

Lecture
9

A curriculum perspective

Overview

1. Incorporation of the Global Englishes perspective into the EMI curriculum
2. A curriculum perspective

Key questions to ask:

- *Who are the learners? (the target group)*
- *What are their needs? (needs analysis)*
- *What is to be achieved? What is the purpose? (goals and objectives)*
- *What is to be taught? (syllabus)*
- *How should it be taught? (methodology)*
- *How can we measure whether learners are learning the content and whether the goals have been met? (assessment)*
- *How can we ensure that it is effective? (curriculum evaluation)*

What are the learners' needs?

- Importance of contexts
- No one-size-fits-all approach to EMI
- ELT/GELT and EMI—highly context dependent
- Needs analysis



What are the learners' needs?

- Needs analysis as the anchor for
 - Curriculum development
 - Curriculum evaluation

What are the learners' needs?

- Needs analysis as the logical starting point in the curriculum design process
- Identification of needs helps curriculum planners to
 - set goals and objectives
 - design the syllabus, methodology and assessment
- CONTEXT!

What is to be achieved? What is the purpose?

- English proficiency as a major factor in determining the success



What is to be achieved? What is the purpose?

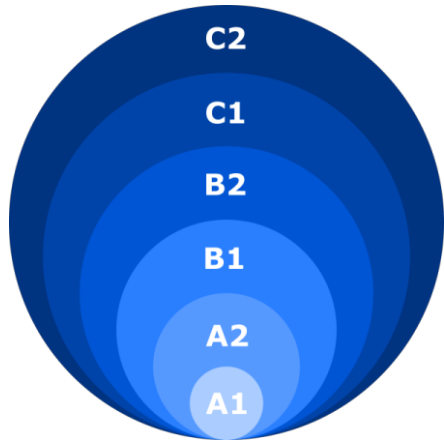
- Objectives
 - Short-term statements of what learners need to know or be able to do to reach goals
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- Objectives
 - Short-term statements of what learners need to know or be able to do to reach goals
 - Designed to be measurable and observable
 - *‘thus objectives “unpack” the goals’* (Graves, 2016, p. 87)
- Setting goals and objectives as a critical step in curriculum development

What is to be achieved? What is the purpose?

- Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) used to develop goals



Council of Europe. (n.d.). *The CEFR Levels*. Retrieved from <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>

What is to be achieved? What is the purpose?

- **The native-speaker norm indicated by CEFR statements:**
 - Learners are able to appreciate *‘fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly’*.
 - Learners *‘can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker’*.

(Council of Europe, 2001, p. 122)



The GELT curriculum

- It questions the native speaker norm.
- A proficient learner may be able to *‘interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party’*. (Council of Europe, 2001, p. 24)



The GELT curriculum

- The need to adapt CEFR
 - Situate goals within the global contexts rather than the native speaker ones.

What is to be taught?

Needs analysis

Clear goals and objectives

Syllabus (the content of what is to be covered)

What is to be taught?

- The GELT framework
 - Aids syllabus design (English for Academic Purposes (EAP), English for Specific Purposes (ESP) and content courses)
 - Responds to calls for a paradigm shift away from 'native' English speaking norms
 - Reflects the use of English as a global lingua franca

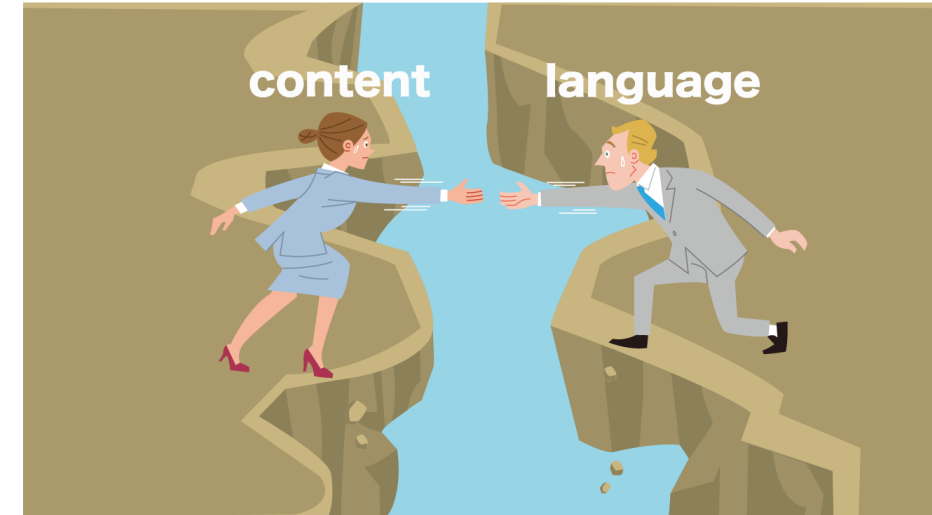
What is to be taught?

- The syllabus will vary according to:
 - The learners' needs
 - Context
 - Discipline
- The variation in these factors applies to:
 - Content courses' syllabus
 - EAP or ESP syllabus



How should the content be taught?

- Interdisciplinary collaboration as a major challenge (Galloway, Kriukow, & Numajiri, 2017)
- A lack of collaboration between content teaching staff and language specialists
 - Reported by 15% of the universities studied as the greatest difficulty they faced (Costa & Coleman, 2013)



How should the content be taught?

'One of the challenges to interdisciplinary collaboration in an EMI context is that the implementation of EMI is left almost exclusively in the hands of content lecturers in an institutional context of compartmentalised departments and areas of knowledge (Arnó-Macià & Mancho-Barés, 2015).'

(Mancho-Barés & Arnó-Macià, 2017, p. 269)



A curriculum perspective

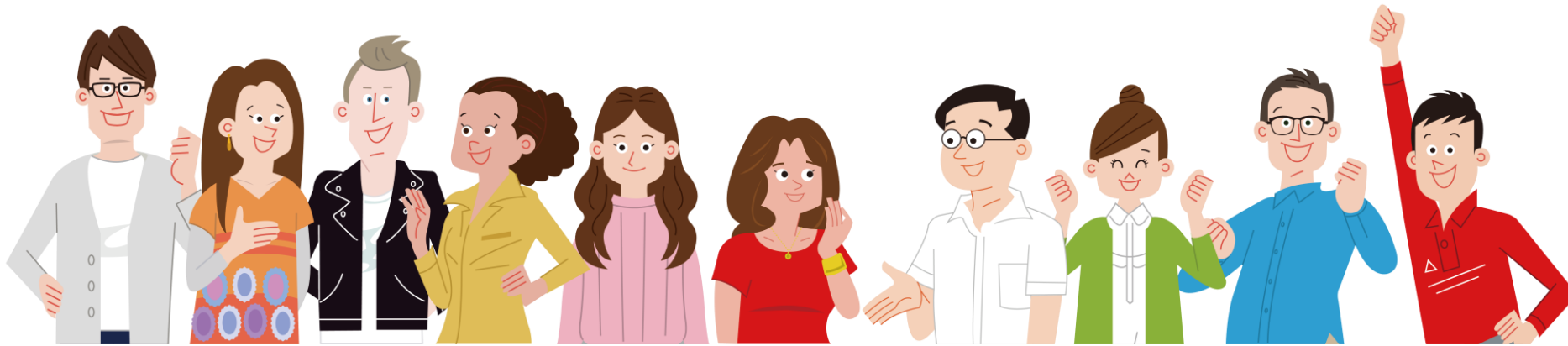
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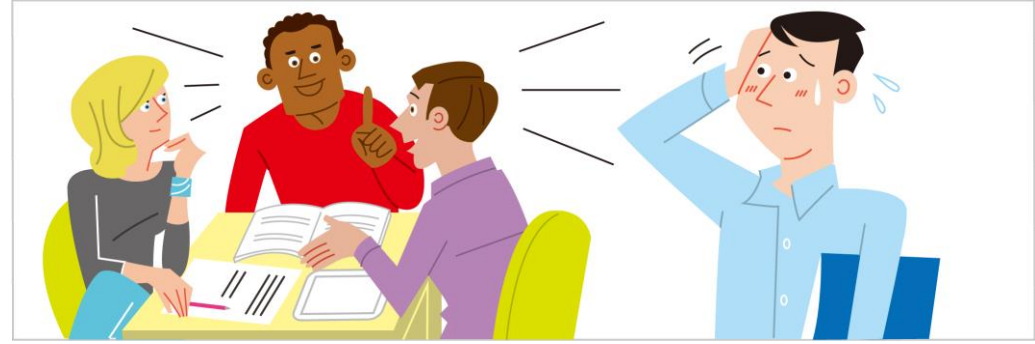
- Collaboration between stakeholders
- Discussion needed on:
 - Disciplinary discourse practices
 - Students' discipline-specific academic literacy
 - Possible coverage constraints due to students' English proficiency and/or experience with EMI



Who are the learners? & How should the content be taught?

- Varying linguistic and cultural backgrounds





Who are the learners? & How should the content be taught?

- Varying linguistic and cultural backgrounds
- Active student participation (e.g. asking questions, utilising group work and discussion activities)
- Some students may be unfamiliar with this approach and reluctant to answer your questions.

Who are the learners? & How should the content be taught?

- The students' mother tongue as a valuable resource in the classroom



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- GELT
 - Encourages learners to utilise their multilingual repertoires



Who are the learners? & How should the content be taught?

- The students' mother tongue as a valuable resource in the classroom
- GELT
 - Encourages learners to utilise their multilingual repertoires
 - Reinforces learners' positive self-image as a legitimate speaker of the language
 - Refrains from correcting 'errors' → innovations

 errors
 innovations

How can we measure whether the goals have been met?

- Consider the goals and objectives.



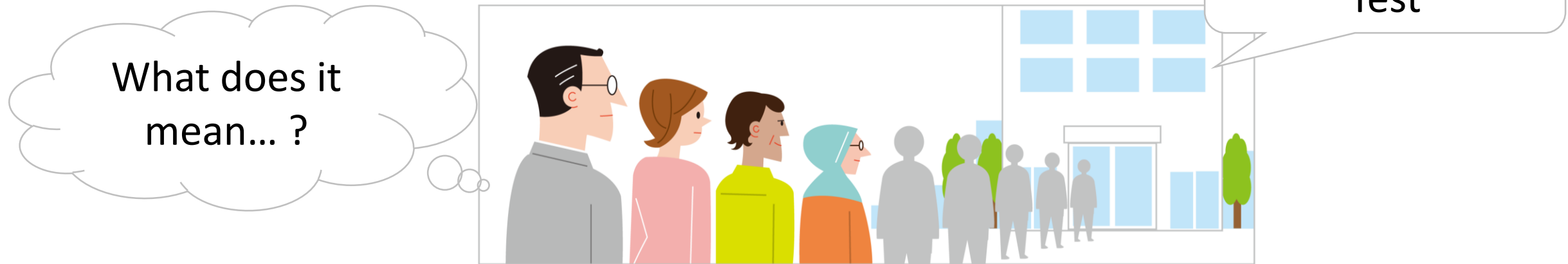
How can we measure whether the goals have been met?

- Consider the goals and objectives.
- A construct in assessment refers to the definition of target language abilities.
- Good assessment devised in respect of a real-world criterion:
 - A detailed understanding of the language in use



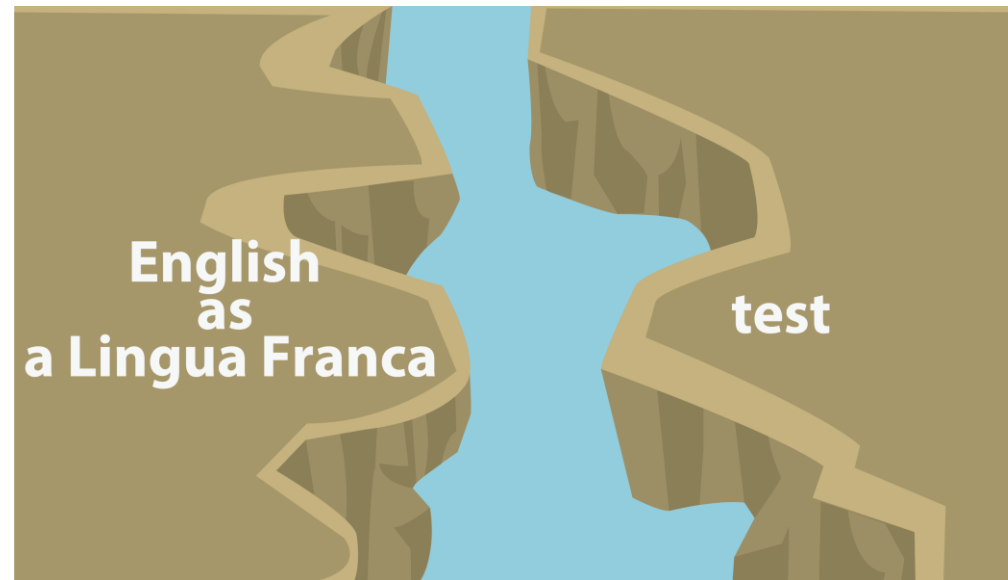
How can we measure whether the goals have been met?

- Debates over whether the construct for Global Englishes assessment should be based on 'standard' English or ELF (Davies & Elder, 2008)
- Complexity surrounding designing a Global Englishes test



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 - Fluid and ill-fitting to operationalise as a test construct



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- ELF - Not a codified variety of English
 - Fluid and ill-fitting to operationalise as a test construct
- Good assessment constructs
 - Better defined according to success in communication
- Incorporation of GELT into EMI
 - From the assessment of *linguistic knowledge* to *strategic use of the English*



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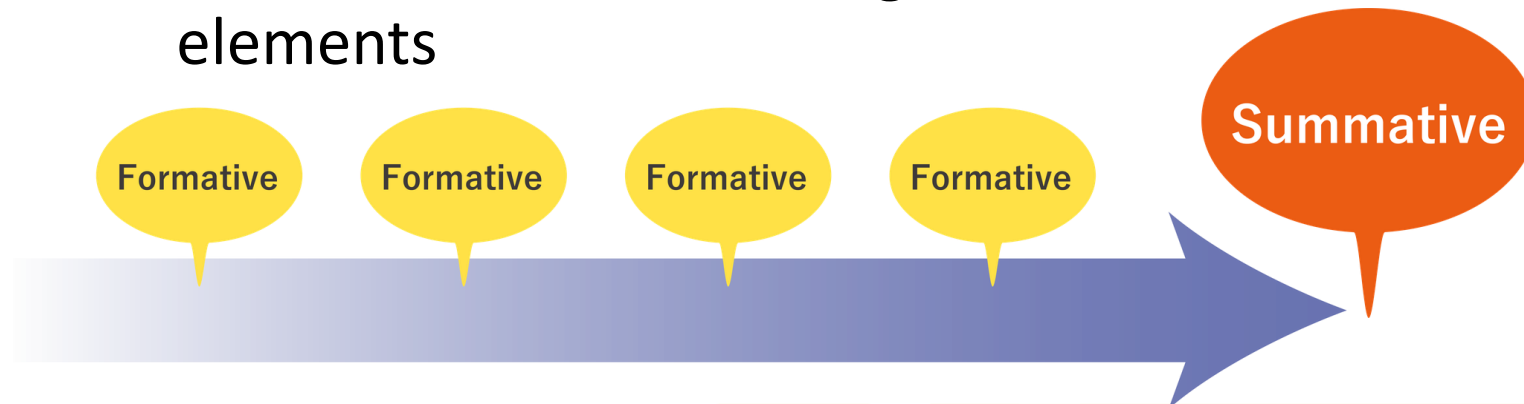
- For EMI programmes where:
 - language learning goals are key
 - there is a dual focus on improving English proficiency and subject knowledge
- Assessments of both English and content knowledge



A curriculum perspective

How can we ensure that the curriculum is effective?

- Curriculum evaluation
 - Formative/Summative/Both (for provision of up-to-date information)
- Ensuring evaluation procedures are in place
 - reduces the risk of misalignment between the various elements



A curriculum perspective

How can we ensure that the curriculum is effective?

- Content-language continuum



Adapted from Met, M. (1998). Curriculum decision-making in content-based language teaching. In J. Cenoz & F. Genesee (Eds.), *Beyond bilingualism: Multilingualism and multilingual education* (pp. 35–63). Clevedon: Multilingual Matters.

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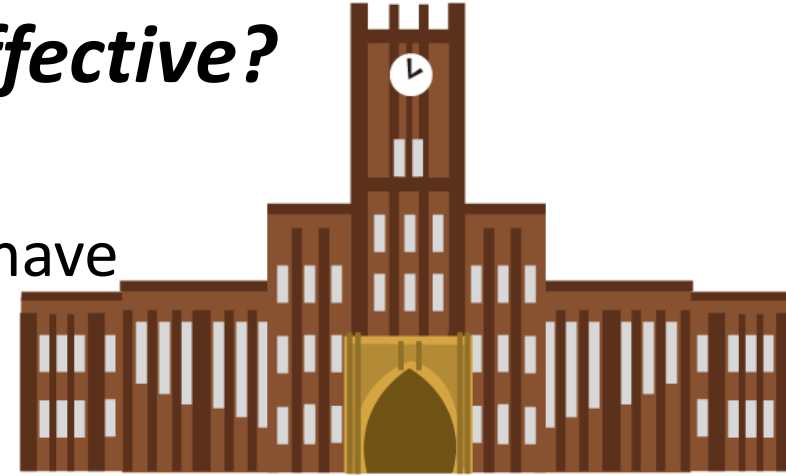
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- Placing programmes on the continuum
 - National level: Helps to examine how institutions have interpreted government policies differently (e.g. Top Global University Project in Japan)
 - Institutional level: Helps to examine how different instructors interpret EMI policy differently



Recap

- Proper planning of the transition to EMI and the incorporation of a GELT perspective
- Various factors that may influence successful and long-term implementation

Recap

- How to incorporate a Global Englishes perspective into the EMI curriculum
- Taking a curriculum perspective enables us to look at the different elements of curriculum:
 - Needs analysis
 - Goals and objectives
 - Syllabus
 - Methodology
 - Assessment
 - Evaluation