

# "I don't teach language"

The NNS Lecturer and EMI

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# Internationalisation ↔ Englishisation

Level	Example
Global	General Agreement on Trade in Services
European	Bologna Declaration
National	Internationalisation strategies
Institutional	Targets to recruit international staff
Classroom	Presence of non-local language speakers

# Change in Focus

1. Numbers: outgoing and incoming students and international recruited staff
2. Transnational partnership  
(e.g., *ERASMUS exchange*)
3. Internationalization of teaching and learning and all students (e.g., *internationalization at home, internationalization of the curriculum ...*)

(Beelen & Jones 2015, de Wit et al 2015, Leask 2015)

## 2008

- Establishment of the Centre for Internationalization and Parallel Language Use (CIP) to support Strategy 2012 and the policy of parallel language use

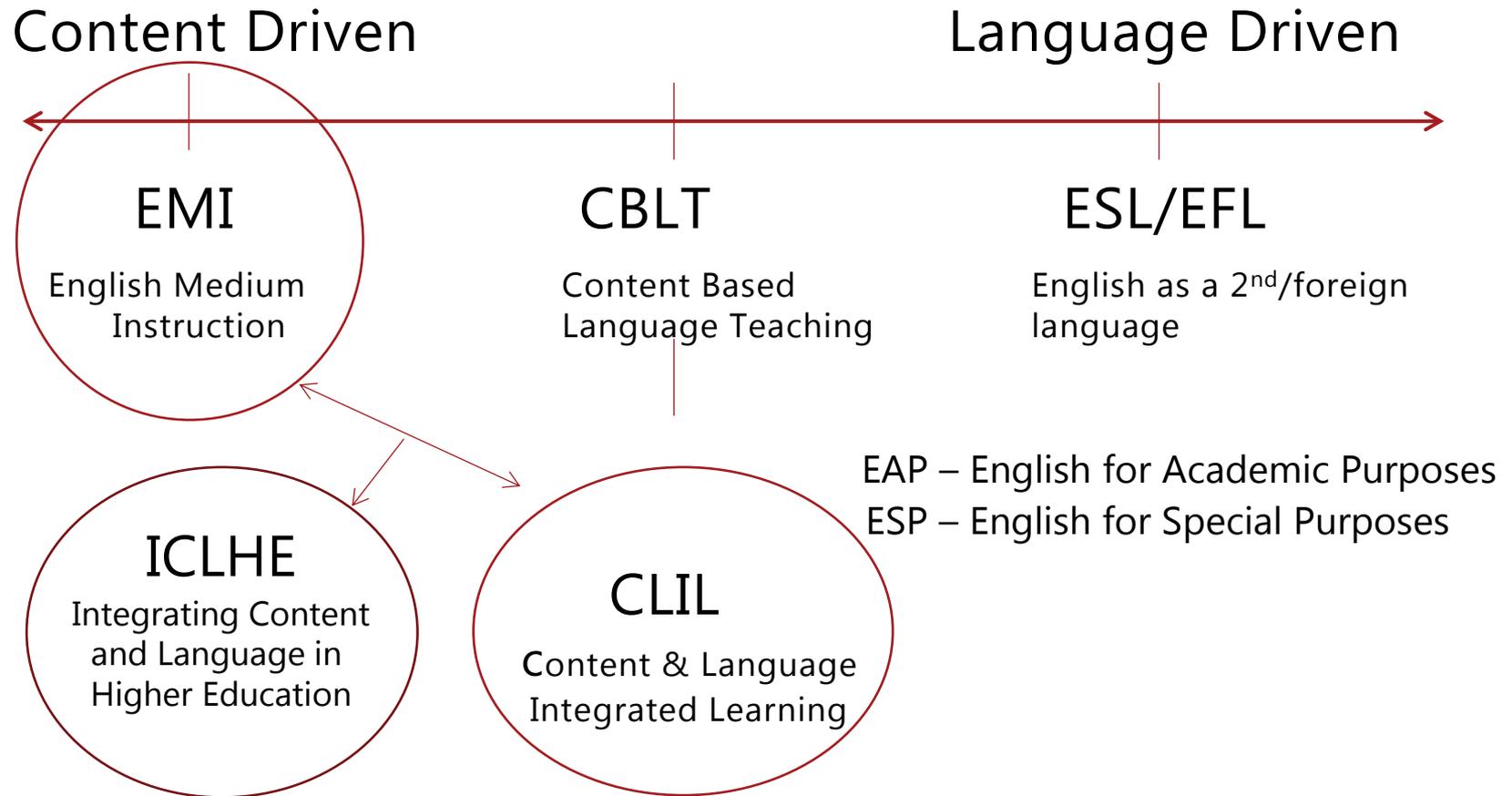
## 2009

- Development and implementation of the Test of Oral English Proficiency for Academic Staff (TOEPAS) -  
ca. 400 UCPH lecturers certified to teach in English (EMI)

## 2013-2018

- Strategy 2016: Internationalisation and Language Skills
- The Language Strategy: More Languages for More Students

# Content and Language Instruction Continuum



Traditional L1 content course

Danish NS speaker -- content instructor in Danish

Danish NS homogenous student population

EMI content classroom

Danish NS – content instruction in FL1 (English)

Danish NS

NS variety (Not Danish or English NS)

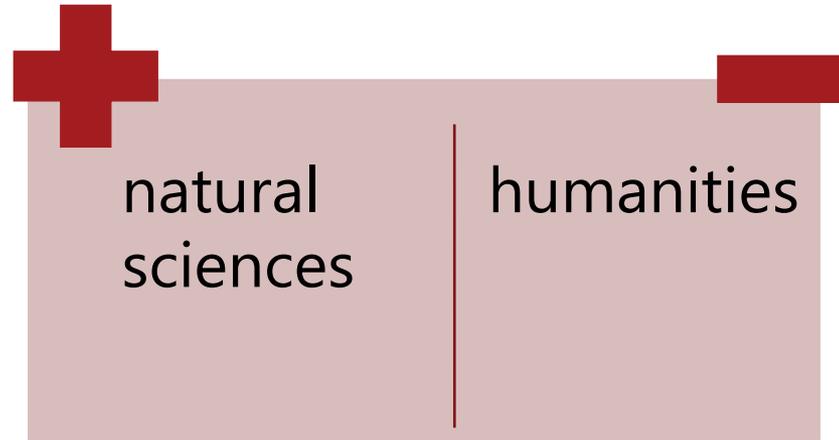
English NS

- Disciplinary Content Knowledge
- Academic Literacy
- L1 Literacy

- Disciplinary Content Knowledge
- Academic Literacy
  - L2 Literacy
- Educational Culture

# Disciplinary differences?

- Attitudes:



"I don't teach language"

(Jensen & Thøgersen, 2011; Bolton & Kuteeva, 2012)

- Physics lecturers attitude to disciplinary language learning

(Airey, 2013)

**What do you think of this response?**

# Internationalisation and Language Skills

The increased focus on the internationalization of university programs is also reflected in the UCPH's Strategy 2016 and has therefore resulted in a number of changes in the University's study and learning environments, including:

- An increasing number of international graduate students in full-degree programs
- Changes in the student composition of the "international classroom"
- An increasing need for language skills in several languages
- Changing educational needs

# Internationalisation and Language Skills: Sub-projects

- Integrating German into the Theology program
- Retention of and career preparation for international graduate students
- Danish for international graduate students at UCPH
- International Masters' students and language
- Medical English for students
- **Educational practice in the international classroom**

# Educational practice in the international classroom

## Exploratory Subproject

- FOCUS

To assess and test potential solutions to specific didactic challenges while simultaneously generating discussion and debate about the educational challenges presented by increasing internationalization at the UCPH.

- AIM

To pave the way for future educational collaboration for lecturers who teach their subject area in the “international classroom”.

# Pilot Fieldwork

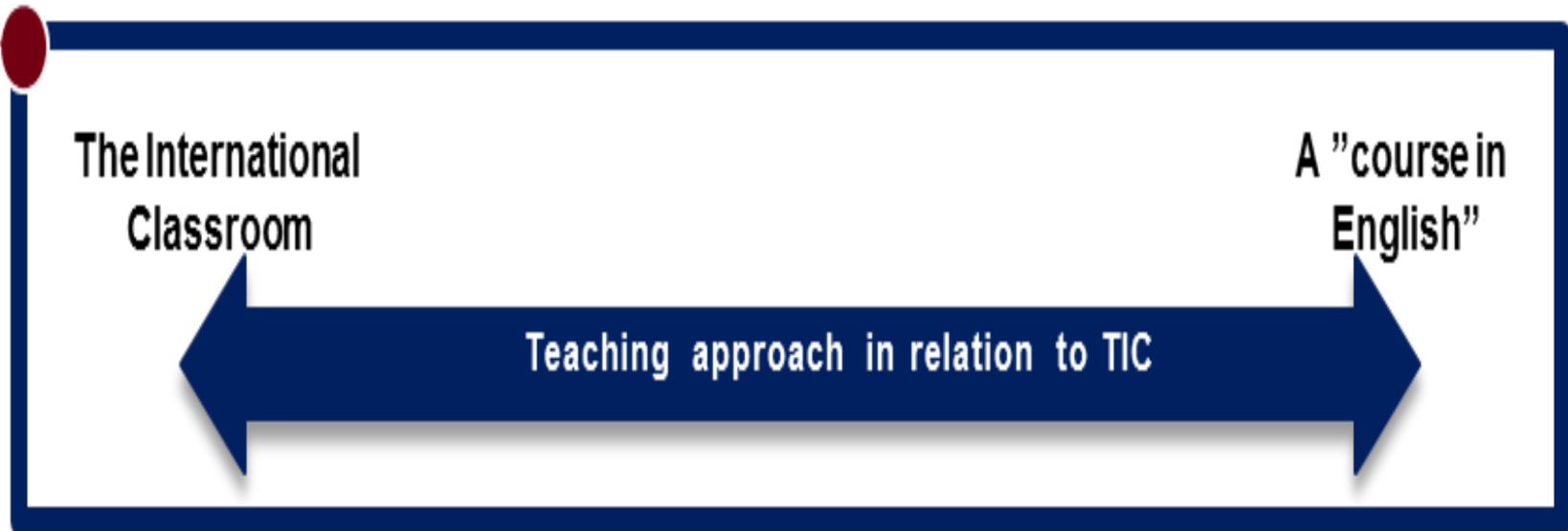
## Participants:

- 3 experienced lecturers / 2 faculties
  - Faculty of Science
  - Faculty of Health and Medical Science

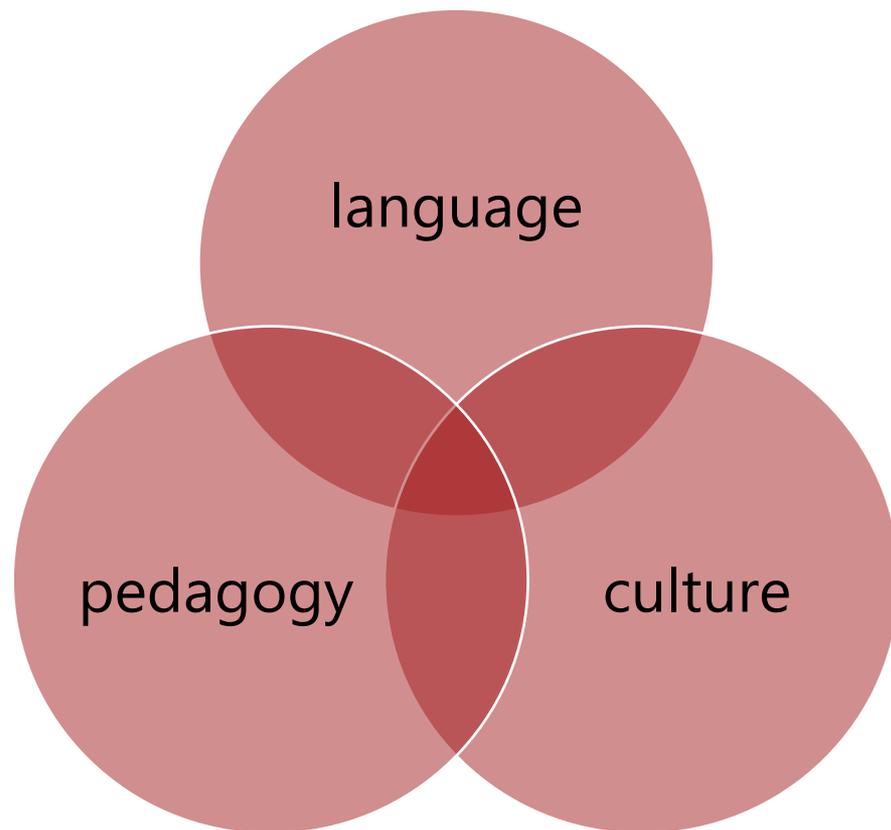
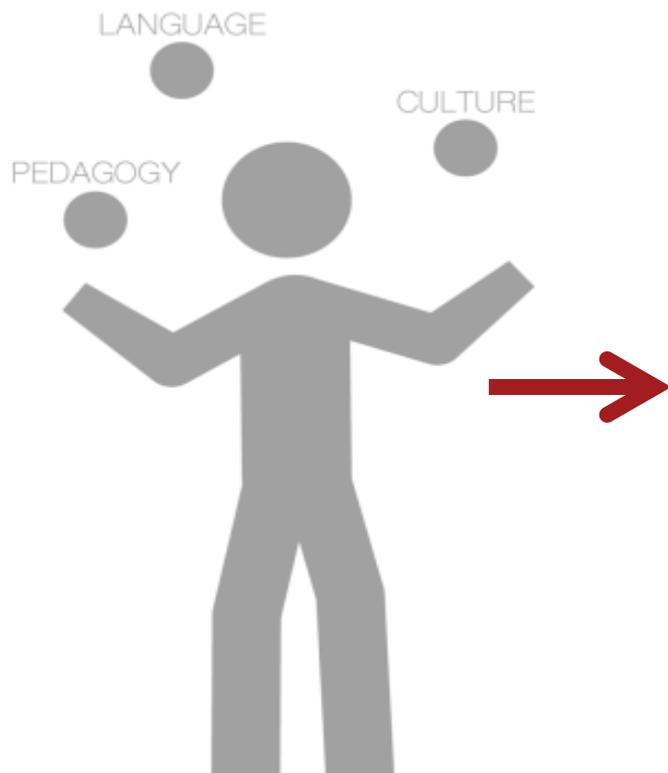
## Instruments:

- Dialogue sessions with 3 lecturers
- Observation of teaching
- Focus group (students)
- Review of course material

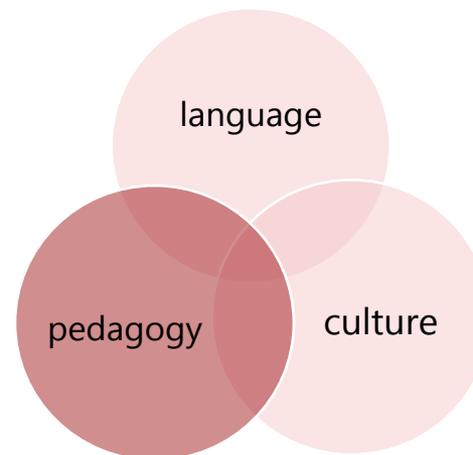
# "The International Classroom"(TIC): Teaching Approach



(Kling & Skardhamar, 2014)

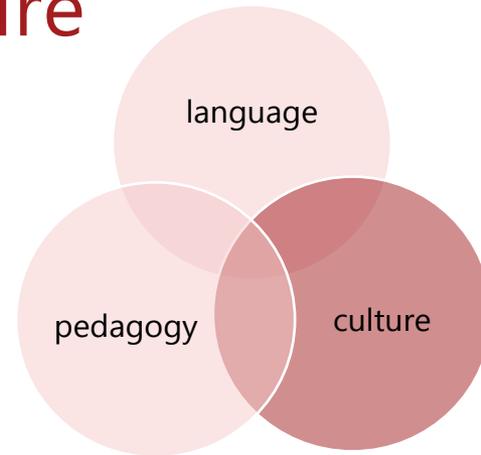


# Case study: Pedagogy



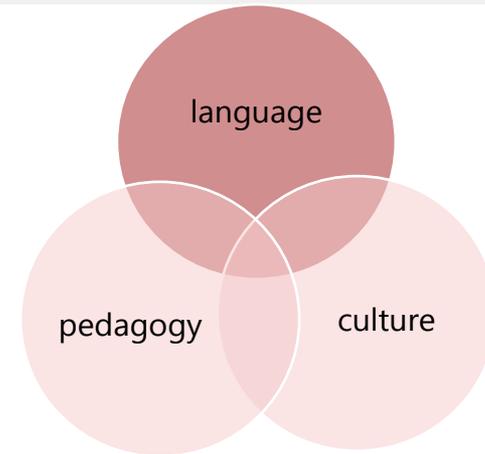
Lecturer #1	Lecturer #2	Lecturer #3
<ul style="list-style-type: none"><li>• Structured style</li><li>• Draws on students strengths and competencies</li><li>• Interactive</li></ul>	<ul style="list-style-type: none"><li>• Open style</li><li>• Includes students in pedagogical decision making</li><li>• Respect for student differences</li></ul>	<ul style="list-style-type: none"><li>• Traditional classroom teaching</li><li>• Teacher fronted lecturers</li><li>• No specific focus on differences</li><li>• Assumes 'local' norms</li></ul>

# Case study: Academic Culture



Lecturer #1	Lecturer #2	Lecturer #3
<ul style="list-style-type: none"><li>• Create new common ground</li></ul>	<ul style="list-style-type: none"><li>• Achieve as learning outcome / goals</li></ul>	<ul style="list-style-type: none"><li>• Focus on local</li><li>• Explicit reflection is 'organic' in nature</li></ul>

# Case study: Language



Lecturer #1	Lecturer #2	Lecturer #3
<ul style="list-style-type: none"><li>• Structured style</li><li>• Language policy explicitly outlined and implemented</li><li>• Students' language competencies used as a tool</li></ul>	<ul style="list-style-type: none"><li>• No explicit language policy</li><li>• English language use implied and sustained</li><li>• No specific support in place, but disciplinary/academic literacy as learning outcome</li></ul>	<ul style="list-style-type: none"><li>• No explicit language policy</li><li>• Local language used in non 'formal' interactions</li></ul>

# Study: Reflections on EMI experiences

## *Guiding Questions*

1. What challenges do the Danish lecturers perceive for teaching EMI courses?
2. What strategies can be identified for communicating in an EMI context?
3. How do these challenges and (compensatory) strategies influence the lecturers' decision making?

# Research Design

## *Participants*

Tenured faculty at the former Faculty of Life Sciences (LIFE)

- 3 women / 6 men
- Average years teaching experience: 17 years
- Average years teaching experience in English: 8.7 years
- Danish L1 speakers
- Certified on TOEPAS as qualified to teach in English

## *Instrument*

- Observation (recorded on Q3HD video digital recorder)
- Stimulated Recall (digitally recorded on mp3 audio recorder)
- Semi-structured interview



# Findings

NNS lecturers of natural science in EMI:

- do **NOT** find that the identified challenges teaching in a foreign language affect their personal sense of teacher identity
- acknowledge some of the same challenges as those noted in the previous EMI literature
- do **NOT** perceive these identified challenges as ***a language issue***, yet language still plays a role in their teaching

# Explanations?

What could be the reason for the willingness to discount language weaknesses?

- teaching experience
- the dominance of English in the natural sciences
- the lecturers' perception of their current L2 proficiency (TOEPAS)
- English as the lingua franca

# Pedagogic / PCK Knowledge

*“But what is important to me that there is contact and dialogue with the students, so that I am not one who just stands up – of course there are some periods when you say a lot – but I try to be aware of the atmosphere, if they are falling asleep, or if they have something they want to say.*

*And as a point of departure, **I figure that many of the students sitting there can actually do a great deal.** So, the ideal situation is not that I do it myself, but if I see myself as **the ideal teacher**, I would be open to **allow the students to contribute a lot along the way.** Yeah, that is no. 1. ”*

*(Tobias; interview)*

# English as a lingua franca

*"I think that it is **a very positive thing** because it is also a way to engage the students. To tell them that 'I am not an expert here'. It doesn't change my identity.*

***Everybody knows that I am not a native speaker so, no, no, I often use that almost as an educational tool."***

*(Thomas; interview)*

# The Hard and Soft Disciplines – What is being taught?

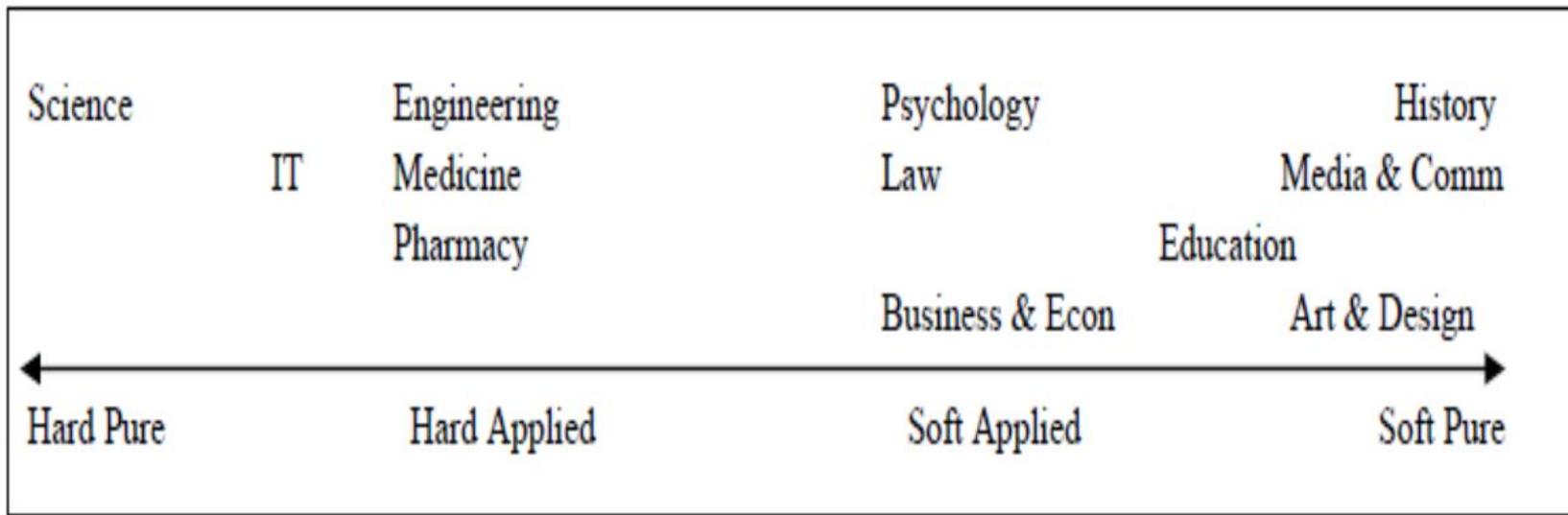


Figure 1. 'Becher-style' continuum of the disciplines.

(Clifford, 2009)



<b>Disciplinary grouping (Becher 1989, 1994)</b>	<b>Donald (1983)</b>	<b>Braxton (1995)</b>	<b>Hativa (1997)</b>
<p><b>Hard pure</b> <b>Natural sciences:</b></p> <p><b>Hard applied</b> <b>Science based professionals</b></p>	<p>Highly structured courses</p> <p>Highly related concepts and principles</p>	<p>Student career preparation</p> <p>Emphasis on cognitive goals (learning facts, principles &amp; concepts)</p>	<p>Emphasis on ability to apply methods and principles</p>
<p><b>Soft pure</b> <b>Humanities and social sciences</b></p> <p><b>Soft applied</b> <b>Social professions:</b></p>	<p>Open course structures</p> <p>Loosely organized</p>	<p>Broad general knowledge</p> <p>Emphasis on student character development &amp; effective thinking skills</p>	<p>Creativity of thinking</p> <p>Emphasis on oral and written expression</p>

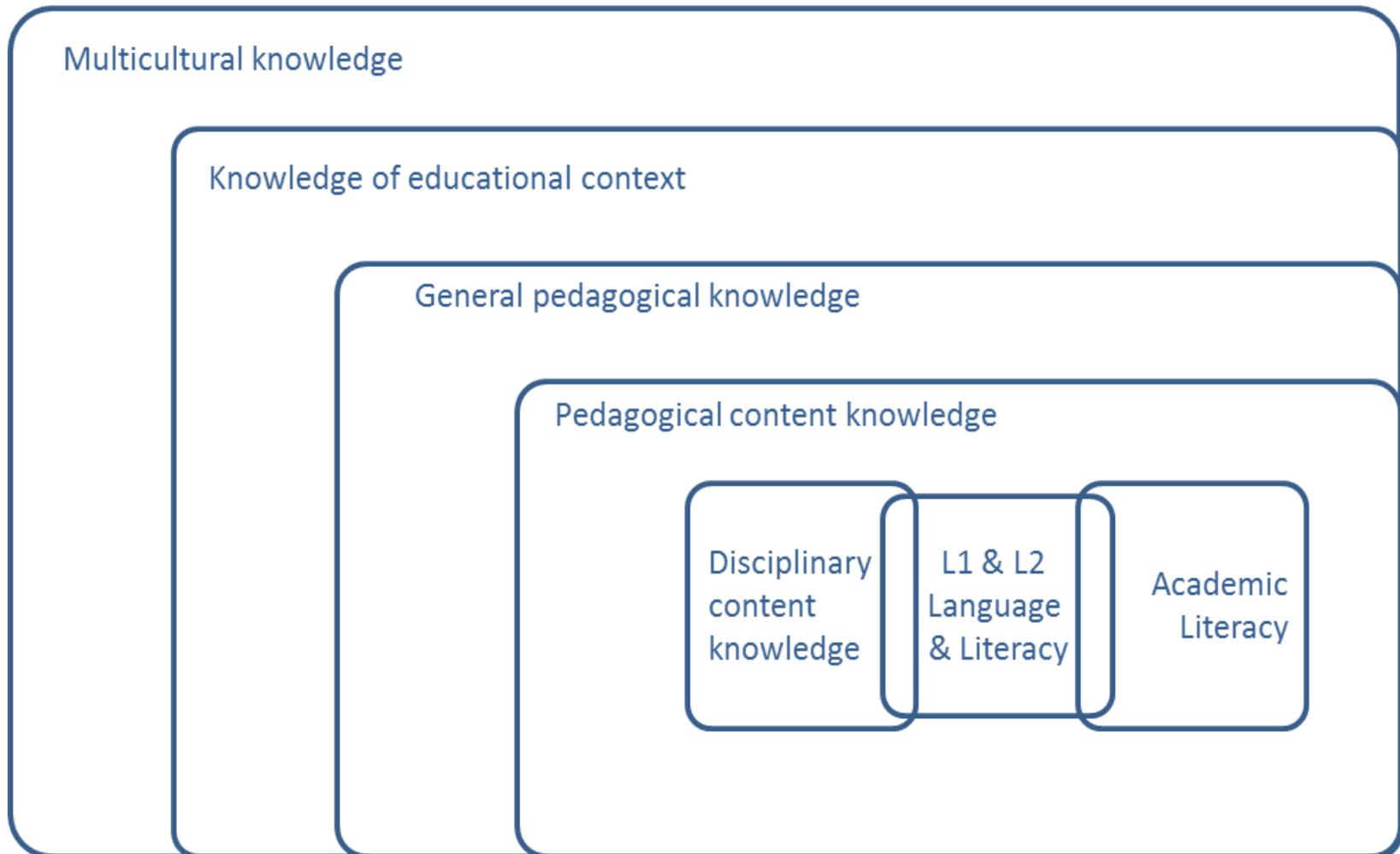
# Professional Development

Minimum knowledge base for teaching

- content knowledge
- general pedagogical knowledge
- curricular knowledge
- pedagogical content knowledge
- knowledge of learners and their characters
- knowledge of educational contexts
- knowledge of educational ends, purposes, and values, and their philosophical and historical grounds

(Shulman, 1987)

# Minimum Knowledge Base for EMI Teaching



(Kling, 2016)

# Knowledge of multicultural / educational context

*“And he was just looking like this, and then he came to me after some time, after different lectures, and he said that **he had never experienced the way of lecturing like this**. And he thought it was wonderful, because in China they had to learn by heart. And this was ahhh! And that was a nice experience. But, of course, I am aware that it is very different but I think it is also one of **the most important things that we have to teach** people from China or from Africa.*

*(Inger; interview)*

# Disciplinary content knowledge

*"I see myself primarily as an applied statistician and as a user of theoretical methodology. **So I have that as an identity.** And I have **my expertise.**"*

*(Elias, interview)*

# Academic literacy

*“So this could apply to the subject, but another thing is that by talking to them, that **I am knowledgeable about networks** and ways to help them. This is more the **broad scientific** identity. I know people around the world, some. I try to stimulate people not be afraid. Also for their reports – I say, come on, there is an email here, write to them. ‘Can I do that?’ – yeah, people like us love that ... and if the person doesn’t reply it could be because the person is busy or just not that open.”*

*(Jacob; interview)*

## L2 shortcomings: Not limited to domain specific vocabulary

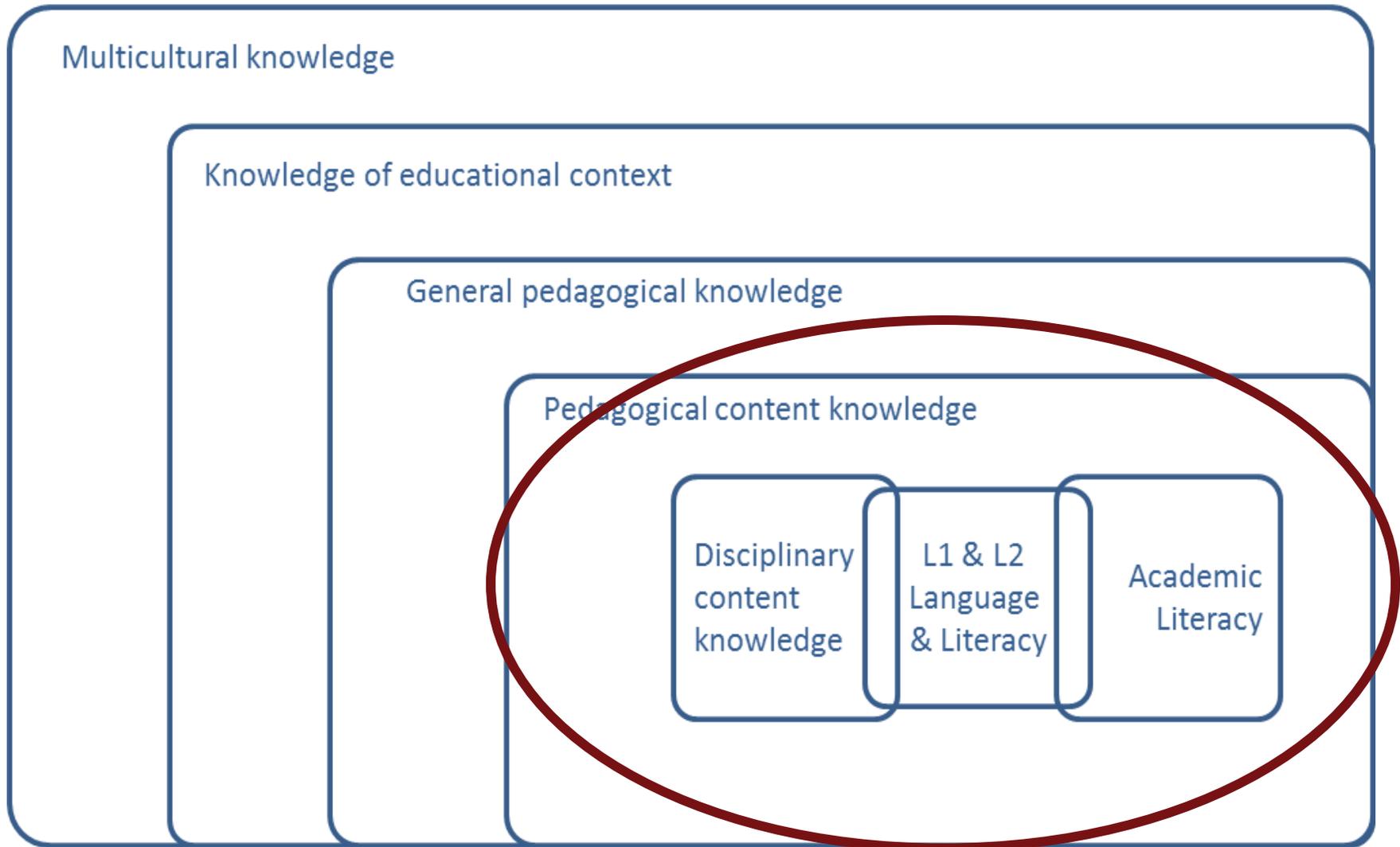
*“Ooh, **my grammar** is so **awful** that it is **embarrassing**, and I just can’t do anything about it. Sometimes in my head I am saying, ‘is, are? But it isn’t a big problem. When this happens and I get stuck, I can just get on with it. I just think, **as long as the domain specific terms are OK, I am fine.**”* (Bodil; interview)

*“**So it is actually much easier for me talk about science in English.** When I am sitting at a dinner party and have to talk about a lot of other things, then my problems come up, because it is not part of my professional life.”* (Lise; interview)

# Beyond language proficiency ...

- Language weaknesses compensated through interpersonal and pedagogic skills (Bailey, 1983)
- Teaching experience more likely to lead to success in the L2 content classroom (Vinke, 1995)
- Teaching proficiency includes language competence + pedagogical competence (Elder, 2001)

# Minimum Knowledge Base for EMI Teaching



# Back to EMI -- CLIL -- ICLHE

- Cross-disciplinary discussion to support student progress
- Awareness of how L2 students learn content through the L2
- Collaboration between content and language teachers

# How do we move from CLIL models to ICLHE in Higher Education?

- **Model 1: Plurilingual education**

More than one language is used through CLIL during different years in related content programs.

- **Model 2: Adjunct CLIL**

Language teaching runs parallel to content teaching with specific focus on developing the knowledge and skills to use the language so as to achieve higher-order thinking.

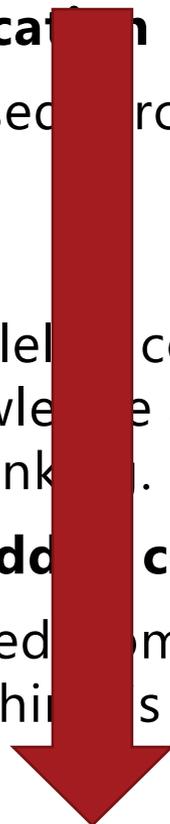
- **Model 3: Language-embedded content courses**

Content programs are designed from the outset with language development objectives. Teaching is carried out by content and language specialists.

(Coyle, et. al., 2010, p. 25)

- **Model 4: ICLHE**

Content programs are designed from the outset with disciplinary literacy, academic literacy and language development objectives.





# Integrating Content and Language in Higher Education

4-7 October 2017



<http://iclhe2017.ku.dk/>



**ICLHE CONFERENCES**

Integrating Content and Language in Higher Education

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attention.

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