

The Rejection Project: An action research project encouraging student interaction outside the classroom

SARAH WILSON

Monash University English Language Centre

International students are increasingly isolated and disconnected when they attend university and may fear talking to the English-speaking public. The Rejection Project is an action research project that examines a new classroom method for university EAP [English for Academic Purposes] teachers to actively encourage students to overcome their fears and speak to local English speakers. This may increase their interactions with the Australian public and give them a better student experience.

Background

This project began with a chance meeting with a Chinese ex-student I had in one of my EAP classes who is now studying at university. She told me that she had seen a Brazilian classmate from our EAP class at the bus stop but did not approach him because she was worried about speaking English to him. I concluded that if this reasonably confident woman felt uncomfortable talking to a previous classmate who was also learning English then it was unlikely she was speaking to local English speakers. After this conversation I asked my EAP students (all Chinese) at Monash University English Language Centre if they speak to Australians and when they said they did not, I asked them why. Several said they were shy, but then, with more persistent questions they concluded that they were afraid. They feared that they would be rejected by English speakers, either because their English was insufficient or because local speakers would not understand them or be interested in them. Most of them did not even try to interact with local speakers unless in a situation where they had no choice, such as talking with student services to obtain an identification card. These Chinese EAP students were using Chinese outside of class to buy their groceries, interact with friends and housemates, and throughout their lives in Australia.

International student integration has been difficult for many Australian universities (Baik, Naylor, & Arkoudis, 2015). Lawson (2012) showed that international students

want to be more involved with local speakers and the university community but an international student survey (Baik et al., 2015) revealed most students (56%) do not make Australian friends, 30% do not feel part of the university community and increasingly students are 'keeping to themselves' (44% up from 28%). Sawir, Marginson, Deumert, Nyland and Ramia (2008) add that same-culture interactions are important for international students but to avoid loneliness and isolation they must have connections with local English speakers. Thus it is essential for universities to implement programs that help international and local students to integrate.

Several universities have tried various programs to help students integrate (Australian Government Department of Education, Employment and Workplace Relations, 2017). For example, Monash University created English Connect, a free program that involves local students and aims to help students with academic and social English to build cultural understanding and friendships. Other universities have programs that involve volunteers or paid local students guiding international students on tours or events. These programs may attract many students but given the current levels of loneliness and isolation, they do not appear to help all students overcome their lack of connection to the university and make friends. Assisting students in overcoming their fears may be a key addition to these programs to help integrate students.

Findings from studies conducted in Australian contexts (see below) suggest there are several different reasons international students have difficulty integrating into the community: lack of agency, a perceived or real lack of proficiency, and few opportunities to interact with local English speakers. Although there are other aspects at play, these reasons will be the focus of this paper.

A common reason for international students not interacting with local English speakers is the lack of human agency. Individuals who have agency recognise that they are in control of their own thoughts, motivations and behaviour and thus direct their lives. EAP students who have agency see their education as their responsibility and will take action to interact with others. Individuals who exercise agency usually find it easier to interact with others and make friends (Sawir et al., 2008). Sawir et al. (2008) believe that people may not approach others because, among other reasons, they have a 'fear of rejection'. Yang, Noels and Saumure (2006) also argue that students need to have low anxiety when speaking English and a high perception of their language skills. Perhaps Australian international students have a low perception of their English and thus low self-confidence leading to a reluctance to talk to local speakers.

English proficiency, or perceived lack of proficiency is another reason students are reluctant to interact with local speakers of English. Sawir, Marginson, Forbes-Mewett,

Nyland and Ramia (2012) believe that individuals proficient in English are also likely to show human agency. They explain that students who feel their English is insufficient do not use their English outside the classroom when, clearly, this is the best way to improve their skills. In other words, students may be waiting for their English to improve to a level where they feel comfortable practicing their English with locals, not realising that speaking to locals is the best way to improve their English. However, these authors add that given the right educational environment, even students with low proficiency can succeed.

Some authors have argued that students do not have opportunities to integrate with local speakers of English or are constrained by time or the locations of their daily lives. Benson, Chappell and Yates (2018) studied an EAP student who showed great agency in the way she chose to integrate English into her daily life. As the student explains: 'Sometimes you feel afraid to talk with local people because they can't understand you.' Yet this student's determination to learn English helped her overcome this fear as she demonstrated her willingness to initiate interactions with local English speakers in various contexts. However, students may not feel there are adequate opportunities if EAP classes only consist of students from one culture, if work and study occupies most of their time, and if they feel afraid to initiate conversations.

Strategies to communicate with local English speakers are rarely offered to students within the EAP classroom. Integration strategies are mainly described as inner classroom integration rather than methods that encourage students to pursue interactions beyond the classroom. Saglamel and Kayaoglu (2013) introduced drama lessons to help students overcome language anxiety. This showed that students had lower levels of language anxiety, but how these drama lessons would help students integrate was not explored. The Rejection Project appears to be the first time that a documented strategy has been taught to students to specifically improve student reluctance to interact with local English speakers.

The Rejection Project is an action research project based on 'rejection therapy' which was created by an entrepreneur, Jason Comely to overcome his fear of rejection (Jiang, 2015a). It is a 30-day challenge where individuals approach strangers every day and make requests they believe will be rejected. This is designed to desensitise participants from rejection so they are able to pitch their business ideas to investors, partners or clients. Jia Jiang made rejection therapy famous through his TED talks, book and viral YouTube video (Jiang, 2015b). Participants of rejection therapy report that in making requests to strangers, they no longer feel fearful and gain a new confidence in approaching others (Jiang, 2015a).

This practice of desensitisation, has been thoroughly researched and practiced in

clinical psychology for many decades (Graham & Reynolds, 2013). Desensitisation is a common tool used by psychologists, particularly cognitive behavioural therapists, to treat fears, phobias or anxiety through exposing the patient to their fear in a number of stages. It is an intervention that has strong evidence of treating patients who suffer from fears or behaviours they wish to eliminate from a range of conditions such as autism, obsessive compulsive disorder, post-traumatic stress disorder and anxiety disorders. It is considered a vital aspect of cognitive behavioural therapy and has a large body of evidence supporting it as a best practice treatment for a variety of mental health issues (Graham & Reynolds, 2013).

Originally developed by Wolpe (1958), systematic desensitisation allows psychologists to help patients overcome a fear through a series of small steps of exposure. For example, Bandura (1977) famously helped individuals overcome a fear of snakes. They begin by looking at pictures of snakes and then touching the pictures. After they feel calm, they watch a snake on a video. Once comfortable with this, they look at live snakes through a window and then finally touch a real snake. Once they achieve this final step, their fear is likely to have disappeared. A behavioural therapist or psychologist is with the individual through all of the steps monitoring their fear and sometimes using calming techniques to help the client.

Bandura also took desensitisation further and found that helping patients overcome their fears leads to them developing confidence in other areas of their lives. In examining Bandura, I was inspired to look at his other theories and found 'social cognitive theory' whereby a person watching someone else overcome their fears feels inspired to overcome their own fears (Bandura, 1971). Learning about social modelling from Bandura inspired me to participate in this action research project. If students could see that their teacher is participating then, according to the 'social modelling theory', they would be even more willing to face their own fears of rejection.

Action

Inspired by Jia Jiang and Bandura, I applied for and received an internal Monash College grant and created an action research project which I called 'The Rejection Project'. Action Research is a process conducted by classroom teachers to solve a particular classroom difficulty. It is often described as a circular process where a teacher identifies a specific problem in their class, researches the issue, devises a strategy and then implements the strategy in the classroom. Often the process does not end at this point, rather the teacher gathers feedback and observations from the intervention, reflects and researches the intervention further, then modifies the strategy and tries again (Burns, 2009).

The first class

The first time I did this action research project was with my class of 18 students from Monash University English Language Centre (MUELC) studying Monash English Bridging for University. These students were all Chinese, taking a 20-week EAP course. Two students were aiming for undergraduate study, one in Arts and one in Business, while the remaining 16 were aiming for postgraduate study in Media and Communication, or Business. There were 12 females and 6 males. Students entered the class with an overall minimum IELTS score of 5.5 with no band score lower than a 5.0 in Reading, Writing, Speaking or Listening.

Before the project began, the first class learned about the theories behind the Rejection Project. I believed that students would need to learn about desensitisation and be persuaded to participate in the project, so this was introduced as a listening task with a TED talk by David Kelley (2012), who explains the steps of overcoming a fear and how this can help individuals express creativity. Then I showed them Jiang's *What I Learned from 100 Days of Rejection* (Jiang, 2015b) and the Rejection Project was revealed. Students had a series of lessons and class activities to help them through the challenges set by the project.

Students were issued a challenge to speak to local English speakers for 2 weeks. Every day in the first week students spoke to locals with simple, easily accepted requests such as asking for directions and then students were challenged to make requests they believed would be rejected, for example, asking a stranger for \$50 or asking to swap hats. Unlike Jiang's (2015a) challenge, where he only approaches strangers, the students were permitted to make requests to any English speaker who was unaware of the project.

In class, the rules of the Rejection Project were designed to help students have positive experiences and avoid potential difficulties. For example, students knew not to approach children and that they could not ask someone to do something illegal or unethical. They could also do what I called a 'tag-on'. This is where they can add their request at the end of an interaction with someone they are already conversing with. For example, if a student is at a coffee shop, they order their coffee and then ask if they can have a cookie for free. This is less intimidating since they have already engaged the local speaker in a conversation and do not have to approach with a rejection request.

During the project the students had class lessons to prepare them for any social or English language problems that may have occurred in their interactions, and they were given guidelines on how the project works. Firstly, they learned how to choose and approach a 'target', and we revised language for making requests and appropriate

body language. Secondly, I met pairs of students at the campus centre where they watched me ask a stranger for a simple request and then I observed each of them carry one out. A couple of times students were ignored or misunderstood. To help overcome this, students were encouraged to keep trying interactions until they succeeded. Thirdly, students were also taught how to avoid dangerous situations, and they were encouraged to participate in the project in pairs so they had someone to support them and intervene if necessary. This was practiced using roleplays.

Finally, there were lessons to help students understand why people reject requests and how to accept rejection in a healthy manner. As this was an action research project, I often shared my ideas with the Monash College student psychologist, Mai Tham. She encouraged me to teach the students how to handle rejection. Some people do not know how to manage their feelings about rejection or may have experienced abuse or trauma from rejection in the past. In class, students were given stories about rejection – some famous ones where people have persisted in the face of rejection; others taken from people I know (shared anonymously and with consent). In class, the students divided the stories into positive and negative reactions to rejection and then discussed possible ways they could react to rejection.

I also participated in the action research project, keeping a diary of interactions and my own challenges which I shared with the class. With the first class I wanted to demonstrate that I was also willing to confront people with difficult requests and I did this by approaching our CEO Jo Mithen with a request to interview her and showed my students the video when the interview was complete.

After the lessons were completed the students each gave an oral presentation about their experiences and we celebrated the end of the project with a 'rejection party'. After this, the students completed a Survey Monkey survey (Appendix A) and some were interviewed to gain qualitative data.

Observations (first class)

The first time I considered this project, I simply wanted to see students take more risks and in doing so, gain resilience and confidence in their English skills. I thought that this action research project would lead students to being more willing to try new ways of learning and to gain more confidence by confronting their fears of rejection. However, during the reflection and research part of my action research it became clear to me that this project should focus on increasing student interactions with the public. Thus, after the first class was involved in the project, and upon learning more about the loneliness and isolation students face, I narrowed my focus of my action research project to increasing student interactions with local English speakers.

Written consent to participate in the project and be filmed for the oral presentations was obtained from all the students, except one from this first class. I thought consent was going to be difficult. One student asked during class whether they had to participate. I restated the possible benefits of the project and explained that participation was their choice. I believe he wanted to choose and not be forced to participate because of a class requirement. Interestingly, he became one of the most outspoken advocates of the project and its benefits. The one student who did not participate explained in private that she believed the project would 'change her personality'. She still wanted to participate in the lessons so I included her and invited her to join in the challenges when she felt more comfortable. At the end when the other students presented their experiences she also addressed the class and congratulated everyone on completing the project and expressed regret in not participating.

When the students began this project a few students decided to skip the simple, acceptable requests and move onto the rejection stage. This caused one of them to lose confidence quickly and gain more fear because he did not want to repeat the experience. This was difficult to manage but eventually I convinced the student to make a few easily accepted requests and build his confidence before trying the rejection stage again.

Whilst the data confirmed the positive benefits of the project, I wondered if the students had increased their confidence or simply believed the project increased their confidence. They loved the project so they wanted to express good outcomes, however this does not mean that the intervention worked. After consulting with the MUELC psychologist, I decided to adjust the survey so that several of the same questions were asked before and after the project to show any changes in attitude. In future, another student survey will use these same questions to measure and compare the class's attitudes and behaviours with other classes who did not participate in the project. It is hoped that this data will show that students that participate in the project are still interacting with English speakers more than students who did not participate.

The second class

The second MUELC class was also a 20-week EAP class of 18 Chinese students. All six males and 11 of the 12 females were aiming to enter postgraduate Business courses, with one female heading for an undergraduate program.

Three weeks into the EAP course is a good time to start as the students have built rapport with each other and with the teacher. It is also early enough that it does not interfere with assessment and gives the students time to explore talking to locals throughout the course with the support of the teacher. Unfortunately for the second

class, I was ill with the flu and injuries so the students had several different teachers and I had little time to build rapport before the project started in Week 6. This may explain why the second class did not appear to be as enthusiastic as the first class, and although we had a solid relationship, I did not feel the same connection with this class as the first class.

Based on my observations and reflection of the project from the first class I decided to include a pre-project questionnaire to gauge the students' attitudes towards talking to local English speakers (see Appendix B). This questionnaire was a series of statements where students could agree, be neutral, or disagree. Included was the statement: '*I only want friends from my own country*'. When the students completed the survey and I saw that 100% of the students disagreed with this statement, I decided to display and discuss this result with the class. From this I asked the students if any of them had made friends and when they told me they rarely spoke English outside the classroom, I used this information to start a discussion about local English speakers and introduce the project.

For the second class, I decided I would reveal the second part of the Rejection Project after the students had completed the first week instead of revealing the entire project from the beginning. I did this because some students from the first class moved to the second stage of the project without completing a week of simple requests first, which I felt resulted in a loss of confidence. This time I divided the project into two clear stages. I gave them one week of using easily accepted requests before presenting the second stage.

I decided to cut the first TED talk on *How to Build Your Creative Confidence* (Kelley, 2012). Whilst this did demonstrate desensitisation, it included difficult vocabulary and concepts. In addition, the first group of students did not appear to benefit from it, so this activity was eliminated for the second class.

The other class lessons and consultations remained mostly the same and, like the first class, the students readily participated and each gave an oral presentation about their experiences. Written consent was obtained from all the students and no one from the second class refused to participate. I participated in the same challenges as the students, but this time I did not do the more challenging request, where I had previously requested an interview from the CEO of the college.

Student feedback from surveys, interviews and diaries (second class)

In the first class a survey was given after the project (see Appendix A) and qualitative results were also obtained through interviews and diary entries. The second class also had a survey. As mentioned above, it was administered before (see Appendix B) and after (see Appendix C) the intervention, in order to investigate changes in

attitude. These students were also interviewed and oral presentations at the end of the project were considered.

This project showed a number of improvements in different areas. Firstly, the students said that the project improved their confidence and helped them overcome any fears in talking to strangers (i.e., their sense of agency). Secondly the students reported that their English communication skills had improved. Lastly, the students said that the project gave them more opportunities to interact with local students.

Findings

Agency

One of the students said, 'There's a cute girl in Class DD. If I ask her out and she says "No" then I have fulfilled the day's request. If she says "Yes" then I get to go on a date with the cute girl from Class DD.' After confirming this was correct and explaining the concept of a 'win-win' situation, he said, 'I'm in!'

This humorous exchange demonstrates the main advantages of the project: increasing agency. Through the project, students see failure as the goal – the winning outcome. They have never viewed failure or rejection as a necessary step to achieving success before. As it turns out, the cute girl from Class DD did agree to date my student and whilst they ultimately decided not to continue dating, he explained that he never would have pursued 'a girl like her' before the project and in future he would continue to ask girls out, even if he believed they were 'too good' for him.

This agency may be derived from building on that first positive interaction with a local English speaker and feeling empowered by that experience. This is shown by 94% of students from the first class reporting that the project improved their confidence, for example: 'I have the courage to ask from a stranger – before I did this project I cannot imagine I could do that, but now realise it is not difficult.'

When involved in any desensitisation process the first few steps are the hardest, as often the fear of interaction is far greater than the reality of speaking with local English speakers. Jiang (2015a) discusses how he experienced physical signs of fear when he first approached his first stranger with a rejection request, but then explains how this fear response decreases with each subsequent interaction. This is why it is important to show students an interaction and be there when they have their first one.

The question of whether students take rejection personally also demonstrates agency. In the survey of the first class, 60% of the students said they took rejection less personally after the project. Before the project, 39% of students in the second class disagreed with '*I don't take rejection personally*', but afterwards 29% disagreed. When students take rejection less personally it means they are more likely to try another interaction with another local English speaker. Although this is not a huge

change, the duration of the project was only seven days. I would expect this to increase if the project were increased to 30 days. Also, my students appeared to have little experience in rejection before the project and may have overestimated their ability to take rejection personally in the initial survey.

One of the best indicators of the project were the statements about approaching strangers. The first class said they believed the project '*made it easier for them to approach strangers*' (87% agreed or strongly agreed). In the second class, 33% agreed with the statement '*It is not easy for me to approach strangers*' before the project and 12% afterwards. Twenty eight percent disagreed with this statement before the project and this increased to 47% afterwards. Similarly, before the project, 67% of students agreed with the statement '*I feel comfortable expressing my ideas, feelings and concerns.*' This increased by 10 percentage points afterwards. These results indicate that desensitisation does have a positive impact. Clearly, the more students talk to the people in the community, the more they feel comfortable approaching people and expressing themselves, and realise their fear of talking to local speakers is unfounded.

Communication, proficiency and perceived proficiency

All the students found that the project helped their communication skills and 86% from the first class found it 'easier to talk to strangers after the project'. For example: 'At the beginning I could not speak fluently . . . but one day I talked to a stranger for a long time without any "ums" and I realised I had improved my speaking.' Another student said: 'What a great way to learn English, I am actually communicating!'

In terms of perceived proficiency, the results were also positive. From the second class, 55% of the students agreed with the statement that '*My English is not good enough to have a conversation with an Australian*' (33% neutral) before the project. But after the project most of the students disagreed with this statement (47%) or were neutral (18%). This indicates that the project helped students discover that their English is sufficient for a conversation with a local. By speaking to locals, students can realise that their English proficiency is sufficient to sustain a conversation. This may encourage more conversations with the realisation that their English is not as weak as they imagined. With more conversations the students improved their communication skills, communicated better, thus leading to further confidence to pursue more conversations.

The project also revealed authentic perspectives that students are rarely exposed to in the classroom. For example, one student explained how he was discussing house prices with an Uber driver and the Uber driver talked about how 'rich Chinese' are 'driving up house prices'. This was a surprising benefit to the project. These kinds of

perspectives lead to a broader and richer education for EAP students.

Opportunities to interact

The Rejection Project required EAP students to create their own opportunities to interact with local English speakers. My students were excited to learn how to speak to locals and create their own opportunities to speak with them in English. One student told me: 'we would do the project as we would "hang out" together. One of us would just say, "Rejection Project" and take a friend away from the group to go and talk to an Australian before joining the group again.'

Whilst I worried that the students would have negative experiences, particularly when asking difficult questions that are likely to be rejected, many reported having some memorable exchanges. One student explained that she asked a man flying a kite if he could let her have a turn with the kite. This turned into a 30 minute interaction where she practiced her English but also learned a difficult skill. She expressed joy when she was finally flying the kite on her own.

For the item: '*Australians are generally helpful and friendly*', 72% of students from the second class agreed before the project (the rest were neutral) but by the end of the project 82% of them agreed and the rest were neutral. This shows that the students were generally having positive experiences with their community and that local English speakers are more helpful and friendly than they expected. Many of them were surprised at how often their requests were accepted. For example, one student who was on the last bus of the night asked the bus driver if he could change the route slightly to drive past her street. He initially said no, but after everyone else had left the bus he agreed and took her directly to her street. It is important that students see local English speakers as helpful and friendly because then they are more likely to seek help when they need it and not be afraid of a negative reaction.

The project also encouraged better socialisation: several students had engaging conversations and even built friendships. For example, one student said, 'I am glad to invite her to go to the city. We left our phone numbers and became friends.' This is the best outcome of the project, as developing friendships is key to diminishing loneliness and isolation. Sawir et al. (2008, p. 159) discovered that '65% of students who had experienced loneliness or isolation had faced barriers in making friends across cultures compared to 36% of the non-lonely.' So perhaps in teaching students how to interact with local English speakers they are overcoming these struggles and finally able to build friendships.

Limitations

There are many gaps in this action research project that will need to be investigated

further. This project needs to be implemented with various classes and teachers to learn more about the strategy and its effectiveness. The results are based on student surveys, interviews and classes from one teacher in one institution. A better picture will emerge once different teachers, students and institutions participate.

I participated in the project because I believed that students needed a model. This appears to have had a positive impact on the students' own motivations to participate in the project. Further projects could involve classes where the teacher does not participate to measure if this make any difference.

Further research could measure confidence, risk-taking, resilience, communication skills and willingness to communicate and lower levels of language anxiety, rather than simply obtaining student opinions in these areas. Even the idea that students are fearful of rejection is rarely discussed in the literature and mostly comes from my own interviews and conversations with students.

The first and second class mentioned that they wanted the duration of the project to be the same as rejection therapy. I decided not to do this because of constraints in the curriculum, however, a few EAP students decided to extend it for 30 days. After seeing the benefits from these students, I believe that 30 days of the second stage will elicit better results so future classes will be trialled over 30 days.

It has been over a year since my first group of students has entered the university to study their chosen courses. Sometimes a few of them contact me to tell me how they still make an effort to initiate conversations. One student gave me an example of how she used her skills from the Rejection Project in her Media and Communication postgraduate course. An assignment required her to produce a video of a news story consisting of an introduction, filming of an event and an interview with an event organiser. She chose an event and contacted the event organiser who agreed to be interviewed. However, when the organiser realised she was going to be filmed she changed her mind. My student persisted and explained to the organiser that the film was a university assignment and would only be seen by the lecturer marking it. With this new information the event organiser did consent to be filmed for the interview. Being able to initiate conversations and persist in the face of rejection is a skill often required in personal and professional life, especially for those studying to be a journalist.

My next step is to survey and interview the previous groups of students who are attending the university to see if students continue to talk to local speakers and whether they are integrating into the university community. This will be tested against a control group.

This project only targets EAP students because we have the opportunity to implement the program during EAP classes. It would perhaps be useful to consider how to deliver a similar project for international students who do not attend EAP classes to encourage them to interact with locals.

Discussion

Students wanting to communicate with local speakers of English will likely have to create their own opportunities. This can be done in a variety of ways as evidenced by the student described in Benson, Chappell and Yates (2018), but can also be achieved through the Rejection Project. I believe for true integration at universities several strategies need to be simultaneously implemented. The human need to connect with people in the local community applies to both international and local students. Offering more opportunities and encouraging local students to interact more with international students will need to be encouraged by universities. A university culture where local English speakers and international students regularly have interactions with each other should be an important goal. I invite universities to become involved in helping international students integrate into the university community and encourage local students to talk more with international students. The Rejection Project is a first step where EAP students initiating conversations will hopefully inspire local students to integrate more with international students.

It is important to implement integration strategies – international student voices need to be heard and considered, or universities may find international students leaving Australia when they are not gaining the experience they are seeking (Larmer, 2017). For example, one student in Sawir et al. (2008, p. 162) said: ‘If I knew that I would be so isolated, maybe I would not have come’.

University classrooms and tutorials would also benefit from better integration. If international students feel more confident to express themselves then their views and ideas will be better represented in the university classroom. If students are afraid of rejection they are more likely to be silent and opportunities for sharing new perspectives are lost. All students, local and international, would benefit from international students having the courage and skills to express themselves.

CONCLUSION

International students come to Australia at great expense and effort to have an authentic Australian experience and to enrich their education, careers and lives (Wall & Tran, 2016). Currently, they are lonely, isolated and fearful of local English speakers. Clearly, integration is not being optimised in Australian universities. In an EAP setting it is possible to teach and challenge students to initiate interactions with

local English speakers and this may increase their agency, communication skills and social skills. EAP educators can empower students and guide them to take control and responsibility for their own interactions with local English speakers. The Rejection Project gives EAP students the power to initiate friendships and have the social and academic discussions they want to have. It puts the power of communication back where it belongs: with the students.

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Sarah Wilson has been an ELICOS teacher for 4.5 years at Monash College and previously taught English at various secondary schools. Her action research on the Rejection Project was the winner of the Monash College Engaging Students Award in 2017. She has researched and delivered professional development sessions on teacher self-disclosure and learning journeys, listening, and teaching discussion through video modelling. Sarah is passionate about helping students engage more with their local communities.

sarah.wilson@monashcollege.edu.au

APPENDIX A

FIRST CLASS SURVEY (POST-REJECTION PROJECT)

1. I have learned not to take rejection personally.
 - Strongly agree
 - Agree
 - It made no difference
 - Disagree
 - Strongly disagree
 - Not sure
2. I talk to strangers in English more frequently after the project.
 - Strongly agree
 - Agree
 - It made no difference
 - Disagree
 - Strongly disagree
 - Not sure
3. It is easier for me to approach strangers after this project.
 - Strongly agree
 - Agree
 - It made no difference
 - Disagree
 - Strongly disagree
 - Not sure
4. After being in this project I feel that strangers are not likely to help me if I need help.
 - Strongly agree
 - Agree
 - It made no difference
 - Disagree
 - Strongly disagree
 - Not sure
5. After this project I feel that Australians are generally helpful and friendly.
 - Strongly agree
 - Agree

- It made no difference
 - Disagree
 - Strongly disagree
 - Not sure
6. I feel that my English is not good enough to sustain a conversation with an Australian
- Strongly agree
 - Agree
 - It made no difference
 - Disagree
 - Strongly disagree
 - Not sure
7. Should the Rejection Project be included in all Monash College English courses?
Why?/Why not?
-
8. The best thing I learned from the project was_____.
9. The project could be improved by _____.
10. Any further comments?

APPENDIX B

SECOND CLASS SURVEY (PRE-REJECTION PROJECT)

1. I don't take rejection personally.
 - Agree
 - Neutral
 - Disagree
2. I frequently talk to strangers in English.
 - Agree
 - Neutral
 - Disagree
3. It is not easy for me to approach strangers.
 - Agree
 - Neutral
 - Disagree
4. Australians are generally helpful and friendly.

- Agree
 - Neutral
 - Disagree
5. My English is not good enough to have a conversation with an Australian.
- Agree
 - Neutral
 - Disagree
6. I only want to have friends who are from my own country.
- Agree
 - Neutral
 - Disagree
7. I generally keep to myself.
- Agree
 - Neutral
 - Disagree
8. I feel comfortable expressing my ideas, feelings and concerns.
- Agree
 - Neutral
 - Disagree
9. Overall, I am satisfied with my university experience so far.
- Agree
 - Neutral
 - Disagree

APPENDIX C

SECOND CLASS SURVEY (POST-REJECTION PROJECT)

1. I don't take rejection personally.
- Agree
 - Neutral
 - Disagree
2. I frequently talk to strangers in English.
- Agree
 - Neutral
 - Disagree

3. It is not easy for me to approach strangers.
 - Agree
 - Neutral
 - Disagree
4. Australians are generally helpful and friendly.
 - Agree
 - Neutral
 - Disagree
5. My English is not good enough to have a conversation with an Australian.
 - Agree
 - Neutral
 - Disagree
6. I generally keep to myself.
 - Agree
 - Neutral
 - Disagree
7. I feel comfortable expressing my ideas, feelings and concerns.
 - Agree
 - Neutral
 - Disagree
8. After this project I feel more confident.
 - Agree
 - Neutral
 - Disagree
9. The Rejection Project is good because _____.
10. The Rejection Project could be improved by _____.