

Internationalisation:

to the classroom
and beyond!



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OVERVIEW

- Definitions
- Context
- Into the classroom...and beyond!
 - Intercultural competence as content, pedagogy & outcome
 - International students as a resource
- Recommendation and reflection

DEFINITIONS

diffusion

a greater
communing and
exchange of ideas

Bringing international students in and making them fit to us, our ways of thinking and doing rather than actually reviewing ourselves, ways of doing things and refreshing and 'internationalising' our processes.

making money

English as a
commodity

more
interesting

Linguistic
imperialism –
but they love it!

DEFINITIONS

Hold up the card that best reflects what internationalisation means to you.

And to your institution?

The elusive concept (Callan, 1998)

- Student body (income generation policies)
‘an important export sector, with university campuses attracting international students from around the world.’ Healey (2008)
- Curriculum (teaching & research practices)
‘the integration of an international /intercultural dimension into all of the activities of a university’ (De Wit ,1999)
- Outcomes (intercultural awareness/competence)
‘Prepare students to cope in a world that is multicultural and interdependent’ (OECD 2004)

Some other terms

- Globalisation
 - the growing role of world systems (Marginson, 2000)
- Cosmopolitanism
 - domestic multiculturalism (Otten, 2003)
- Glocalisation
 - a global outlook adapted to local conditions (Mok & Lee, 2003)

Internationalisation for me

- Strong (transformative) (Appadurai, 2001)
- Personal journey of deconstruction and reconstruction (Sanderson, 2004: 16)
- Process (Killick, 2008:2)
- ‘the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills and attitudes.’ (Deardorff, 2006:194)

Byram (1997:34)

‘Knowledge of others;

knowledge of self;

skills to interpret and relate;

skills to discover and interact;

valuing others’ beliefs;

relativizing oneself.

Linguistic competence plays a key role.’

Bristol, a truly international university

- At Bristol we have **students and staff** from well over 120 countries who contribute strongly to the **international feel** of the institution. The cosmopolitan nature of the University is mirrored in the city too, with its restaurants, food shops, cultural societies and festivals all stemming from a large, permanently resident and highly participative international community.
- Having said all of this, coming to Bristol to study will still provide you with **a very British experience** to carry with you into the future.

Prospective undergraduates - why Bristol?

‘You will study alongside some of the brightest **individuals** from all walks of life and **from all over the world.**’

‘a **diverse student body** that will broaden your horizons and create an impressive network for your future.’

‘**employers worldwide** ...value our **internationally renowned, research-led learning** which develops self-motivation, critical thinking and problem-solving skills.’

Global Bristol

- Students come from all over the world to study at the University of Bristol, **sharing their culture and experiences**, and contributing to the vibrancy of university life. Overseas students make up 9 per cent of the total undergraduate student body, 24 per cent of postgraduate taught students and 30 per cent of postgraduate research students. **The international experience at Bristol enriches both incoming and outgoing students**, as well as the city itself.

Hyland et al 2008

- ‘The challenge is to cascade this learning to all students and to help them to see that international learning experiences are not confined to the language classroom, or to the ‘international’ module but to all their encounters with other languages, culture and people at university.’ p.27

CONTEXT- THE PROGRAMME

- 1 year International Foundation Programme
- 6 variants:
 - Mathematics
 - Arts and Humanities
 - Economics and Finance
 - Physics and Mathematics
 - Chemistry and Mathematics
 - English for Academic Purposes

CONTEXT – THE COURSE

TERM 1	TERM 2	TERM 3
EFL1	EFL2	ESP1 Subject specific essay Presentation
EAS1 Academic essay Reading	<u>EAS2</u> Research report on international student experience CONTENT Cross cultural group work PEDAGOGY Task based assessment on intercultural competence ILO	<u>ESP2</u> Sociology CLIL Cross cultural seminars PEDAGOGY, RESOURCE (& UL OUTCOME)

- Aim to develop intercultural competence –
not just awareness about UK academic culture

...as content

ARTICLES ON INTERNATIONAL STUDENTS *one per group as source/model*

Huang, R. (2005). Chinese International Students' perceptions of the Problem-Based learning Experience. *Journal of Hospitality, Leisure, Sport and Tourism Education* 4(2), 36-43

Lebcir, R.M., H. Wells & A. Bond (2008). Factors affecting academic performance of international students in project management courses: A case study from a British Post 92 University.

International Journal of Project Management 268-274

Myles, J. & L. Cheng (2003). The social and cultural life of non-native English speaking international graduate students at a Canadian university. *Journal of English for Academic Purposes* 2: 247-263

One as basis for classroom language analysis/writing model

Dooley, P (2010) Students' perspectives of an EAP pathway program
Journal of English for Academic Purposes 9: 184-197

[method section.doc](#)

...as pedagogy

Teaching and assessment methods (Thai, Chinese, Japanese)

Integration within the university (Saudi, Chinese, Thai)

Learning from lectures (Chinese, Chinese, Thai)

Your team must write a report recommending a course of action for current and future IFP students. You will need to collect information about the situation, analyse any problems, evaluate possible solutions and make a recommendation.

You will collaborate on the research but each individual member of the team will be required to produce an individual report. The final version of the report will be submitted in week 10.

...as pedagogy

Student reflections on group work

- **Different people have different ways of thinking** so that we sometimes do not understand the other's ideas. However, we try to explain and make sure that everybody in the group understands clearly. For better work, I suppose that we should spend more time together for successful task. (Thai)
- *We should make a plan to be more effective and more communicate together in our group. Furthermore, **we should keep in touch via email or mobile phone** due to sometime we might not complete our issues within 2 days at a classroom.* (Saudi)
- Group work was also unfamiliar activities for me. I think our group succeeded in cooperating with each other. However, **negotiation was not so easy** for us, especially in second language. I strongly felt necessity of English improvement. (Japanese)
- *Surprisingly, we are never absent meeting every time and always have **long meeting in the lunchtimes**, even we usually discuss the report processes for **a long time after class**. Moreover, we **often email** together in accommodation to talk about the latest situation and give regards.* (Chinese)

Internationalisation for all

- ‘Learning in groups of students from a range of cultures and backgrounds is not discipline specific, and therefore allows **all disciplines** to become engaged in the process of internationalisation’ Hyland et al (2008:15)
- ‘internationalised pedagogies, meeting the needs of **all students**, no matter what the topic’ (Hyland et al 2008)

...as learning outcome

- EAS2 EXAMINATION 40%
- This consists of a task-based written report in week 10. You will be given the title and some written sources of information on the Friday before the exam. On the Monday you will be given a 10-minute lecture on the topic. You will be tested on your understanding of the main points. You will use your notes from the lecture and your sources to write a situation, problem, solution, evaluation report under exam conditions. You will be assessed on your use of sources, your use of academic language and your organisation and presentation of the report.
- [TASK.doc](#)
- Sources:
 - Deardorff, Byram (lecture);
 - Hofstede charts & slides/ critique;
 - CCC tips for business

...as a learning resource

Asynchronous discussion board to support cross-cultural seminar in ESP2

- Family topic was almost controversial topic, because of the cultural differences, also related to religious issues. Hence, we were just listen and **respect others points of view.** (Saudi 1)
- The greatest thing that I got from this first seminar was that **we are still want to know and to extend more about each other ideas**; what I mean **we kept talking about it even after the seminar.** (Saudi 2)
- From this seminar, I've learned to listen other people's talk, to **understand that not everyone has the same view with me and try to think about if they are reasonable.** (Chinese)
- It was easy because Education topic is important for everyone and any point the we need to talk about was useful and the **comparing between Britain and our country is interesting.** (Saudi 3)
- During the seminar my classmates I actually tried to explore **more in depth some of the arguments discussed on the discussion board** because some of them weren't completely clear; so we tried to **give our opinion and then discuss and compared them with others' ideas.** (Italian)
- **I learnt from others that we should not make a judgement on other different cultures** (Thai)
- **in and out** (Chinese)

Recommendation

- ‘Curricula with an international orientation in content, aimed at preparing students to perform (professionally/socially) in an international and multicultural context, and designed for domestic students as well as foreign students.’ (IDP, 1995:1)

Danger

- ‘some institutions may have developed effective recruitment policies and support systems but are not extending the intercultural dimensions...into the teaching, support and research cultures of the university. Thus the experience of some students, both international and home, may remain untouched by the potential benefits of internationalisation.’ (Montgomery, 2010:5)

Leeds Met website

‘Internationalisation is more about a transformation of mind than the movement of bodies;’

We need to facilitate this. It won't just happen.

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Reflection

Would this work in your classroom? Why (not)?