

The Conditions for Internationalising the Curriculum in English Language Teaching



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THE UNIVERSITY
of ADELAIDE

English Language Teaching



Covers:

- English Language Teaching (ELT)
- English as an Additional Language (EAL)
- English as a Second Language (ESL)

Internationalisation



- The concept that there is a convergence of method, approach, and expected outcome of standards as students from many different cultures come together to learn in varied institutions across the globe.

Conditions



- If internationalisation is to become a valid approach what are the **CONDITIONS** which will support such an approach?

Rationale



- The rationale for this paper is to identify an international model and to specify those conditions necessary for its success.

Research Questions



- 1. Is there evidence for an international way in which students learn which is non-culture specific?
- 2. Can a curriculum be designed to meet an international standard?

Student work

16 Sara.pptx [Read-Only] - Microsoft PowerPoint

EN English (Australia) Help

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ACTION PLAN

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graph LR; A[Writing] --- B[Practice]; A --- C[Listening/Speaking]; B --- D["E.G :Write a sentence"]; C --- E["Skype (sister)"]; F[Grammar] --- G[Verb form and tense]; F --- H[Articles]; F --- I[Adjectives]; F --- J[Adverbs]; F --- K[Prepositions]; F --- L[Conjunctions]; F --- M[Reporting verbs]; F --- N[Others];
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Visual learners and KINAESTHETIC learners

Action plan Diagram

6

English (Australia)

114%

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Student learning



- Students from all races and cultures have a common brain structure and so a common predisposition to learning. (Pinker, 1994).
- Culture adds a veneer of learned practices, which impose on their capacity to learn.

Student work

The screenshot shows a Microsoft PowerPoint slide with a light beige background and a dark red header bar. The slide content is organized into two columns. The left column is titled 'LEARNERS AS INDIVIDUALS' and lists two main points, each with a sub-point. The right column is titled 'LEARNERS AS INDEPENDENT ADULTS' and lists three main points, each with sub-points. At the bottom of the slide, there is a section titled 'DEFINITION OF INDEPENDENT LEARNING' followed by the text 'Individual & Independent Adults'. The PowerPoint interface is visible, including the ribbon with tabs for Insert, Design, Transitions, Animations, Slide Show, Review, and View. The taskbar at the bottom shows various application icons and the system clock.

9 Kent.pptx [Read-Only] - Microsoft PowerPoint

EN English (Australia) Help

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LEARNERS AS INDIVIDUALS

- unique interests and talents
 - follow interests and talents
- unique ways of learning styles
 - use preferred learning styles

LEARNERS AS INDEPENDENT ADULTS

- can make decisions
 - what we want to study
 - which study methods
- manage learning effectively
 - identifying the learning style
 - setting study aims
 - assessing the progress relates to study aims

DEFINITION OF INDEPENDENT LEARNING

Individual & Independent Adults

Print English (Australia) 1.20%

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Student work

The screenshot shows a PowerPoint slide titled "My plan" with a black background and white text. The slide is presented in a window titled "15 Sylar.ppt [Read-Only] [Compatibility Mode] - Microsoft PowerPoint". The slide content is as follows:

- Step1**: Understanding what I really want to and holding a positive attitude.
- Step2**: Preparing two different schedules. One is for the five weeks, another one is for the next day.
- Step3**: Rewriting the note after course every night. To consider what have you learned from the course again.
- Step4**: At least one practice of writing, paraphsing or dairy to maintain proficiency everyday.
- Step5**: Leave random time for unpredict change.
- Step6**: Have enough rest so that you will study more effectively during the next day.

The slide also features a blue line graph with six white circular markers connected by a blue line, representing the progression of the steps. The markers are labeled Step1 through Step6. The text for each step is connected to its corresponding marker by a vertical dashed blue line. In the bottom left corner of the slide, there is the Chinese text "40 造" and in the bottom right corner, the number "8". The Windows taskbar at the bottom shows the system tray with the date and time set to 11:22.

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A non-cultural specific model



- The early work of Bruner, 1968 identified four basic ways in which humans learn well; that is four conditions for learning:
- Curiosity
- Competency
- Identification
- Reciprocity

Curiosity

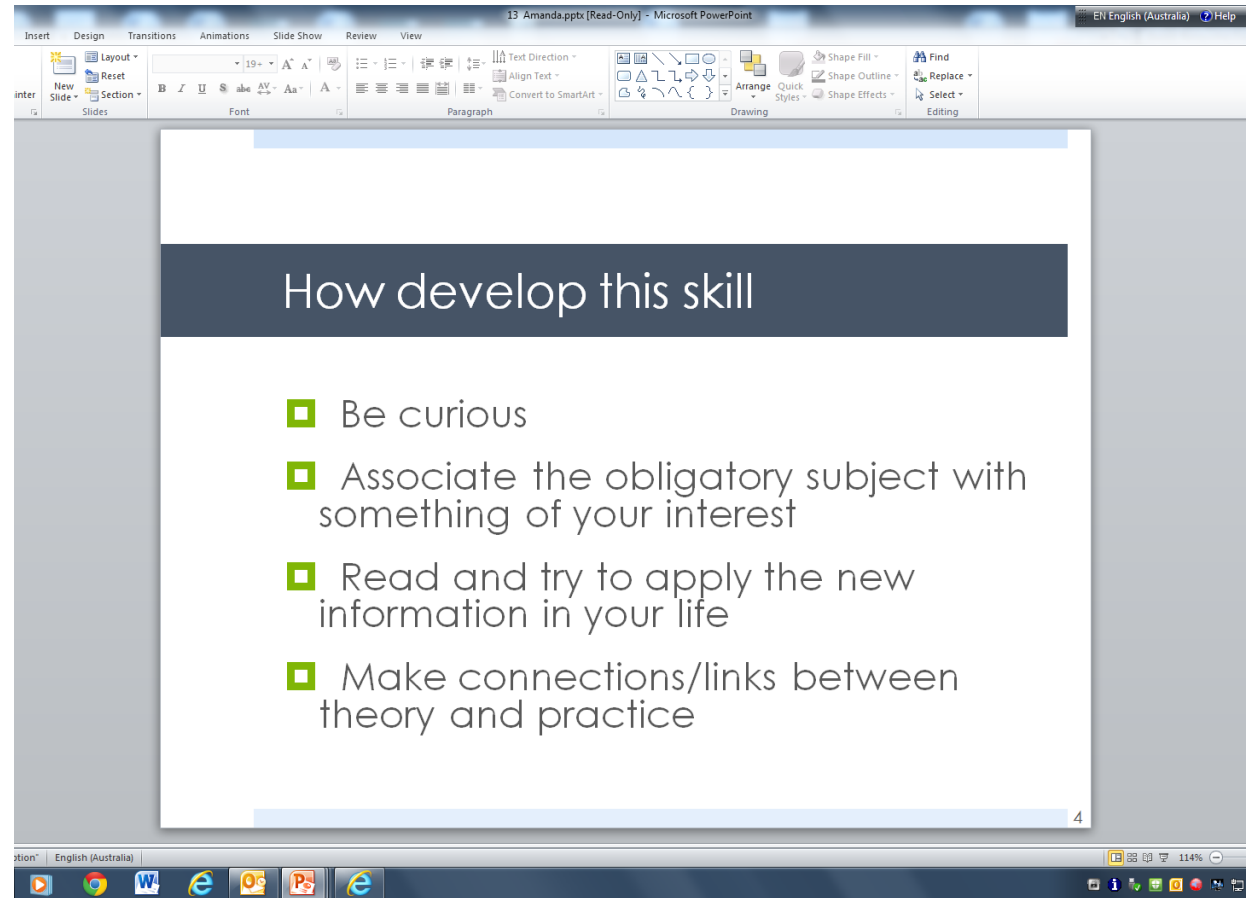


- To learn effectively (can do it) and efficiently (quickly) students need to have their curiosity stimulated. Curiosity stimulates learning.

Furthermore:

- Fear diminishes curiosity and learning. Learning occurs in a safe environment!

Student work - Curiosity



The image shows a screenshot of a Microsoft PowerPoint presentation. The title bar at the top reads "13 Amanda.pptx [Read-Only] - Microsoft PowerPoint". The ribbon includes tabs for Insert, Design, Transitions, Animations, Slide Show, Review, and View. The slide content is as follows:

How develop this skill

- Be curious
- Associate the obligatory subject with something of your interest
- Read and try to apply the new information in your life
- Make connections/links between theory and practice

The slide number "4" is visible in the bottom right corner of the slide area. The Windows taskbar at the bottom shows the system tray with the date and time "11:44" and the language "English (Australia)".

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Student Work

16 Sara.pptx [Read-Only] - Microsoft PowerPoint

EN English (Australia) Help

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Drawing: Shape Fill, Shape Outline, Shape Effects, Quick Styles

Find, Replace, Select, Editing

ACTION PLAN

- Feel comfortable
- Free- time → watch TV



Figure 1: Watch tv




Figure 2: **Body-mind connections**

English (Australia) 114%

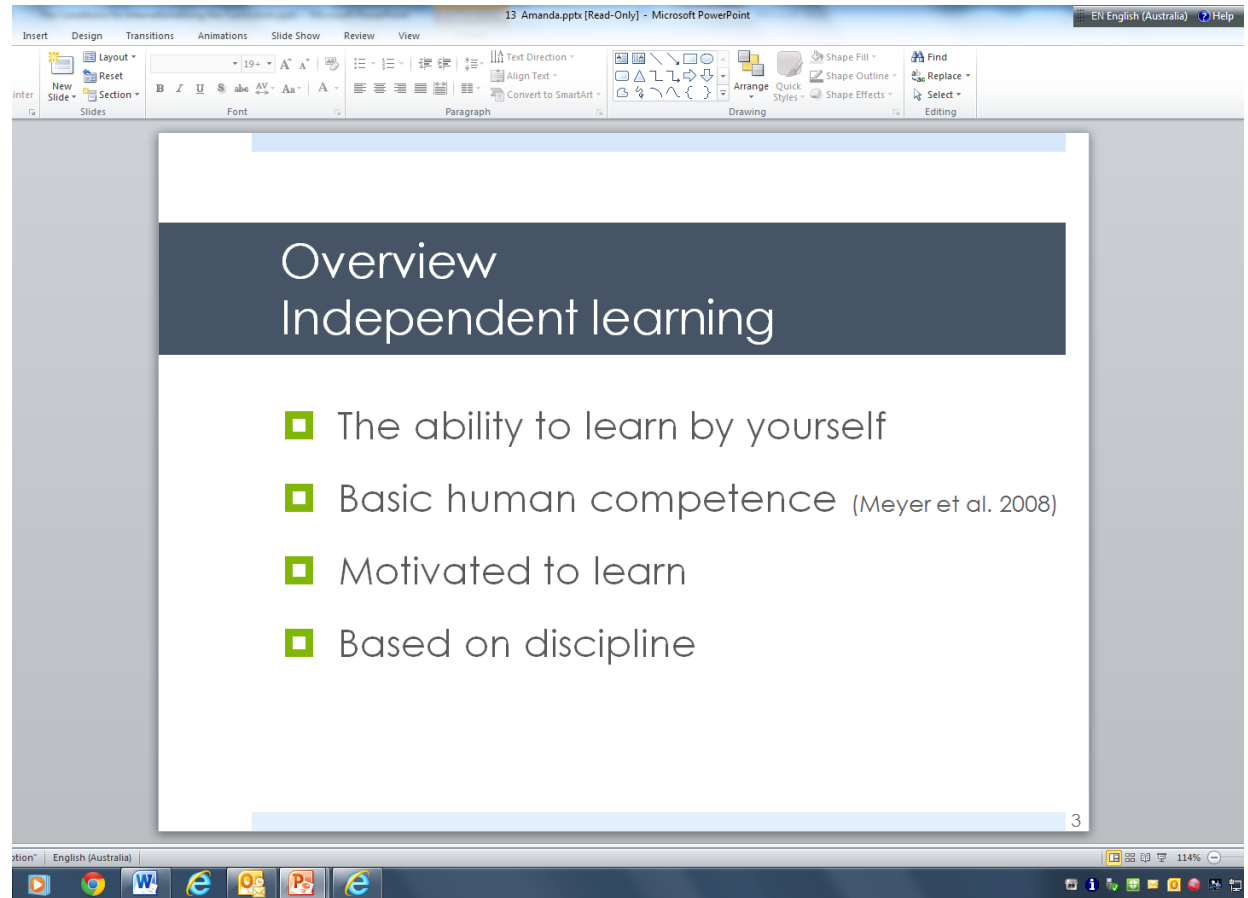
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Competency



- Learning occurs most effectively and efficiently when students start from the competency base, which they already possess.
- This has implications for student selection and class levels.

Student work



The image shows a screenshot of a Microsoft PowerPoint presentation. The slide is titled "Overview Independent learning" and contains a bulleted list of four points. The presentation is displayed in a window titled "13 Amanda.pptx [Read-Only] - Microsoft PowerPoint". The Windows taskbar at the bottom shows the system tray with the date and time as 11:44 AM on 10/23/2014. The taskbar also includes icons for various applications like Chrome, Word, and PowerPoint.

13 Amanda.pptx [Read-Only] - Microsoft PowerPoint

EN English (Australia) Help

Insert Design Transitions Animations Slide Show Review View

Layout Reset Section Slides

Font Paragraph Drawing

Text Direction Align Text Convert to SmartArt

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Overview

Independent learning

- The ability to learn by yourself
- Basic human competence (Meyer et al. 2008)
- Motivated to learn
- Based on discipline

3

English (Australia) 11:44 AM 10/23/2014

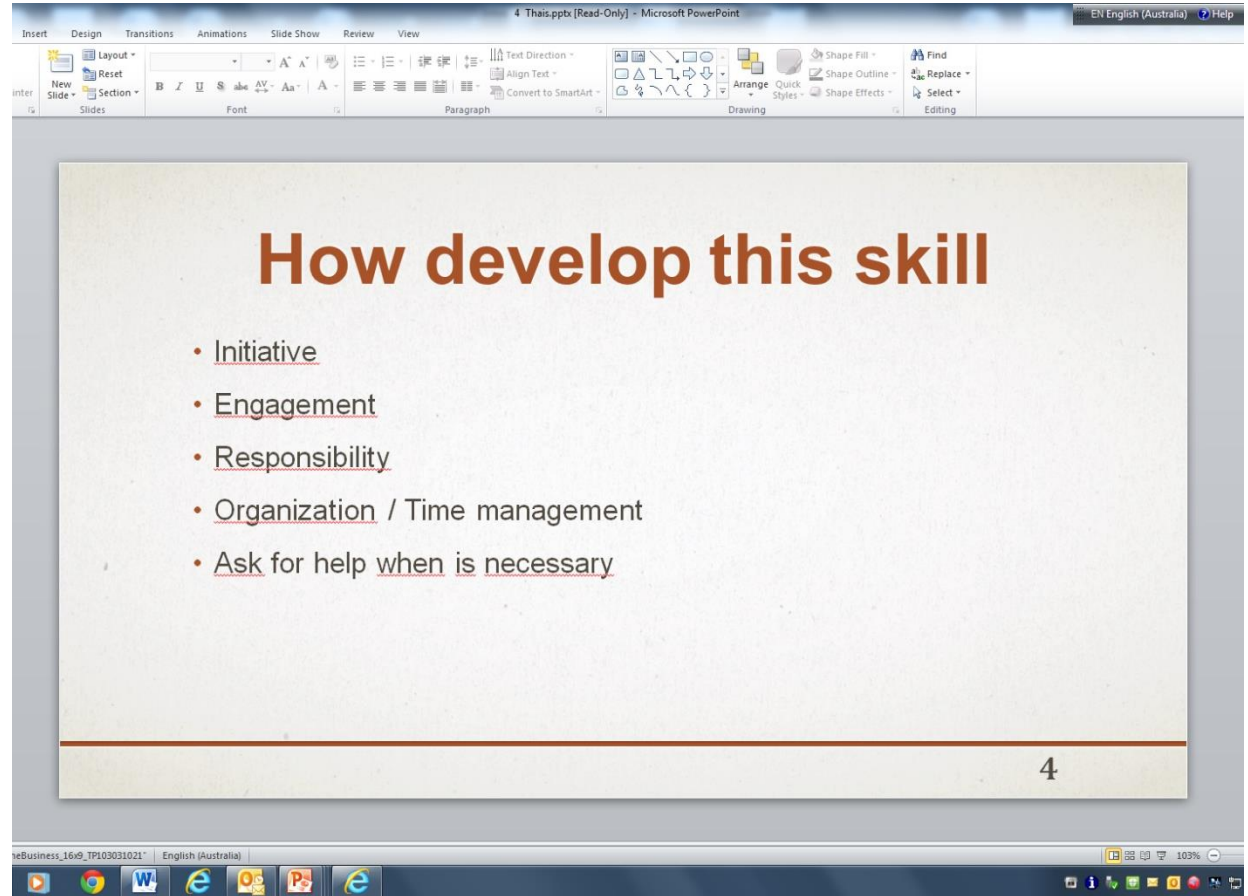
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Identification



- Students learn most effectively when they can IDENTIFY with an efficient and effective classroom MODEL in their teacher.
- The teacher must be able to clearly demonstrate the concept being taught.

Student work



The image shows a screenshot of a Microsoft PowerPoint presentation. The title bar at the top reads "4 This.pptx [Read-Only] - Microsoft PowerPoint" and "EN English (Australia)". The ribbon includes tabs for Insert, Design, Transitions, Animations, Slide Show, Review, and View. The ribbon is set to the "Drawing" group, showing options for Shape Fill, Shape Outline, Shape Effects, Arrange, Quick Styles, and Shape Effects. The slide content is on a light beige background with a dark blue footer bar. The title "How develop this skill" is in a large, bold, dark blue font. Below the title is a bulleted list of five items, each underlined: Initiative, Engagement, Responsibility, Organization / Time management, and Ask for help when is necessary. The number "4" is in the bottom right corner of the slide. The Windows taskbar at the bottom shows the taskbar with icons for Internet Explorer, Google Chrome, Microsoft Word, and other applications. The system tray shows the date and time as 10:33 AM on 10/23/2014.

How develop this skill

- Initiative
- Engagement
- Responsibility
- Organization / Time management
- Ask for help when is necessary

4

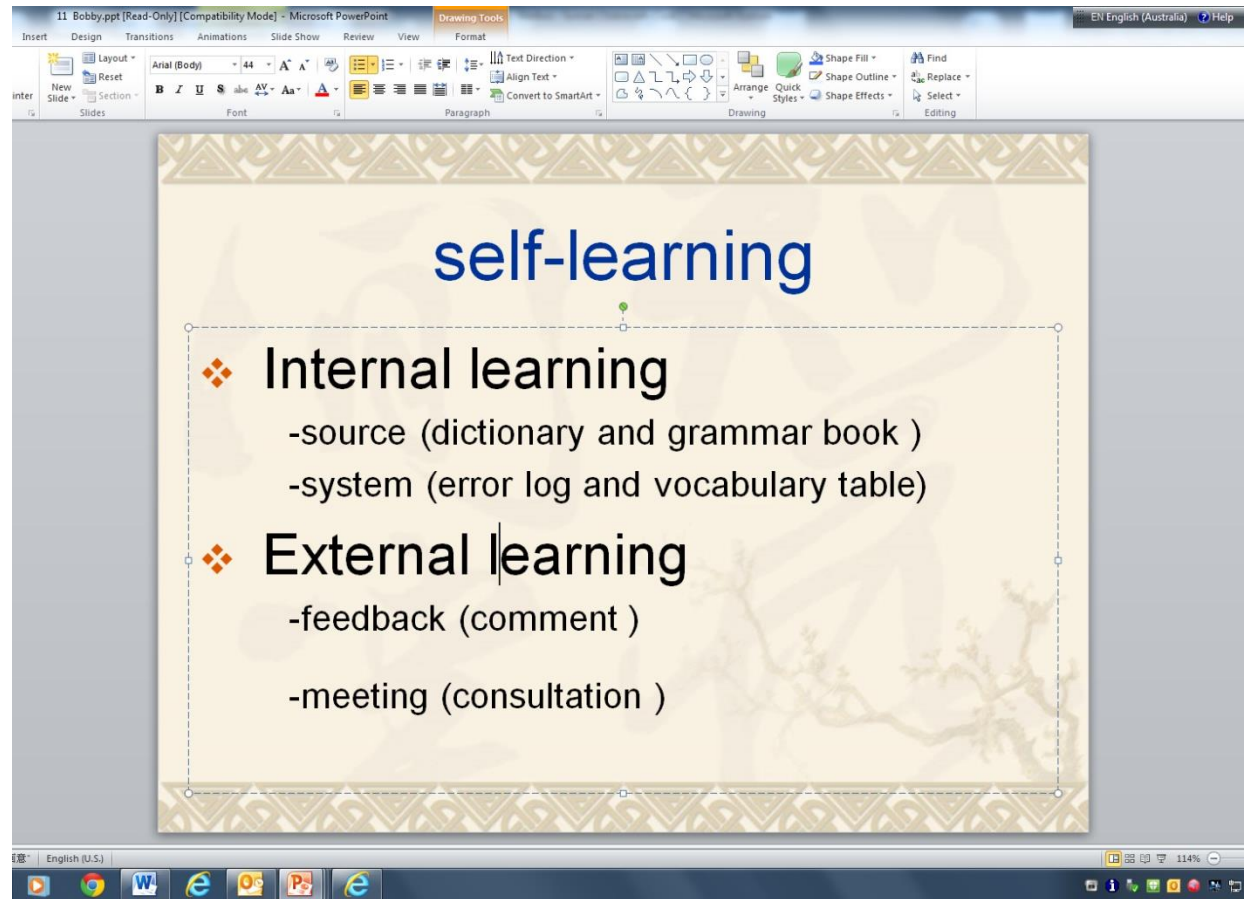
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Reciprocity



- Students learn most effectively in a learning environment in which there is mutual respect and good reciprocal relationships between the teacher and the students and between students.

Student work



The image shows a screenshot of a Microsoft PowerPoint presentation. The slide is titled "self-learning" in a large, blue, sans-serif font. Below the title, there are two main bullet points, each marked with a blue diamond icon. The first bullet point is "Internal learning" and lists two sub-points: "-source (dictionary and grammar book)" and "-system (error log and vocabulary table)". The second bullet point is "External learning" and lists two sub-points: "-feedback (comment)" and "-meeting (consultation)". The slide has a light beige background with a decorative border at the top and bottom. The PowerPoint interface is visible, showing the ribbon with tabs for Insert, Design, Transitions, Animations, Slide Show, Review, View, and Format. The status bar at the bottom indicates the language is English (U.S.) and the zoom level is 114%.

11 Bobby.ppt [Read-Only] [Compatibility Mode] - Microsoft PowerPoint

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self-learning

- ❖ Internal learning
 - source (dictionary and grammar book)
 - system (error log and vocabulary table)
- ❖ External learning
 - feedback (comment)
 - meeting (consultation)

English (U.S.) 114%

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The Conditions for Learning in an International Environment



- 1. Stimulate **CURIOSITY**
- 2. Base learning on the **COMPETENCIES** the students bring with them.
- 3. Ensure the teacher is a competent **ROLE** model with whom the students can **IDENTIFY**.
- 4. Ensure a climate of **RECIPROCITY** is created within the classroom.

Curriculum Considerations



- Pedagogical considerations should be an essential component of the curriculum.
- Ensure a curriculum is designed to an agreed standard.
- Communicate that standard to the students.
- (Note: There can be different standards, but there needs to be a standard.)
- Ensure a common value set is formed within the student group.

Cultural Needs



- Cultural needs should slot seamlessly into an overriding international values system, with which each student can identify and is part of.
- Culture is learned and passed on from one generation to the next. Students will quickly learn the culture of the classroom.

Conclusion



The conditions necessary for an internationalised curriculum:

1. An international approach based on what is common to all students: their learning needs!
2. A relevant curriculum with which all students can identify.

References



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- Pinker, S. (1994) **The Language Instinct**. NY: Harper