

Unpacking Internationalization: English language as an international language in text-based instruction

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KAPLAN
INTERNATIONAL
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English in Indonesia



Language as social semiotic

- Language is a meaning-making resource
- Learning language is learning to mean
- Learning language by making meanings

M.A.K. Halliday's Systemic Functional Grammar

Introduction: Learning to mean with texts

"The important thing about the nature of a text is that, although when we write it down it looks as though it is made of words and sentences, it is really made of meanings."

(Halliday and Hasan 1985: 10)

Teaching with texts

- Texts — resources for making meanings
 - Teaching texts — acts of meaning as social acts
 - Learning texts — managing choices to make culturally relevant meanings
- (Mickan 2013, 2014)

Knowledge building with texts

Texts: a
resource for
making
meanings

Learning English
is learning to
mean with texts

Instruction with texts: meaning-making

- **Students experience texts** eg read together
 - **Observe texts in acts of meaning** – select texts for lessons
 - **Analyse texts** — study grammar of texts
 - **Compose texts** using experiences of texts to write your own texts
- (Mickan 2013)

The reality of language as text

- Authentic
- Natural
- Embedded in context
- Culturally valid
- Normal to use language as texts
- Normal to want to make meanings - to understand and to express meanings of texts

The wording of texts

- Texts invite analysis
- Grammar [lexicogrammar] is embedded in text – real, natural, purposeful
- Analysis of grammar & understanding how language works to make meanings

Introduction to the Study

- Where the project was undertaken
- Participants
- The theoretical basis
- Purpose of the project

Review of previous research

- Martin and Rose (2005)
- Maton (2013)
- Kachru (1976)
- Mickan (2013)
- Halliday (2007)

Why is it important to unpack internationalization?

How topics contribute to international debates

S3: ... for me, immigration is a just searching for a different standard of living, a better one usually. But it doesn't mean that you have to go [unc] to a developed place, a developed one. [Lines 283-284 – Appendix 3.B]

S2: it is not possible for every person to move to another country because it's quite expensive for people to move to another country so ... [unc] so that's a big issue for the people. They have to think about all of this. They have to save the money. To sacrifice, these all things are usually we have to follow. So it's not easy. [Lines 510-512 – Appendix 3.B]

What is the role of the
teacher as the unpacker?

My immigration story as model text



I came to Australia on student visa. Although I had done research about the weather before I came here, I was surprised by the humid weather at night. It was the beginning of a new life and I had to prepare myself for that. Before we landed at airport, we were given what was then called "passenger cards" and we had to fill in the cards with information about what we were carrying to Australia.

How does students' modelling of texts stimulate more unpacking?

I came to Australia ^{4 months ago} on a student visa.

~~Before~~ ^{After} I decided to come, I finished my degree and emptied my house. I know I will go back to Mexico, I just don't know when.

My trip was longer and heavier than I imagined, I got really sick on my last days in Mexico so 49 hours traveling with Plus ~~wasn't~~ ^{wasn't} the best time of my life.

I was so happy when I finally arrived to Adelaide and saw a familiar face in the airport waiting for me, plus I was escaping from winter.

Texts motivate responses: Critical perspectives

How can gender-related debates be globally unpacked through working with texts?

S7: In Italy that's a big problem because usually a woman can work until eight months of pregnancy so they ask for risked motherhood so they take more than one year and there were laws like recently... they made laws to let the boss fire the employees if they ask more than five or six months and they don't get paid full. They get less. (Ref. Vid. Paid Vacation, 09':00").

Students' contributions & knowledge-building


S2: The Bollywood industry, which is called: the movies. yeah, the heroes and heroines that which they are their favourite. So they usually try to follow them and so the things it's all about the.. (Lines 266~268-Appendix 4)

Teacher: So, do you generally follow fashion - Bollywood fashion trend? (Lines 299-Appendix 4)

S2: No, I don't follow because even if I followed that I have to watch every moment of second of what they as wearing and that stuffs because I don't follow them. As far as the season has changes. (Lines 299-Appendix 4)

Maton's Semantic Gravity

Analysis of student participation based on Maton's Semantic Gravity (2009)

Semantic Gravity	Coding of Response	Form taken by student response	Examples from transcriptions
 <p>Weak</p> <p>Strong</p>	Abstraction	Looks at the situation from a rather zoomed out scope and gives a macroscopic comment on the issue.	It's good, like, as we are moving ahead, as the generation changes, the time changes them. People are wearing them.. like, like, it's the Bollywood, its where you can clearly see that because they have to just move ahead. [Lines 316-318-Appendix 4]
	Generalisation	A rather generalised comment is given on the issue.	Basically, I see in my country, I clearly see the youngster are following this type of things specially the colleges and school boys. They always follow to copy them which make them smarter in good way. [Lines 309-311-Appendix 4]
	Judgement	A personalised account of the issue is given in response to a question from the teacher.	No, I don't follow [fashion trends on Bollywood] because even if I followed that I have to watch every moment of second of what they as wearing and that stuffs because I don't follow them. [Lines 303-304-Appendix 4]
	Interpretation	Information from the source is interpreted in own words. The reason following the interpreted statement is used as a support.	As we move ahead, like we can talk about a psychological survey and a study have found that people knew wearing a cotton a 1000 year ago. Specially we can clearly see the cottons are specially preferred in my country in India because people are wearing that type of clothes because we have a lot of hot season during that period of time. People mostly use cotton things to wearing. [Lines 251~260-Appendix 4]
	Summarising Description	Information is give through different wording and structuring.	The textile industry in India is traditionally after agriculture. It is the only industry that has generated a huge employment. [Lines 246~247-Appendix 4]
	Reproductive Description	Information is reproduced without changes applied. Numbers, facts and figures in the student's talk represent the extent to which the content has been reproduced.	The textile industry continues to the second largest employment generating a sector in India its often directs employment to over 5 millions. aaa, in the country. And the share of the textile in the total export was 11.04% during April to July 2010 as for the ministry during 2009 to 2010, the Indian textile industry was [unc] at US\$ 55 billions. [Lines 248~251-Appendix 4]

How can students' relexicalization of terms in the target language contribute to engagement with sociocultural values?

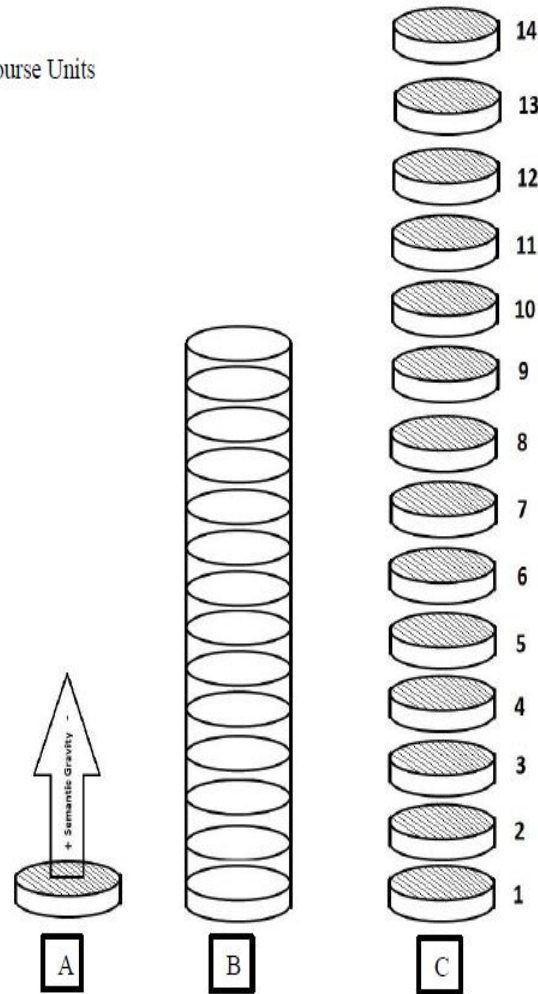
Discourse Units

Table 4-5

Discourse Units	Practices	Line(s)
1	Introducing fashion slaves	29-30
2	Teacher asking why we call them slaves	73
3	Response and explanation by the student	79-82
4	Why do we call them slaves? (Teacher spells slaves for confirmation)	89
5	Another student with Spanish equivalent	98-99
6	Teacher commenting that slave has a negative meaning	107
7	Student explaining and backing up argument	110
8	A third student entering and giving example (gaming slave)	130
9	Teacher asking if in this context fashion slave is completely negative	139
10	A student backing up that it is not always negative	155
11	Asking if there are also people being proud of being fashion slaves	163
12	A student explaining the contexts in which using the fashion slave is not offensive	196-199
13	The teacher personalising the fashion slave term	221
14	Responding and clarifying	224-226

Illustrating the progression of discourse units to form Knowledge-Accretion

Figure 4-10: Discourse Units



Texts for making meanings in daily interactions

- *Students heard, read and explored texts associated with everyday social practices in conversation with families and friends.*
- *Halliday (2007:269) suggests, we use language as a “medium” to make meaning in our daily interactions with members of the society.*

Content – topics: social and personal participation

Selection of texts – topic-specific

Students discussion expanded topic based on experience and personal ideas

Firth (1957a: 224 cited in Halliday 2007:272) explains, the whole linguistic analysis is aimed at understanding and observing meaning and such meaning could manifest itself as “function in context”.

Grammar of texts: A semiotic grammar

- *Employed lexicogrammar (wording) while listening to, reading and talking about texts*
- *Students had no separate instruction in grammar or vocabulary item.*
- *They read the texts, deconstructed readings into paragraphs, paragraphs to clauses and unlock the meaning within the texture of the written texts.*

Building cultural understandings: Texts & internationalisation

- *Videos as texts allow students to observe people' behaviours, events;*
- *Modelling for the students – texts in contexts.*
- *Texts as thought-provoking for the students.*

Teacher's role in knowledge building

A teacher who works with a text-based program of work is a researcher:

- *Find & select suitable texts — teachers' role in knowledge building*
- *Plan thought-provoking, discourse-building questions and contexts to share with the students.*
- *Teacher is constantly learning from the students who come from different sociocultural backgrounds.*

Texts & internationalisation

- Internationalisation as socio-cultural experiences
- Language and context: Lessons as natural events with language integrated with literacy & oracy
- Lexicogrammar

S2: people migrate for many reasons. For example for better opportunities and for a better lifestyle and good standard of living. And, apart from that, they get a lot of like, anything you can see, for, good infrastructure as it is, you get. as compared to the other countries.

New national English curriculum in Indonesia: Conferences and seminars; Internationalisation in action



Internationalisation & socialisation: Culture embedded in texts



Thank you!

Keep in contact!

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