

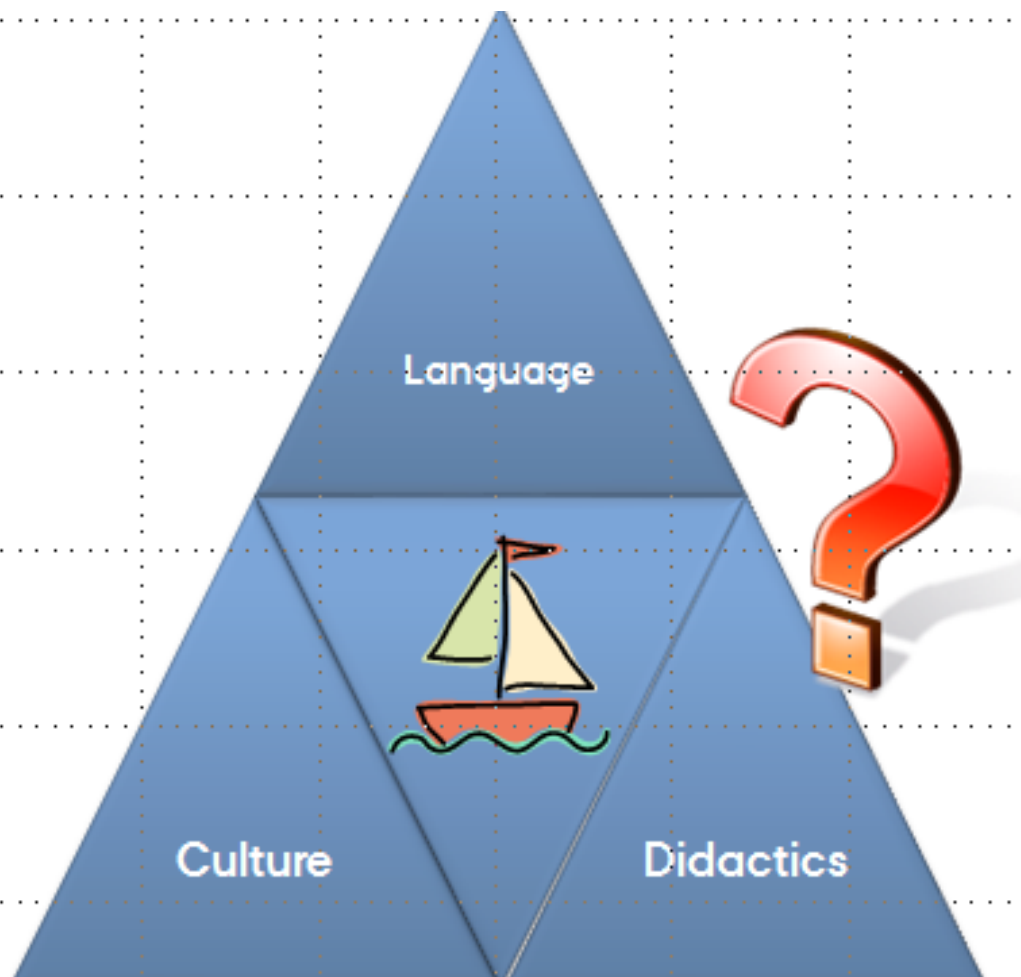


ACA European Policy seminar: English-medium instruction in Europe – 4.12.2014

THE CHALLENGES OF TEACHING AND LEARNING THROUGH ENGLISH



It's not just about language!



How do we navigate the
Bermuda Triangle of language,
culture and didactics?





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AIMS, OBJECTIVES, OUTCOMES WORK IN PROGRESS 2014



IntlUni Agenda

This presentation covers the following topics:

- Why IntlUni?
- IntlUni aims and objectives
- Outcomes 2013-14
- Work in Progress 2014-15



Why IntlUni? (1)

- An unprecedented increase in migration and the internationalisation of higher education in Europe.
- More people than ever before teach and learn through the medium of another language than their own first language.
- We have what we might call a Multilingual and Multicultural Learning Space in the International University.
- What are the implications for lecturers and students? And for the quality of European higher education?



Why IntlUni? (2)

- The internationalisation of higher education adds value – or has the potential to add value – to the programmes offered and to the learning outcomes achieved by students.
- This may be specified as learning outcomes in their own right or be integrated with other learning outcomes.
- Such learning outcomes form part of graduate profiles meeting the demands of the world of work.



Overarching aims of IntlUni are

- To identify the quality criteria (reference points) that should characterise teaching and learning in the Multilingual and Multicultural Learning Space (M&MLS), and
- To develop recommendations for how HEIs may implement and ensure the sustainability of quality teaching and learning in the M&MLS.



Objectives: Development A & B

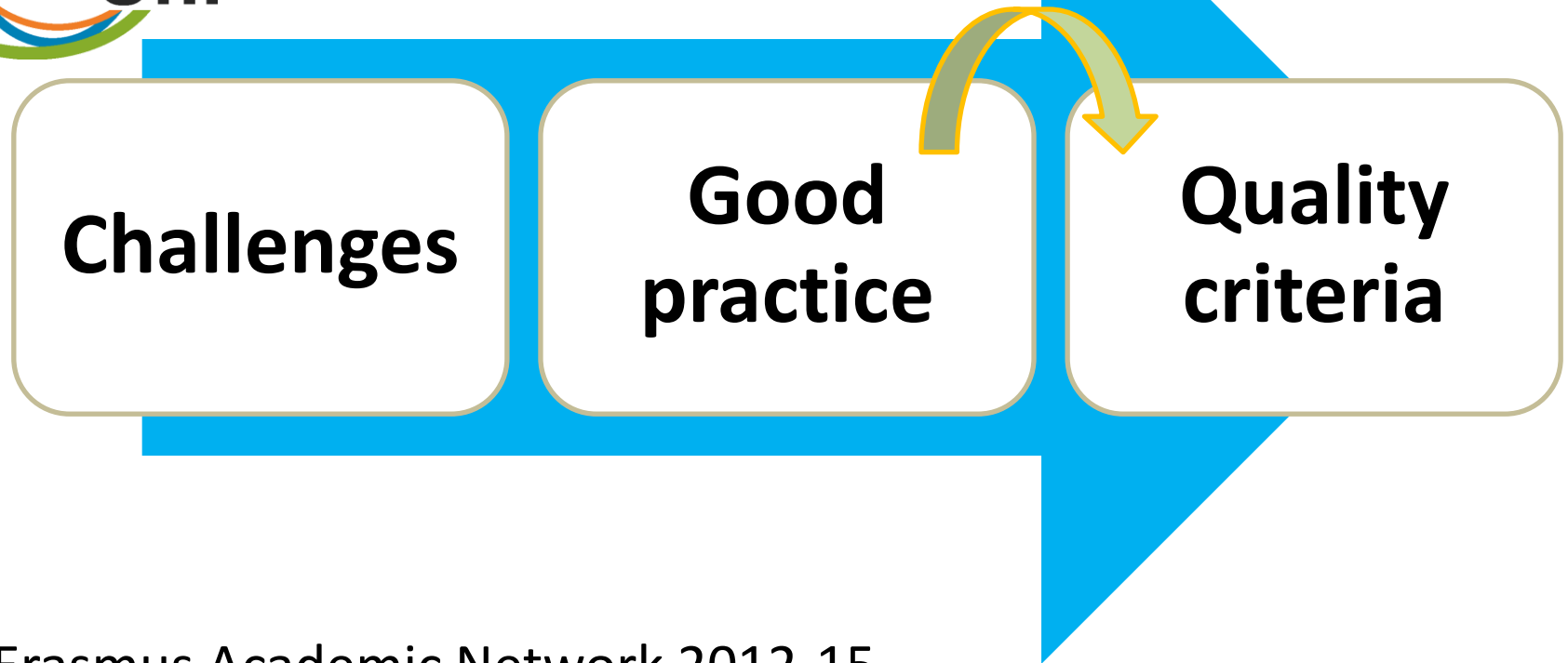
A:

To identify possible ways to meet challenges within different HEI teaching and learning cultures by identifying

- Examples of successful practice in different settings as well as issues that still need to be addressed; and
- A set of quality criteria and reference points that should characterise teaching and learning in the M&MLS.

B – based on the outcomes of A:

To develop a set of recommendations for the implementation processes that meet these quality criteria at institutional, national and European levels.



An Erasmus Academic Network 2012-15.
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38 higher education institutions in 27 countries.



OUTCOMES 2013-14



Internationalisation of the curriculum

Internationalisation of the Curriculum is the incorporation of an intercultural and international dimension into the content of the curriculum as well as the teaching and learning processes and support services of a programme of study. An internationalised curriculum will engage students with internationally informed research and cultural and linguistic diversity. It will purposefully develop their international and intercultural perspectives as global professionals and citizens. (Leask 2009:209).



Key aspects to consider

- Linguistic capabilities of students, academic and administrative staff.
- Cultural awareness and intercultural communication.
- Didactic implications of teaching and learning in a multi-lingual and multi-cultural learning space.
- Consider all students together rather than distinguishing between home and international students.



Spectrum of modalities (1)

Spectrum of modalities – the medium of instruction

National languages	Programmes and modules in English	English as a academic lingua franca	Parallel language policies	Multilingualism	English only
<p>The national language is the medium of instruction.</p> <p>In multilingual countries, more than one national language may be promoted.</p>	<p>Some programmes are taught in English to attract students from other countries or to offer students an international orientation and career (i.e. the 'brain gain' argument).</p> <p>HEIs offer English equivalents of programmes formally taught in the national language. It is often a common practice that if no international students attend the programme, the language of instruction switches back to the national language.</p> <p>EMI programmes are the result of ad hoc strategies.</p>	<p>Some programmes are taught in English, mostly to attract foreign students, but also to promote internationalisation at home.</p> <p>Language policies promote the use of English or another foreign language.</p> <p>Overall strategic development at the institutional level of the HEIs.</p>	<p>The national language loses domain as an academic language.</p> <p>Parallel language policies are adopted, in which it is specified that the coexistence of English and the national language(s) has to be observed and practised in the domains of teaching and administration (and sometimes also of publication).</p>	<p>The HEI opts for pure multilingualism, where the idea of partial language competences and simultaneous use of multiple languages in one interaction is practised.</p> <p>The HEI has then become a true multilingual learning space, which also has didactic and pedagogical consequences.</p>	<p>English is the unique language of instruction.</p> <p>As an academic language, English can be considered a true lingua franca, and therefore as a conditio sine qua non for maintaining a pole position in the international academic competition.</p>





Spectrum of modalities (2)

Language(s) of instruction:

- National language(s).
- Programmes or modules in English or other L2.
- English or other L2 as the academic *lingua franca*.
- Parallel languages.
- Multilingualism (partial competences and simultaneous use of several languages).
- English only.



Linguistic capabilities (1)

- Students' general and academic language skills.
- Lecturers' general and academic language skills.
- Lecturers' awareness of the extra cognitive load needed for students to learn through their second or third language.

How can these capabilities be ascertained?

- Appropriate language testing of all students.
- Language testing of lecturers!?



Linguistic capabilities (2)

Teaching and learning through English:

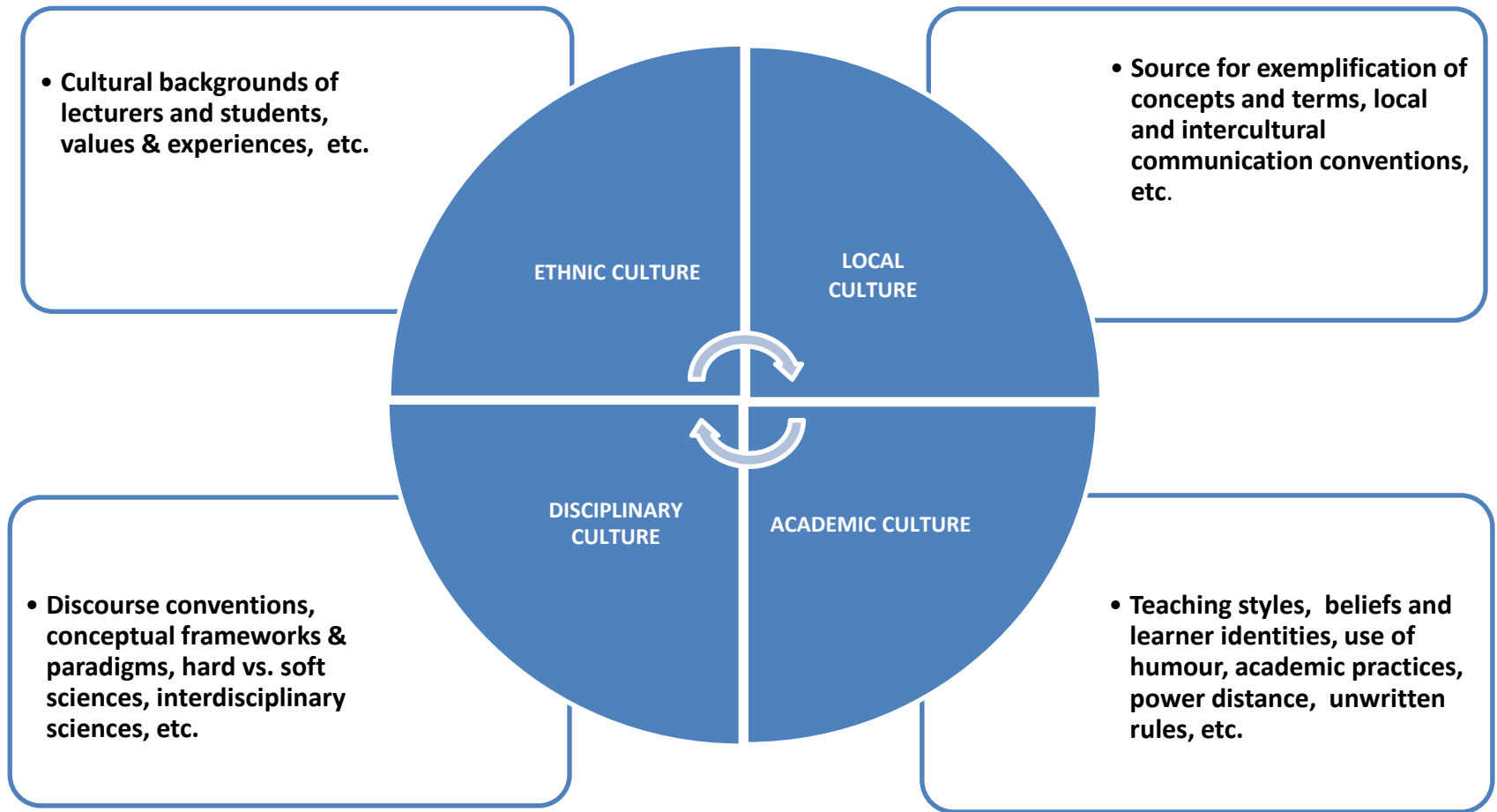
- Adds to the cognitive load of information processing and knowledge generation (=learning).
- Slows down students' reading and information processing.
- It takes longer to study, to prepare for class.
- Does the same (not) apply to the lecturers?



Cultural diversity

- It is crucial that students and (academic) staff are all aware of the cultural diversity in the international university.
- They must all learn to navigate in diverse ethnic, local, academic and disciplinary cultures.
- Global professionals and citizens must develop / have developed cultural sensitivity.

Cultural dimensions





WORK IN PROGRESS 2014-15



Work in progress: IntlUni principles 2014 (1)

The IntlUni principles for quality teaching and learning in the multilingual and multicultural learning space:

- Providing a safe and supportive learning space:
 - ✓ Providing institutional support for learning-conducive environments.
 - ✓ Integrating students; managing and leveraging diversity.



Work in progress: IntlUni principles 2014 (2)

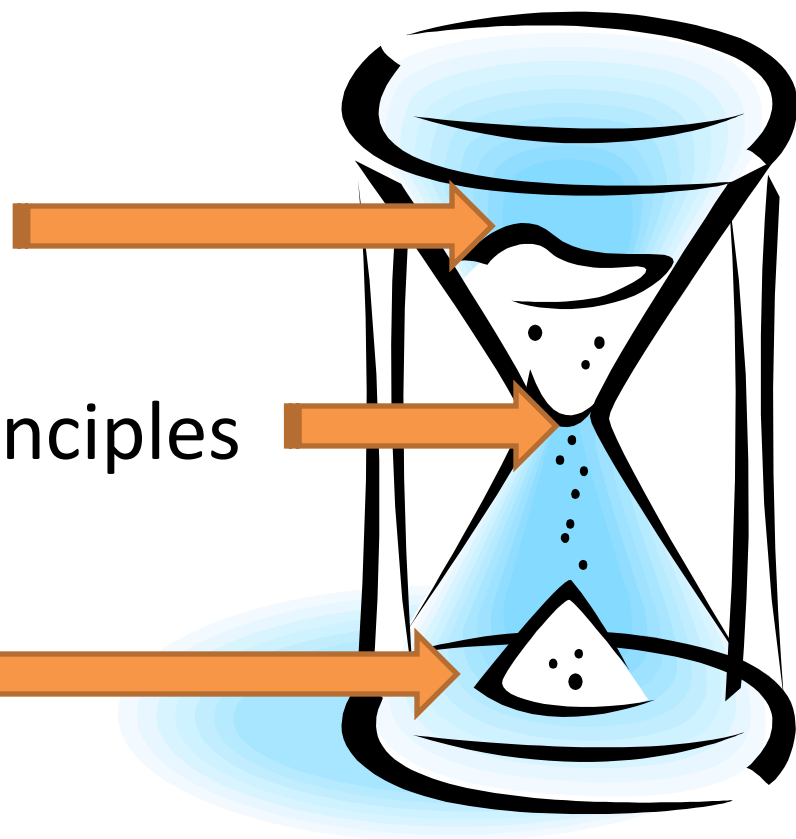
Raising awareness about teaching and learning processes:

- ✓ Reflecting on teaching styles and negotiating learning processes.

Enriching learners' identities and knowledge base:

- ✓ Raising awareness about cultural differences and linguistic diversity.
- ✓ Extending the contextual and intercultural knowledge base of learners.

- Examples of good practice
- Distilled into the IntlUni principles
- To be developed into
 - ‘Illustrative samples’
 - Quality criteria
 - Recommendations (WP 5 2014/15)





The way forward

- Measures to implement the principles will be demonstrated by means of illustrative samples
> to be posted on the IntlUni website.
- Year three of IntlUni (2014-15) will focus on:
 - Developing quality criteria for teaching and learning in the multilingual and multicultural learning space.
 - Developing recommendations at institutional, national/regional and European levels.



Possible recommendations (1)

- Improved language proficiency and screening tools for students and faculty.
- Content and Language Integrated Learning (Higher Education CLIL).
- EMI or CLIL??
- In-service training of lecturers.
- International Classroom projects (HE institution or faculty level).



Possible recommendations (2)

- Development and accessibility of language resources (courses and self-access).
- Sufficient human and financial resources must be available to implement international programmes (in English or any other language).

WELCOME TO INTLUNI

The Challenges of the Multilingual and Multicultural Learning Space in the International University

An Erasmus Academic Network with 38 educational institutions in 27 countries

A project of the EU Lifelong Learning Programme (2012-2015)

[THE CONTEXT OF INTLUNI](#)

[PRELIMINARY RESULTS OF WORK PACKAGE 4 - NEW BLOG: FROM BEST PRACTICE TO PRINCIPLES FOR QUALITY](#)

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NEWS



2014.11.26 | WORKSHOP

Major IntlUni Workshop with External Experts in Braga, Portugal on 5 November 2014

The IntlUni Erasmus Academic Network held its first major workshop in connection with the fifth IntlUni partner meeting at the University of Minho in Braga, Portugal on 4-7 November 2014. Approximatel



2014.09.01 | RESEARCH NEWS

Blog Now Open for Comments: From best practice to principles for quality

Help us improve our IntlUni results by commenting on the draft IntlUni principles for quality teaching and learning in the multilingual and multicultural learning space. IntlUni will soon start its

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IntlUni



You like this.



IntlUni added 18 new photos —
at University of Minho.
November 18 at 6:19pm

Photos from our recent 5th IntlUni All Partner Meeting in Braga, Portugal. An important milestone in the project! A big thank you to all our IntlUni colleagues for all your valuable contributions and feedback! We at the IntlUni Secretariat in Aarhus are very much looking forward to working with you all in the third and final year of the



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THANK YOU FOR YOUR ATTENTION!



References & more

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