches behavioural theory to them and he'll say things like "It's a bit like the ice cream van" as an example of a stimulus and then immediately what happens is the overseas students don't understand" (C2).

UK staff knowledge and expertise may be based on British contexts and staff might not have a ready store of internationally relevant material to draw on, so will need time to develop these resources; international students often remind staff of this priority:

> "so gradually, I've been introducing more international case studies, developing world case studies…but every year there will be a student feedback who says I'd like more examples from international case studies" (A1).

4.6.4: Adapting lecture style.

Listening to postgraduate lectures in a second or third language requires a high level of linguistic competence, especially if students are also expected to take notes or answer questions. A 3-hour lecture can be overwhelming in a second or third language and breaking it up gives time to process and reflect on what is being discussed.

> "If it's a 3- hour session, which it is, that's a long period of time…., so it's before and after lunch, because listening to English, which is not your native tongue for a long period of time is quite tiring and challenging. Shorter listening, feedback sessions, working in pairs or triads and trying to reinforce outcomes, learning outcomes, with them" (B1).

Many staff have adapted their lecturing style and introduced small group activities and workshop sessions which allow students to work together in less intimidating scenarios and give each other support. Other techniques include checking for signs of incomprehension, speaking more slowly and clearly, saying

things in several different ways, repeating key concepts, and explaining meanings of words. This sometimes leads to reduced coverage of content:

> "One of the big things for me has been the pace of my teaching in terms of the coverage of content in the module. …….. I have to go over things time and time again!" (B2).

Some techniques require more preparation such as using Panopto, making video recordings in advance and preparing written notes as reinforcement: in some cases, staff spend many hours making sure that content is accessible.

> "So, what I did was I spent ten hours making videos, but that actually saves me quite a lot of time forever now, and there's a series of five videos and I go through all the things they need to do the assignment "(G2).

These techniques are useful for all students but can be especially beneficial for international students, or students with additional learning needs. Providing information in various formats such as on the whiteboard and on Blackboard are widely used inclusive strategies, to provide written reinforcement to content delivered orally.

> "Encourage them to interrupt. Everything is on Blackboard. Record the lectures on Panopto – very useful for students with additional learning needs, listen to this when you are doing the washing up. Try to record all the lectures – apart from guest lectures. …. I use the whiteboard a lot, I will try to make sure there's a summary of what I'm saying on the slides" (A1).

4.6.5: Adapting assessments with respect for different cultures.

Staff have introduced a wider variety of assessment types to make it fairer for all students and to take account of a range of cultural backgrounds; assessments that are more closely related to students' existing skills and prior learning provide greater opportunities to succeed.

> "We mustn't depend on the traditional 3000-word essay assignment, because we need to look at other ways of assessing them, that recognise their particular skills, whether it's a report, whether it's a presentation, whether it's a team presentation, so for the next module, they will have an assessment as a team presentation." (B1).

Oral presentations, group projects, open book tests and simplified exams are commonly used, along with extra time. Word counts are reduced, and students given detailed individual feedback to make them aware of how to succeed.

Staff are keenly aware that failed assignments mean resubmissions and additional stress for staff and students as later deadlines pile up.

> "If they get bogged down with the first assignment and they've got assignments coming in from elsewhere, it's going to snowball…. it creates problems down the line, not just for me, but for other modules as well" (B1).

Breaking assignments into parts reduces the risk of failure, so that rather than writing a 6000-word essay, students can do a presentation and essay plan as individual elements. Marks are awarded for each part, and staff can check students are on the right track and give support before final deadlines.

> "I've changed mine, they have to write a 1000-word essay plan and then 4500-word essay, I might change that again this year, to something, so it's more a sort of trial and error, just seeing what works, because a lot of students don't like that their mark just rides on one giant essay at the end and if they're submitting that and they've got no idea going in how to write an essay" (E2).

Ensuring exams are clearly expressed and students are aware of marking criteria are other techniques that benefit international students:

> "Definitely my exam papers are a lot clearer than they were and I spell out… the old way in H. or anything else was a quotation and discuss. Well I never put that now,

> never. What the heck does that mean, discuss what, a quotation? You should include examples, there's 20% of the marks for that. Use the literature... there's 20% of marks for that. Professional standards... 10% for that" (D1).

In some departments staff use different criteria for marking essays and assignments, even ignoring language difficulties with marks focused instead on key ideas and terminology, so that international students have some leeway in terms of written expression and communication.

> "The general consensus is that communication can't be one of the criteria, it can't be, because some of the assignments that are written, that I get from some people, are incomprehensible…..the actual level of thinking might be OK but the way they communicate is a little bit difficult to understand, sometimes it's impossible. I don't mark them down; I try to accommodate them" (D2).

Not all staff would agree that communicative competence can be overlooked when marking, and some participants insisted that clarity is vital at postgraduate level and international students obtaining postgraduate qualifications through the medium of English should get help from professional proof-readers where necessary.

> "I think it's different for PhD students. I do have to put in a lot of work with PhD students to help them with their writing, and I encourage them to go and talk to proof-readers, because obviously the standard, for a thesis level standard, English needs to be spot on – you can misinterpret something if it's not properly written and that is critical in a PhD thesis." (A2).

Study Skills sessions and extra teaching of critical writing techniques are also provided, in addition to constant reminders about plagiarism.

4.6.6: Dealing with plagiarism.

Learning how to synthesise ideas and arguments from sources and rephrase these in own words, using references and paraphrasing, is a challenge for many students, but often more pronounced for students who do not have sufficient mastery of English. Time pressure, limited writing skills, lack of familiarity with academic conventions or with background knowledge, means that some students are tempted to copy large chunks of text from textbooks despite plagiarism awareness sessions at induction and throughout programmes. Some staff felt that international students commit plagiarism inadvertently and might be sent to the Unfair Practices panel without really understanding what they had done wrong: this could even lead to students becoming obsessed with not committing crimes of academic dishonesty, rather than becoming critical writers. In other countries, penalties for plagiarism may be less severe.

> "They don't know that they're doing it, just because they're coming from a culture where what's expected of them is quite different from what we expect of them, so making that change can be quite difficult, so I think it's important that we give them that support and opportunity" (E2).

The tone and authoritative stance of UK plagiarism policies can create considerable anxiety, especially when lecturers are talking about possible sanctions in almost every class, so that the issue becomes more legalistic than educational.

> "The first thing that students get hit with is Thou shalt not plagiarise and it comes in Welcome week, the beginning of courses, do not copy, we use Turnitin. Students are very worried about being on the wrong side of the law. So why not present people with models and when we're using the literature this is what we are trying to achieve through using the literature, rather than you've got to use the literature, but just don't plagiarise it, that doesn't help" (F1).

Various strategies were suggested to teach students to write in their own words, including using Turnitin as a learning tool so that students can see how their work will be scrutinised, or mini-vivas to check students understand content and are not handing in work written by someone else.

> "One idea that I had that I'm toying with implementing but not quite sure yet is a sort of mini viva at the end, so they would write their plan, maybe a little bit shorter essay and then a 10- minute discussion at the end of it. It might minimise, or at least help us understand their thought process in terms of unfair practice and plagiarism, because if they can talk about that essay well at the end, that might show that they have written the essay, it might cut down on things like buying in essays, at least we could check if they have written it". (E2).

Using exams to cut down on instances of unfair practice is another technique although this can sometimes lead to increased failure rates. Staff also provide structured writing plans demonstrating what should be included in each section, how many words to write, what sources to use etc.

> "Lecture 3 they come back, and I co-construct the plan with them on the whiteboard, plan for the assignment……so it's a structured plan with an approximate number of words. So that's quite tight, but intentionally a tight system." (B1).

4.6.7: Giving additional support.

Most staff give lots of additional tutorial support to assist students with academic writing, and they also send students to Study Skills to get additional expert help with academic writing: workshops and one-to-one sessions are available, but these are mostly non-credit-bearing, so that students who need help with their writing may stop attending as they become overburdened with assignment deadlines.

> "I'm recommending some of the people who did my exam, three or four of them, whose English was so bad, it was almost illegible. You must go to these Wednesday afternoons. What happens, a lot of them attend to start with and then it drops off as they get busy on assignments and so on" (D1).

Although some staff recommend lots of students to attend these sessions and try to monitor their attendance, others only send students if they have been involved in unfair practices.

> "I know in the past when I've referred some students to our school unfair practice committee I've put in a recommendation where I can ask the panel to refer them to Study Skills and where possible I think I did that for one of my last ones." (E2).

Staff reported that there are far more students who need help than Study Skills staff can reasonably cope with: the institution currently employs two full time Study Skills advisers and a part time Maths tutor to potentially support up to 10,500 home and international students, some studying on campus, some at a distance. Peer writing mentors is also available to provide help to students with academic writing. Some students may require intensive support initially and want to arrange regular meetings with an adviser or mentor.

Study Skills staff also collaborate with academic staff in departments to teach disciplinary writing, but even this is insufficient to deal with the scale of needs: there are literally hundreds of students who need help to develop academic writing skills. However, Study Skills staff are not experts in the terminology and discourse of every academic subject, so academic staff must still assume some of the responsibility of teaching discipline-specific writing skills. If students have basic writing skills issues, these may need to be tackled by language and writing specialists.

> "I think it's the job of academics to teach students how to write as an academic, that's part of doing the degree, you're learning the content, but you're also learning the way of shaping that content, and I think it should be taught. … A lot of the teaching of the necessary skills for the assessments, the critical thinking, perhaps the writing skills, has to be embedded in the disciplines, they can't just teach content, they've got to put the whole thing as a package. It can't be divorced from content. But I agree that some work is not the work of academics, if someone can't construct a sentence properly, it's not the academics' job to teach them that" (F1).

Academic staff are concerned with teaching subject content, demonstrating academic conventions and practices, and helping students to pass assessments. Many of the strategies adopted to help international students with developing academic writing skills are equally beneficial for home students and have been incorporated into normal teaching and assessment practices. Additional support is also required to help students with dissertations and research projects - this often involves copious amounts of extra time from staff as well as multiple extensions. Students are encouraged to choose topics from their own cultural background to help them become more engaged:

> "I'm quite happy for them to choose their own topics if it helps them get more engaged, sometimes they'll choose perspectives from their own country like I had a girl from Nigeria who wrote about why hadn't they signed this particular convention, so they are bringing in their own background knowledge" (E2).

Strategies such as allocating supervisors and topics earlier, as well as a strict timetable to complete tasks on time, work well for all students, but especially for international students; providing research data for students to use and switching to literature-based studies also saves time and removes some of the complications international students have with ethical procedures.

> "One thing we have implemented in the school for the dissertation is very short deadlines, so we have a timetable of supervision that we agree on with each individual student at the start of the year and that is due to international students. It's great for our home students though. They don't need to go out and get the data or they can download the data from a corpus of data that's openly available for them to use, and we're just trialling new literature review-based dissertations, and I think that will work really well for international students." (G2).

In some departments there has been a move away from dissertations and towards giving postgraduate students the option to do additional taught courses and smaller-scale assignments (4 x 3000), rather than one larger-scale, 12,000- word dissertation.

> "So, the truth is now two thirds of our postgrads don't do a dissertation, they do summer courses - dissertation is 12000 words which is hard as you know - you've got to do methodology chapter, literature review and all that stuff. So many struggled, we've changed that. The truth is you need a different level of cognitive skills, level of language to cope with a master's dissertation, it's hard" (D1).

4.6.8: Links with widening participation agenda

Throughout the interview process references were made to ways in which staff use similar approaches to support both international students and other groups of students from non-traditional academic backgrounds. Explicit references were made to ways of working with students with disabilities or additional needs. Additional help with developing academic writing skills, for example, is available for all students without distinction. Both home and international students can struggle with what it means to be critical and how to write in their discipline, how to structure text and paraphrase from sources.

> "We don't tailor anything specifically for international students. I think writing, working within an academic context is about engaging with disciplinary discourse and

there are ways of doing things, and nobody is born knowing those ways of doing them, you acquire them with practice. We will find with home students and international students alike that some students are more acculturated to that practice when they arrive at university than other students are because of their prior experience." (F1).

Additional support is required by many home students, reflecting the changing situation in HE where students are being recruited from a wider range of backgrounds.

"And we live in a context now, where there's a marketplace, where we're competing for international students, where we're aiming to put 50% of young people through university. The situation has changed. There's increasing need and that puts pressure on academics, it puts pressure on students." (F2).

Signposting students to Study Skills or using scaffolding techniques such as writing plans or model answers, can benefit both home and international students. Using different assessment types gives all students the opportunity to do well.

"We have changed the assessment types but that wasn't specifically about international students. We now have introduced more coursework into the modules but that was for all the students, we all learn in different ways, we respond in very different ways to different types of assessments don't we, it's fairer on everybody to have that range of assessment types." (A2),

Some techniques have been designed to help international students but are now considered useful for all. Others were for part-time home students but are now used for internationals also.

"Home students will usually come to the tutorials in person and know what they're doing, but now we also have home students who need to do the dissertation but haven't taken that module but need to know how to use that bit of software, so I can just reuse those (recordings) forever, they're really good." (C2).

> "So they are not expected to be focusing in depth on both of those areas and therefore having a lot more to deal with in a short space of time. We were considering that anyway. We offered the same kind of thing to the part time students who don't have that background." (B2).

4.6.9: Summary of strategies.

These examples show staff developing pedagogical strategies to meet the challenges of teaching some groups of learners, which they subsequently find useful for other groups. Individual staff are learning how to teach and supervise international students from experience and developing an inclusive, student-centred pedagogy which benefits many learners. Promoting integration and participation, making UK norms and practices explicit, adapting lectures and assessments, dealing with plagiarism, and giving additional support, are not techniques specifically designed for working with international students, but can be equally applied to working with all students. Adapting pedagogies and assessments provides greater access to students from a wider range of backgrounds but, at the same time, students are still expected to write essays, use sources, give their opinions, and take part in discussions, reflecting the educational philosophy and traditions of most UK academics.

Academic staff have had little or no training about how to teach international students, so these adaptations are based on professional experience and practical know-how, as well as an understanding of student difficulties and beliefs about what it is reasonable to change. Individual staff work out techniques by themselves or in conversation with colleagues.

4.7: Training provided/ requested for staff.

Staff were asked about any sorts of training they had received in relation to internationalisation: most said they relied on personal judgments, discussions with colleagues and other members of staff, including external examiners. Many academic staff are non-specialists in relation to teaching and supervising international students although have varying amounts of experience.

Some have taught English to overseas students both in the UK and abroad; some have had international students on programmes for many years. Valuable feedback often comes from international students themselves.

> "I think that's something that we get from interacting with the students themselves, there's not really much there for us on how to teach international students or what best kinds of assessment are suited for international students, so I think we just have been doing a bit of trial and error, we chat to colleagues and our external examiners will give us feedback." (G2).

Participants were keen to reflect on personal experiences of internationalisation, and provided vivid examples of their own commitment, enthusiasm, and expertise in relation to internationalisation: however, there were few reported opportunities to share ideas and expertise with colleagues or specialists.

Participants would welcome training sessions to learn more about ways of working with international postgraduate students.

> "I was going to the disability tutors meeting and they had handouts and suggestions for how to teach students with disabilities all the time and how to make adjustments and all of these kinds of things. There's nothing similar that I'm aware of for teaching international students from our teaching and learning team." (G2).

Suggestions were made about working collaboratively with specialists from Study Skills and English language departments, to obtain expert advice about ways of teaching and designing materials and assessments to better suit international students. The separation of schools and modular structure of programmes mean that staff often have limited knowledge about what is ging on in other disciplines or the wider institution.

> "…it does feel quite siloed in that there must be other departments in the university who are facing a lot of the same challenges as us but we're just firefighting a lot of the time." (B1).

Cross-disciplinary discussions would be particularly helpful if the latter have more experience of working with international students and several references were made to the obvious expertise within the Business School, which is by far the largest recruiter of international students at this institution and could share information and techniques for recruiting, teaching, and supervising these students.

> "They're big recruiters of international students and what kind of things they've changed and stuff. It would also make sense for us to talk amongst different schools what we're doing because I don't know what's going on over there" (G2).

Staff feel that they are dealing with internationalisation by themselves and are left to re-design courses and content, and work out ways in which the curriculum can be better tailored to suit international students:

> "The university needs international students so they recruit and recruit, but I think it's all left down to the department then to cope with them, and I don't really, I wonder whether they consider the culture the student is coming from and how they are going to bring whatever they're coming to study here, how are they going to bring that back with them, how it is going to be relevant to when they go back home. Do they actually think about that?" (G1).

4.7.1: Cultural awareness training

Cultural awareness training would enable staff to find out more about the backgrounds of their diverse student cohorts, which would assist in creating learning environments that work for their whole range of students.

> "Sometimes I feel that I don't understand the cultural context in which the international students are working. This is what to expect from students from China- because they learn culturally in a completely different environment to us and sometimes, I don't get, I struggle to understand that in my head." (A2).

Attitudes towards asking for help, speaking up in class, working with other genders and nationalities, as well as ethical and religious issues, are aspects of teaching and supervising international students that staff can learn about through experience, but could also be better informed about through training.

> "We were speaking about the mental health issues, that kind of stuff, you know it's going to be different, but you don't quite understand how difficult it is sometimes for students to go and ask for help, that might be critical." (A2).

Students from Middle Eastern and African countries might struggle with exams and deadlines during Ramadan, which can be especially gruelling during summer months in the UK.

> "I've picked things up as I've gone along and of course I'm interested in certain things, but nobody has ever come to me and said what do you think the impact of Ramadan is on these students or are there certain cultural things for students from different areas of the world and how we teach overseas students and how they have been taught before, how they've been taught before and how they are going to be taught now" (E2).

Some staff talked about their own experiences of living and working overseas, or collaboration with colleagues abroad, which had provided them with insights into different ways of knowing and doing that they were able to incorporate into their teaching practice.

> "With this subject, it can become a bit broader, helps me, because I have worked abroad as well, I know that there are constraints on the teaching environment, and how you can do things abroad, because you've got to work in another culture. I haven't got much experience, but working with so many different people, and international teachers as well." (C2)

These staff members emphasised the gains to be had from intercultural learning and suggested new approaches which might be used to facilitate positive interactions. Other staff who lack this experience must do their own research to find out about the different backgrounds and traditions of international students.

> "I have experience of working with international students from previous jobs, I taught English for a while, I understand the needs, I lived with them for three years as a warden, I know the needs of international students, whereas not all staff members do and I think that's where I can be a little bit innovative and they might think, no, they don't deserve this." (G2).

Training in some of the languages spoken by international students would also be useful. This is a bilingual institution; students can do programmes in Welsh as many staff are first language Welsh speakers, so there is increased sensitivity to linguistic issues. Staff try to show an appreciation of students' backgrounds and cultures.

> "There has to be a level of understanding of the language. I do try to bridge the gap a little bit by saying one or two words, I introduce myself as much as I can in several languages, including Chinese. I say Good Morning in Chinese. I greet everybody in

> Italian, French, German, Dutch, Swedish, because we have a whole range of students and it makes them laugh, it makes them feel at home" (D2).

More pastoral support could also be provided for students in their first language so that Chinese and Arabic speakers are available to liaise with students about difficulties, rather than UK staff trying to make sense of complex issues with limited comprehension.

> "Better pastoral care- some of the students prefer to do their tutorials in Welsh, which is not always possible, never possible if you want to speak in Chinese about issues. We could have somebody who speaks Chinese, because we don't really know what is going on with the students sometimes. I have been to China for two weeks only – need to understand their background more." (A2).

Staff also requested practical training in how to speak to international students, as well as straightforward suggestions about how to make lectures more accessible and not saying too much in one go. Lecturers need to be reminded of the importance of constantly monitoring communications, to ensure language is comprehensible and students can follow.

> "So, the head of that unit said to me I really think people need guidelines on how to speak to international students. I think that's something that could be introduced to staff. It's constantly amazing actually how many staff still speak to students so quickly, and you give them so much in one go that they can't possibly cope with it, without checking." (C1).

Training is provided for teaching students with other learning needs, but there is nothing specific for teaching international students. There exists a network of Internationalisation Leads working in departments, but this role is often focused on disseminating operational policies and recruitment targets, rather than

practical teaching and learning activities or the development of intercultural perspectives and competences.

4.7.2: Greater recognition and reward

Staff also need greater recognition and reward for their efforts in teaching and supervising international students. The time-consuming efforts of staff to support and meet the needs of international student cohorts are not properly recognised. In a research-led institution, in which individuals are rewarded for grant capture and publication history, it seems unreasonable to ask some staff to carry the load of teaching and supervising international postgraduate students, without it being factored into teaching contracts, especially when this work is often more complex and challenging than supervising home students.

> "I think that it's not currently factored in well enough about the workload and how time consuming that can be, and also how that maps onto the expertise that people have…It's not feasible to do that in the grand scheme of all the other things that I'm trying to do" (B2).

Teaching international students is often left to junior lecturers, to allow others to get on with academic research, but this might not be the best deal for international students as junior staff have less teaching experience and expertise at adapting their pedagogies to accommodate linguistic and academic challenges.

> "We can put in a junior lecturer and they still won't complain, because it's not their way, particularly the Chinese students, they might complain on social media in Chinese of course but we don't really see that" (D1).

The burden of providing support to international students with their various linguistic, cultural, academic, and pastoral needs is clearly overwhelming for

some staff, and one participant spoke about being "lumbered" with lots of international students.

4.7.3: More specialist support in departments

Specialists who have experience of working with internationals, speak foreign languages, and can help international students with assignments, might be able to attend training sessions to develop the necessary expertise and skills.

> "So I think that if we are accepting applications where we can see on paper that the students are likely to struggle, so if we are going to accept those students, there ought to be more dedicated support to enable them to engage with that, possibly having someone else who's the person who goes to the training on these things and they can actually develop those skills and I don't have the skills" (B2).

International PhD students could be asked to perform this role, but additional Study Skills and English language sessions were also requested, including weekly writing workshops for international students to attend, if tutors felt they needed more support with specific assignments.

> "So for it to actually mean that I didn't have to do several days of tutorials it would have to be something quite specific because it would have to fulfil that function. And generally interpreting what they are supposed to be doing and then actually enacting that. They're finding it hard to understand what the assignment needs, how to get started." (B2)

More support is also needed in relation to plagiarism and unfair practice, especially in cases where staff felt certain that work that had been submitted was not the students' own but lacked the proof. There has been an overall increase in such behaviours, causing frustration and anger among staff, who want their

opinions to be trusted and to be allowed to award marks accordingly if they believe work is not genuine.

Some staff suggested separate programmes or pathways for home and international students, who would be taught and assessed in different ways; although this might limit opportunities for meaningful interactions to occur between groups of students, it would allow staff to differentiate between students with differing language skills and background knowledge. They also suggested Foundation years to teach essential background knowledge and academic skills, although most international students would be unwilling to sign up for this.

> "Ideally they would have a whole year here before they did a Masters. That's not going to be viable from a market point of view because they would go somewhere else for the same fees, same cost. And students want the degree as quickly as they can get it, so a one-year Master's to them is a one year Master's." (D1).

For many staff**,** teaching international students is a relatively new endeavour and one that they do not feel particularly well prepared for: some express uncertainty and doubt about the strategies they are using and need to constantly re-think approaches to overcome challenges and provide appropriate support. In this scenario, many would welcome additional specialist support, especially to assist with potential further increases in student numbers.

> "But I think that for it to be manageable in the future, especially if we were to have increased numbers, if we somehow doubled numbers next year it would be impossible to deal with things the way that we are without there being more input to do that" (A2).

Chapter 5: Discussion

5.1: Introduction

This chapter will discuss key findings relating to the main research questions and present an interpretation of these findings in the context of the aims of the study and with reference to the literature. The aim of this research has been to examine staff perceptions and experiences of the benefits and challenges of internationalisation in the specific context of one HEI in wales, and to make links between staff attitudes and the range of pedagogic techniques currently being implemented. This approach might serve to demonstrate how transformative or genuinely internationalised staff responses are, or whether they are simply being compliant and resigned to the prospect of increasing numbers of international students to keep their departments open.

The specific research questions were as follows:

- Key Question 1: What are staff experiences of the benefits and challenges of internationalisation in their departments?

- Key Question 2: What are staff attitudes towards internationalisation?

- Key Question 3: What pedagogical strategies and adjustments do staff use to accommodate international postgraduate students?

The resulting data analysis has provided some answers to these questions, which can be viewed in relation to the literature and conceptual framework employed.

5.2: What are staff experiences of the benefits and challenges of internationalisation?

This research has been conducted in a specific context, in a bilingual, research-focused institution in Wales, with participants from a range of disciplines including Law, Linguistics, Education, Psychology, Environmental Science, Business & Management and Study Skills. Findings from this new context can help to benchmark earlier studies and provide further insights. As in previous studies (Fallon & Brown, 1999; Robertson et al., 2000; Trice, 2003; Barron et al. 2010; Sawir, 2013) there is a strong degree of consensus among staff in this study regarding the principal benefits of internationalisation.

Benefits of internationalisation.

All participants reported that they value the fresh ideas that international postgraduate students bring from different cultures and backgrounds and regard their presence as an important resource with which to promote intercultural learning and Internationalisation at Home. An appreciation of the ways in which diversity enhances the university and enables both staff and students to learn about other cultures and traditions are some of the main benefits recognised by staff.

Staff emphasised that home students get a more accurate picture of who international students are when they share work and life experiences, as in Byram (2018). They also talked about student diversity providing both staff and students with opportunities to move beyond their taken for granted perspectives by exposing them to the experiences and ideas of others. Classroom diversity and informal interactions between different groups of students encourage a different

level of learning and increase awareness of global and cultural issues that would not otherwise be encountered.

Students have opportunities to confront their own stereotypes on a whole range of racial, ethnic, social, and political issues. Exposure to new cultures and world views helps students to develop critical thinking skills and cross-cultural competences, which are useful preparation for the world of work either at home or abroad. This includes learning to accept differences, find commonalities, participate, and take an interest in the wider social world. Staff also benefit from sharing diverse perspectives and fresh ideas in relation to their own discipline. They might also be able to set up research collaborations with international students and staff in other countries.

These findings mirror those described in other recent studies (Crosling, Edwards & Schroder, 2008; Sawir, 2013; Vinther & Slethuag, 2015), providing more evidence from this institution in Wales that academic and support staff are mostly positively oriented towards internationalisation of the curriculum, believing that intercultural diversity has the potential to deliver multiple benefits to academic and wider communities including a more stimulating social and working environment.

There were some noticeable differences between departments in terms of whether internationalisation is viewed in terms of improving professional skills and attributes, or in terms of developing global citizenship and multicultural perspectives. This reflects work carried out by earlier scholars (Trice, 2005; Clifford (2009); Sawir, 2011; Agnew, 2012; Warwick & Moogan, 2013; Leask, 2013). Professional attitudes and skills were emphasised in Psychology, whereas global issues were considered important in Environmental Science. Internationalisation looks different in different disciplines and its perceived

benefits are related to professional considerations and what is required by the discipline.

Nevertheless, staff in all departments were keen to promote the sharing of different perspectives and knowledge as part of their teaching. Disciplinary communities are enriched by scrutinising their own assumptions and debating alternative ideas, and this is more likely in diverse groups where many assumptions are not held in common. These pro-diversity views might be unconsciously linked to the desire to avoid appearing racist, parochial, or small-minded (Robson & Turner, 2007), as well as an effort to disguise actual financial motivations, but there does also seem to be genuine enthusiasm among participants in this study for the promotion of cross-cultural learning and skill development.

Staff talked about the ways in which they had transformed their academic practices to accommodate international students and how these changes also benefitted other groups of students. They also described how they had been personally changed by the experience of teaching students from diverse cultural backgrounds. This suggests some degree of "transformation of the academic self" (Sanderson, 2008) and that staff are already demonstrating qualities and characteristics of the "ideal lecturer in the international classroom" (ibid). Staff are also familiar with the widening participation agenda and several participants made explicit comparisons between how they would deal with non-traditional or disabled students and international students.

The benefits of diversity are more likely to be positive and visible when staff make active efforts to use it to enrich their teaching and take advantage of opportunities to capitalise on the cultural capital of their students. Being culturally sensitive and aware of different cultural values and backgrounds can

facilitate more effective teaching and learning, as teaching becomes more student-centred and has social justice and inclusivity as its goal (Caruana, 2011) It might indeed be argued (Caruana,2010) that academic staff are already merging their approaches to internationalisation with previously held attitudes and practices regarding equality and diversity issues, using their professional knowledge and skills in assimilating non-traditional groups of students and making reasonable adaptations to overcome challenges associated with underdeveloped academic skills and cultural dissonance.

Some staff commented that international postgraduate students are more hard-working, disciplined, and respectful when compared to home students, and can have a positive, motivational impact on the overall learning environment. This comparison has been made by academic staff in previous studies, who have also cited this as one of the principal benefits of teaching international students (Barron et al., 2010). Staff at this institution share the view that some international students are outstanding. Participants also value opportunities for professional networking globally as well as the spread of research collaborations across cultures.

The obvious financial benefits of internationalisation were also referred to in several interviews and job security, student recruitment and departmental survival were uppermost in some participants' minds. This might suggest more trans-actionist attitudes in which internationalisation is seen as a necessary but unfortunate consequence of current overprovision in UK HE (Green & Mertova, 2016). It would be inaccurate to separate staff job security from other benefits, as the work of transforming academic culture cannot be achieved without the presence of a diverse student population; recruitment may even drive change even more than personal orientation.

Challenges of internationalisation

It is worth stating that most participants in this study elaborated in far greater detail about the various challenges of internationalisation, describing many of the same issues that have been reported by staff in other institutions (Robertson et al., 2000; Trice, 2003; Ippolito, 2007; Turner & Robson, 2008; Harrison & Peacock, 2010). Lack of integration, linguistic difficulties, different expectations, and unsustainable workload are still the dominant themes in the narrative among participants, and for some the combination of these is clearly overwhelming. Lack of integration and meaningful communication between groups of home and international students was one of the principal challenges described by participants in this study as it has been elsewhere (Ippolito, 2007; Sawir, 2013; Harrison, 2015). Staff recognise that some of the main benefits of intercultural learning and global citizenship are undermined by the tendency for ghettoization and students splitting into mono-cultural groupings by default, but this tendency is not easily overcome.

Students have their own reasons for studying at HE and learning about other cultures might not be among them. Staff described home students as being especially reluctant to take risks by working with students from different cultural and linguistic traditions. It is not enough to have students from different backgrounds sitting next to each other in the same classroom for multicultural learning and personal development to occur (Leask, 2009; Cruickshank, Chen & Warren, 2012), and students need to have an authentic purpose to collaborate, which becomes the focus of shared work undertaken with equal status. Staff try to actively promote meaningful interactions between students, but despite their best efforts, home students often prefer to work only with those internationals who have the strongest language skills for fear of having to provide additional support or lose marks. This tendency to conflate language deficiency with cognitive ability, cultural know-how and academic skills, and the perceived threat

to academic success, has been remarked on previously (Harrison & Peacock, 2010). Different expectations regarding taking responsibility towards own learning and being more demanding of staff might be other reasons why international students are left to fend for themselves.

Academic staff are not automatically experts in stimulating intercultural learning and meaningful relationships between students from different backgrounds their experience comes from being confronted with multicultural classrooms and whatever they have been able to glean from discussions with colleagues. Moreover, there is little preparation or training for students in how to navigate intercultural settings (Caruana & Ploner, 2010) or how to experiment with different social roles or make decisions informed by new perspectives and relationships (Gurin et.al., 2002). Some home students arrive at university with very limited experience of meeting and engaging with other cultures, and this is especially the case where institutions disproportionately serve the local community.

Home students cannot be blamed for their seeming lack of interest in developing intercultural relationships or for deciding to go with what is easy when choosing who to befriend or work with (Harrison, 2015). Worries about "political correctness" or offending students from different cultural backgrounds make it simpler to stick with manageable social situations. Staff witnessed that groups of international students also tend to stick together and avoid interactions with other nationalities. This is especially the case when large cohorts come from the same ethnic background. Non-integration is not unique to institutions in Wales but has also been remarked upon by researchers in the USA, Australia, and New Zealand: as students become more familiar with the cultural features of their new context, they are more likely to make friends and explore new perspectives (Caruana, 2011). However, this failure of groups of students to mix and share their worldviews is frustrating and disappointing for academic staff in this study who

see developing intercultural skills as one of the principal benefits of internationalisation and widening participation.

Repeated references were also made to a lack of participation in group activities by some international students. Unwillingness to engage in discussions, to ask or even to answer questions were descriptions given by staff in several departments, which causes them irritation, disappointment, and even nostalgia for the joy of having lively class discussions. The ability to engage in dialogue is a defining element of teacher/ student roles in the UK, and a key element of the western Socratic tradition, so that students who are reluctant to speak, offer opinions, be critical or contribute to group work activities might be regarded as "difficult" students and lacking in essential skills that need to be taught (Ryan & Louie, 2007). Staff in British universities value spontaneity of dialogue and the active interrogation of ideas and phenomena (Murray & McConachy, 2018), they expect all students to take an active role in co-creating knowledge in the classroom and are likely to be frustrated when this is not the case. Moreover, it is often hard to know the reasons for such reluctance or how to design appropriate responses.

A lot has been written about the so-called passivity of Asian learners, although this is no longer considered to be an adequate explanation for the complex differences between student learning behaviours (Tsui, 1996; Cheng, 2000). Nevertheless, some groups of international students are unfamiliar with participatory styles of learning, which when combined with different cultural and linguistic background knowledge, might mean they are less able to contribute or participate in discussions. The cultural capital that students bring with them affects their ability to adjust to a new learning environment, and there is also the common fear of speaking in public that affects many individuals, including some other non-traditional learners. Pedagogies and traditions regarding critical argument and dialogue are inherently cultural, and many international (and home)

students need additional support to adapt to these UK norms and practices. However, the inability to engage immediately in discursive practices can limit opportunities to establish positive working and social relationships, and home students (and staff) can easily mistake the culture shock experienced by international students as a lack of willingness to integrate or participate in activities (Ryan & Viete, 2009).

International students often bring a great deal of professional and life experience and have communicative competence in several languages, but if they are unable to share their ideas readily, they can be made to feel rejected and marginalised, making it even harder to communicate. Staff try to create safe spaces and encourage participation, but in some cases, they report that it is too difficult to teach home and international students together in the same class. Inadequate language skills often cause considerable challenges, not only in terms of students taking part in discussions but also being able to follow instructions, understand general communication, specialist terminology in lectures and background reading material. Some staff spoke about having to stop and explain every word, often resulting in a big change in their pace of teaching.

UK academic staff have traditionally been able to choose their own pedagogies to communicate knowledge and research, which in most cases, includes lectures and tutorials. Lectures cause additional problems, they are efficient for transmitting a lot of information to a lot of people in a short space of time, but often ineffective for exploring the ideas, experiences, and knowledge that students from diverse backgrounds bring with them. Lectures may even exclude and alienate some groups of students, some of whom may have previously thought of themselves as competent English-language speakers but who cannot keep up with the fast-paced delivery of specialist and idiomatic content (Ryan & Viete, 2009). Recognising this difficulty, some staff are already making more use

of workshops and small group work in lectures to enable students to share in discussions. Cultural anecdotes, metaphors, local knowledge, and examples from British culture have also been identified as an additional challenge for some international students, and lecturers try to monitor their own language and give feedback to colleagues, but it is hard to avoid cultural references altogether.

Academic staff add multicultural examples and case studies to lecture content to engage students from a range of diverse backgrounds, but this may still not be enough to overcome linguistic or cultural difficulties and, in some cases, might even be described as merely "tinkering around the edges of pedagogy", allowing academics to make a nod to internationalisation, without having to introduce radical changes to the overall design or outcomes of programmes (Clifford & Montgomery, 2011; p15). Incorporating multicultural content and giving students time and space to express themselves are ways of encouraging a sense of belonging and of having something worthwhile to contribute, but this is not the same thing as changing the curriculum or redesigning courses.

Some staff would prefer to have students with stronger language skills, and in this study, several participants called for the institution to set higher entry language levels to ensure that only fluent speakers of English (or Welsh) are admitted. They admitted that it is often hard to tell from IELTS scores or previous qualifications what students' language and academic skills will be like, although that there are times when students are admitted when there are clear signs that they will struggle to cope with the level of work required. It is not only international students who are admitted onto programmes without the necessary skills, but it is often easier for staff to check the previous education of home students. This discourse of deficiency still surrounds international students so that, rather than embrace the cultural and linguistic diversity that these students bring to UK HE, they are often identified as remedial users of academic language and norms (Ryan & Viete,

2009). Describing linguistic and cultural repertoires as falling short of expected norms is imposing cultural normativity on all groups of non-traditional learners (Preece, 2015).

Teaching through the medium of English is essential as there are many different nationalities as well as home students in the audience, but staff do show some sensitivity towards linguistic diversity at this bilingual institution. International students can use their own languages to discuss concepts before feeding back in English, and staff are willing to reduce content, repeat key concepts and provide written reinforcement to help students comprehend programme material. Nevertheless, it is hard for individual academics to cater properly for the language needs of many of their international students, which causes concern when they see students struggling.

Academic writing also causes difficulties. The 3000-word essay is still the dominant assessment method on many programmes, together with longer dissertations, which require considerable skills in terms of synthesising and collating information from various sources. Academic writing difficulties are not unique to international students and some international students are the best writers, according to staff in this study. All students, regardless of linguistic, cultural, or national background, need to learn "academic writing" as a skill, and development of this skill should not be considered remedial or stigmatized, but should be viewed as a positive process. There are many parallels between teaching international and non-traditional home students, as well as some important distinctions (Taylor & Scurry, 2011).

Students who have not written structured essays or dissertations before, need extra support in learning how to approach these genres and to learn how to reference other writers whilst at the same time avoiding plagiarism and unfair

practice. Academic writing skills can take many years to learn so that some students do not reach the required level during a one-year Master's programme and would benefit from several years postgraduate study in the UK.

The debate about whose responsibility it is to teach academic writing skills depends on whether this is seen as a component part of academic programmes or as an add-on for specific groups of non-traditional students. An integrated model assumes that academic literacy cannot be divorced from content and that all students benefit from some level of support with academic writing (Warren, 2002). As competition between institutions for students is intensifying, more and more international (and home) students are recruited who lack the appropriate skills for postgraduate study and require extra support. According to some participants in this study, it is too time consuming for them to teach academic writing skills in addition to subject content. Nor is there enough support at the institution to help everyone, and there are too many students needing this help.

Giving international students detailed oral and written feedback on written work, particularly in the first semester, helps them to learn academic conventions, although comments such as "more criticality needed" or "develop arguments with evidence" can be difficult for students to decipher. Research shows that timely feedback can assist students to become better writers (Qu & Brooks, 2010). Staff spoke about some international students expecting more help than is realistic for them to provide, demanding model answers and wanting feedback on every draft, thereby posing an "unsustainable burden", as in Robson & Turner (2007). At postgraduate level in the UK, all students are expected to become independent learners, nor is it fair to give some individuals too much extra help. Unrealistic expectations create difficulties for staff, who need to set clear boundaries for international students to learn what is their own responsibility.

Teaching students to be more critical in their analysis also takes staff time and resources. Critical evaluation is a requisite skill at postgraduate level, although

criticality exists in a cultural context and the power distance in some cultures does not allow sources of authority, such as teachers or published authors, to be interrupted or questioned. Some international students therefore are quite unfamiliar with the notion that knowledge is contingent and that all published sources, regardless of their authors, can be subjected to rational scrutiny. These students need to be taught that it is normal and safe to criticise or disagree with somebody else's opinion (Hui, 2005). Slavishly following written and spoken authorities and being over-dependent on sources can also lead some students to commit inadvertent plagiarism. The issue of plagiarism is a growing problem in universities across the UK (The Guardian, 29th April 2018), and does not only involve international students. Whether deliberate or inadvertent, plagiarism leads to high volumes of re-sits and re-assessments, creating additional work and pressure for both staff and students.

These tensions between recognising that some students need additional support with assignments but also wanting to develop learner autonomy and maintain academic integrity have been discussed elsewhere (Brown, 2007; Vinther & Slethaug, 2013). Most staff approach these complex situations using their own professional expertise and experience. Awareness of different educational traditions and recognising that procedures and standards for assessing performance are to a large extent culturally defined have been described as essential attributes of the "Ideal Lecturer for the International Classroom" (Sanderson, 2012). However, working out the best strategies for helping international postgraduate students with their assignments is not always straightforward, as shown by Skyrme & McGee (2016), and Murray & McConachy (2018). Providing additional support and signposting to specialist services are some of the main strategies that staff currently employ.

5.3: Summary of staff experiences

The experiences and perceptions of staff in this small-scale study demonstrate that internationalisation is adding many benefits to educational programmes and activities, but also creating substantial challenges for many staff. In some cases, the challenges appear to outweigh the benefits, and participants expressed concern about how they would be able to cope if numbers of international students continue to increase. The combination of academic, linguistic, cultural, and pastoral challenges associated with teaching and supervising international postgraduate students, together with a lack of training and inadequate support mechanisms, mean that some staff are already feeling overwhelmed and anxious about this situation is going to develop. As academic and support staff become increasingly over-burdened, they may be less able to find time to develop transformative approaches to internationalisation, which can move the intercultural agenda forward.

5.4: What are staff attitudes towards internationalisation?

This study has identified a typology of staff attitudes ranging from those not feeling able to make many changes to their pedagogy to others wanting to adopt a completely new approach. There are also mid-positions concerned with meeting students halfway and being fair to all students. The aim of this research was not specifically to test out previous conceptual frameworks relating to academic staff attitudes, but to use these to analyse and explore findings in a new context. Previous writers have distinguished between student-centred and teacher-centred approaches (Zepke & Leach, 2007), or between trans-actionist or trans-formalist attitudes and methodologies (Green & Mertova, 2016). A continuum from "symbolic observance" to "relational participation" has also been suggested as a way of making sense of staff responses to internationalisation in HE (Caruana, 2011).

The findings from this study support several of these claims but also add further dimensions, staff attitudes cannot be neatly categorised but include aspects of several positions. Individuals can have trans-formalist attitudes and beliefs, including a personal orientation that is sympathetic to multiculturalism and which values the place of internationalisation in their discipline, but at the same time, respond by making mostly small-scale pedagogic changes and employing remediation strategies. Noting the financial aspects of internationalisation in terms of student recruitment and job security is not inconsistent with trans-formalist attitudes.

According to the Green & Mertova framework, trans-formalists value the place of internationalisation in the curriculum and see it as an inherent part of their disciplines. Trans-actionists, on the contrary, do not feel that internationalisation is an important addition to their subject (2016, p11). In this study all participants spoke about the vital importance of including global perspectives and knowledge both in the curriculum and in their discipline, for themselves as academics but also as an essential element of their responsibility towards teaching students to live and work in an increasingly multicultural world. They talked about the ways in which internationalisation benefits all students and prepares them for their future careers. Even those who emphasised the financial aspects of having international students also stressed these important benefits of diversity in the classroom. There were no staff who considered this additional perspective unimportant.

Philosophical beliefs about the value of diversity shapes pedagogic practices, and trans-formalists have an expansive, innovative pedagogy that is intentionally designed to foster intercultural learning and make links between global and local contexts. This is in contrast with the trans-actionist focus on remediation

techniques, to enable international students to catch up and be on a level playing field (Green & Mertova, 2016). Trans-actionists emphasise the additional workload in providing support and regard this primarily as the responsibility of the institution. Participants in this study certainly referred to the need for remediation and additional support, and talked about scaffolding, signposting, sending students to Study Skills and lots of extra tutorials. Even those who were most enthusiastic about the benefits of diversity described their practical adaptations partly in these terms, and there were fewer examples of expansive pedagogy in staff accounts.

This does not, however, mean that most academic staff at this institution have adopted a trans-actionist, teacher-centred position, in which they only need to make small-scale changes to their teaching practices. Staff attitudes to making changes also reflect pragmatic considerations about how realistic it is to introduce new programmes and what time is available. Participants described making changes that allowed them to meet students halfway, to just be inclusive, using flexible modes of delivery and alternative assessments, which allow for a greater chance of success for all students, not just international students. These strategies demonstrate how staff are adapting their pedagogies to ensure student backgrounds are catered for and their contributions recognised and valued.

Moreover, some participants described how responding to challenges in a multicultural classroom had encouraged reflection, the acquisition of knowledge and strategies that could be used in other contexts. Teaching international students had helped them to reconsider their teaching perspectives and improve practices, including aspects such as organisation of groups, lecturing style, and strategies to encourage integration and participation. Staff were also keen to learn more about their students' backgrounds and cultural traditions and wanted to offer support to students who they recognised as having additional challenges.

These efforts might appear trivial rather than expansive, but they demonstrate pragmatic and empathic responses. The ways in which staff approach internationalisation are inextricably linked to the language and practice of equality and diversity, based on a sense of empathy, inclusivity, and social justice (Caruana, 2010). Inclusivity is a high priority for most academic staff, and they are concerned with being fair and improving the learning environment and educational opportunities for all students in their departments, regardless of cultural background or additional learning needs. Disability discrimination legislation and the widening participation agenda in HE means that this set of beliefs is already embedded in many academics' policies, practices, and processes. It is therefore no surprise that staff use this language to describe and frame their pedagogical responses to internationalisation. It is also plausible that staff might combine trans-formalist attitudes to diversity with inclusive, remediation behaviours.

Personal orientation affects staff responses to internationalisation, and this varies across departments and individuals according to the literature (Trice, 2005; Clifford, 2009). There may also be significant differences between staff working in the same departments, as has been noted previously (Green & Mertova, 2016). Individual responses are inevitably contextualised and shaped by professional identities and positions, including the position of individuals within departments, and departments within the institution. Attitudes are also influenced by the attitudes of colleagues, types of work responsibilities and numbers of international students on programmes. Staff responses to internationalisation are based on self-reflection and evaluation, in addition to institutional, local, national, regional, and global factors, as suggested by Leask (2013).

Personal orientations were observed among participants in this study. Individuals spoke about the ways in which their approaches were influenced by experience of working abroad and speaking other languages, as well as working with

international collaborators and other work commitments. Most staff at this institution operate bilingually in English and Welsh so can readily appreciate the importance of making linguistic diversity visible and providing appropriate language support services, this was talked about in several interviews. There were often clear differences between individuals in the same department, suggesting that individual positions are indeed more relevant than departmental trends, and there are "internationalisation champions" working across the institution.

Academic staff are not neutral players in the process of internationalisation, and the degree to which individuals feel that it is their responsibility to adapt their practices is a personal decision, based on factors such as teaching experience, knowledge of other cultures and philosophical value systems concerning intrinsic purposes of HE and the role of academics in shaping society, as suggested by Fanghanel (2012). In this study, those who expressed most enthusiasm for internationalisation were also those who made links to their international and intercultural experience which gave them confidence to teach in multicultural settings. Others were motivated more by feelings of empathy and admiration for students working in a second or third language, making the transition to an unfamiliar academic environment often with inadequate support.

Trans-formalists and trans-actionists are also shaped by disciplinary cultures, and there were clear differences in this small-scale study between departments in terms of the types of benefits and challenges discussed, as well as strategies employed. Academic staff are concerned with helping international (and home) students develop relevant disciplinary skills and knowledge, this might mean attitudes of openness, tolerance and sensitivity in some cases and critical thinking in others. Disciplinary requirements affect the ways staff perceive the benefits of internationalisation, so that linguistic diversity or global awareness of environmental issues are valued differently. Departments also vary hugely in terms of the numbers and diversity of their international student (and staff)

populations, which has a significant impact on individual perspectives and practices.

Disciplinary differences might predispose individuals to take a trans-actionist or trans-formalist stance in theory, but classroom behaviours and pedagogic strategies are mostly self-initiated. Staff in all departments reported making some changes to their pedagogy to accommodate international students' diverse backgrounds and learning needs, as well as to promote inclusivity and multicultural learning.

Despite an overall positive orientation, however, for some staff there are still too many challenges arising from internationalisation and a lack of time and resources to achieve success. The drive to market programmes to increasing numbers of students at the same time as maximising retention and student outcomes creates an intolerable workload in some cases. Participants complained about spending inordinate amounts of time supporting international (and home) students, which impacts on time available for research activity and course development. In these cases, staff might reasonably feel that their autonomy and academic integrity is being undermined by changes simply foist upon them (Warwick & Moogan, 2013).

Moreover, the lack of opportunities to share best practice means that academic staff are left to work out how to respond to internationalisation with limited training or guidance (Robson & Tuner, 2007; Barron et al., 2010). As numbers of international students and other groups of non-traditional learners increase, it becomes increasingly relevant for staff to transform pedagogic practice, but this cannot be achieved without adequate resources and support. Developing new programmes to suit international students or adding intercultural components to existing courses requires a deeper level of commitment by academic staff and curriculum designers, but this is important so that all students are encouraged to engage critically with text and theories, peers and teachers, knowledge, and

experience, to produce new information from their diverse, multiple perspectives (Caruana, 2011, p.6). Developing cross-cultural competences must be interpreted into practical techniques to promote equity and integration in classrooms.

Although staff feel sympathy for international students and want to offer support, at the same time they are not all experts in delivering multicultural education and it is also hard for staff to distinguish between linguistic, cultural, or pastoral difficulties. Most participants in this study had worked out strategies and techniques by themselves, or in collaboration with colleagues, through a process of trial and error. In one department, top tips for teaching international students had been discussed at a teaching and learning staff forum. Apart from this there was little mention of specific events aimed at sharing good practice in relation to internationalisation or promoting intercultural competences. Most staff make use of their professional experience and personal values, including knowledge of working with students with additional learning needs. These insights reflect work carried out by Schartner & Cho (2017) which describe staff approaches to internationalisation as largely well-meaning, sporadic, and un-coordinated.

Participants acknowledged their lack of knowledge about students' cultural and academic backgrounds, they have mostly not visited countries that students are arriving from. They requested support from local specialists who have the relevant skills and knowledge. As suggested by Barron et al. (2010), an informal network of guidance and advice from local experts is often more effective than formal training events. Cultural awareness training might involve international academic staff working at this and other UK HE institutions, who could support institutions in their efforts to internationalise (Minocha, Shiel & Hristov, 2019) by giving their perspectives on curriculum development and pedagogic practices. Knowing about methods of teaching and learning in other countries might help

to explain some of the gaps between staff expectations and student performance in the UK.

5.5: Summary of staff attitudes

These findings provide a fine-grained analysis of staff attitudes across seven departments at one HEI in Wales. Staff engagement with internationalisation has been characterised by Green & Mertova (2016) as broadly transformative or trans-actional, but these are not mutually exclusive goals. Individual staff may be keen to embrace intercultural learning and incorporate new cultural paradigms and practices into their pedagogies, and at the same time they are also concerned with keeping their jobs and recruiting students. The binary between trans-formalists vs trans-actionist attitudes is over-simplistic and does not accurately reflect the views held by most participants in this study.

There is naturally a wide range of staff responses to internationalisation, and individual academic staff have a range of attitudes about how far to adapt to internationalisation, and whose responsibility it is to do so. Some participants in this study some staff were clearly more overwhelmed and frustrated than others by the challenges that internationalisation brings and expressed a degree of cynicism about institutional motivations for recruiting international students. They talked about current workloads being unsustainable and wanting to change job roles, there were also concerns about academic standards being lowered and the quality of the institution being affected. Vocal opposition was expressed to lowering entry levels or recruiting international students for purely financial gains, and the suggestion was made that the burden of teaching and supervising international students should be distributed more fairly. Some staff also expressed concern for the mental and physical well-being of students who are accepted onto programmes without the requisite skills and face a range of overwhelming pressures. Trauma experienced by international students has been well-documented (Jin & Cortazzi, 2006; Turner, 2006; Cross & Hitchcock, 2007), and

results in staff taking on pastoral responsibilities in addition to their academic duties (Brown, 2007).

Nevertheless, there was mostly positive acceptance by staff in this study of the potential benefits of internationalisation, which reflects findings in recent work by Skyrme & McGee (2016). Staff attitudes towards internationalisation, the ways in which staff perceive its benefits and challenges, and strategies employed to respond, are similar in many respects to their responses and beliefs about widening participation (Caruana & Ploner, 2010).

Widening participation is concerned with the degree to which non-dominant groups are represented in classroom practices (Forlin, 2004). This might extend beyond national borders to include under-represented groups of international students. Institutions frame both groups as adding diversity and value to their global and local reputation, and both groups are sometimes regarded as in some ways deficit and lacking in linguistic or cultural capital, so that they need to adapt and become more like traditional students (Taylor & Scurry, 2011). Both groups are associated with needing additional help to develop appropriate academic writing skills (Preece, 2015).

However, there are likely to be different issues associated with widening participation and international students, and the ways that academic staff approach teaching these distinct groups of students therefore might also vary. There are different routes into university for both groups of students and the fees are also unequal, the risks and benefits associated with participation in HE may also be unequally distributed.

Home and international students have overlapping yet different reasons for going to university. Some international students have been described as cultural consumers (Molesworth, Nixon & Scullion, 2009), and as an acquisitive, omnivorous middle class who are paying high fees, and choosing which country

to study in, partly for the social and leisure experience, making an investment in themselves and expecting a high return, but enjoying a sojourn in Europe as a marker of their privilege. Other international students borrow large sums of money for this experience but still expect a degree from the UK to be worth the risk. On the contrary, home students from non-traditional backgrounds often come from the local area and are planning to stay and work locally, they might have limited experience of travelling and be uninterested in making friends with international students.

Moreover, what students are expecting from the experience is often very different. Getting a degree through the medium of English is a common motivation for international students, so that these students might be disappointed when they discover that some classes are predominantly international, rather than home students.

Parallels clearly exist between groups of international students and other groups of non-traditional learners, as well as important distinctions, and there are compelling reasons why staff should use standard approaches when teaching heterogeneous, multicultural classes, rather than specific techniques for non-traditional learners and international students. Home students may be just as nervous to participate in class discussions and might also need support to adjust to prevailing academic and linguistic norms and styles of communication in UK HE (Gayton, 2020). Students bring different cultural, economic, and linguistic capitals with them to HE, some of which may deviate from those that UK staff are most familiar with (Preece, 2015).

It is clearly a significant commitment for institutions to be able to satisfy their priorities to internationalisation and widening participation simultaneously, but by merging these two intersecting agendas of competing local and global identities staff and institutions should be able to develop a range of pedagogical strategies and interventions that work for both. Concerns have been expressed

that diverse cultural and ethnic identities might come to be prioritised by institutions more than other issues such as gender and disability, allowing the market-driven internationalisation agenda to dominate more socially responsive policies of widening participation (Caruana & Ploner, 2010; Gayton, 2020). Funding cuts in UK HE may mean that under-represented groups of home students are further disadvantaged, and more places become available for full fee-paying international students, although this is not what many academic staff would regard as the fundamental purpose of HEIs.

A philosophical commitment to equality and diversity may however be extended to diverse groups of international students, whose economic contributions can also help an institution to fulfil its commitment to wider social roles. Academic staff in this study were not shy about referring to this financial dependence, or the part played by international recruitment in keeping departments afloat.

5.6: What pedagogical strategies and adjustments do staff employ to accommodate their international students?

Academic staff employ a range of practical strategies and techniques to adapt to international students. Moreover, they have moral agency and can take independent and purposeful actions to bring about curriculum and pedagogic change. Taking ownership of this process gives a sense of academic independence, autonomy, and integrity, and limits negative feelings that changes have been imposed and are unwelcome (Crosling, Edwards & Schroder, 2016). Practical teaching behaviours may reflect staff attitudes about the benefits and challenges of internationalisation as well as the extent to which multicultural goals have been successfully embedded in course content and learning outcomes. Teacher-centred methods might offer less opportunity for the benefits of diversity to be realised, unlike interactive discussions and workshops; some staff might

also feel less able to make changes to their pedagogy or consider the benefits not worthwhile.

Finding a set of strategies that works takes time and requires significant commitment, especially for newer members of staff with less experience, but most participants in this study had settled on a range of strategies and techniques that were working reasonably well. Many of these techniques have been written about elsewhere (Robson & Turner, 2007; Crose, 2011; Sawir, 2013). Individuals with different personal values and working in different departments are using similar strategies. Even those staff who felt that it was not necessary to change much reported making numerous adjustments to their teaching and assessment approach.

Although many of these are small-scale innovations, holistically they could be said to represent "trans-formation of the academic self" (Sanderson, 2008). Course content has been adapted to reflect multicultural viewpoints and a range of case studies and examples from different backgrounds incorporated, teaching methods have been re-structured, including the amount of speaking time and introduction of more pair and group work. Video recordings and written handouts are routinely used, alternative assessments created and marking criteria adapted. Orientation and induction sessions are timetabled explaining UK academic expectations and norms, and Study Skills and English language sessions are signposted for students to get extra help.

Many of these scaffolding and signposting techniques are the same as those used for other groups of non-traditional learners (Barron et al., 2010). Indeed, staff made explicit reference to using the same techniques as they had already developed in response to the widening participation agenda. The intention is to develop students' academic language skills alongside disciplinary content, and to ensure all students learn about UK academic conventions, such as independent learning and group participation (Arkoudis & Tran, 2010; Cross & Hitchcock,

2007). This response to internationalisation has been described as an assimilation approach, continuing the 'westernisation' of teaching practices and predominance of the existing curriculum (Caruana & Hanstock, 2008), rather than the creation of a genuinely new, internationalised curriculum.

Assimilation and commitment to equality and diversity are not the same thing as incorporating international and intercultural dimensions into all aspects of the curriculum, as well as the learning processes and support services of programmes (Leask, 2009). Recruiting students from a wider range of backgrounds needs to be complemented by meaningful classroom and informal interactions to stimulate the sharing of knowledge and values. Participants in this study complained about insufficient time or resources to make further adaptations or explore the cultural benefits of internationalisation- time is not allocated for this purpose and individual efforts go unnoticed. Moreover, there are limited training opportunities for staff to share expertise at this institution, as noted elsewhere (Robson & Turner, 2007; Barron et al., 2010). Departments are at different stages of internationalisation and have varying amounts of experience, but this experience is not often shared. Participants talked about the need for cross-disciplinary discussions to share best practice, as part of their continuing professional development. Valuing the work that is already being done and positioning internationalisation as a whole institution endeavour, rather than the responsibility of a small minority of interested "champions" has been emphasised by others (Leask, 2009; Jones & Killick, 2013; Green & Mertova, 2016). Models of internationalisation highlight the crucial role played by academic staff, but some of the challenges associated with internationalisation require additional input, so that dedicated specialists and resources are also needed.

Interdisciplinary discussions and discussions with international academics, or those who have worked abroad, might also enable UK academics to increase their awareness of new ideas and explore epistemological beliefs, leading to

innovations in classroom practices and improved techniques for intercultural learning (Cross & Hitchcock, 2007). International academic staff currently represent 29% of UK HE's academic body (Universities UK 2017), and 18% at this institution, which is a sizeable number of potential experts, and failure to utilise this expertise might indeed be illustrative of a general lack of inclusivity and slowness to respond to the needs of an increasingly multicultural student and staff population. Internationalisation at Home should not exclude learning for staff, and where there is a willingness across the whole institution to learn about students (and staff) from other countries, the process of intercultural learning is enhanced and the institution becomes an internationally minded community, rather than simply an institution with an increasingly large number of international students (Volet & Ang, 1998).

5.7: Summary of pedagogical strategies

The evidence from this study therefore suggests that staff are making use of a range of pedagogical strategies and adjustments that work to promote equity and fairness for all students, rather than strategies for specific groups. Many of these techniques are related to remediation and helping students to acquire the skills necessary to make the transition to UK HE. Further support and cultural awareness training are needed for staff to fully explore the transformative potential of their multicultural classrooms.

Links with widening participation suggest that the main motivation for staff is to establish an inclusive learning environment that takes account of diverse backgrounds and prior learning experiences, and at the same time allows all students to "get up to speed" as soon as possible. Academic staff value principles of equity and diversity, being fair and providing equal access to learning opportunities for all students, from a range of cultural, ethnic, religious, and socio-economic backgrounds (Caruana & Ploner, 2010). Assimilation may be

the most obvious approach to internationalisation for many staff, as they regard non-traditional home and international students in much the same way and have therefore adopted a student-centred and inclusive approach to internationalisation, embracing diversity and showing commitment to change. This might not be a massive difference to what was already happening, but the fact that nearly all staff are making some changes to their pedagogy is significant.

Many staff have received some training to develop a range of inclusive pedagogic approaches to teaching students with additional learning needs. On the other hand, they may be less experienced at dealing with challenges arising from internationalisation and have less understanding and insights about the needs of students from other cultures. Nevertheless, the evidence from this study shows that staff are slowly becoming internationalisation experts by experience and demonstrating their intention to focus on growth rather than deficits (Ryan & Viete, 2009). Several participants spoke about needing to go further in internationalising the curriculum and adapting assessments, and in some cases, staff talked about the need for completely different programmes for postgraduate international students.

Awareness of the cultural nature of teaching and learning practices was demonstrated, and the need to re-frame pedagogies, including assessments, to accommodate different ways of knowing and doing. International student contributions are respected and valued, and activities designed to encourage home and international students to work and socialise together, promoting opportunities for reflexive, cross-cultural learning in both formal and informal settings. These initiatives might not be considered as representing a transformative agenda on their own, but, when viewed synergistically, these initiatives suggest that staff are moving beyond mere "technical observance" where the curriculum is simply infused with international case studies (Caruana, 2009, p.9), and towards "relational participation" where changes are based on a dialectical relationship

between teachers, students, and contexts. Most participants expressed their admiration and empathy for the multilingualism and dedication of their international cohorts, using examples from personal experience to make sense of this achievement.

Chapter 6: Conclusions.

This study highlights staff responses to internationalisation in their everyday working practices, and it demonstrates the progress that has been made by individual members of staff and departments towards internationalisation of the curriculum and incorporating multiple perspectives in teaching and learning activities, across a range of postgraduate programmes. There is evidence that home and international students are being encouraged to work together in both formal and informal settings to share knowledge and experience and develop intercultural skills, there is also evidence that staff are adapting pedagogies and assessments to include a wider range of ways of knowing and doing.

Staff attitudes towards internationalisation and the extent to which they are prepared to change their working practices have been previously categorised as either trans-formalist or trans-actionist, striving towards relational participation, or following technical observance, yet the reality is more nuanced than this.

The findings from this study demonstrate that most academics value the place of internationalisation in the curriculum and the addition of both local and global perspectives to their disciplinary knowledge, they espouse a pedagogy that is inclusive and student-centred, without privileging or disadvantaging specific groups, an approach based on empathy and awareness of different linguistic and cultural traditions. These might be described as trans-formalist attitudes and suggest that internationalisation is bringing new values and understandings to the discourse of this academic community.

On the other hand, most techniques and strategies employed by individual staff in response to internationalisation are concerned with scaffolding, signposting, remediation, and breaking learning into manageable chunks, rather than expansive, innovative approaches to cross-cultural learning. Small-scale adjustments providing greater access to UK academic norms and practices may not seem to be genuinely trans-formalist. Moreover, in many cases, academic staff described the remediation and provision of additional support for international students as not being their responsibility, but that of specialist support staff. The belief that academic staff do not have enough time to help students to catch up with basic skills, together with reiteration of the financial necessity of increasing international student recruitment, might suggest trans-actionist sympathies. However, even those participants most distressed about an additional workload spoke about the important benefits of cultural diversity and development of globally sensitive attitudes that all learners need to be able to contribute to a more just and tolerant world.

These mixed messages might be best explained in terms of the broader socioeconomic context in which internationalisation is taking place at this and many HEIs simultaneously with widening participation, so that staff are responding to a complexity of academic, cultural, linguistic, and pastoral issues among both home and international student cohorts. In this context, it makes sense for staff to use similar techniques for supporting different groups of students, rather than devising different strategies for each. Although some staff would prefer to have completely new approaches for teaching international students, there is a strong tendency for most staff at this institution to carry on as before, with the provision of additional support and more structured tools for teaching all students to participate in UK-centric educational tasks and activities.

This is not surprising since academic and support staff are utilising their professional experience and prior knowledge to respond to internationalisation in much the same way as they respond to widening participation. Both agendas are focused on equality and diversity, either at a national or international level, and both are concerned with the inclusion and meaningful engagement of new groups of students into UK HE.

There are however important distinctions between groups of under-represented home students and international students, in terms of their economic status, expectations and motivations, so that using the same pedagogic strategies may not be the most suitable methods for exploring cultural and linguistic capital or the development of cross-cultural skills. Extending inclusivity beyond national borders to have international scope requires institutions and individual staff to have the tools to frame and facilitate student encounters with difference and teach them how to navigate diversity. The marked lack of examples of innovative, expansive pedagogy in this study suggests that further progress is needed to explore intercultural teaching methodologies and culturally relevant materials and assessments. Staff require further training and support to develop cultural expertise, in the same way that they have honed skills to respond to other groups of non-traditional learners. This will be an increasing priority as departments and institutions continue to expand their horizons to include new groups of home and international students.

6.1: Contributions of the study

This study offers a detailed, critical account of the current experience of a sample of academic staff in one such local context, showing how staff attitudes and pedagogic practices have been shaped by increasing internationalisation in their departments: it provides an up-to-date, fine-grained analysis of many of the tensions and complexities that staff are facing in relation to internationalisation,

as well as a variety of pragmatic responses in terms of generating a supportive environment to promote multiculturalism, making accommodations for an increasing diversity of students, and maintaining academic standards. By gathering the perspectives and experiences of staff on the ground, it may be possible to identify developments and achievements that can be used to move the internationalisation process forward. Knowing how staff are responding to internationalisation can inform future policy making and pedagogic decisions.

The influence of internationalisation on teaching and assessment practices within UK HE has not been sufficiently investigated in local contexts, and there are still misunderstandings about what constitutes good teaching of students from diverse educational backgrounds. Examining the practice and expertise of staff at the frontline means that innovations can be disseminated and shared across departments and used to inform staff development. However, this is not simply a localised case study as connections are made throughout with the theoretical background relating to internationalisation at home.

Staff attitudes towards internationalisation have been shown to range from not wanting to change much to adopting completely new approaches, with most staff preferring to just be inclusive and meet students' expectations halfway (Figure 3). These findings reflect trans-formative/ trans-actionist positions described elsewhere but also demonstrate staff commitment to a wider participation agenda which prioritises adjustments that benefit everybody, rather than specific groups of students.

This snapshot of staff attitudes and behaviours can be compared with findings from other institutions and contexts, thereby enhancing validity and reliability. Although institutions vary in the speed and ways in which they internationalise, the general picture emerging from this and other studies is that many members of staff are still only partially engaged with the values and principles of

Internationalisation at Home or Internationalisation of the Curriculum. Many are still making further adaptations to programmes, based on a recognition of the inherently cultural nature of pedagogic practices and assessment methods, but these efforts require a strengthened commitment to discovering more about student backgrounds and cultures, including expectations and motivations for study in UK HE.

Creating a diverse, intercultural environment that prepares students for life and work in increasingly heterogeneous societies depends on improved interactions in classrooms, diversified teaching practices and internationalised curriculum design and assessment methods. Insights into what has already being achieved by staff at this institution may lead to further investigations into ways that internationalisation can proceed. Following this report, publications are being prepared for submission to journals, and recommendations will also be shared with the management team and internationalisation strategy group to provide insights into staff training and support required.

6.2: Limitations of the study

This study offers insight into the ways in which staff at one UK institution are responding to increasing internationalisation in their departments; by so doing it aims to learn more about the general from the specific. This approach gives rise to certain limitations, some of which are inherent characteristics of qualitative research. Firstly, as data was only collected from seven departments at a single, HEI in Wales, findings may not be generalisable to other departments, or indeed to other settings. Further investigation of staff attitudes and practices in other departments and institutions would allow a more detailed comparison to be made. Moreover, participants who agreed to take part were a self-selected sample and might not be representative of the majority; staff in other departments might have different viewpoints and emphases. Nevertheless, the relatively small sample size

means that data has been explored and analysed in depth, with detailed information from individual narratives adding to trustworthiness of findings.

The researcher is also a member of staff at the same institution and teaches international postgraduate students, therefore to some extent sharing an identity, language, and experiential base with study participants. This insider position helped shape the design of the interview questions and subsequent data analysis, and it might also have influenced some participants to volunteer to take part in the study. Being an insider has potential pitfalls and may lead to role confusion at times, even allowing the interview to be unduly shaped by aspects of the researcher's experience rather than that of participants. However, although sharing some commonalities with participants, the researcher is not in the same position as most of the participants and does not have a purely academic role. To increase transparency and openness and overcome possible biases, detailed self-reflective notes were kept throughout the research process. This helped reduce potential concerns associated with insider membership, and by using the same semi-structured interview schedule with all participants, discrepancies and different points of view were emphasised.

In addition to this, international postgraduate students have been treated throughout the data collection and analysis process as if they were a homogenous group, although in each of the departments represented there are postgraduate students from many different countries. However, the intention was to encourage staff to talk about teaching international postgraduate students in general, rather than focus on the differences between nationalities.

Despite these limitations, the research findings presented here aim to provide a trustworthy and credible, up-to-date account of internationalisation as it is currently perceived and experienced by staff at one UK institution. Practically,

the findings were intended to acknowledge the efforts and positions of staff, as well as critically engaging relevant theories and models of internationalisation, which help to situate such efforts.

6.3: Implications for future research

To develop this research further, it will be valuable to conduct further investigations, including interviews and observations with staff in other departments and institutions. Continuing to monitor staff responses and their approaches to internationalisation will maintain the focus on good practice and promote further developments, at this and other institutions. Considering new ways in which intercultural competences and values can be embedded into programmes and pedagogies, possibly without the need for international travel, but making use of international collaborations and partnerships between institutions and individuals, may be based on new pedagogic techniques developed in response to the pandemic.

Capturing the perspectives of international postgraduate students will also add depth and meaning to staff accounts, allowing staff to understand more about the international postgraduate student experience of studying in the UK, their expectations, and motivations for studying in the UK, challenges that they face and ways in which they are transformed by the experience. This could assist in staff understanding more about the benefits of international education, or education with an international perspective, and how these benefits can be more widely shared among all students and staff.

Chapter 7: Outcomes of the research

The data and research findings reported in this study therefore support the following recommendations: some of these are related to staff induction

procedures and Continuous Professional Development (CPD) at the specific institution under investigation; others relate more generally to ways in which internationalisation of the curriculum and multiculturalism can be further progressed across this and other HE institutions.

7:1: Further training and support for staff

Workshops and open forums are needed to enable lecturers to reflect and comment on their experiences and understandings of internationalisation and consider the further development of culturally inclusive pedagogies and practices. Including international academic staff in these training events might provide valuable insights, as they have unique knowledge and expertise of teaching and learning in cross-cultural contexts. Information about staff and student roles, curriculum content and common assessment approaches would especially benefit newer members of staff, in addition to practical strategies for facilitating meaningful interactions and breaking down barriers. Teacher training programmes, such as PG Certificate in Higher Education, should include content relating to the nature of the international classroom and strategies that respect linguistic and cultural diversity. Basic language awareness sessions could also be scheduled, so that staff can learn to say a few words in Chinese or Arabic.

There should also be opportunities to discuss difficulties and challenges in a supportive environment so that staff can talk openly without being accused of prejudice.

7.2: Further internationalisation of the curriculum

A broader consideration of the impact of diversity and cultural backgrounds needs to be incorporated into learning outcomes, pedagogic practices, and assessment methods. Individual staff have begun this process, but time needs to be

specifically allocated for academic developers and course organisers to continue to revise programmes and materials to ensure they incorporate a range of global viewpoints and experiences. The potentially transformative benefits of internationalisation for the whole community should be highlighted and actively promoted across the institution, and initiatives already being carried out by enthusiastic individuals or "champions" of internationalisation be acknowledged, rather than overlooked, so that further efforts are made, and other members of staff are emboldened to be similarly creative in their approaches.

Promoting and disseminating good practice is dependent on senior managers getting involved and supporting staff efforts, as without this visible support, internationalisation becomes too readily dominated by a recruitment agenda.

7.3: Enhanced support systems

When students are recruited onto programmes with inadequate English language or Study Skills, it is the responsibility of institutions to make provision and put the corresponding systems of support in place. This principle is the same for home and international students who might need additional help with academic writing, critical thinking, referencing, note taking, structuring dissertations etc. There are some provisions already in place, but these will need to be greatly expanded as increasing numbers of students are recruited from diverse backgrounds.

Although teaching and learning activities should be planned that emphasize the development of academic skills alongside disciplinary content, the task of teaching all home and international students to speak and write English at the appropriate level cannot be left to academic staff. As the number of students who need significant amounts of additional support continues to grow, it will be necessary to provide considerably more resources and specialist services to

support academic staff in this task. Staff are wary about using up too much of their subject time on teaching language and Study Skills.

Additional support should therefore be provided in the form of:

1. Weekly writing workshops, so that students can take assignments to get targeted support.
2. Additional, compulsory Study Skills sessions for students identified as needing extra help, or those involved in plagiarism or unfair practices.
3. Support staff and language specialists working in departments to assist course tutors in designing tasks and supporting students.
4. Designated Study Skills staff and advisers to work with international students separately to home students.
5. Advisers who can speak to international students about personal issues in their own languages.
6. Foundation programmes or bridging courses, designed to provide the requisite language and academic skills for progressing onto postgraduate programmes, need to be offered more widely.

7.4: Concluding Remarks

Many of these suggestions have been recommended by staff in other institutions: opportunities for cross-disciplinary discussions, more time to adapt programmes and pedagogies, and the provision of appropriate support to develop required knowledge and practices, are key elements of incorporating internationalisation into programmes and across departments at any institution. Staff are not automatically experts at designing intercultural learning tasks even if they embrace the goals of internationalisation at home, and the creation of new epistemologies and practices (praxis) takes time and commitment from

academics, language specialists and support staff, who need to work collaboratively to re-shape the curriculum and make learning more interactive.

7.5: Concluding remarks.

Internationalisation continues to present considerable challenges for academic and support staff even when they are positively inclined towards its transformative potential. Meanwhile the Covid-19 pandemic has radically changed the HE environment for both staff and students. Intercultural interactions between different nationalities are considerably harder online and many students are working in their own homes with limited technology. Covid-19 has highlighted many of the inadequacies and weaknesses of international education, such as exorbitant fees, unequal access to facilities and the need for international travel. Yet there are also new opportunities for growth, and this might be the ideal time for many HEIs to take bolder actions in their approach to internationalisation, including greater online collaboration and engagement between institutions in different countries. Internationalisation is essentially about bringing an intercultural dimension to students' learning; this can be achieved by sharing a diversity of both local and global perspectives with those few students who are internationally mobile together with the 98% of students who are not.

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Appendix A: Ethics Approval Letter

COLEG BUSNES, Y GYFRAITH, ADDYSG A GWYDDORAU CYMDEITHAS
COLLEGE OF BUSINESS, LAW, EDUCATION AND SOCIAL SCIENCES

PRIFYSGOL BANGOR UNIVERSITY

11/12/17

Annwyl/ Dear Sonya Woodward

Yng/ Re: What strategies and adjustments, if any, are already being used by university staff to accommodate postgraduate international students? To what extent are these successful and what more needs to be done?

Diolch am eich cais diweddar i Bwyllgor Ymchwil Moeseg CBLESS.

Mae'r pwyllgor wedi ystyried eich cais, ac fe wyf yn awr mewn sefyllfa i roi caniatâd, ar ran y Pwyllgor Ymchwil Moeseg CBLESS, i chi gychwyn eich prosiect ymchwil.

Dymunaf yn dda i chi gyda'ch ymchwil.

Thank you for your recent application to the CBLESS Research Ethics Committee. The Committee has considered your application and I am now able to give permission, on behalf of the CBLESS Research Ethics Committee, for the commencement of your research project.

I wish you well with your research.

Yn gywir iawn/ Yours sincerely

Dr. Marguerite Hoerger
Chair, CBLESS Research Ethics Committee
Cadair, Pwyllgor Ymchwil Moeseg CBLESS

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Appendix B: Participant information sheet and consent form

Strategaethau ac addasiadau i addysgu myfyrwyr ôl-radd rhyngwladol

TAFLEN WYBODAETH I GYFRANWYR

Rhagarweiniad

Rydych yn cael gwahoddiad i gymryd rhan mewn project yn ymchwilio i wybodaeth a phrofiad staff academaidd sy'n ymwneud â chefnogi myfyrwyr ôl-radd rhyngwladol mewn sefydliadau AU yng Nghymru. Cyn i chi benderfynu p'un a ydych am gymryd rhan neu beidio, mae'n bwysig eich bod yn deall y sail resymegol tu ôl i'r project hwn a'r hyn y bydd yn ei olygu. Cymerwch amser i ddarllen y wybodaeth ganlynol a chysylltwch â'r ymchwilydd am unrhyw wybodaeth bellach sydd ei hangen.

Beth yw diben yr astudiaeth?

Dyma amcanion yr astudiaeth:

1. Darganfod mwy am y mathau o addasiadau sy'n cael eu gwneud ar hyn o bryd i ddarparu ar gyfer myfyrwyr rhyngwladol sy'n astudio ar lefel ôl-radd mewn sefydliadau AU yng Nghymru. Bydd hyn yn cynnwys addasiadau neilltuol yn ymwneud â chynnwys cwrs, cynllun cwrs a dulliau addysgu ac asesu.

2. Rhoi sylw i sialensiau a manteision rhyngwladoli o safbwynt staff academaidd.

3. Goleuo'r ddarpariaeth o hyfforddiant a chefnogaeth briodol i staff i'w galluogi i barhau i ddatblygu eu hymarfer pedagogaidd mewn perthynas â myfyrwyr rhyngwladol.

4. Cefnogi ymarfer wedi'i seilio ar ymchwil drwy lunio argymhellion a all gynorthwyo gyda datblygu gwasanaethau iaith sylfaen neu gyn-sesiynol priodol ar gyfer myfyrwyr rhyngwladol.

Pam y cysylltwyd â mi?

Y rheswm y cysylltwyd â chi yw bod gan eich adran brofiad o addysgu a goruchwylio myfyrwyr rhyngwladol. Mae gan yr ymchwilydd ddiddordeb yn y manteision a'r sialensiau rydych wedi'u profi wrth addysgu myfyrwyr ôl-radd rhyngwladol, a'r math o addasiadau a wnaed gennych chi a'ch adran er mwyn darparu ar gyfer y myfyrwyr hyn. Gall hyn gynnwys addasiadau i ddulliau addysgu, dulliau asesu, cynnwys cyrsiau, cynllun cyrsiau, maint y gefnogaeth a roddir etc.

Oes rhaid imi gymryd rhan?

Chi sydd i benderfynu a ydych am gymryd rhan ai peidio. Os byddwch yn penderfynu nad ydych eisiau cymryd rhan, ni chysylltir â chi drachefn. Os penderfynwch yr hoffech gymryd rhan, dylech lenwi'r ffurflen gydsynio sydd ynghlwm a'i dychwelyd drwy e-bost. Mae hyn yn cadarnhau eich bod wedi derbyn peth gwybodaeth gefndir am y project a'ch bod yn fodlon i'r ymchwilydd gysylltu â chi drachefn i drefnu unrhyw rai o'r opsiynau a ganlyn:

a) I'r ymchwilydd fynd i un o'ch darlithoedd y mae myfyrwyr ôl-radd rhyngwladol ynddi.

b) Cymryd rhan mewn cyfweliad cyfrinachol gyda'r ymchwilydd i siarad am eich profiadau o addysgu myfyrwyr ôl-radd rhyngwladol.

c) Caniatáu i'r ymchwilydd ddod i un o'ch darlithoedd a chymryd rhan mewn cyfarfod cyfweliad.

Beth fydd yn digwydd os byddaf yn penderfynu cymryd rhan?

Gellwch benderfynu a ydych yn fodlon i'r ymchwilydd ddod i un o'ch darlithoedd y mae myfyrwyr ôl-radd rhyngwladol ynddi ac/neu gymryd rhan mewn cyfarfod cyfweliad cyfrinachol ar adeg ac mewn man a fydd yn gyfleus i bawb.

Diben yr ymweliad arsylwi yw galluogi'r ymchwilydd i weld y cyd-destun addysgu a dysgu lle ceir myfyrwyr ôl-radd rhyngwladol. Ni fwriedir iddo fod yn feirniadaeth o ansawdd y darlithio mewn unrhyw ffordd, ond bydd yn canolbwyntio ar y math o addasiadau - os oes rhai - sy'n cael eu gwneud i ddarparu ar gyfer myfyrwyr rhyngwladol, a gall roi golwg ar bethau a fydd yn ddefnyddiol yn ystod y broses gyfweld.

Cynhelir yr arsylwi ar adeg sy'n gyfleus i'r darlithydd a bydd yn para am gyfnod un ddarlith. Ni fydd yr ymchwilydd yn cymryd rhan yn y ddarlith mewn unrhyw fodd, ond bydd yn gwneud nodiadau'n ymwneud â'r gweithgareddau addysgu a dysgu sy'n effeithio ar fyfyrwyr ôl-radd rhyngwladol. Bydd cyfle i gael trafodaeth ar ôl yr ymweliad arsylwi.

Diben y cyfweliad yw clywed am eich profiadau fel aelod staff academaidd gyda chyfrifoldeb dros addysgu a dysgu myfyrwyr ôl-radd rhyngwladol, yn cynnwys rhai o'r sialensiau sy'n gysylltiedig â hynny ac enghreifftiau o'r ffyrdd - os oes rhai - rydych wedi addasu eich dull addysgu i ddarparu ar gyfer myfyrwyr o'r fath. Hefyd, fe'ch holir am eich profiad o unrhyw gefnogaeth neu hyfforddiant a ddarparwyd ac ystyriaethau am gefnogaeth bellach a fyddai'n fuddiol i chi.

Bydd y cyfweliad yn para tuag awr a gall gael ei recordio, gyda'ch caniatâd neu, fel arall, bydd yr ymchwilydd yn gwneud rhai nodiadau wrth fynd ymlaen. Bydd amser ar ddiwedd y cyfweliad i ofyn cwestiynau a thrafod unrhyw faterion pellach y dymunwch eu codi.

A fydd fy nghyfraniad at yr astudiaeth hon yn cael ei gadw'n gyfrinachol?

Cedwir eich manylion cyswllt mewn cronfa ddata gyfrinachol a bydd y wybodaeth y byddwch yn ei rhannu'n cael ei thrin yn gwbl gyfrinachol. Ni fydd eich enw, neu unrhyw fanylion eraill a allai ddangos pwy ydych, yn cael eu

defnyddio mewn unrhyw adroddiadau neu gyhoeddiadau. Bydd nodiadau a wnaed yn ystod ymweliadau arsylwi a chyfweliadau yn cael eu cadw'n ddiogel mewn cwpwrdd ffeilio dan glo ac mewn ffeiliau a warchodir â chyfrinair. Bydd yr holl ddata'n cael eu codio wedyn i sicrhau na ellir adnabod unigolion nac adrannau.

Beth fydd yn digwydd os na fyddaf yn dymuno parhau â'r astudiaeth?

Gellwch dynnu'n ôl o'r astudiaeth ar unrhyw adeg heb roi rheswm. Os penderfynwch dynnu'n ôl ni chysylltir â chi drachefn.

Sut y defnyddir canlyniadau'r astudiaeth hon?

Defnyddir y darganfyddiadau o'r astudiaeth hon i lunio casgliadau ynghylch y mathau o dechnegau ac addasiadau a ddefnyddir gan staff academaidd ar hyn o bryd i ddarparu ar gyfer myfyrwyr ôl-radd rhyngwladol. Gellir defnyddio'r wybodaeth a geir yn sail i ddarparu digwyddiadau a gweithdai hyfforddi i staff academaidd sy'n darparu ar gyfer anghenion myfyrwyr rhyngwladol, yn ogystal â datblygu gwasanaethau cefnogi a chyrsiau iaith sydd ar gael i'r myfyrwyr hyn.

Pwy sy'n trefnu ac yn cyllido'r ymchwil?

Trefnir yr astudiaeth gan yr ymchwilydd mewn cydweithrediad â'i goruchwyliwr, Dr Jean Ware, yn yr Ysgol Addysg, Prifysgol Bangor. Yr ymchwilydd ei hun sy'n cyllido'r ymchwil. Os hoffech wybodaeth bellach yn ymwneud ag unrhyw agwedd ar y project hwn, cysylltwch â'r ymchwilydd neu ei goruchwyliwr gan ddefnyddio'r manylion isod.

Camau nesaf:

Os penderfynwch yr hoffech gymryd rhan, a fyddech cystal â llenwi'r ffurflen gydsynio sydd ynghlwm a'i dychwelyd drwy e-bost.

Diolch yn fawr i chi am ddarllen y wybodaeth hon.

Gwybodaeth gyswllt

Sonya Woodward: s.woodward@bangor.ac.uk 01248 600996
Jean Ware: j.ware@bangor.ac.uk 01248 388233

FFURFLEN GYDSYNIO I RAI'N CYMRYD RHAN

Rhowch gylch o amgylch y TIC neu'r GROES fel bo'n berthnasol yn ateb i'r datganiadau a ganlyn:

Rwyf wedi derbyn taflen wybodaeth yn rhoi manylion am yr astudiaeth hon, ac wedi cael cyfle i drafod fy rhan ynddi ac i ofyn cwestiynau.	√	**X**
Rwyf wedi cael amser i ystyried a wyf eisiau cymryd rhan yn yr astudiaeth.	√	**X**
Rwyf gwybod y gallaf dynnu'n ôl o'r astudiaeth ar unrhyw adeg heb roi rheswm.	√	**X**
Rwy'n hyderus y caiff yr holl ddata a gwybodaeth bersonol a gesglir eu cadw'n gyfrinachol ac mewn lle diogel. Ni fydd canlyniadau'r ymchwil yn cynnwys unrhyw enwau neu nodweddion eraill a allai ddangos pwy yw cyfranogwyr.	√	**X**
Rwy'n rhoi caniatâd i ddarganfyddiadau'r ymchwil gael eu cyhoeddi mewn thesis am radd doethur, trafodion cynhadledd, seminarau ymchwil ac adroddiadau.	√	**X**
Ni ddefnyddir y data a gesglir i unrhyw ddibenion heblaw'r rhai a nodwyd ac fe'u dinistrir ar ôl i'r project gael ei gwblhau.	√	**X**
Rwy'n cytuno i gymryd rhan yn yr astudiaeth hon.	√	**X**
Rwy'n fodlon i'r ymchwilydd arsylwi un o'm darlithoedd a gwneud nodiadau.	√	**X**

Rwy'n barod i gymryd rhan mewn cyfweliad cyfrinachol ar amser ac mewn lle sy'n gyfleus i bawb.	√	**X**
Rwy'n cytuno i recordiad sain gael ei wneud o'r cyfweliad ac y gallaf ofyn am i'r recordiad gael ei stopio unrhyw bryd.	√	**X**
Rwy'n deall y gallaf roi cymaint neu gyn lleied o wybodaeth ag rwy'n teimlo'n hapus i'w wneud.	√	**X**

Mae'r ymchwilydd wedi rhoi gwybodaeth ddigonol i mi am yr ymchwil rwyf wedi gwirfoddoli i gymryd rhan ynddi. Rwy'n deall bod hawl gennyf i dynnu'n ôl o'r ymchwil ar unrhyw adeg. Rwyf hefyd yn deall y perchir fy hawl i fod yn ddienw ac i gyfrinachedd.

Llofnod y cyfranogwr:_____

Dyddiad: _____

Strategies and adaptations for teaching International Postgraduate Students

PARTICIPANT INFORMATION SHEET

Introduction

You are being invited to take part in a project investigating the knowledge and experience of academic staff who are involved in supporting international postgraduate students at HE institutions in Wales. Before you decide whether or not to participate, it is important for you to understand the rationale for this project and what it will involve. Please take time to read the following information and contact the researcher for any further information that is required.

What is the purpose of the study?

The study seeks to:

1. Find out more about the sorts of adaptations that are currently being made to accommodate international students studying at postgraduate level at HE institutions within Wales. This will include particular adaptations in relation to course content, course design, teaching and assessment methods.
2. To make visible the challenges and benefits of internationalization from the perspective of academic staff.
3. To inform the provision of appropriate training and support for staff to continue to develop their pedagogical practice in relation to international students.
4. To support research-informed practice by generating recommendations that can assist the development of appropriate foundation or pre-sessional language services for international students.

Why have I been contacted?

The reason that you have been contacted is that your department has experience of teaching and supervising international students. The researcher is interested in the benefits and challenges that you have experienced in teaching international postgraduate students and the sorts of adaptations that have been made by you and your department, in order to accommodate these students. This might include adaptations to teaching methods, assessment methods, course content, course design, amount of support provided etc.

Do I have to take part?

It is up to you to decide whether or not to take part. If you decide that you do not wish to take part, you will not be contacted again. If you decide that you would like to take part, you should complete the consent form that is attached and return by email. This confirms that you have been given some background information about the project and are happy to be contacted again to arrange any of the following options:

a) For the researcher to attend one of your lectures in which there are international postgraduate students.

b) To take part in a confidential interview meeting with the researcher to talk about your experiences of teaching international postgraduate students.

c) To allow the researcher to attend one of your lectures **and** take part in an interview meeting.

What will happen if I decide to take part?

You can decide if you are happy for the researcher to come to one of your lectures in which there are international postgraduate students **and / or** to take part in a confidential interview meeting which will be at a mutually agreeable time and venue.

The purpose of the observation visit is to allow the researcher the opportunity to gain insights into the teaching and learning context in which international postgraduate students are situated. It is not intended to be in any way a critique of the quality of lecturing but will be focused on the sorts of adaptations, if any, that are currently being made to accommodate international students and may provide insights that will be useful during the interview process.

The observation will take place at a time that is convenient to the lecturer and will last for the duration of one lecture period. The researcher will not in any way participate in the lecture but will make notes in relation to the teaching and learning activities which affect international postgraduate students. There will be an opportunity for discussion after the observation visit.

The purpose of the interview is to hear about your experiences as a member of academic staff with responsibility for the teaching and learning of international postgraduate students, including some of the challenges this poses and examples of ways, if any, that you have adapted your pedagogy to accommodate such students. Also, you will be asked about your experience of any support or training that has been provided and considerations for further support that you would find useful.

The interview will take about 60 minutes and may be recorded, with your consent, or alternatively, the researcher will take some written notes. There will be time at the end of the interview to ask questions and discuss any further issues that you might like to raise.

Will my taking part in this study be kept confidential?

Your contact details will be stored on a confidential database and the information that you share will be treated in complete confidence. Your name or any other identifying details will not be used in any reports or publications. Notes made during observation visits and interviews will be securely stored in a locked filing cabinet and in password protected files. All data will be subsequently coded to ensure that individuals and departments cannot be identified.

What will happen if I don't want to carry on with the study?

You are free to withdraw from the study at any time without giving a reason. If you decide to withdraw, you will not be contacted again.

How will the results of this study be used?

The findings from this study will be used to draw conclusions about the sorts of techniques and adaptations that academic staff are currently using to accommodate international postgraduate students. These insights may be used to inform the provision of training events and workshops for academic staff who are in the front line of meeting the needs of international students, as well as the development of support services and language courses that are available to these students.

Who is organizing and funding the research?

The study is being organized by the researcher in conjunction with her supervisor, Dr. Jean Ware at the School of Education, Bangor University. It is self-funded. If you would like further information about any aspect of this project, please contact the researcher or her supervisor using the details below.

Next steps:

If you decide that you would like to take part, please complete the attached consent form and return by email.

Thank you for taking the time to read this information.

Contact information
Sonya Woodward: s.woodward@bangor.ac.uk 01248 600996
Jean Ware: j.ware@bangor.a.c.uk 01248 388233

PARTICIPANT CONSENT FORM

Please tick the **YES** or **NO** answers that apply to the following statements:

I have received an information sheet giving details of this study, and have had the opportunity to discuss my participation and ask questions.	**YES**	**NO**
I have been given time to consider whether to participate in this study.	**YES**	**NO**
I know that I am free to withdraw from the study at any time without giving any explanation.	**YES**	**NO**
I am confident that all collected data and personal information will be kept confidential and in a safe place. The results of the research will not contain any names or other identifying features.	**YES**	**NO**
I give permission for research findings to be published in a doctoral thesis, conference proceedings, research seminars and reports.	**YES**	**NO**

The collected data will not be used for any purposes other than those stated and will be destroyed when the project is finished.	**YES**	**NO**
I consent to participate in this study.	**YES**	**NO**
I am happy for the researcher to observe one of my lectures and take notes.	**YES**	**NO**
I am willing to take part in a confidential interview at a mutually convenient time and place.	**YES**	**NO**
I agree that the interview can be audio recorded and that I can request to have the recording stopped at any time.	**YES**	**NO**
I understand that I give as much or as little information as I feel happy to.	**YES**	**NO**

The researcher has briefed me to my satisfaction on the research for which I have volunteered. I understand that I have the right to withdraw from the research at any point. I also understand that my rights to anonymity and confidentiality will be respected.

Signature of participant ……

Date……

Appendix C: Interview Schedule (with prompts)

BACKGROUND QUESTIONS	PROMPTS
Which modules/ courses are you currently teaching? Are there international students on your courses?	***Numbers of international postgraduate students on programmes, which nationalities?***
How many years have you taught international postgraduate students? at this institution? elsewhere?	***When did international students start taking this course?***
What percentage of international students are there on your courses?	***What is the ratio of home to international students?***
Is this number increasing or decreasing?	***Are there specific programmes which international students prefer?***

Are there specific nationalities that choose this course? Are there lots of Europeans in that number?

Have programmes been developed specifically for international students?

Have the international students completed an undergraduate degree in the same subject (in the UK/own country)?

STAFF EXPERIENCE/ PERCEPTION OF BENEFITS OF INTERNATIONALISATION:

What do you see as the main benefits of teaching international postgraduate students?

Are these benefits for students or for staff?

Do you find there is good mixing in/ outside of classrooms?

Are there special techniques for getting students to mix? specific activities to stimulate interactions?

PROMPTS

Main benefits?

More global awareness among home students & staff?

Financial benefits? Is it okay to talk about financial benefits?

Is multiculturalism being achieved in classrooms?

How do you encourage them to mix? what sorts of things do you do?

STAFF EXPERIENCE/ PERCEPTION OF CHALLENGES OF INTERNATIONALISATION

What are the main challenges associated with teaching international postgraduate students?

Are these language-related? Or due to other causes?

Are these challenges particular to international students in your experience?

PROMPTS

What level of English are students coming in with?

How easy is it to distinguish between language problems and academic skills difficulties?

What about social difficulties or emotional problems that international students might have?	***How do these difficulties affect you?***
	Do they come to you with these problems?
STRATEGIES/ CHANGES MADE TO PEDAGOGY / CURRICULUM / ASSESSMENT TYPES	**PROMPTS**
Have you made changes to the teaching and learning methods that you use to accommodate international students?	***Do you think it is important to change teaching and learning methods for international students?***
How successful have these been?	
What about changes to course content? Have you added more multicultural content?	***Have you made changes because of the international students?***
Have you changed assessment types?	
How successful have these changes been?	***How do these changes come about, through discussions with colleagues or specialists?***
What additional changes do you think are necessary to assist international students?	***Are there particular modes of delivery that suit international students?***
	In what ways have multicultural traditions and values been incorporated?
SUPPORT FOR INTERNATIONAL STUDENTS	**PROMPTS**
How much support do international students require to complete assignments?	***What sources of support are available for students?***
Do you provide instruction about how to write essays, reports etc.? What do you do about plagiarism?	***For example, Study Skills centre/ Academic Writing modules / help with dissertations/ proofreading***
What other sorts of support do you/ does the institution provide?	
How useful has this been?	

What other forms of guidance could be offered to international postgraduate students? social/ emotional support?

Who should be responsible for providing additional support?

What is your approach to internationalisation - students must adjust, or we should?

Is it best left to the students to find their own sources of support?

SUPPORT FOR STAFF / COPING WITH CHALLENGES

PROMPTS

Do you talk to your colleagues about internationalisation issues?

What training / support do staff need to develop more critical pedagogy?

Do you share ideas and good practice? Do they have the same challenges?

If you have made changes to teaching and assessment methods, are these changes based on your own experiences and understanding of what international students might need?

Do you have regular opportunities to discuss teaching and learning of international students?

What support or training have you been able to attend? How have you been supported to develop your own practice?

RECOMMENDATIONS

PROMPTS:

What else could the university be doing to support students and staff?

More explicit guidance about teaching and supervisory styles/social and cultural differences/ expectations

Are staff able to fully meet the needs of international students?

Meetings with existing international students/ meetings with international academic staff/ other staff

Would extra training (or induction events) be valuable?

Appendix D: Interview coding sample

Participant accounts	Codes
The type of course that I teach, sometimes there's quite a bit of **terminology and technical stuff** in it that's not everyday language that some of the students might struggle with. In a **big lecture hall,** it's hard to work out what students are taking in as it were. And then the other side of it is to try and make some of these complex sorts of issues more understandable. One of the things I do clinically which I would do in a lecture as well is I might use **anecdotes, metaphors, and stories** to bring some of this stuff to life… and of course I'm now 50 years old and some of my anecdotes are a bit dated so I might make reference to television programmes and **things in British culture** which are really unfamiliar to the audience and you kind of notice that it must be really tricky for people to follow along with that. I'm quite sensitive now to the fact that people might not get these sorts of references to British culture and so on. I try and qualify a lot of what I say, and I'll **say things in several ways.** What	**CHALLENGES** **Technical language** **Specialist terminology** **Big lectures difficult** **Anecdotes, stories** **References to British culture** **Historical references** **STRATEGIES** **Staff sensitivity** **Say things in different ways.** **Use case studies.** **Small group working** **CHALLENGES** **Uncertainty about assessments**

I do in the classes, which doesn't work as well as it could in big lecture halls, is we **use case studies to try to get them to work in small groups** to feed it back. But increasingly I became concerned that there was no real evaluation, that **the people who were in the modules were actually the people who were doing the work to be submitted** for assessment. So, this year we changed it to an exam type situation. So we had short answers. So we had six questions and they had to answer 3 and they had 3 hours, for me that's really quite generous and a few of the students finished it well in time. But when I marked the exam and we've de-anonymised them and everything else, they've failed. I think that one of the big things for me has been t**he pace of my teaching in terms of the coverage of content** in the module. So there are a few challenges and I guess it's sometimes difficult to disentangle whether or not all of those challenges are due to them being international students and not English first language and some of them being due to them not having as much experience in the area as I'm used to.	**Potential unfair practice** **Alternative assessment** **Extra time provided.** **Shorter answers** **Pace of teaching** **Coverage of content reduced.** **Uncertainty about cause of difficulties - linguistic, academic, cultural?** **CHALLENGES** **Comparison with home students** **Lack of background knowledge/ familiarity with key concepts** **Language abilities** **Quick grasp of key concepts** **Spontaneous discussions limited.**

I guess the teaching that I've done before at Master's level tended to be with students who have quite **a background already** in research for example and they had at least had some undergraduate research methods experience, so **they were familiar with a lot of the concepts already** and it was building on that. So it's sort of difficult to determine what exactly is just acquiring those concepts generally and what is the language. I guess what I would typically expect is that I can spend some time talking about something and even if they haven't got any prior experience of that they will just be able to **quite quickly grasp the key concepts** of what I'm saying and maybe take that to immediately have some sort of discussion about that in terms of what they do, **maybe read something that they're then able to discuss in groups or with me whatever, they would be able to do that live in those sessions.** And they need more time to actually digest the content and time away from the teaching session to have the opportunity to really think about those ideas and understand the terminology, so I think that **the time it takes to process all of that information just is a real barrier to actually having a meaningful discussion about it**	**Difficulties with reading** **Barriers to meaningful interactions** **STRATEGIES** **More time needed before and after sessions to digest content and think.** **CHALLENGES** **General communication issues** **Lack of response to emails** **Not knowing what to do** **STRATEGIES** **Clear timetable of tasks** **Clear responsibilities**

I think in terms of the discussion in the sessions I think it's still not hugely successful. And there's another issue which we often have which is about **general communication and actually responding well to communication** that they might receive either through Blackboard or email. So often there would be video lecture content available which they were emailed about but some of them would still turn up to the session not having known that they were supposed to do that and therefore **still not be able to contribute to the discussion**. But actually what we really would need to do is to present them with **a very clear timetable of what they need to be doing for the whole semester in terms of their engagement** including all of those video lectures and all of the discussion from the beginning of the semester and because a lot of these changes have been live as it were it's not been possible to do that, but I guess that's **another language barrier potentially that they're not responsive enough to the kind of communication that we would rely on** in other modules.	
No, I haven't seen them, they tend to stay together, I have had a lot of Arab women and Arabic speaking men from different countries and **they tend to sit together and work together**, so I try to split them up and get them sharing, so that there are different types of people working in a group together. Yes, there are difficulties, maybe difficulties is too negative a word but there are issues because some students in the past haven't been very forthcoming, they **don't seem very engaged and it's frustrating to work with** because you feel that if you want to do this module you must be interested in it - and if you're interested in it, let's hear that, why you're doing it. Then I wonder, there are different reasons aren't there, **it could be language, could be they're not confident enough and t**hat's where my intuition as an English language teacher comes in, because then I try to just give	**CHALLENGES** **Segregation in class** **Lack of engagement** **Lack of participation in class** **Staff frustration** **Uncertainty about causes - linguistic issues or lack of confidence**

them spaces and lots of opportunities to speak up, I'm quite patent and I try to kind of create that atmosphere, so that, but I'm always worried that the **other students are getting impatient or tired, turning off,** because they can't hear a person, they can't listen to a person who is hesitant or halting speech or can't express themselves properly. It's really hard for both sides and for me. so do you just leave them aside and not put them under that pressure or, and I feel, no, I have to give them a space to try it, but when they try it, it's really difficult, so for example, some Chinese students find it very hard to express what they want to say and **then are the others actually listening, are they taking part in that, or do they find it's a waste of time, waiting for them?** - that's really hard.	**Difficulty working in mixed groups.** **STRATEGIES** **Intuition** **Provide safe spaces.** **Create positive atmosphere.** **Opportunities to speak up.** **CHALLENGES** **Concern for home students** **Concern for internationals** **Concern for staff** **Not sure what to do.** **STRATEGIES** **Leave them aside.** **Don't pressurise.** **Encourage participation**.

Challenges described by participants- all challenges as described not categorised.

Segregation in class / nationalities often do not mix.

Sit on different sides of room. Do not socialise, share knowledge or ideas.

Lack of participation in class. Lack of engagement.

Staff not sure of reasons: linguistic issues/ lack of confidence/ lack of background knowledge.

Home students prefer to work with students with stronger English. Not easy to make friends with home students.

Hard for home students to wait for responses. Hard for staff to know how much pressure to put. Hard for international students to be in spotlight.

Language difficulties: general communication issues/ response to emails/ inability to take part in spontaneous discussions/ limited reading abilities/ need to stop and explain every word.

University does not cater for language needs of its students.

Communication barriers to meaningful interactions with home students. Staff frustration with lack of interactions.

Great joy in the old days were the arguments and discussions.

Need extra time to digest key concepts, time before and after teaching sessions. Reduced pace of teaching, reduced content, lots of repetition and revision. Need extra time in exams, shorter answers.

Coming from different academic traditions, lack of criticality in writing/ thinking, don't disagree with opinions, cultural dissonance.

Criticality is crucial at postgraduate level.

Unfamiliar with academic practices, unfair practices/ plagiarism sometimes inadvertent.

Not sure of roles and responsibilities, knowing what to do.

Expect more spoon feeding and more help with writing essays.

Used to different types of assessments.

Expect discussions or workshops rather than lectures.

Difficulties with academic writing/ lack of prior experience/ need lots of support with drafts/ not used to writing essays and dissertations.

Few will get to the required level.

Too many students for Study Skills to deal with.

Hard to mark assignments, writing is sometimes incomprehensible.

Communication skills cannot be marked too severely or too many students would fail. Retention and outcomes are all important.

Lots of failures and resubmissions. Some students have a very hard time, eventually passing. Unfair practice rules can be too harshly applied.

Hard to teach critical thinking. Staff are not experts in teaching this. Study Skills sessions are optional extras.

Dissertations too difficult for many.

Pastoral issues, staff unaware of family situations, cultural backgrounds.

Transition to university life with no support from friends or family.

Some students do not know how to get support. Reluctant to ask for help/ explain about situation back home.

Financial concerns/ need to succeed/ family expectations.

Some have children/ come to learn English, not to study a particular subject.

Pressure to take too many international students. Internationals keep the institution afloat.

Too many students are not at the right level. need a foundation year before doing a Master's.

IELTS does not reliably demonstrate postgraduate level skills.

Pressure to take students without high IELTS scores.

Marketplace dynamics: departments are now competing for international students.

Focus on retention and outcomes means communicative competence cannot be criteria.

Too easy to pay somebody to write essays. Students are under pressure to succeed.

Institution does not always support staff in dealing with plagiarism.

Not enough support for students or staff. Need far more tailored support.

Some staff do not feel that it is their responsibility/ not enough time to teach Study Skills/ should be at the right level.

Hugely time consuming to get students to the right level.

Endless extensions and resubmissions.

Staff feel sorry for students who are clearly struggling.

Staff are trying to maintain standards.

Grouping codes into themes. Different approaches tried and tested:

1. **Separate into four categories of challenges: Academic Linguistic Cultural Pastoral**

Problems with this approach: many challenges belong in several categories simultaneously and categories are overlapping e.g. unfair practices = cultural, linguistic, academic, even pastoral. Most issues are complex and cannot be simply slotted into one category.

Academic Challenges: Example.
Difficulties with assignments, dissertations, academic writing, lack of criticality
Unfamiliar with writing essays, not used to whole mark rides on one giant essay.
Unfair practices, plagiarism – might be inadvertent. Two essays back and sent to unfair practices panel.

2. **According to whether challenges are linked to tutorials, lectures, assignments, resits etc.**

Problems with this approach: not easy to link challenges to specific contexts: some are more general, for example, language difficulties will affect students' comprehension in lectures, participation in tutorials, mixing in class/ outside of class, assignments etc.

Challenges in lectures: Example.

Lecturers can't tell if students understand, blank faces, don't ask questions, don't participate.

Not used to lecturing style – need lots of written reinforcement, handouts etc.

Need to be given material in advance, time to digest vocabulary, key concepts.

Expect to be spoon fed- not used to doing background reading.

3. **Sub-themes should represent the most common challenges perceived by staff in their everyday teaching. These can be linked to strategies and practical adaptations being used by staff. This will give the most accurate reflection of the ways in which staff are coping with internationalisation.**

Almost all staff spoke about problems with academic writing skills, need for additional support, students learning to take responsibility for their own learning. Fewer staff spoke about emotional and pastoral difficulties.

Advantages of this approach: This would reflect more closely the teaching concerns of participants and show which are the most widespread difficulties. Uses participants' own language and categories: they are not putting things into academic, cultural, linguistic, pastoral categories. They are talking more generally about what is hard for them to cope with. For example:

Segregation is something that several staff spoke passionately about and which they had tried to do something about, so might be better fitted as a code or sub-theme. It may have academic, linguistic, cultural, and pastoral causation. Students have difficulties mixing because they lack language, are shy and afraid of making linguistic mistakes, do not share cultural backgrounds, or have the same reasons for being on the programme. They may also have different expectations and needs. Segregation does not need to be fitted into a category or theme.

Interesting differences among staff can be highlighted, for example, lack of criticality was talked about especially in Law department.

4. **Staff attitudes are the organising principle. Staff who think that they should not make many changes to their teaching methods – what do they do in practice?**

Problem with this approach = staff are often uncertain about what to do, express their frustration and confusion, so it does not make sense to use this as the organising principle – behaviours are often compromises, pragmatic reactions to complex situations.

Can't make too many changes: what do you do in practice? Can't carry on as before – what changes do you make?

Overall theme = Challenges are a mix of academic, linguistic, cultural & pastoral issues

SUB-THEMES: difficulties experienced by staff in their everyday practice.

- Segregation / Students do not mix in class or outside / staff frustration and uncertainty.
- Lack of participation in class discussions/ difficult to engage students/ hard to know reasons.
- Inadequate language skills/ general communication/ following instructions/ specialist terminology/ reading skills.
- Cultural references not known /historical & background knowledge/ metaphors/ anecdotes.
- Academic writing difficulties/ expectations of support unrealistic/ dissertations too difficult/ resubmissions& resits.
- Lack of criticality in thinking/ writing/ hard to teach/ different academic traditions.

- Plagiarism & unfair practices are on the increase/ institutional response too slack sometimes/ too severe other times.
- Amount of additional support required unrealistic/ lack of information about student backgrounds.
- Institutional pressure to recruit more internationals/ focus on retention & outcomes.

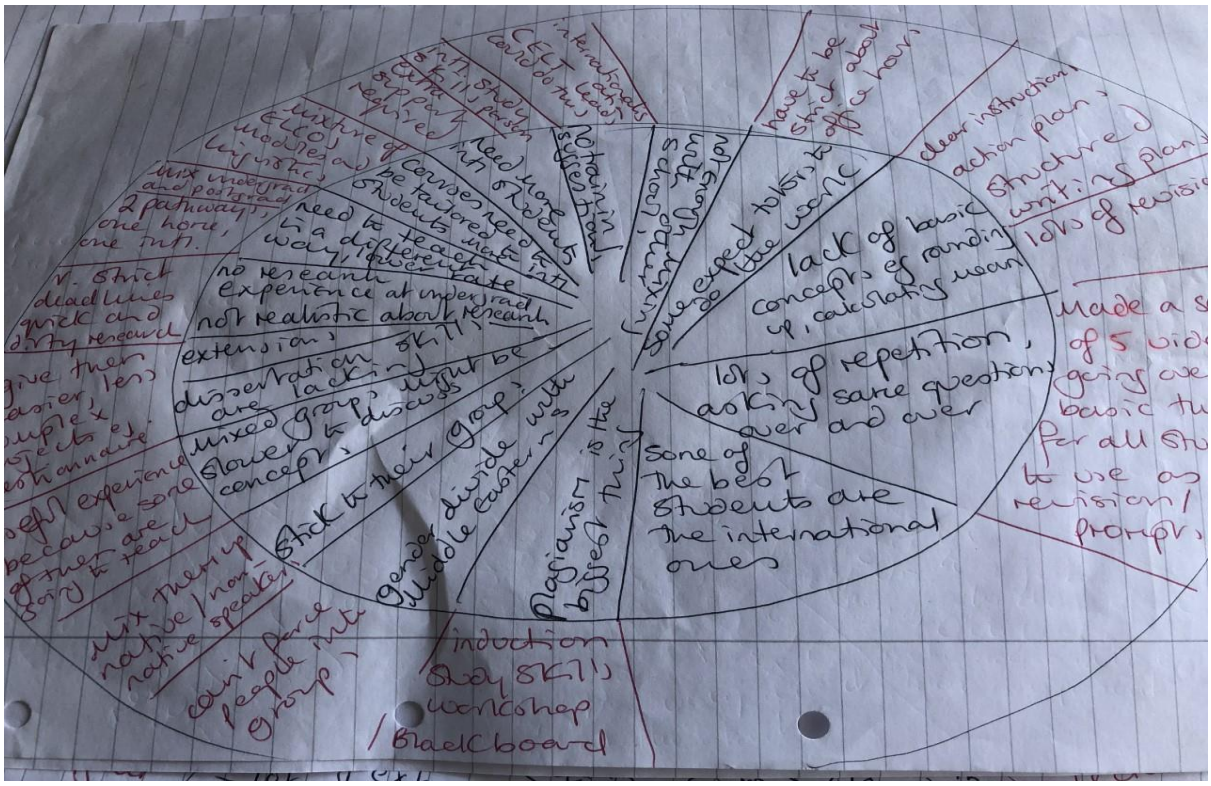
A similar approach was carried out for each of the other three main themes: **benefits of internationalisation, attitudes of staff and pedagogical strategies**.

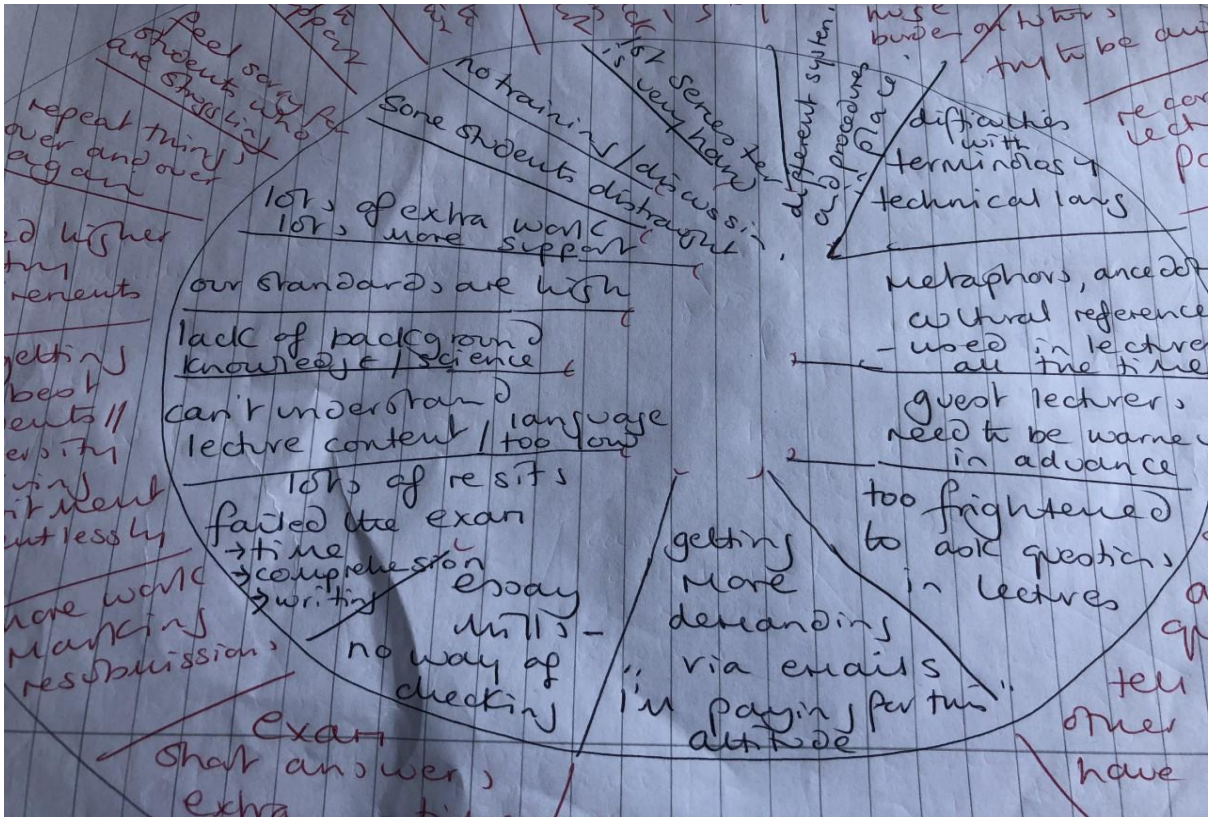
In each case, several attempts were made to organise the codes and categories into sub-themes: an abductive approach was used to come up with the most common -sense account of the data, based on what participants had said, insights from the literature and the researcher's interpretation.

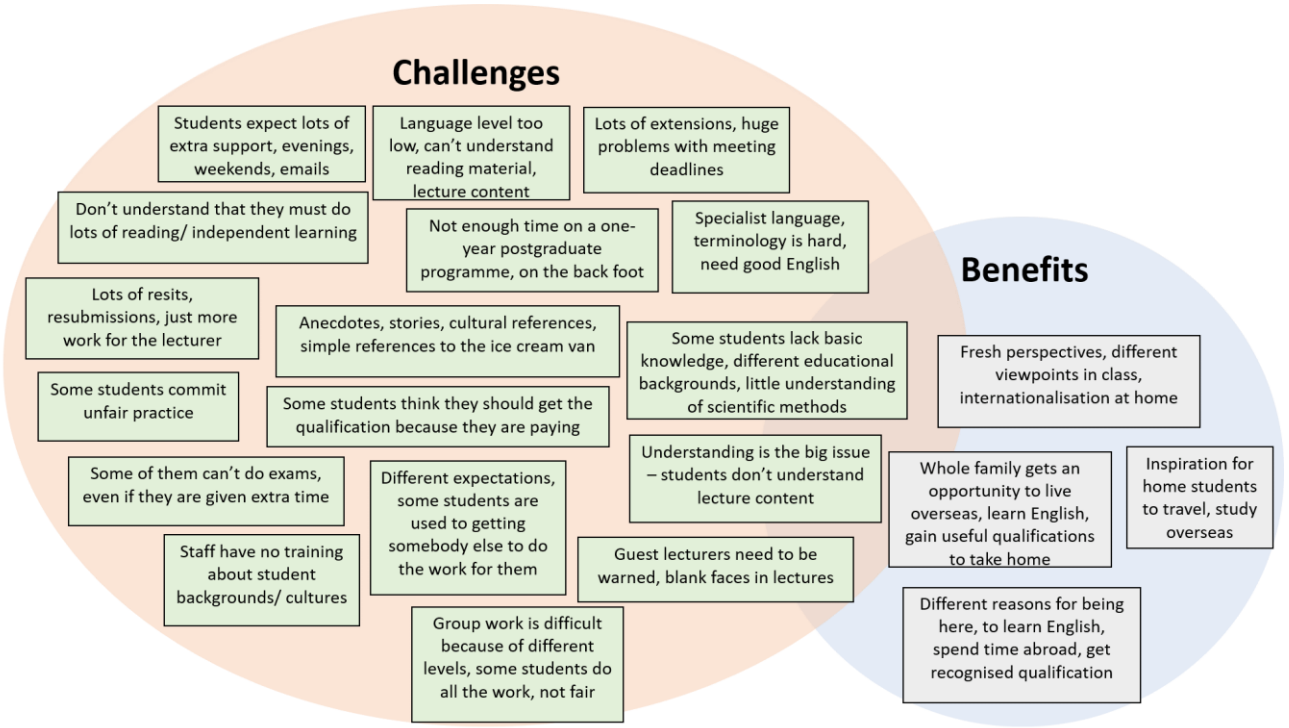
The situation is complex and involves a mixture of academic, cultural, linguistic, and pastoral challenges, which require a wide range of compensatory strategies. Staff attitudes are affected by benefits and challenges as well as the need to make appropriate responses.

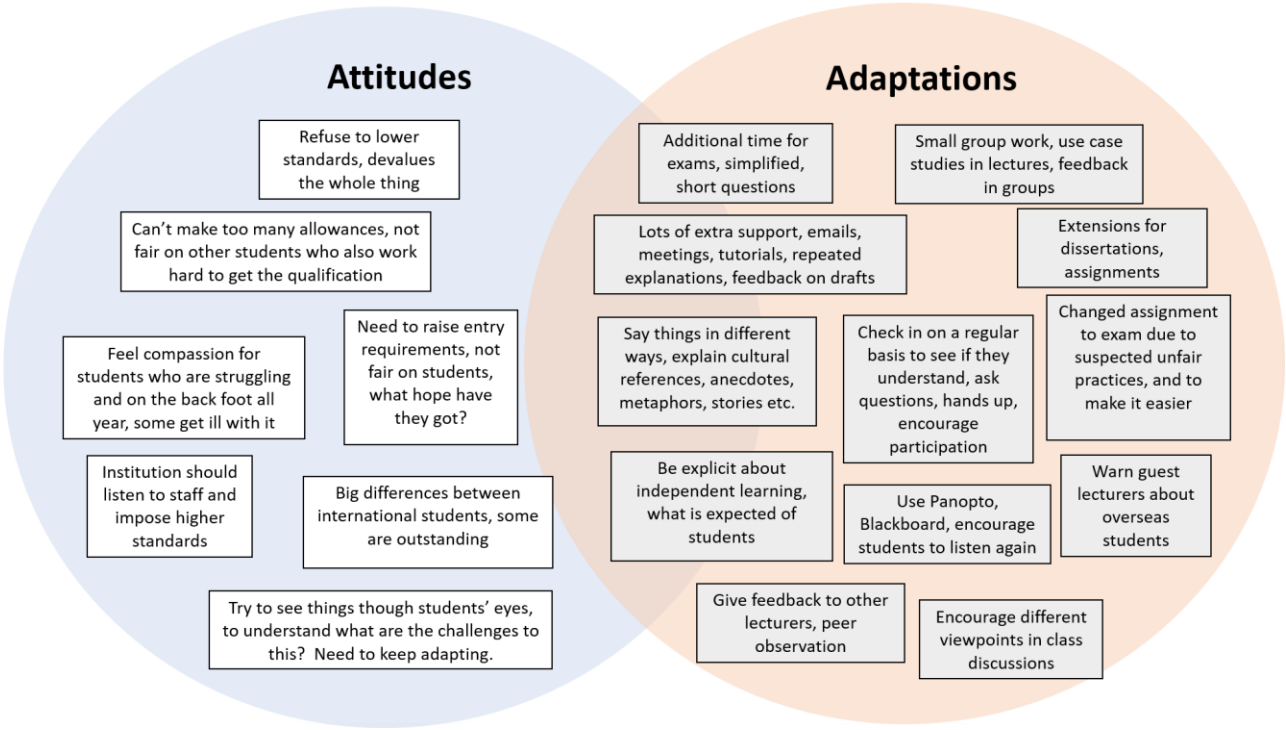
Strategies were linked to challenges and benefits. Some staff are prepared to make more adjustments than others, so it is important to record this.

Appendix E: Theme Development






Challenges
Students expect lots of extra support, evenings, weekends, emails
Language level too low, can't understand reading material, lecture content
Lots of extensions, huge problems with meeting deadlines
Don't understand that they must do lots of reading/ independent learning
Not enough time on a one-year postgraduate programme, on the back foot
Specialist language, terminology is hard, need good English
Lots of resits, resubmissions, just more work for the lecturer
Anecdotes, stories, cultural references, simple references to the ice cream van
Some students lack basic knowledge, different educational backgrounds, little understanding of scientific methods
Some students commit unfair practice
Some students think they should get the qualification because they are paying
Understanding is the big issue – students don't understand lecture content
Some of them can't do exams, even if they are given extra time
Different expectations, some students are used to getting somebody else to do the work for them
Staff have no training about student backgrounds/ cultures
Guest lecturers need to be warned, blank faces in lectures
Group work is difficult because of different levels, some students do all the work, not fair
Benefits
Fresh perspectives, different viewpoints in class, internationalisation at home
Whole family gets an opportunity to live overseas, learn English, gain useful qualifications to take home
Inspiration for home students to travel, study overseas
Different reasons for being here, to learn English, spend time abroad, get recognised qualification


Attitudes
Refuse to lower standards, devalues the whole thing
Can't make too many allowances, not fair on other students who also work hard to get the qualification
Feel compassion for students who are struggling and on the back foot all year, some get ill with it
Need to raise entry requirements, not fair on students, what hope have they got?
Institution should listen to staff and impose higher standards
Big differences between international students, some are outstanding
Try to see things though students' eyes, to understand what are the challenges to this? Need to keep adapting.
Adaptations
Additional time for exams, simplified, short questions
Small group work, use case studies in lectures, feedback in groups
Lots of extra support, emails, meetings, tutorials, repeated explanations, feedback on drafts
Extensions for dissertations, assignments
Say things in different ways, explain cultural references, anecdotes, metaphors, stories etc.
Check in on a regular basis to see if they understand, ask questions, hands up, encourage participation
Changed assignment to exam due to suspected unfair practices, and to make it easier
Be explicit about independent learning, what is expected of students
Use Panopto, Blackboard, encourage students to listen again
Warn guest lecturers about overseas students
Give feedback to other lecturers, peer observation
Encourage different viewpoints in class discussions

Appendix F: Themes checked with participants

BENEFITS of internationalisation

Home students see who international students are, how much they know, have knowledge and experience, gives staff new viewpoints also, other professionals out there with different approaches, different sympathies, broadens discussions, not just

CHALLENGES of internationalisation

Groups don't interact much, stick together, some don't participate much, not very forthcoming, possibly language difficulties, maybe lack of knowledge; other students might get impatient or bored waiting for internationals to speak, how much pressure should be applied? Hard to know if some students are understanding, can't wait for them too much; different levels between students in the same group, sometimes need to carry on with the strongest ones; some come without previous degree in this subject, no background knowledge, not used to teaching style, more formal, lots of extensions, problems with plagiarism, don't do the reading, a lot of content

STRATEGIES to enhance benefits and **cope with challenges**

Mix up nationalities, give all students space to speak, let them have a go, try to check comprehension during lectures, put up reading before lectures, remind students of importance of interacting with each other, not relying on the teacher, emphasise sharing views and information, okay not to know something, reiterate, give examples, speak

Strategies reflect staff attitudes, values, and experiences.

STAFF ATTITUDES towards internationalisation

PERSONAL VALUES +

Everybody has something to bring to what they are studying; all viewpoints are valid. Be inclusive, everyone's voice is worth something.

Not teaching English here, they should be at the right level when they arrive. They have to cope, no space anymore for teaching the language, don't do anything special for international students, same for all students.

Only so much you can give, they must meet us in the middle.

University just recruits, leaves it up to staff to cope, doesn't consider what skills, knowledge students need when they

PROFESSIONAL EXPERIENCE/ TRAINING

Worked abroad in Europe and Japan, with different teachers, different people, aware of the range and constraints of different contexts

Experience as an English teacher means knowing when to give students space to try to express themselves, when to carry on.

Haven't had any specific training, do it instinctively, off my own back, using personal and professional experience, more than 30 years' teaching experience.

No training provided by institution, could be awful lot more sharing of good practice

Appendix G: Triangulation with fellow researcher

(with own comments in red)

An overall theme that I felt was apparent was the self-reflection and evaluation that the lecturer applied to his/her own practice. While not structured or 'official', the lecturer suggested the following processes:

- Comparison between levels of understanding shown by students in tutorials and in lecture halls

Comment: This refers to a common strategy used by various participants - small group work, extra tutorials, workshops rather than big lectures etc.

- Comparisons of different levels of content and contextual knowledge between home students and international students

Comments: different background knowledge / prior learning is one of the principal challenges mentioned by study participants.

- Lecturer's own response to perceived changes in relationship from 'student' to customer'

Comments: this refers to broader changes in nature and provision of HE, increasing commercialism - trans-actionist agenda.

- Awareness of the impact of different levels of competence among students, particularly with group work

Comments: difficulty stimulating interactions between international/ home students- students choosing to work with those with stronger language skills -is one of the most frequently mentioned challenges

- Encouragement of diversity in responses, e.g. to case studies or to questioning

Comments: variety of teaching and assessment methods used to accommodate range of learning styles.

The implicit suggestion here, I felt, was that, by virtue of these reflections, the lecturer was offering support in terms of his/her own intuition and sensitivity to student needs.

More explicit suggestions were made by the lecturer in terms of the practice and strategies used to support international students. I felt that these could be divided into the lecturer's own strategies and efforts, and those of the university as an institution.

Comments: This reflects a key theme of staff designing adaptations based on their personal understanding of difficulties and willingness to change - predominantly small-scale, localised adjustments.

Lecturer's own strategies/Efforts

- Adjustment of illustrative and explanatory material to reflect cultural understandings and differences

Comments: multicultural content added, recognition of different cultural knowledge.

- Adjustment of teaching techniques, e.g. use of small discussion groups, encouragement of nonverbal responses (hand raising, etc)

Comments: techniques used in lectures, sensitivity to student needs

- Use of technology, e.g. Panopto (and Blackboard) to record and allow revisiting of lectures

Comments: importance of ICT techniques in scaffolding, providing additional support.

- Adjustments made to assessment procedures, to ensure academic honesty and standards

Comments: variety of reasons for changing assessments, often in response to students failing, plagiarism, unfair practices.

- Use of lecturer's own time and efforts ('evenings and weekends') to support student progress

Comments: *additional workload, often overwhelming.*

- Awareness and responses to cultural differences and demands on students, e.g. impact of Ramadan on students from Islamic states

Comments: call for more information and training.

University's procedures to support academic progress

- Procedures for monitoring of academic honesty and safeguarding against plagiarism

Comments: although there are policies and procedures in place these need to be more robust.

- Suggestions for adjustment of entry requirements to help ensure student capability to progress

Comments: need higher standards, staff feeling sorry for students.

- Appointment of 'international tutor'

Comments: systems in place, staff not sure of their role.

Following this feedback, further investigations were conducted into the role of international leads in departments. No clear job description identified, the role is largely based on individual experience, some have more experience and enthusiasm than others and some have a very narrow interpretation of the role.

This position can embrace many different aspects, including how to develop intercultural perspectives / skills, as well as study abroad schemes, research partnerships.

One of the key issues for the International Office is how to develop intercultural competences of local students, coming from a very white, rural background, culturally inexperienced and with limited knowledge about other countries. This is an issue that is often overlooked.

Other themes from this triangulation process were incorporated and checked against themes arising from the entire data set.

Appendix H: Sample of staff quotes

Topic = Staff uncertainty about causes of difficulties

"So there are a few challenges and I guess it's sometimes difficult to disentangle whether or not all of those challenges are due to them being international students and not English first language and some of them being due to them not having as much experience in the area as I'm used to."

"I guess the teaching that I've done before at Master's level tended to be with students who have quite a background already in X for example and they had at least had some undergraduate experience, so they were familiar with a lot of the concepts already and it was building on that. So, it's sort of difficult to determine what exactly is just acquiring those concepts generally and what is the language."

"Yes, there are difficulties, maybe difficulties is too negative a word but there are issues because some students in the past haven't been very forthcoming, they don't seem very engaged and it's frustrating to work with because you feel that if you want to do this module you must be interested in it - and if you're interested in it, let's hear that, why you're doing it. Then I wonder, there are different reasons aren't there? it could be language, could be they're not confident enough and that's where my intuition comes in"

"I try to just give them spaces and lots of opportunities to speak up, I'm quite patent and I try to kind of create that atmosphere… .....I'm really keen to draw it out, but they didn't have the background knowledge and they didn't have the language skills, so actually those in tandem, it was hard to know which was the culprit, the language disability or the lack of academic understanding."

"It's hard for me to understand what went wrong, where were the blocks to this? Was it that these students can't understand the questions and they don't know how to answer it? Is it just they don't understand the material in the lectures, they can understand the questions, but they haven't got the information to draw on? Or have they got the information available, and they simply can't get it out of their head? There's a few places with that, what it could be."

Appendix I: Reflective Thoughts

As an insider it is important for me to be mindful of my own thoughts about teaching and supervising international students during interviews with other members of staff to allow them to share their experiences, and to give myself the space to listen carefully to what they are telling me.

What are my pre-conceptions and prior assumptions going into this? As a Special Needs and EAP teacher for many years, I can easily see how these two disciplines share many commonalities. Both require specialised teaching approaches which may create extra work- so I am expecting staff to say that they have experienced an increased workload and have had some difficulties adjusting to teaching international cohorts. Many of the difficulties are well known. I am also hoping that they will be able to talk about more positive experiences.

I want staff to speak openly to me about various aspects of internationalisation and want to give them enough space to describe scenarios in detail, but at the same time I want to cover quite a few issues – assessments, lectures, class discussions, segregation, Study Skills – so will have to keep interviews moving forward. Maybe I have tried to include too much?

First few interviews were easy to organise but my excitement and lack of skills at interviewing meant that I was too nervous to really explore what staff were telling me. I had too many questions in my mind so neglected to probe some issues and moved on too quickly. Even at this early stage I was surprised at the differences in attitudes between some participants who are exasperated and overloaded by the demands and needs of international students and others who seem to treat international students as just the same as other groups.

What was I expecting? Some staff are teaching far more international students than others, and the ratio of internationals to home students in their classes is very high. Some have more teaching hours than others, or more teaching experience.

Possible reasons for differences between staff?

Will be interesting to see if there are departmental trends.

Difficult to keep my own thoughts out of the interview process completely, especially as some interviews went on for several hours and covered many topics. Staff are speaking openly with me about issues such as feeling physically and emotionally overloaded and being unable to cope with the workload, and in two cases, made comments about wanting to leave their jobs. This clearly affected their ability and willingness to adapt to internationalisation and made me reflect on what I had experienced myself, as well as other accounts in the literature.

This openness also affects me personally as I too have experienced students unable to cope with the work and needing unrealistic amounts of support. The grey line between wanting to help but expecting students to be independent and not giving so much hep that it feels like your own work – this is easily recognised.

Is this what it means to be a trans-actionist? Burnt-out, unable to make any more changes to one's teaching, unable to cope with the multiple challenges of internationalisation, wishing things were the same as in the past? Even in those interviews in which staff seemed most demoralised with internationalisation, I was also struck by their commitment and dedication to trying to accommodate students, constantly coming up with new solutions and even giving lots of individual tutorials to make sure every student knows what is expected, days and days of tutorials in some cases.

This level of commitment and resourcefulness shown by individual staff, maybe combined with frustration and anger that the institution does not offer more support, surely does not merit being described as trans-actionist?
Nor is it trans-formalist, though. Seems to be more about fairness and giving everyone an equal chance.

My own belief in making accommodations to give all students greater access to education is based on personal values relating to equity and diversity, values that I have learned through years of teaching in FE/HE -so it is reasonable to think that other staff are using similar value systems.
But surely it is much harder to make accommodations fr students from different backgrounds that you have no experience of?

There were some comments about dumbing down of standards and grade inflation- students should not be recruited unless they have the requisite skills. This made me reflect on students I had taught who could barely say their own names but were expected to write postgraduate dissertations. In most cases, staff felt compassion and sympathy for these students, who they felt would have to struggle to succeed.

This emotional involvement of staff with their students resonated with me as I have also sometimes felt that it was cruel to recruit students who are too far below the normal standard. Rather than agree with staff or express my own opinions I tried to use these occasions to probe deeper into what participants do in these situations or what they think the institution should be doing. The same sorts of techniques are being used for helping these students as for home students who need extra help.

The consensus among participants is that there are now too many students needing extra support and not enough staff to cope with the level of demand. Staff are understandably nervous about numbers increasing if nothing is put in place to support them, or the students.

One of the earlier interviews went off at a tangent about the purpose of HE and government policy in cutting funding to HEIs, but the conversation was subsequently returned to teaching international students.

Several excellent interviews- covered a wide range of issues & staff happy to speak for hours. As I become more skilled at letting participants take the lead and speak about issues that concern them most, the complexity of individual situations is easier to comprehend. The complexity of trying to deal with academic, cultural, linguistic, and pastoral challenges all at the same time as trying to conduct research and write papers.

Some staff are angry and frustrated - this is not what they want to be doing, but they were still able to talk about strategies. Some themes from earlier interviews are now reappearing every time so can be passed over quickly as I listen for new information.

The reactions of two members of staff from the same department are often quite different – either frustrated and angry about increasing workload, or less affected. Are these internationalisation champions?
Is there a sub-set of enthusiastic individuals across the institution?
Difficult to tell with these small numbers, but there are clear differences between participants, and some talked about their personal backgrounds, travelling, working abroad etc.

I am not surprised that staff feel unsupported or that there are not sufficient resources to deal with challenges, as in my professional capacity I have often heard these comments in staff rooms.

Staff talk about the burden not being evenly shared, whose responsibility it is, what the institution should be doing about it. They are used to dealing with other groups of students with additional needs, and have had some training about inclusive teaching methods, most staff are aware of Personal Learning Support Plans and know who their disability lead is, so it makes sense that they refer to these mechanisms and approaches.

I was grateful for staff honesty about negative experiences, and they did not try to present themselves as having all the answers -they described situations which they felt they were unable to cope with and the level of self-criticism was high. Staff are not experts and the network of internationalisation leads does not seem to be having much of an impact. It is hard for me not to sympathise with these accounts, as numbers continue to grow, and staff are left wondering what to do. Maybe I am too sympathetic to staff criticism of institutional practices – but then I have tried to give voice to participants who feel that internationalisation is being handled well, and that the benefits clearly outweigh the challenges. Not all staff are critical of the institution's approach, although most would like more training and support.

Have I tried to cover too many issues and ended up not focusing sufficiently? Overall, I am happy to have obtained such a wealth of information and the process of constantly revisiting the data and trying to make sense of it has been exciting. It might be possible to follow up with more specific investigations.

Appendix J: Characteristics of literature sampled.

Author	Book/Journal - Volume No. Year	Methodology	Findings
Gavin Sanderson: *Internationalisation and teaching in higher education*	Higher Education Research & Development Vol. 30, No 5, October 2011, 661-676	Literature review Developing a framework to instigate reflection and discussion. Critique of Knight's work (1997,2004).	Takes personal and professional commitment to become a better teacher and someone with a well- developed cosmopolitan disposition- more research is needed at the level of internationalised teaching practice
Maureen Andrade *International students in English Speaking universities*	Journal of Research in International Education 2006. Vol. 5 (2) 131-154	Literature review Comparison of professors' and students' views of adjustment challenges Comparison of domestic and international student adjustment	Professors recognised that internationals face unique challenges: language proficiency, segregation, appropriate assignments, critical thinking, taking responsibility for own learning. benefits: international perspective, global connections, hardworking, domestic students encounters with diversity. professors and students have differing views of adjustment challenges e.g. cultural rather than linguistic, do not appreciate degree of emotional stress ways of writing/ ways of thinking = culturally situated

Sophie Arkoudis & Ly Thi Tran *Writing Blah, Blah, Blah: Lecturer's Approaches and Challenges in Supporting International Students*.	International Journal of Teaching and Learning in Higher Education. 2010. Vol. 22:2, pp. 169-178.	Lecturers' views and reflections on their own practices regarding teaching academic writing N= 4	Explaining criteria and expectations clearly Giving assignments early Collaborating with Study Skills Different positions Struggle to explain
Sophie Arkoudis, Kim Watty, Chi Baik, Xin Yu, Helen Borland, Shanton Chang, Ian Lang, Josephine Lang & Amanda Pearce. *Finding common ground: enhancing interaction between domestic and international students in higher education.*	Teaching in Higher Education. 2013. Vol. 18:3, pp. 222-235.	N=40 academic staff across 3 institutions Focus groups n- 35 students focus groups	Strategies for enhancing interactions between domestic and international students Production of end training materials Interactions must be planned and supported
Andrea G. Trice *Faculty Perceptions of Graduate International Students: The Benefits and Challenges.*	Journal of Studies in International Education. 2003. Vol.7:4, 379-403.	N= 45 interviews with faculty members from four departments at one institution	Diverse range of faculty perceptions regarding international student characteristics Personal and academic challenges Benefits and contributions Staff need information and expert support services
Andrea G. Trice	Journal of Studies in International Education. 2005. Vol. 9:1, 62-89.	N= 45 interviews with faculty members from	Environmental factors that shaped responses

Navigating in a Multinational Learning Community: Academic Departments' Responses to Graduate International Students.		four departments at one institution	Differences between technical and socio-technical disciplines Influence of international students on staff responses Practical suggestions and recommendations made
Viv Caruana *Internationalisation of HE in the UK: Where are we now and where might we go?*	Proceedings of the Education in a Changing Environment International Conference. 2008. Leeds Beckett Repository record: http://eprints.leedsbeckett.ac.uk/410	Literature review Comparison of literature in UK and other HEIs, especially Australia.	Key messages in the UK literature Meanings attributed to IoC, IaH, Global Citizenship, ESDGC Curriculum models TNE models Gaps in the literature Internationalisation contributes to the westernisation of the curriculum
Viv Caruana *The internationalisation of UK higher education: from technical observance to relational participation, the road to CAPRI.*	Project Report for ELiSS. July 2009. Vol. 2, Issue 1	Review of the literature on internationalisation of HE	Need to develop a pedagogy of recognition How can academics be supported to develop an internationalised curriculum Need to deconstruct concepts of critical thinking and critical literacy in favour of a more inclusive curriculum
Jui- shan Chang *A transnational wisdom bank in the*	Journal of Studies in International Education. 2006. Vol. 10: 4: pp.369-77.	Staff reflections of own teaching practices N=1	Transcultural wisdom bank Putting cultural diversity at the core of teaching drives learning towards excellence Learning infrastructure of group work Cultural contrasts promote new thoughts and discoveries

classroom: Making cultural diversity a key resource in teaching and learning.			Active learning is achieved with intellectual depth and personal engagement
Ken Cruickshank, Honglin Chen & Stan Warren *Increasing international and domestic student interaction through group work: a case study from the humanities.*	Higher Education, Research and Development. 2012. Vol. 31:6, 797-810.	N= 6 lecturers N= 42 students Focus groups Cross cultural groupwork activities piloted and reflected upon	International students should work from a position of power equality in the class Both international and home students play the role of experts Language support crucial
Paul Barron, Lesley-Jane Gourlay & Pat Gannon- Leary *International students in the higher education classroom: initial findings from staff at two post-92 universities in the UK.*	Journal of Further and Higher Education. 2010. Vol.34:4, pp. 475-489.	N= 86+88 = 174 questionnaires with staff	Perceptions of students' positive and negative attributes Changes made at programme level, as a result of internationalisation Types of support provided Needs to be recognition of the challenge for staff
Glauco De Vita *Inclusive approaches to effective communication and active participation in*	Active learning in Higher Education. 2000. Vol.1: 2, pp. 168-180.	Reflections of strategies for working with mixed classes and best teaching practices	Discourse styles Explain the rules of plagiarism Cultural diversity and participation

the multicultural classroom: *An international business management context.*			
Jane Vinther & Gordon Slethaug *The influence of internationalisation and national identity on teaching and assessments in higher education*	Teaching in Higher Education. 2013 Vol. 18: 7, 797-808	Effects of internationalisation on teachers and learners, especially in relation to autonomy, expectations, and educational philosophies	Need to blend internationalisation with our national educational values to make HE stronger and more interesting
Ron Edwards, Glenda Crosling, Sonja Petrovic-Lazarovic & Peter O'Neill *Internationalisation of Business Education: Meaning and implementation*	Higher Education Research & Development. 2003. Vol. 22:2, 183-192.	Synthesis of literature	Educators need guidelines to deal with the challenges of the internationalised classroom A framework to assist curriculum designers: 3 stages moving from international awareness, to international competence and international expertise
Neil Harrison *Practice, problems, and power in "internationalisation at home": critical*	Teaching in Higher Education. 2015. Vol. 20:4, pp. 412-430.	Review of recent (15 years) literature on Internationalisation at Home	Strong resistance of home students Those with pre-existing cultural interests most likely to benefit IaH has to be seen in wider context of inequalities and social mobility Global worker or global citizen Diversity as resource Internationally focused curriculum Culturally diverse pedagogy

reflections on recent research evidence.			
Steve Hills & Viv Thom *Crossing a Multicultural Divide: Teaching Business Strategy to Students from Culturally Mixed Backgrounds*	Journal of Studies in International Education. Winter 2005. Vol. 9, No. 4, pp.316-336	Reflections from teaching team Interviews and Focus groups with staff and students	Surprising gaps between student and staff expectations – need to teach cultural norms and values to incoming students
Kate Ippolito *Promoting intercultural learning in a multicultural university: ideals and realities.*	Teaching in Higher Education. 2007. Vol. 12:5-6, pp. 749-763.	Module evaluation Questionnaires Semi structured interviews with staff (n=3) and students (n=7)	Potential barriers and practical suggestions for facilitating intercultural learning Linguistic inequalities and unchallenged conceptions of privileged knowledge
Hilary E. Kahn & Melanie Agnew *Global Learning Through Difference: Considerations for Teaching, Learning and the Internationalisation of Higher Education.*	Journal of Studies in International Education. 2017. Vol. 1-13.	Literature review	Foundational principles for global learning Relational approaches Global commitment Global learning communities Global interconnections Reflection, contextualized knowledge, perspective shifting, disorientation, responsibility, ability to navigate general and particular

Roger Bennett & Suzanne Kane *Internationalisation of UK University Business Schools: A Survey of Current Practice.*	Journal of Studies in International Education. 2011. Vol.15:4, pp. 351-373.	N = 65 heads of UK Business Schools	Motives and intensity or speed of internationalisation, approaches towards internationalisation Managerial inclinations Financial dependence Age and size of schools Beliefs that internationalisation improved prospects for all students
Lorraine Brown: A consideration of the challenges involved in supervising international Masters students	Journal of Further and Higher Education. August 2007. Vol. 31, No. 3, pp.239-248	Literature review	international students should have higher IELTS score on admission particularly for short courses institutions should put the relevant systems of support, both pastoral and academic, in place if they are recruiting internationally more time should be allocated to supervisors extent of internationalization of both the content and process of education has not been sufficiently investigated
Kate Cadman: *Voices in the Air: Evaluations of the learning experiences of international postgraduates and their supervisors*	Teaching in Higher Education. 2000. Vol. 5: No. 4, 475-491	Feedback from students and staff N=? questionnaires and learning journals Review of Integrated Bridging programme run over one semester	Themes include: Different thinking and learning styles Explaining Western academic conventions is neither adequate nor appropriate: time, practice and reciprocal learning are required International students can critique the critical approach itself Supervision is not understood in new research culture Lack of literature looking in detail at postgraduate overseas students' experiences of studying and lecturers' experiences of supervising and teaching = unheard voices and positions
Valerie Clifford *Engaging the disciplines in internationalising the curriculum*	International Journal for Academic Development. 2nd June 2009. Vol. 14, No.2, 133-143	Interviews with staff and students in 8 campuses N= 30 participants	Differences between hard/ soft, applied/ pure disciplines Everything is contextualised

Valerie Clifford *Challenging conceptions of Western Higher Education and Promoting Graduates as Global Citizens*	Higher Education Quarterly. 2014. Vol. 68, No.1, 28-45	Online discussion forums 43 participants from various countries Purpose of international education	What is the purpose of international higher education Teachers as transformative intellectuals. Academics are an essential part of policy implementation. Need to internationalize themselves May lack skills and knowledge
Nigel Coates & John Dickinson Meeting international postgraduate student needs: a programme- based model for learning and teaching support	Innovations in Education and Teaching International. August 2012. Vol.49, No.3, pp.295-308	Action research: to design, model and implement appropriate induction and learning support surveys to find out about prior learning profile - actions implemented	enhanced induction and learning support programme extended induction-critical thinking, working in teams, using online resources, making presentations academic skills seminars - good practice, searching techniques, citation and plagiarism, different kinds of assessments, engaging with lectures dissertation support
Brian Crose Internationalisation of the Higher Education Classroom: Strategies to Facilitate Intercultural Learning and Academic Success. International.	International Journal of Teaching and Learning in Higher Education. 2011. Vol.23: No. 3, pp. 388-395.	Themes taken from the literature: overview	Strategies for overcoming language challenges Facilitating classroom discussions Intercultural learning Group oriented activities Assessment practices Faculty members play a crucial role

Glenda Crosling, Ron Edwards & Bill Schroder: *Internationalising the curriculum: the implementation experience in a Faculty of Business and Economics*	Journal of Higher Education Policy and Management. 2008. Vol. 30: 2, 107-121	Case study of organizational change at Monash Two-day workshop with all teams Staff and faculty issues Role of curricula in bringing about internationalisation Review of existing courses How can these be improved? Strategies for making changes.	Lack of interest in mostly US oriented literature Limited real achievement Need separate courses or greater international content Overcrowded curriculum + overload of domestic content One example of Global Law School Programme using foreign examples International marketing included on most business programmes Resistance from one subject team- Economics is already internationalised Management team – students require a broader perspective, interactive learning tools developed Academics value autonomy on curricula matters Management must be involved Resources and time are key
John Cross & Richard Hitchcock: *Chinese students (or students from China) views of UK HE: differences, difficulties and benefits, and suggestions for facilitating transition*	The East Asian Learner, Vol. 3, No.2, November 2007	On-line questionnaire = 75 +10 interviews with students What do students perceive to be the main differences? Proposed strategies for facilitating academic acculturation.	Differences in assessment methods, what students do, what teachers do, emphasis on development of skills rather than memorisation Can be resolved if students know what teachers want Wide range of actual/ suggested strategies provided for lecturers & students

Glauco De Vita & Peter Case *Rethinking the internationalisation agenda in UK higher education*	Journal of Further and Higher Education. November 2007. Vol. 27: No. 4.	Review of themes in the literature	Simply infusing the curriculum with international elements is not sufficient Curriculum as international commodity Consuming the curriculum learning as eating Towards culturally inclusive pedagogies
Patricia Dewey & Stephen Duff *Reason before passion: faculty views on internationalisation in higher education*	Higher Education. 17th February 2009. Vol. 58: 491-504	Case study of School of Architecture and Allied Arts, University of Oregon How internationalisation is being addressed at faculty level	Clarity required regarding faculty involvement and roles in internationalisation. No specific policies and procedures for purposes of internationalisation planning and review. Lack of connection between institution- wide goals and faculty involvement. Passion for internationalisation is not enough
Grahame Fallon & Reva Berman Brown: *What about the Workers? Academic staff opinions about working with international postgraduate students in higher education*	Journal of Further and Higher Education. 1999. Vol. 23:1, 41-52,	N= 46 Staff at 2 new universities 2 colleges of HE Questionnaires Feelings and attitudes about teaching/ supervising postgraduate international students How does this affect academic staff?	Benefits of working with non-UK students Problems Overall feelings about it Clear differences in staff attitudes between NUs and CofHEs Need to understand differences between institutions more More positive feelings in CofHEs Market positions of some institutions means that they need they need the status more and the job security One of the first pictures of what it feels like to cope with cultural, language and power differences in face to face and classroom interactions No published research in area of views of staff

			In depth interviews are recommended
Patricia Mertova & Wendy Green *Internationalising teaching and learning: perspectives and issues voiced by senior academics at one Australian university*	Proceedings from Association Conference.	N= 115 semi structured interviews with staff	Understandings of IoC Challenges of IoC Addressing the challenges
Wendy Green & Patricia Mertova: *Trans-formalists and Trans-actionists: Towards a more comprehensive understanding of academics' engagement with internationalisation of the curriculum*	Research in Comparative & International Education. 2016. Volume 11, No. 3 pp. 229-246	Perceptions and practices of academics in relation to internationalisation in one university 35 staff interviews rewritten as narratives, followed by horizontal and vertical reading	Staff fall into one of two groups based on their understandings and practices Trans-formalists = critical, transformative pedagogy Trans-actionists = economic considerations 4 threads common to trans-formalists: **Impact of international experience** **Understanding of student-centred pedagogy** **Sense of belonging in like- minded (disciplinary) community** **Reflective awareness of self and others**
Alison Pearce, Lynne Powell, Caroline Burns & Nada Zupan *Values and Behaviours of an Effective Community of Practice: A Case for Staff/ Student Social*	Proceedings of the 2016 International Conference on Social Collaboration and Shared Values in Business (ICSCSVB).	Case study of new university business school becoming a community of practice	Aim to integrate home and international students and create a community of practice

Collaboration for Internationalisation.			
Emma Bird: *Student and Staff Perceptions of the International Postgraduate Student Experience: A Qualitative Study of a UK university*.	Journal of International Students. 2017. Vol.7:1, pp. 329-346.	Survey with staff (n=12) Focus groups with students(n=10)	Similarities between student and staff perceptions Adjustment issues: adjustment to academic expectations and conventions. Personal factors and academic factors.
Lorraine Brown: *A Consideration of the challenges involved in supervising international master's students*.	Journal of Further and Higher Education. 2007. Vol. 31:3, 239-248.	Themes taken from literature	Language Difficulties Critical Analysis Contact with the supervisor Pastoral role of the supervisor
Neera Handa: *International Students and International Education: recognising WES students' agency for educating citizens of a cosmopolitan society*	Education without Borders: Diversity in a Cosmopolitan Society. 2010. Chapter 5: International Students and internationalisation education. Editor: Naidoo, L. pp. 61-78	Mixed methods- questionnaires, interviews, focus groups N= 250 students, 5 academics 2 students + 2 academics cited in this article	New pedagogies are needed that engage with the new and future world where assumed old academic traditions may no longer prove effective How can the cultural and intellectual heritage that international students bring with them be properly utilised?

Elspeth Jones & David Killick: *Graduate Attributes and the Internationalized Curriculum: Embedding a Global Outlook in Disciplinary Learning outcomes*	Journal of studies in International Education. 2013. Vol. XX(X) 1-18	Case study University-wide adoption of global outlook as a graduate attribute Making links with equality/ diversity /internationalisation	Quite small changes can have a significant impact Appropriate pedagogy and assessment will follow with appropriate support and development of staff It is not about adding a special learning outcome, but about embedding it, making existing practice explicit Can be achieved in all contexts Excellent suggestions for improving research activity. Process of working with academics to design and implement globally relevant learning outcomes at modular and programme levels. Learning outcomes of existing modules/ programmes – rewording them to include a global outlook Training and supporting staff to implement changes in line with internationalisation
Betty Leask *Bridging the gap: Internationalising University Curricula.*	Journal of Studies in International Education. 2001. Vol. 5:2, 100-115.	Case study in one university in Australia	Defining characteristics of internationalised curricula Suggested teaching and learning strategies
Betty Leask *Internationalising the Curriculum in the Disciplines- Imagining New Possibilities*	Journal of Studies in International Education 2013 17:2, 103-118	Participatory Action research Questionnaires to stimulate reflection and discussion Feedback from teams	Model of the Internationalisation process – 5 stage process Should be planned, developmental and cyclical process Key enablers and blockers
Betty Leask	Journal of Studies in International Education.2009. Vol.13;2, 205-221.	Themes from literature	Meaningful interactions must be planned and incorporated

Using Formal and Informal Curricula to Improve Interactions Between Home and International Students.			Need to use both the formal and informal curriculum
Betty Leask & Christopher Bridge *Comparing internationalisation of the curriculum in action across disciplines: theoretical and practical perspectives.*	COMPARE: A Journal of Comparative and International Education. 2013. Vol.43;1, 79-101.	Three case studies in three disciplines and different universities in Australia N= 1700 staff in 15 institutions	Engaging staff in drawing up a conceptual framework for internationalisation of the curriculum in higher education Local, regional, national and global factors are crucial as are individual factors
Moira Luxon & Tony Peelo: *Internationalisation: its implications for curriculum design and course development in UK higher education*.	Innovations in Education and Teaching International. 2009. Vol.46:1, pp. 51-60.	Examples of curriculum design from the literature	Teaching and learning must be addressed explicitly alongside policy Importance of extra skills and EAP courses

Moira Luxon & Tony Peelo: *Academic sojourners, teaching and internationalisation: the experience of non-UK staff in a British University*.	Teaching in Higher Education. December 2009. Vol. 14, No.6, pp. 649-659	N= 32 reflections of international academic staff Focus groups and interviews	International staff need more induction Need to utilise insights of international staff on campuses
Moira Peelo & Tony Luxon: *Designing embedded courses to support international students' cultural and academic adjustment in the UK*	Journal of Further and Higher Education. February 2007. Vol. 31, No. 1, pp. 65-76	Teaching team reflections New module of curriculum design To facilitate cultural and academic integration and adjustment interactions Introduction to English Speaking Culture and Media	Curriculum design is the key Credit bearing module embedded and evaluated Better than bolt-on study skills and EAP provision Adjustment can be achieved by overt comparison and active use of prior experience- cultural difference becomes an active ingredient in the classroom Important as part of the transition process Improved academic performance Some students do not adjust quickly, others adjust very quickly and need to be stretched.
Sue Robson & Yvonne Turner *"Teaching is a co-learning experience": academics reflecting*	Teaching in Higher Education. 2007. Vol. 12, No. 1, pp. 41-54.	35 participants Thematic Analysis of discussions	Model of institutions moving towards internationalisation – from underdeveloped conceptions of internationalization towards a broader vision

on learning and teaching in an "internationalized" faculty			
Margaret Roberston, Martin Line, Susan Jones & Sharon Thomas *International Students, Learning Environments & Perceptions: A Case study using Delphi Techniques.*	Higher Education Research & Development. 2000. Vol.19:1, pp.89-102.	20 students 26 staff Delphi technique Open-ended questionnaires 3 o4 iterations	Staff perception of main difficulties Poor technical language, taking responsibility, rote learning, reluctance to participate, written language skills, inability to comprehend lectures Whole student approach is missing from staff appraisal
Janette Ryan & Susan Hellmundt, *Excellence through diversity: internationalisation of curriculum and pedagogy*.	Paper presented at the 17th IDP Australian International Education Conference, Melbourne. 2003	Review of staff and student attitudes and the gap between them	Student and staff views about optimum teaching and learning techniques Mostly similar attitudes Staff need better information about their students' difficulties
Janette Ryan & Rosemary Viete: *Respectful interactions: learning with international students in the*	Teaching in Higher Education. 2009. Vol.14: 3, 303-314	Review of research into what international students say and think. Essential principles for teaching and learning based on respectful interactions	Themes include: Language and learning Silent voices: identity Feelings of belonging Respect for one's knowledge Principles for respectful interactions Creative and confident participation

English-speaking academy			Diversity must be valued Focus should be on growth not deficit Respectful interactions
Janette Ryan *Teaching and learning for international students: towards a transcultural approach.*	Teachers and Teaching. 2011. Vol. 17:6, pp. 631-648.	Review of staff attitudes towards to scholarship and learning in Western and Confucian-heritage academic traditions,	International students should not be seen as the problem Limitations of current internationalisation strategies Towards transcultural curriculum and pedagogies
Erlanawati Sawir *Dealing with diversity in internationalised higher education institutions.*	Intercultural Education. 2012. Vol. 22:5, pp. 381-394.	N= 80 academic staff at one institution To see if the presence of international students caused staff to change their pedagogies	Differences between staff Some made no changes Others made substantial changes Academic staff have to be engaged in the cultural questions
Erlanawati Sawir *Academic staff response to international students and internationalising the curriculum: the impact of disciplinary differences*.	International Journal for Academic Development. 2011. Vol. 16:1, pp. 45-57	N= 80 academic staff How disciplinary differences affect staff understandings regarding internationalisation	Academics from soft or hard disciplines have different beliefs which affect their teaching practices
Erlanawati Sawir. *Internationalisation of the higher education*	Globalisation, Societies and Education. 2013. Vol. 11:3, 359-378	N= 80 academic staff	Benefits for teachers Benefits for students Cultural diversity

curriculum: the contribution of international students.		Contributions of international students to the classroom environment	Cultural learning Cultural resource is under-used and not properly appreciated
Alina Schartner and Yoonjoo Cho: *Empty signifiers and dreamy ideals: perceptions of the international university among higher education students and staff at a British University*	Higher Education. 2017. Vol. 74, 455-471	Focus group = 19 Online survey = 148 How do students and staff perceive and experience concepts of the international university, internationalisation at home, global citizenship?	Lack of coordinated institutional support and development for staff More opportunities needed for intercultural interaction both formal and informal Both staff and students feel that the process is one way and determined by monetary principles
Diane Sloan & Elizabeth Porter *Changing international student and business staff perceptions of in-sessional EAP: using the CEM model*	Journal of English for Academic Purposes. 2010 Vol. 9 (2010) pp.198-210	150 full time international postgraduate students 7 postgraduate programme directors Questionnaires Focus groups	More inclusive and supportive relationship between business staff and EAP tutors Attendance of EAP tutor at Programme Director and Leader meetings Role of module tutors critical Business tutor chosen as subject champion Contextualised teaching materials Changed approach of staff/ students Mapping of student learning needs throughout the academic year

		Attendance at key meetings Semi-structured interviews Quantitative and Qualitative data	Weekly reports from EAP tutor to business tutors
Gillian Skyrme & Alison McGee *Pulled in many directions: tensions and complexity for academic staff responding to international students*.	Teaching in Higher Education. 2016. Vol. 21:7, pp. 759-772.	N= 12 Semi structured interviews 4 teachers in 3 departments Teaching practices of staff in response to international students Academic responses	Tensions between trying to support students and encourage learner independence Acting fairly Grappling with complex situations Possible explanations for different attitudes among staff
Hanneke Teekens *Teaching and Learning in the international classroom*.	Internationalisation at Home: A Position Paper. 2000. European Association for International Education. pp. 29-34	Review of recent research	Challenges of the international classroom Guidelines for teaching practices Based on profile of the ideal lecturer for the international classroom (1997)
Hanneke Teekens	Journal of Studies in International Education. 2003. Vol. 7:1, 108-119.	Profile of the Ideal Lecturer	1. Issues related to using a non-native language of instruction

The Requirement to Develop Specific Skills for Teaching in an Intercultural Setting.			2. Factors related to dealing with cultural differences 3. Specific requirements regarding teaching and learning styles 4. Insight into the cultural implications of using media and technology 5. Specific requirements connected with the academic discipline 6. Knowledge of foreign education systems 7. Knowledge of the international labour market 8. Personal qualities
Sheila Trahar & Fiona Hyland *Experiences and perceptions of internationalisation in higher education in the UK.*	Higher Education Research & Development. 2011. Vol. 30: 5, pp. 623-633.	15 focus groups in five locations Students and staff Staff (n=31) International students (n=19) Home students(n=13)	Views on working in cross cultural groups Issues of privileging local pedagogical traditions Important to provide opportunities to reflect on different approaches to learning
Sheila Trahar Has everybody seen a swan?	2010		Degree of tolerance to others can dwindle quickly when teaching and learning demand more time, energy, and patience Critical pedagogy= how does the teacher view the students' silence? Should Western norms prevail?

Yvonne Turner & Sue Robson *Competitive and cooperative impulses to internationalization: reflecting on the interplay between management intentions and the experience of academics in a British university.*	Education, Knowledge and Economy. 2007. Vol. 1:1, pp. 65-82.	Case Study Interplay between policy makers and academics N= 33 Group and individual interviews	Victims of irresistible forces Widespread disengagement by participants Negative connotations Disunities among the community
Michael Byram *Internationalisation in higher education- an internationalist perspective.*	On the Horizon. 2018. Vol. 26:2, 148-156	Cross-disciplinary conceptual exploration	Uses an internationalist perspective Values of internationalism compared to nationalism Social and practical implications
Alexander Macgregor and Giacomo Folinazzo *Best Practices in Teaching International Students in Higher Education: Issues and Strategies*	TESOL Journal. 2017	N= 229 international students N= 343 domestic students N= 125 professors To investigate perceptions of international student participation, performance, understanding, academic challenges Online survey	Inspired by Bartram's (2008) investigation of support priorities Key differences between perceptions of internationals, domestics and staff e.g. what strategies should be used, what is causing the difficulties 28% internationals wanted enhanced teacher talk, 7% of staff

Melanie Agnew *Strategic Planning: An Examination of the Role of Disciplines in Sustaining Internationalisation of the University*	Journal of Studies in International Education. 2012. Vol. 17(2), 183-202	Qualitative study N= 37 faculty members Differences between disciplines	Applied disciplines tend to engage with contexts and cultures Soft applied focus on critical self-reflection and experiential learning in unfamiliar contexts
Jane Knight: *Internationalisation Remodelled: Definition, Approaches, and Rationales*	Journal of Studies in International Education. Spring 2004. Vol. 8 No. 1, pp.5-31	Literature review Internationalisation at the institutional and the national level	Internationalisation as a phenomenon is evolving There are competing agendas
Sonal Minocha, Chris Shiel, C. & Dean Hristov *International academic staff in UK higher education: campus internationalisation and innovation in academic practice.*	Journal of Further and Higher Education. 2019. Vol. 43:7, pp. 942-958.	N= 34 international academic staff Focus groups and interviews	International academic staff experiences and perceptions of UK HE Call for deeper integration of international academic staff more
Neil Murray & Troy McConachy: *"Participation" in the internationalised higher education classroom: An*	Journal of International and Intercultural Communication. 2018. Vol 11:3, 254-270	Focus group interviews N= 19 Staff at UK business schools	Participation is a cultural act Lecturers' expectations vary Strategies for promoting participation Future workplace demands Difficulties with assessments

academic staff perspective.			
Philip Warwick & Yvonne J. Moogan *A comparative study of perceptions of internationalisation strategies in UK universities*.	Compare, A Journal of Comparative and International Education. 2013. Vol. 43:1, 102-123.	Compare the internationalisation strategies of seven research led universities plus views of staff (n=11) Interviews, focus groups, surveys	Universities have adopted very different positions in terms of recruiting students or broader objectives Staff perceived significant gap between internationalisation rhetoric and strategies and actions
Nick Zepke & Linda Leach *Improving student outcomes in higher education: New Zealand teachers' views on teaching students from diverse backgrounds*.	Teaching in Higher Education. 2007. Vol.12:5. pp. 655-668.	N=137 Issues, rewards, and challenges when teaching students from diverse backgrounds	Adaptation or integration discourses Strategies for diversity Power relationships in diversity
Ben Fenton-Smith and Pamela Humphreys Language Specialists' views on academic language and	Journal of English for Academic Purposes Vol. 20 pp.40-55 December 2015	What are the most effective mechanisms to support postgraduate students?	Team-teaching Credit bearing modules Adjunct tutorials Consultation services Discipline specific workshops These are considered the most useful mechanisms of support

learning support mechanisms for EAL postgraduate coursework students: the case for adjunct tutorials			Support that is immediately relevant to assignments of the degree course