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CRICOS PROVIDER 00123M

When the 'other becomes the mainstream': Understanding the cohort and how to meet their English language Learning needs

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seek LIGHT

Myself and The Australian University

Mainstream	Other
English Home Language	NASB
A Senior Academic, Associate Dean	ALL academic 'pinned to the margins' (Multiple other careers in EAL teaching)
Have PhD, supervise PhDs	Teaching-focussed high load, liable to 'restructure'
Australian citizen	Worked in: South Africa, Australia, Singapore, the Sultanate of Oman and the United Arab Emirates
Lived in Adelaide for 9 years	Non-Adelaidean born

Language and Literacy needs: Each disciplinary discourse I engage with, journal discourses, Program Approval Discourses, Policy discourses, Australian English, Australian cultures, translating discourses, Adelaide Discourses, technology discourses

Learning from International Contexts: A Fallen Star



Our own stars...



Bernard Lane

Reporter
Sydney

Follow @Bernard_Lane

A CHINESE student who secured two degrees from an Australian university, and then a job in his chosen field, has failed to persuade a tribunal that he has competent English.

The migration review tribunal said it simply could not take into account Hao Shen's apparent success after almost seven years in an English-speaking environment.

Mr Shen went to the tribunal after the immigration department refused his application for a skilled graduate visa.

Under the visa rules, the criterion for competent English is an IELTS test result with a score of at least six in each of the four sections on speaking, reading, writing and listening.



Many Chinese students aspire to study in English language programs. Picture AFP Source: AFP

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AIM Australian Institute of Management

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IN HIGHER EDUCATION

Cracks in the veneer of support: NTE



JULIE HARE

VC's enthusiasm for the government's higher education reforms is far from unanimous despite all but one publicly supporting fee deregulation



The 'Other' as Mainstream

2006

47% of undergraduate Finance & 39% of undergraduate Commerce students International

2013

- 6532 / 20779 Professions
 - 2633/ 6532 International
-

Academic Development in South Africa

Academic Support Model	Academic Development Model	The Higher Education Development Model
1986: 5% of population at liberal universities Black EAL students	1999: 59% of students at South African universities Black EAL	2011: 81% of postsecondary student population Black EAL
Ideology: deficit in relation to perceived homogenous elite	Realization: “‘underpreparedness’ would eventually be a majority phenomenon” Ideology: Assimilation into academic culture	Ideology: Shift from “counselling the student” to “counselling the system” Genuine provision involves mutual respect and mutual change
Provision: generic language and academic skills workshops and individual appointments OR bolted on ‘communication courses’	Provision: language and academic skills infused into mainstream curriculum. Goal: assimilation into cultures. ‘Cognitive injustice’?	Provision: Assessing relevance of curriculum for all students, individualisation for all students, diagnosis and structured reflection for all students
Staffing: support staff	Staffing: ALL staff in collaboration with subject academics	Staffing: ALL staff, all students, all academics!

Encouraging Australian Developments



Good Practice Report: English Language Proficiency

Author/s: Sophie Arkoudis, Lachlan Doughney Lead Institution: The University of Melbourne Published: 2014

But...Access Paradox

“If we provide students with access to dominant forms, this contributes to maintaining their dominance. If, on the other hand, we deny students access, we perpetuate their marginalisation in a society that continues to recognise the value and importance of these forms”.

(Janks 2000, p 176)

What can ALL Academics and Disciplines do?

- Institutional level: Make internationalisation of Higher Education 'normal' everyday practice:

Policy:

"Another key attribute of the Adelaide experience will be inculcating a sense of **global citizenship**. The Asian Century is upon us and we will seize learning opportunities arising from Asia's geographical proximity, combining all that is best from western intellectual traditions with the **diverse forms of knowledge of Asia**. We will foster **intercultural competence**, based on participation in Study Abroad or in a new **Host Program for international students**. **Experience abroad will be deemed an essential part** of the necessary breadth of skills and knowledge that defines a future leader, and **understanding of indigenous issues and culture** will also contribute to the sort of intercultural competence the University will aim to foster in its graduates." (*Beacon of Enlightenment*, 2012)

Practice: The Professions



- Diagnostic Language Assessment and targeted support for **all** commencing students
 - Integration of academic language and learning with embedded Learning Coordinators
 - Aspiration of internationalizing the curriculum in **all** courses (imagined phase)
 - Problem: The numbers game.
 - Professions ½ of students international
 - Humanities and Social Sciences 8%
 - A whole university approach needed
 - What about the pre-enrolment sector?
-

What can Pre-enrolment Programs do?

Situated Practice	Overt Instruction	Critical Framing	Transformed Practice
<p>Immersion and linking with individual experience</p>	<p>Conscious, systematic, analytic</p>	<p>Interpreting social and cultural context, critique and self-critique</p>	<p>Use learnings in other contexts</p>
<ul style="list-style-type: none"> - Interacting in discipline (in class, online, with resources) - Structured interaction with Community - Real written and spoken texts, not 'English materials' - Integrated skills activities <p>(Cope and Kalantzis, 2000)</p>	<ul style="list-style-type: none"> - Unpacking of skills, attitudes, knowledges of integrated skills activities - Unpacking Language as a Social Semiotic 'learning to mean' within disciplines - 'Ethnographers of their discipline' - Explicitly interrogating disciplinary experts 	<ul style="list-style-type: none"> - Student reflection and self-critique - Resources for interrogation: e.g. corpora, active use of Turnitin.com - Language centre reflection and self-critique - University reflection and self-critique - Mutual reflection and critique 	<ul style="list-style-type: none"> - Practice in application of literacies to disciplinary contexts - Ability to unpack genres and discourses, meanings of disciplines and individual tasks - Movement to 'abstraction level' (Maton 2009) - Teaching students help-seeking behaviours

Together: Letting our stars shine

- Integrated and explicit development of 'language for meaning-making' pre-enrolment
 - Integration of destination and pre-enrolment as much as possible with tools rather than 'answers focus'
 - Continued and increasingly disciplinarily relevant language development post-enrolment
 - Explicit instruction within the disciplines for all students
 - Just-for-me support, when I need it that is discipline and topic relevant and fun too – social engagement & fun materials that focus on 'language as meaning-making'
 - Institutional Support and commitment to true internationalisation and communication (Pre-enrolment, ALL academics, Discipline academics AND Leadership)
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Fun integration (language & people)...

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English for Uni


The free **English for Uni** website assists students with English grammar and academic writing skills through

- > amusing videos;
- > instructional explanations, and
- > interactive exercises.

Each video is based on situations students can relate to, such as TV game shows, old-style detective stories, or a university seminar setting.

Lecturers from any discipline can direct students to the site to learn more about English, and teachers of any language can enhance their students' grammar awareness.

www.adelaide.edu.au/english-for-uni



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