TOWARDS MASTERING THE CHALLENGES OF THE INTERNATIONAL CLASSROOM
FINAL CONFERENCE 24 SEPTEMBER 2015

THE CHALLENGES OF THE MULTILINGUAL AND MULTICULTURAL LEARNING SPACE

WORDS OF WELCOME
TOM VAN PUYENBROECK, KU LEUVEN

INTRODUCTION
KAREN M. LAURIDSEN

IntlUni aims

IntlUni has addressed the challenges and opportunities in the multilingual and multicultural learning space with the aim of

- identifying the quality criteria that should characterise teaching and learning in the multilingual and multicultural learning space;

- developing recommendations for how higher education institutions may develop and implement quality teaching and learning in this space.

Lifelong Learning Programme

IntlUni project: basic facts

- Has grown out of a Special Interest Group under the European Language Council (CEL – ELC).

- An ERASMUS Academic Network – 1 October 2012 – 30 September 2015: 526646-LLP-1-2012-1-DK-ERASMUS-ENW.

- Budget of EUR 1.120.494 – Maximum grant from the Lifelong Learning Programme EUR 612.348.

A microcosm of European HE

38 HE partners
27 countries

Lifelong
Learning
Programme

Diversity
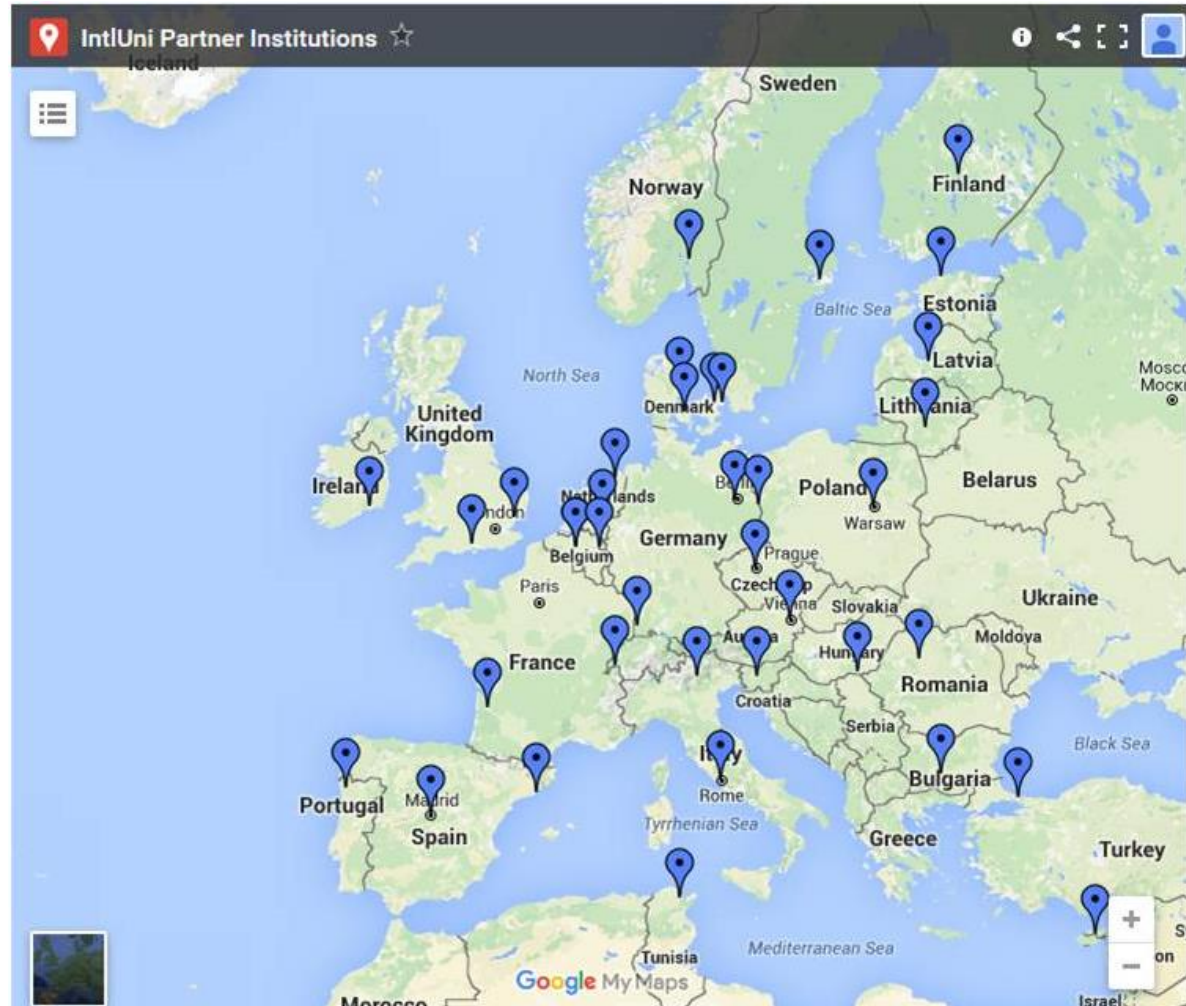
Being a part of IntlUni has greatly supported the development of my own thinking and understanding of the multilingual and multicultural learning space. It has particularly helped me to gain insights into contexts that are quite different from my own experience and has highlighted the breadth of diversity that exists in European higher education.

IntlUni partner representative in *Impact and exploitation report* 2015

Lifelong Learning Programme

Culture, language & didactics
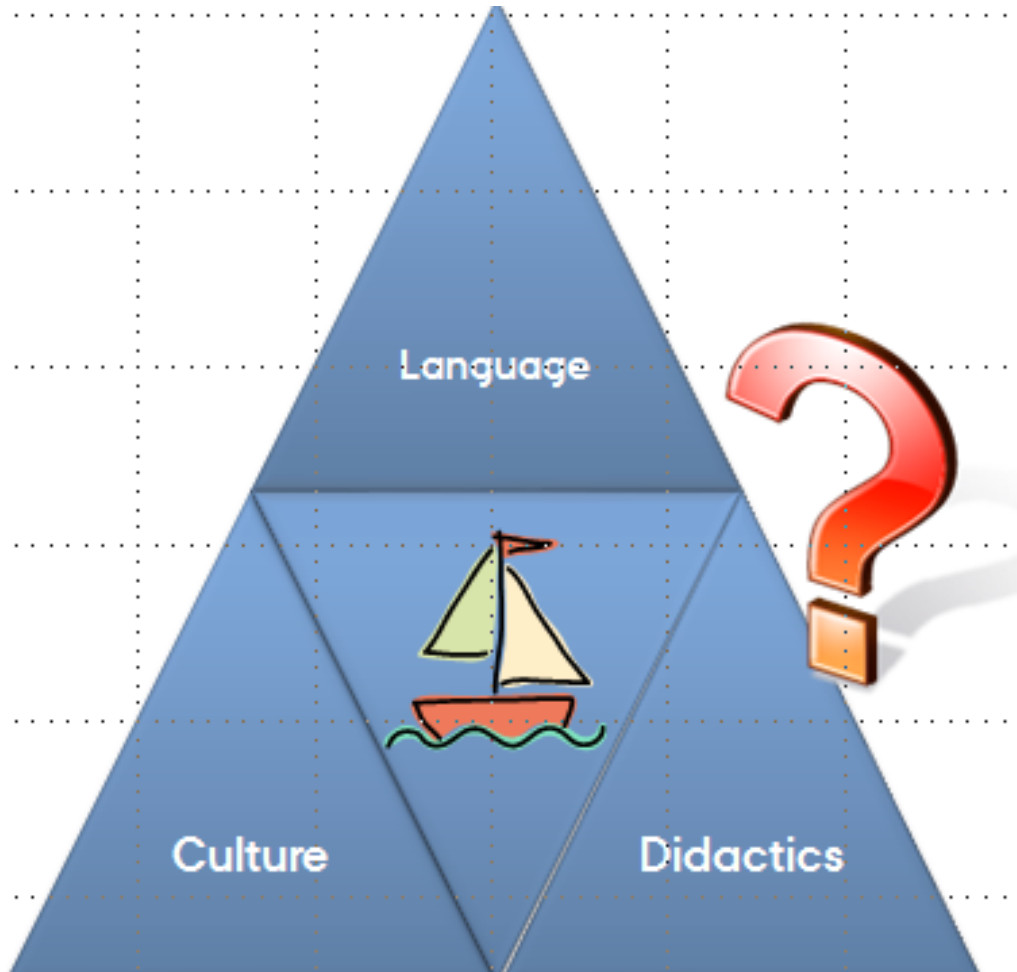
How do we navigate the Bermuda Triangle of language, culture and didactics?

How do we navigate the challenges and the opportunities?

PROCESS AND WORKING METHOD

Challenges → Good practice → IntlUni Principles & Recommendations

IntlUni process / methodology
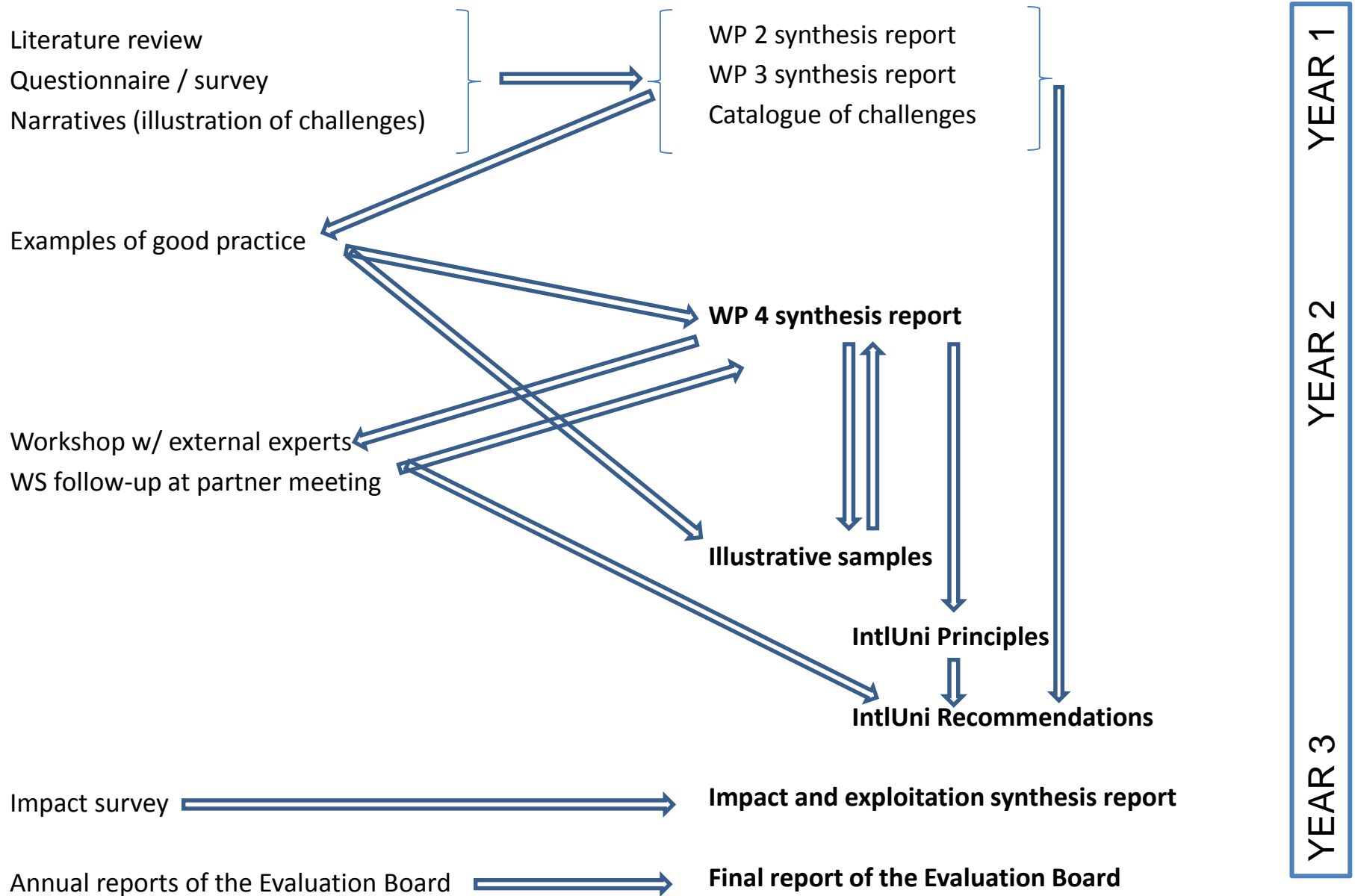
Literature review
Questionnaire / survey
Narratives (illustration of challenges)

WP 2 synthesis report
WP 3 synthesis report
Catalogue of challenges

Examples of good practice

WP 4 synthesis report

Workshop w/ external experts
WS follow-up at partner meeting

Illustrative samples

IntlUni Principles

IntlUni Recommendations

Impact survey

Impact and exploitation synthesis report

Annual reports of the Evaluation Board

Final report of the Evaluation Board

YEAR 1

YEAR 2

YEAR 3

THEORETICAL UNDERPINNINGS

Internationalization of HE

[Internationalization of Higher Education is] the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education.

Knight 2012:29; based on Knight 2004:11

Lifelong Learning Programme

Internationalization of the curriculum

... is the incorporation of an intercultural and international dimension into the content of the curriculum as well as the teaching and learning processes and support services of a programme of study. An internationalized curriculum will engage students with internationally informed research and cultural and linguistic diversity. It will purposefully develop their international and intercultural perspectives as global professionals and citizens.

Leask 2009:209

Culture

- **Cultural backgrounds of lecturers and students, values & experiences, etc.**

- **Source for exemplification of concepts and terms, local and intercultural communication conventions, etc.**

ETHNIC CULTURE

LOCAL CULTURE

DISCIPLINARY CULTURE

ACADEMIC CULTURE

- **Discourse conventions, conceptual frameworks & paradigms, hard vs. soft sciences, interdisciplinary sciences, etc.**

- **Teaching styles, beliefs and learner identities, use of humour, academic practices, power distance, unwritten rules, etc.**

Lifelong Learning Programme

INTLUNI OUTCOMES

Spectrum of modalities

Spectrum of modalities – the medium of instruction					
National languages	**Programmes and modules in English**	**English as a academic lingua franca**	**Parallel language policies**	**Multilingualism**	**English only**
The national language is the medium of instruction. In multilingual countries, more than one national language may be promoted.	Some programmes are taught in English to attract students from other countries or to offer students an international orientation and career (i.e. the 'brain gain' argument). HEIs offer English equivalents of programmes formally taught in the national language. It is often a common practice that if no international students attend the programme, the language of instruction switches back to the national language. EMI programmes are the result of ad hoc strategies.	Some programmes are taught in English, mostly to attract foreign students, but also to promote internationalisation at home. Language policies promote the use of English or another foreign language. Overall strategic development at the institutional level of the HEIs.	The national language loses domain as an academic language. Parallel language policies are adopted, in which it is specified that the coexistence of English and the national language(s) has to be observed and practised in the domains of teaching and administration (and sometimes also of publication).	The HEI opts for pure multilingualism, where the idea of partial language competences and simultaneous use of multiple languages in one interaction is practised. The HEI has then become a true multilingual learning space, which also has didactic and pedagogical consequences.	English is the unique language of instruction. As an academic language, English can be considered a true lingua franca, and therefore as a conditio sine qua non for maintaining a pole position in the international academic competition.

Lifelong Learning Programme

Final outcomes – target groups

- **IntlUni Principles – a conceptual framework**
  - HEIs
  - HE teachers
  - Students

- **Recommendations**
  - HEIs
  - National / regional authorities
  - European associations involved in the development of the EHEA & the European Commission

THANK YOU FOR YOUR ATTENTION

References

Flowerdew, J. & L. Miller. 1995. On the notion of culture in L2 lectures. *TESOL Quarterly*, Vol. 29/ 2, pp 345-373.

Knight, J. (2012) Concepts, Rationales, and Interpretive Frameworks in the Internationalization of Higher Education. In Deardorff, D.K. *et al*. (2012) *The SAGE Handbook of International Higher Education*. Sage.

Leask, B. (2009) Using formal and informal curricula to improve interactions between home and international students. *Journal of Studies in International Education*, 13(2).

Leask, B. (2015) *Internationalizing the Curriculum*. Internationalization in Higher Education Series. Routledge.

Räsänen, A. (2011) International classrooms, disciplinary cultures and communication conventions: a report on a workshop for content and language teachers. *Quality Assurance Review for Higher Education*. Bucharest: ARACIS, Vol.3, No. 2, pp 155-161.

Disclaimer

IntlUni is an Erasmus Academic Network and has been funded with support from the European Commission. This presentation reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Lifelong Learning Programme