Note: Page numbers followed by "n" indicate notes.

Abstract conceptualization, 22 Academic, 4–5, 7–8, 28, 91, 102–103, 105, 112, 146 contexts, 104–105 discourse, 104–105 practice development, 86 skills, 19	genre switching in AL, 109–110 inception of AL, 105–106 innovations in AVIL, 115–116 pedagogic model of AL, 106 significance of EAP, 107–108 Academic Literacies (AL), 102, 105 comparative analysis of benefits
staff and researchers, 88	and limitations of EAP and
stress, 123	AL pedagogy, 106–107
Academic language and literacy	genre switching in, 109–110
(ALL), 103, 116	inception of, 105–106
Academic Language Classroom	pedagogic model of, 106
International Foundation	"Academic literacy support", 102
Programme	Academic performance
AL, 105	anxiety, 123
AVIL, 112–114	MT and, 126–128
best of both traditions, 110–111	Academic Vocabulary in Literacy
"best of both traditions" in AVIL,	(AVIL), 112–114
114–115	innovations in, 115–116
"best of both traditions" innovate	Academic Word List, 112
integrated all approach, 116–117	Academic writing, 86, 88, 90, 103, 106, 117
comparative analysis of benefits	"Achievement Orientation", 125
and limitations of EAP and	Active experimentation, 22
AL pedagogy in FEAP,	Active experimentation, 22 Active learning, 7, 12–13, 15–16, 68,
106–107	69, 71, 75
context of innovations in teaching	pedagogies, 15
and learning in IFP, 103–104	picture postcards for, 71–72
critiquing study skills approach to	Adult English language (AEL), 5–6,
writing and literacy, 107	25–27, 26
EAP & subject collaboration on	HQPBL teams in AEL classroom,
teaching writing, 111	37
EAP, 102–103, 104	learners implementing HQPBL
EAP pedagogic principles and	activities, 39
purpose, 104–105	real world research for AEL
FEAP course development,	learners, 32–33
111–112	Alliance, 143

American Institutes for Research	Class time, 146
(AIR), 28	Co-construction, 50–51
Analysis, 7, 18, 56, 67, 68, 70, 76, 108,	of disciplinary socialization,
115, 131	115–116
skills, 69–71	Co-construction of pedagogical
Analytical skills, 75	knowledge, 42
Archival skills, 7, 69	co-reflection, 51
Archives, 69	limitations of individual reflection,
Argumentation, 107	47
Artificial intelligence (AI), 138, 142	LS as innovative strategy for, 42, 50
Assessment, 16	mechanics of, 51
Assessment, 6, 13, 16, 62, 97, 122, 130,	space for, 6
145, 147	student teachers engagement in, 43
Awareness	Co-reflection, 49–50
awareness-raising through	Collaboration, 7, 17, 30, 47, 111
transformative pedagogic	for AEL learners, 35, 43
modeling, 109	collaborations between university
bringing students on board and	and industry, 143
creating, 131–132	between combinations of
self-awareness, 129	academia, government and
•	industry, 143
Behavior, 13, 43, 58, 116, 126–127	component of HQPBL, 37
Best of both traditions model, 8, 103,	between local government, industry
110–111	and higher education, 140
in AVIL, 114–115	types, 111, 114
innovate integrated all approach,	Collaborative working, 47–48
116–117	Collective learning, 46–47, 51
"Best of both worlds" approach, 7	Commitment, 56, 124, 130, 147
British Association of Lecturers of	Communities of practice, 93, 107
EAP (BALEAP), 104	Complex process, 12, 14
Buck Institute for Education (BIE), 30	Complexity theory, 12–13
Business, 17–18, 113, 127, 132, 147	Concrete experience, 22
Business process management model	Confidence, 38, 124–127
(BPM model), 17	AEL learners, 38
, , , , , , , , , , , , , , , , , , , ,	creative, 56
"Career Development Learning", 129	interpersonal, 127
CareerEDGE model, 129	writing, 97
Case study method, 5–7, 13, 16–17,	"Confidence in Abilities", 126
56, 86, 138	Contemporary theories of MT, 122
Case-based Learning (CBL), 17	Context, 15–16, 18, 22, 30, 62, 68,
Center for Adult English Language	103–105, 115, 142
Acquisition (CAELA), 26	Control, 51, 124–125, 127
Center for Applied Linguistics (CAL),	emotional, 125
28	life, 125
Challenge, 6, 13, 30, 51, 122, 125, 144	life control, 124
Class activities, 146	self-control skills, 123

Control, Commitment, Confidence	"Duty of care" perspective, 122
and Challenge of MT	
(4Cs of MT), 124–125	Education, Research and
Cooperative teamwork, 14	Development Institute
COVI D-19 pandemic, 63, 90, 92, 123,	(ERDI), 144
142	Education(al)
Creative learning opportunity,	adult, 6, 28
co-creation of, 17–18	art, 68
Creativity, 5, 12, 14, 17, 61–63	coronavirus pandemic impact on,
Credit-bearing modules, 146	60
Critical analysis, 131	English-medium higher, 102
"Critical research framework", 106	entrepreneurial, 138–141
Critical sociocultural theory, 106	evaluation, 86
Critical thinking, 6–7, 17, 26, 32, 56,	impacts, 56
68–69, 69–71, 104, 122	MT in, 124, 131
Cultural objects, 69	paradigm shift in, 4
Culture shift, 129	syntegrative, 141–143
Curriculum, 11	teacher, 43
custom, 6	Effective communication, 142
customized, 56	Effective time-management, 123
design, 8	Effectiveness of entrepreneurial
element, 130	education initiative, 149
entrepreneurship, 63	eLearning, 142
HE with effective support strategies	Emiratization, 58
in, 122	"Emotional Control", 125
quality of, 63	Emotional Control , 123 Emotional intelligence, 128
quantity of, 63	Employability, 122, 128–130
sport tourism, 5	MT and, 128–129
•	
Stanford curriculum, 62	Employability Development Profile
tools, 122	(EDP), 129
types, 109	English as Second Language (ESL),
Cybernetics, 142	26, 105
"D C ''" 1 1 1 110	case for using PBL in, 27–28
"Deficit" students, 110	English for Academic Purposes
Design-thinking, 6, 59, 61, 62, 64	(EAP), 7, 102–103, 104, 146
"Disciple-specific and embedded	comparative analysis of benefits
writing instruction", 111	and limitations of EAP and
Disciplinary differences, 104–105	AL pedagogy, 106–107
Disruptive technologies, 8, 142, 148	EAP & subject collaboration on
Dissertation	teaching writing, 111
doctoral, 26	pedagogic principles and purpose,
UG and Masters, 93	104–105
work, 90	significance of, 107–108
Diversification, 102	English for Specific Purposes (ESP),
Document analysis, 69	104
Dubai, 56, 59, 61	English Language Centre, 147

English Language Learner (ELL),	Experiential learning, 13, 21–22, 49
5–6, 26–27	active learning, 15–16
English Language Proficiency (ELP), 28	authentic and practical experience, 17–18
English Language Proficiency	higher education teaching and
Standards, 28–29	learning, 13–15
English language skill levels, 28–29	innovative teaching and learning
English Medium Instruction (EMI),	context, 16
143	reflective portfolio, 19–21
English skills, 115	Extracurricular societies, 92
English Speakers of Other Languages	
(ESOL), 26	Faculty feedback, 62–64
English-medium higher education, 102	FEAP Plus course, 111, 112
Entrepreneur Community, 138	Financial imperative, 122
Entrepreneurial, 6, 8, 56, 59, 137–138,	Flexibility, 139
145	Flipped classroom, 145–146
competencies, 149	Fluency, 28–29
education, 138–141	activities, 115
finance and marketing, 56	developing, 29
learning, 8	higher level expectations in, 29
mindset, 56, 59	in vocabulary, 33
Stanford Center for Professional	Fluency development (FD), 113
Development, 64	"Form-focused" approach, 107
Entrepreneurship, 58, 138	"Formative transculturation", 116
curriculum, 63	Foundation English for Academic
education, 6, 138–139	Purposes (FEAP), 103
innovation and, 61	comparative analysis of benefits
literature, 56–57	and limitations of EAP and
methodology, 56-57	AL pedagogy in, 106–107
problem, 57–58	course development, 111–112
results, 60–64	Further Education (FE), 42
skills, 141	
solution, 59–60	"Generation snowflake", 131
teaching about, 143	Generation Y, 58
technology, 59	Generation Z, 58
Ephemera, 74	Genre switching in AL, 109–110
Evaluation	"Genre-based literacy" approach, 108
educational, 86	Gibbs Reflective Cycle, 47
higher-order cognitive skills, 17	"Goal orientation", 125
self, 49	Government
skills, 68	censorship, 58
of success, 149	in driving forward industry/
of teaching through LS, 45	academic collaborations, 143
Evaluative student feedback, 93–97	initiative to encourage entrepreneurial
Evidence-based model of MT, 124	education, 149
Evidence-based practice, 131	Gulf Cooperation Council (GCC), 58

partners, 148
university-industry partnerships,
138–149
Industry 4. 0, 138, 142
Industry-themed schools, 144–145
"Inner strength", 126
Innovation, 5, 12, 56, 138
in AVIL, 115–116
and Entrepreneurship Education
Program, 56
in HE teaching and learning, 15
in teaching and learning in IFP,
103–104
Innovative methods in teaching, 5
Innovative pedagogical approach, 13
Innovative teaching, 4–5
and learning context, 16
Intelligent manufacturing, 138
Intended Learning Outcome (ILO), 107
Interactive lecture, 68
Interdisciplinarity, 70
International Foundation Programme
(IFP), 102
innovations in teaching and
learning in, 103–104
Internationalizing higher education, 102
"Interpersonal Confidence", 126
Interpersonal skills, 19
Interpretative bias, 132
Interpretive manner, 51
Intertextuality, 107
Interviews, 42, 46
Intrapersonal skills, 19
intrapersonar skins, 19
"JoHari Window", 129
Johan Wildow , 129
Keele University, 86, 89
Keele's innovation, 90–92
Know-Want-Learn approach
(K-WL approach), 31
Knowledge, 12–13, 26, 31
with a K-W-L organizer, 39
construction, 49
pedagogical, 42, 45–46
phases, 13–14
to real work environment 4

students acquired knowledge, 56 theoretical, 18, 20, 43	Discipline-specific knowledge, and adaptability
	in Industry (MIDI), 142–143
Labor, 58, 140	Material culture, 73
Language	Material objects, 68
learning techniques, 147	Meaning making, 14
skill proficiencies, level four to five,	Meaning-focused input (MFI), 112
29	Meaning-focused output (MFO), 113
Language-focused learning (LFL), 113	Measure, 30, 125
Leadership	of achievement, 126
campus, 144	of MT, 127
cross-cultural, 141	Mental sensitivity, 126
and decision-making, 21	Mental toughness (MT), 122
senior, 130	and academic performance,
skills, 144	126–128
"SMART", 144	bringing students on board and
Learning, 4, 12, 106 (see also Project-	creating awareness, 131–132
based learning (PBL))	creating local "champions", 130–131
disabilities, 96	factor model, 132
dynamics, 14	in HE, 122–126
innovations in, 103–104	MT and employability, 128–129
online, 94	requirement, 129–130
time in, 96	strategies for improving MT in HE,
Learning aides to facilitate language	129
learning process, 31–32	top level commitment, 130
Learning development, 7, 86	Meta-reflections, 19
student-facing, 90	intrapersonal and interpersonal
Learning environment, 13	dimension, 21
"Learning Orientation", 125	professional dimension, 20–21
Lesson evaluation, 44	scientific and academic dimension,
Lesson observation, 44	19–20
Lesson planning, 44	Middle East, 59
Lesson Study (LS), 42–45	Middle East and North Africa region
Life control, 124	(MENA region), 59
"Life Control", 125	Millenials (see Generation Y)
Listening, 27	Mini lesson, 29
Literacy	Mobile devices, 58
critiquing study skills approach to	Modern education environment, 122
and, 107	"Movement" of active learning in HE,
visual, 68–71	12
Living and Learning in Britain	MTQ48, 129
(LLIB), 113	111 (10, 12)
(2212), 110	National Education Association
"Made in China 2025", 138	(NEA), 31
Management skills, International	Nationalization efforts, 58
perspective,	"New Literacy Studies", 105
I I	

Non-surveillance approach, 87	worksheet for music and gender
Normative approach, 108	roles in, 80
	Postgraduate certificate in education
"One size fits all" approach, 108	(PGCE), 42
Online learning resources, 94	Postgraduate writing, 91
Online teaching, 4	Postgraduate-taught students
"Outer Orientation", 126	(PGT students), 86
,	Practice-based research in higher
Part-time jobs, 123	education, 105
Pedagogic approaches, 102	Praxis, 49
Pedagogic model of AL, 106	Pre class activities, 146
Pedagogical knowledge, 42, 45–46	Present, Participate, Practice (PPP), 108
co-reflection and professional	Primary sources, 68
development, 49–50	Printing, 71
collaborative working, 47–48	Problem solving, 14
collective learning, 46–47	Problem-based approach of
Lesson Study, 43–45	Entrepreneur College, 148
limitations, 50–51	Problem-based learning, 146–147
teacher training, 42–43	Problem-solving, 6
theory-practice divide, 49	Professional (see also Curriculum)
Pedagogical research, 69	dimension, 20–21
Pedagogy, 12	ethos, 4
AL, 106–107	knowledge, 42
case study, 16	opportunities in sports, 20
case-based pedagogy, 17	practice, 104
EAP, 104	skills, 5, 42
innovative, 4, 5	Professional development, 49–50
writing, 109, 111	"Professional development plan", 147
Peer Review Guidelines, 108	Professional skills, 19
Persistence, 124	Program design, 142
Personality trait, 124	Project management, 37
Photographs, 69	Project Management Institute (PMI),
Picture postcards, 68	37
for active learning, 71–72	Project-based learning (PBL), 26
benefits, 69	AEL learners implementing
Positionality, 107	HQPBL activities, 39
Positivity, 125–126	English language skill levels, 28–29
Post class activities, 146	in ESL programs, 27–28
Post-university, 123	foundation, 30
Postcards, 68–71	HQPBL integration with AEL
examples, 72–75	learners' language
imagery, 75	acquisition, 30
tips for using postcards in	HQPBL teams in AEL classroom,
classroom, 75–76	37
worksheet for music and	learning aides to facilitate language
ethnocentrism in 81	learning process 31_32

level four to five language skill	Social interaction, 138
proficiencies, 29	Social learning, 106–107
in practice, 26–27	Speaking, 13, 27, 39, 95, 105, 108, 111
real world research for AEL	Sport tourism curriculum, 5, 11
learners, 32–33	Staff writing retreats, 86
student and teacher roles in, 27	Stakeholders, 8, 18, 47, 130, 142, 143,
tools for building vocabulary, 33–34	148
Project-based learning, 147	Stanford university, 6, 56–57, 59–60
Psycho-education approach, 131	Startup, 56
Psychological well-being, 122	StartX, 60
"Psychologically safe" environment,	Status Check Tool, 35, 37
128	Strategies, 8, 90, 121, 129
Public-facing websites, 89	Stress, 15, 123–124, 126, 131
β, t, t.	Student engagement, 45, 108, 111
Reading, 27, 29–30, 34, 116	Student teacher, 42, 44, 47, 50
materials, 33	Student-centered learning, 4, 15, 62,
as performance-related activities,	95, 108, 113, 145
43	Students, 13–14
skills, 39, 103	bringing students on board and
Real life contexts, 17	creating awareness, 131–132
Real-world situation, 28	motivation, 147
Reflection, 45	motivation, 147–148
Reflection-in-action, 50	psychological vulnerability, 122
Reflection-on-action, 45	stories, 61
Reflective observation, 22	student-facing learning
Reflective portfolio, 19	development, 90
meta-reflections, 19-21	Study skills, 86, 103
Remote learning, 71	critiquing study skills approach to
Research Guide, 32	writing and literacy, 107
Research lesson, 43	Subject collaboration on teaching
Research methods, 69	writing, 111
Resilience, 124, 126, 131, 139	Superior psychological skills, 124
Resourcefulness, 123	"Syntegration", 142
Retreat format and usefulness, 94-97	Syntegrative Education (SE), 8, 138,
"Risk Orientation", 125	141–143
	Systems theory, 142
Scaffolding techniques, 116, 147	Systems-based approach, 132
Scientific skills, 5, 19	
"Self-awareness", 129	Teacher training, 6, 42–43, 52
Self-confidence, 128	Teaching, 4, 12
Self-control skills, 123	context of innovations in teaching
Self-efficacy, 127–128	and learning in IFP,
Self-employment, 58	103–104
Self-esteem, 128	dynamics, 14
Skill levels, 28–29, 39	EAP & subject collaboration on
Social activities, 123	teaching writing, 111

higher education teaching and	work with peers from across, 91
learning, 13–15	University of Liverpool, 143–144
innovations in, 103–104	Upskilling, 139, 148
innovative teaching and learning	
context, 16	Virtual learning environments (VLE),
online teaching, 4	145
staff, 12, 14	Virtual Reality (VR), 142
subject collaboration on teaching, 111	Visual literacy, 68–71
teaching about Entrepreneurship,	"Vocabprofiler" software, 113
143	Vocabulary Chart, 26, 35
Teaching Development Fund, 149	Volkswagen Mobility Challenge, 61
Team-based learning, 95	
Technology-enhanced teaching, 145	Writing, 27
Theory-practice divide, 6, 49	behavior, 106
Time complaints, 146	critiquing study skills approach to
Timekeeper/taskmaster, 97	and, 107
Tourist gaze, 74	development, 87
Traditional Mental Health First Aid	high-order concerns of, 107
approaches, 130	partnerships, 88
Transferable skills, 58, 107, 117, 128, 139	pedagogy, 109, 111
Transformative causality process, 14	subject collaboration on teaching,
Transformative learning, 5, 13, 15	111
Transnational Education (TNE), 143	Writing retreats, 86–87
	benefits of, 87–89
UK-sector provision, 89-90	evaluative student feedback, 93-97
Undergraduate students (UG	formats, 92
students), 86	Keele's innovation, 90–92
Undergraduate writing, 86	social aspect of, 88
United Arab Emirates (UAE), 6, 55–56	UK-sector provision, 89–90
United Nations (UN), 142	
University	Xi'an Jiaotong-Liverpool University
career, 181	(XJTLU), 138, 141
Covid-19 pandemic and, 90	XJTLU Entrepreneur College, 138,
Keele University, 7, 86	143–147
pathway program, 103–104	XJTLU Entrepreneurial Campus
professor, 50	entrepreneurial education, 138-141
Stanford University, 6, 56, 59	reflections, 148–149
University of Edinburgh, 7	syntegrative education, 141-143
university-industry partnerships,	XJTLU Learning Mall, 148
138–149	XJTLU Version 2. 0, 138