THE EVOLUTION OF A ‘GLOCALISED’ TRANSNATIONAL FOUNDATION PROGRAMME?

CURRICULUM
STANDARDS
PHILOSOPHY

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Evolution as a change metaphor in HE

• “EAP leaders make history but not on their terms” (Marx (1852/Macallister 2019)

• ‘The planning myth’

• Our environment + our choices (agency) = identity
The Reflexive & Glocalised Programme

- Structure vs. Agency

- Structure AND Agency (Giddens 1979)

- Language/EAP as local practice (Pennycook 2010) – Glocalisation by another name?
Context at Xi’an Jiaotong-Liverpool P.1

Who are we:

• Transnational? global? local?
• The ‘child’ of a Chinese and UK HE collaboration
• EMI
Context at XJTLU P.2

Who are our students:
• Vast Majority Chinese nationals
• Two degrees UoL & Chinese MOE
• Bi or multilingual
• Next step is a Masters in the Anglosphere
Our presentation
(evolution is messy, but creative)

• Yuan Hu – Challenges in Curriculum Design

• Antonia Paterson – Professional Standards

• Chris Macallister – a Centre Philosophy?
Part 1: Challenges in Year 1 EAP Curriculum Design

**Challenge 1:** A diverse and growing student population

- **Year 1 Student Size:**

- **Year 1 Student Cultural Backgrounds:**
  - Mainland China: the majority
  - Other regions and countries: Taiwan, Korea, Indonesia, Uganda, etc.

- **Year 1 Student English Levels:**
  a wide range: e.g. IELTS (4 to 6 or above)
Part 1: Challenges in Year 1 EAP Curriculum Design

**Challenge 2:** A growing teaching team

- A growing number of tutors in Year 1: approx. 5 (2006) to 75 (2018)

- Different nationalities:
  - e.g. British, American, Australian, Chinese, New Zealand, Singapore, South African, etc.

- A wide range of pedagogical cultures:
Part 1: Challenges in Year 1 EAP Curriculum Design

**Challenge 3**: Collaboration with other departments at the University

- The importance of EAP courses for students’ departmental studies

- Student needs analysis from different departments e.g. Architecture, Math, English, Business etc.
Part 1: Challenges in Year 1 EAP Curriculum Design

**Challenge 4:** Alignment with International standards

- International standards (current):
  e.g. CEFR, IELTS, TOEFL, PTE

- **Question:** what are the standard(s) at the English Language Centre at XJTLU?
  e.g. language competence: Accuracy? Proficiency? Achievement?
Part 2: Professional Standards

• Framework to understand and enact acceptable behaviour and professional relationships (Bray, Molina and Swecker, 2012).

• Certainty in uncertainty

• Can’t be taken as universal and unchanging (Williams, 2008)

• Glocal standards?
Professional standards: challenges


• Agency and autonomy: ‘our time is fully arranged, not by ourselves but by MCs and also from Centre level’

• Result of ‘organisational professionalism’? (Evetts, 2011)
Professional standards: challenges

Converging cultures:
• Expectations of role and responsibility
• Role of administration
• Subjective key terms
• Staff-student relationships

• Engagement with teachers’ lived realities?
• ‘This is just documents’ / ‘who is this intended for?’
Professional standards: opportunities and evolution

• Re-examine existing standards: where created, who by, who for, whose voices?
• Uniformity and duplication cannot be conflated with quality (Pyvis, 2011)
• Practiced professionalism in context
• ‘Professionality’ - Individual practiced professionalism based on ideological, attitudinal and intellectual views (Evans, 2008)
Part 3. Chris Macallister: Evolution of a coherent(?) Programme Philosophy

- From Operationalism to Pedagogy
- But whose pedagogy?

*(our own of course! EAP as a local practice)*
An EMI University

- **Evolution of an EAP 1**: nobody’s first language is EAP

- **Evolution of EAP 2**: How do you teach 100’s & then 1000’s of students

- **Evolution of EAP 3**: We do actually teach 1000’s of students...
We teach 1000’s successfully (which is a problem)

- Systems to manage 1,000s of students, 100’s of teachers, 10,000’s of pieces of work

- Necessary but not sufficient

- A new ‘environmental hazard’: a culture of operationalism?
Systems to solve systems

- Ever diminishing returns
- Teams can be too big
- Government is not the solution to the problem, government is the problem (R. Reagan 1981)
A pedagogical counter narrative P1

Structures:

- More managers = smaller teams
- Teams focused through more coherent & pedagogically relevant factors
- Dividing the centre – The LC becomes an ELC & an MLC
A pedagogical counter narrative P2

‘Tools’ for shaping learning & teaching:

- A principles lead approach to pedagogy
- ‘The ELC to the world, the world to the ELC’
- External accreditation
- Exploiting an external testing regime?
Conclusions

• The need for a ‘glocalised’ approach

• ‘Evolution’ + *agency* is a messy but creative and accurate understanding of HE

• We are your future: scale, technology, cross-culturalism, ‘glocalisation’
THANK YOU
References


