The Conditions for Internationalising the Curriculum in English Language Teaching

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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?
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?
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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.
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
Chinese, Postgraduate, Male, PEP
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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

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

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ACTION PLAN

- Feel comfortable
- Free-time → watch TV

Figure 1: Watch TV

Figure 2: Body-mind connections
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

Overview
Independent learning

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

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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.
How develop this skill

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

- Internal learning
  - source (dictionary and grammar book)
  - system (error log and vocabulary table)

- External learning
  - feedback (comment)
  - meeting (consultation)
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.
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 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