

ENGLISH-TAUGHT PROGRAMMES – AN OPPORTUNITY OR A CHALLENGE?



CENTRE FOR TEACHING AND LEARNING
AARHUS UNIVERSITY

ETHICAL FORUM BRUSSELS
4 DECEMBER 2018

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ANGLICIZATION – ENGLISH-TAUGHT PROGRAMMES?

What do we mean?

- Programmes taught and learned through English (English as a *lingua franca* or vehicular language)?
- International programmes?
- A hot political issue in a number of European countries &
- The volume of English-taught programmes is being limited, e.g. in Denmark.



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INTERNATIONAL PROGRAMME?

- A programme that attracts a high number of mobile (international) students?
- A programme taught to a diverse group of students?
- A programme with international disciplinary content?
- A programme with internationalised intended learning outcomes or graduate attributes (Internationalisation of the Curriculum)?
- A programme that strengthens students' intercultural competence development?
- A programme that is taught and assessed in a specific way?
- A programme taught in a specific language (English)?
- A programme that strengthens students' foreign language skills?



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” **[Internationalisation of Higher Education**
is] the intentional process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.

- DE WIT ET AL. 2015:29



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Internationalization at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments.

BEELEN & JONES 2015

OPPORTUNITIES FOR THE STUDENTS

- Internationalisation at Home (I@H) is intended for the benefit of all students whether they are mobile or local; do they appreciate it?
- Diverse international classrooms (student cohorts): a learning opportunity?
- I@H does not automatically lead to a positive outcome for all ->
- Opportunities and challenges for the lecturers & course developers:
 - Internationalised learning outcomes, graduate attributes
 - Disciplinary content
 - Teaching, learning and assessment
 - Intercultural competence development
 - The role of language

Planning active learning tasks is time consuming, but also a joy. I take care and attention over how students will learn by doing the tasks, and how mixed nationality groups can benefit from their diverse experiences.

- IAN MANNERS, UNIVERSITY OF COPENHAGEN

I often ask [the students] specifically to talk about what things might look like in their own country with regards to the topic at hand. This not only encourages them to participate, but also explicitly recognises the resources present in the classroom.

- AYO WAHLBERG, UNIVERSITY OF COPENHAGEN

WHY IN ENGLISH?

- English as a *lingua franca* – the one shared language?
 - Dutch (like Danish) versus e.g. French, German or Spanish
- Improvement of students' language skills?
- To prepare students for life and work in a globalised world (English language skills as learning outcomes and graduate attributes)?
- English-taught programmes → international programmes



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MOVING FORWARD: WHAT DOES IT TAKE? 1

- Human resources: the balance between local and international academic staff & implications for the language(s) of instruction?
- The university needs to have a well-thought through language policy
 - Complementary to or part of an internationalisation policy
 - Complementary to or part of an education policy
 - What is to be taught in the local language, in English, or in other foreign languages?
- Programme learning outcomes and graduate attributes: considering the employability of the graduates (their future professions)



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MOVING FORWARD: WHAT DOES IT TAKE? 2

- Does the university have a coherent set of policies to develop and ensure the quality of their educational programmes? And do they implement these policies in an adequate way (& make resources available for a proper implementation)?
- Does the university provide adequate language support for students, academic and other staff? In the local language, in English, in other foreign languages?
- Does the university provide adequate continuing professional development for lecturers (teaching through a foreign language; teaching diverse student cohorts)?



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