



AIEA 2014 Annual Conference
February 16-19, 2014
Washington, DC

UNIVERSALIZING GLOBAL LEARNING IN THE 21ST-CENTURY ACADEMY

Multicultural, Multilingual Higher Education in the Age of Anglophonization

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The Issue

- Multiculturalism and multilingualism are essential themes in the ongoing debate about how best to meet the need for enhanced internationalization of higher education and the creation of informed, competent, and empathetic global citizens. *Discourse and reality, however, often fail to line up.*
- In the English-speaking world and many English-medium university programs around the world, *multiculturalism and multilingualism seldom define educational goals or characterize modes of teaching and learning.*
- *Anglophonization, like globalization, often works against the intercultural, polyphonic outcomes desired by international educators, as difference-minimizing instructional strategies and programmatic structures deprive students of the potential benefits of the unique linguistic and cultural assets of the host nation and their diverse fellow students.*
- *"Multilingualism" in many cases serves primarily to expand the dominance of English as the world's lingua academica ...*
- *... while "multiculturalism" characterizes, for domestic students, the diversity of the visiting students and, for those visitors, the extracurricular surround as they pursue study abroad, but little or nothing of the educational benefits of their "international" education.*

Hans de Wit

Director of the Centre for Higher Education Internationalisation in Milan, Italy, and Professor of Internationalization of Higher Education at the Amsterdam University of Applied Sciences, The Netherlands. He was co-editor of the Journal of Studies in International Education, 1997-2013, and The SAGE Handbook on International Higher Education (Deardorff et al. (eds.) 2012). He has (co)written several other works and is involved in consultancy for such organizations as the European Commission, UNESCO, World Bank, and IMHE/OECD.

- Anglophonization, Globalization and Internationalization: *the Globalization of Internationalization* and the challenges it gives
- Multilingualism, Multiculturalism
- Experiences from Europe
- Some options for action

Globalization of Internationalization

“In the current global-knowledge society, the concept of internationalization of higher education has itself become globalized, demanding further consideration of its impact on policy and practice as more countries and types of institution around the world engage in the process.

“Internationalization should no longer be considered in terms of a westernized, largely Anglo-Saxon, and predominantly English-speaking paradigm.”

(Jones & de Wit 2012)

Globalization of Internationalization: Manifestations

- Notions of *importing and exporting countries* are being turned upside down as students choose study destinations that were once seen as merely sending students to the ‘west’ to study.
- *Global mobility flows* are increasingly complex, offering new opportunities for those able and willing to access them.
- At the same time, *other countries are emerging as key players* and beginning to challenge the dominance of western discourse on internationalization.
- Alongside rising student demand for study overseas, *the globalization of working practices and environments is reflected in increasing expectations of employers for cross-culturally capable graduates*, ideally with international experience, to meet these demands.

Globalization of Internationalization: What we have to realize

- As more countries attract inbound students and open up to internationalization, *the experience of these newcomers to international recruitment offers different perspectives and issues for consideration.*
- In countries where internationalization has been around for some time, the head start in itself can become a handicap resulting in a lack of innovation. There is often *a tendency to stick to established models and activities that are primarily focused on internationalization abroad* (study abroad, recruitment of international students, exchanges).
- If we take into account new dimensions of internationalization from emerging economies and higher education communities around the world, we will realize that *the landscape of internationalization is being altered, shifting from a western, neo-colonial concept as other perspectives emerge.*

Globalization of Internationalization: In other words ...

- “The notion of ‘internationalization’ is not only a question of the relations between nations but even more to *the relations between cultures and between the global and the local*” (de Wit 2012).
- “Under the impact of accelerating globalization ... *a new paradigm* of international education might emerge that is both more threatening and more helpful” (Scott 2013 p 55).
- Just as the emphasis on global perspectives for students should be a key theme, so the globalization of internationalization itself requires us to *consider the responsibilities of western universities if we are not to see internationalization as exploitative or as a “slave trade in education”* (Olugbemi Jgede, as quoted in Baty 2012).
- “Too few university leaders have yet grasped *the potential of internationalization as a powerful force for change*, restricting themselves instead to the economic or brand-enhancing concepts of global engagement” (Jones 2011 p 1).

The Globalization of Internationalization requires us to

- Put political and economic rationales in context by *measuring the things which are important, not simply those which can be measured.*
- Exploit the globalization of internationalization by *learning from partners and from diversity of policy and practice.*
- Remember the link between international and intercultural; *internationalization of curriculum, teaching and learning, at home as well as abroad,* should be a key priority.
- Understand *the transformational potential of internationalization and the link with employability and citizenship* - enable students, faculty and support staff to benefit from this.
- *Practice what we preach;* learn from internationalization research and practice in other parts of the world.

(Jones & de Wit 2012)

Multiculturalism and Multilingualism

- Internationalization has been too much driven away from teaching and learning towards mobility
- In this, we have lost the focus on outcomes and impacts: the why we are internationalizing and the qualitative dimensions of its outcomes
- Were in the past – in different circumstances for sure – the cultural outcomes and related the linguistic dimensions essential, now internationalization tends to be driven by quantitative mobility targets and monolingual focus on English.

Multiculturalism and Multilingualism: Manifestations

- Where teaching in English was a tool it has become an objective of internationalization.
- Sending students abroad on study abroad and exchange programs has become a target with too little attention to its integration into the curriculum and learning outcomes.
- Active learning of a foreign language has become a minor rationale in it.
- Recruitment of international students is more driven by economic rationales than by academic rationales and a multicultural classroom and learning of the local language and culture is seen more as a cost and problem than as a key objective.

Multiculturalism and Multilingualism: A reaction to marketization

- In reaction to the commercialization in higher education, there is also a call for more attention to ***social cohesion*** and to ***the public role of higher education*** as an alternative force to the growing emphasis on competition, markets and entrepreneurialism in higher education.
- In this reaction, the emergence of the notion of ***Global Citizenship*** has to be seen.
- It re-emphasises the importance of ***social responsibility*** and ***civic engagement*** next to ***global competence*** as role of higher education.

Lessons from Europe on English

- Increased use of English in European higher education
- The case of The Netherlands: from rejection to acceptance to concern
- The case of Italy: a slow mover and rejection on the wrong arguments
- The European Commission: recognition of a required balanced approach

English in Teaching: The case of the Netherlands and Italy

- First responses extremely negative in media and political sphere
- Threat to own language and culture dominant in opposition: but are these the real arguments?
- Economic interests after a while prevail (revenues, branding/ranking)
- Still concerns are necessary from another nature:
 - Quality of teaching
 - Quality of learning
 - Hegemony in science

Languages according to the EC

“Integrating an international dimension in curricula highlights the importance of languages.

“On the one hand, **proficiency in English is de facto part of any internationalisation strategy for learners, teachers and institutions** and some Member States have introduced, or are introducing, targeted courses in English (especially at Masters level) as part of their strategy to attract talent.

“On the other hand, **multilingualism is a significant European asset**: it is highly valued by international students and should be encouraged in teaching and research throughout the higher education curriculum.” (EC 2013)

Lessons from Europe on Internationalisation of the Curriculum

- Strong movement 10 years ago on Internationalization at Home
- Discrepancy between discourse and reality
- More focus on outcomes and assessment of outcomes
- Stronger link needed between international and intercultural

Some lessons to be learned

- Integrate study abroad more into the curriculum and measure its outcomes and impact.
- Be more clear about why, when and how to teach in English and not assume automatically that it is needed and that its quality is no issue.
- Stimulate international students to learn more about the local language and culture.
- See collaborative online international learning (COIL) as an opportunity to stimulate multicultural and multilingual interaction by students and faculty.
- Link intercultural and international in policy and strategy.
- Choose your partners not on the basis of positions in ranking but on mutual gain and complementarity.

Karen M. Lauridsen

Associate professor in the Centre for Teaching and Learning (CUL) at Aarhus University, School of Business and Social Sciences, Denmark. She directs a 3-year Erasmus Academic Network project (2012-2015) entitled "IntlUni", whose aim is to identify the quality criteria for teaching and learning in the growing international multilingual and multicultural learning space, and to develop recommendations for implementing and ensuring the sustainability of quality teaching and learning in this space.

Anglophonisation – a European perspective

(based partly on the IntlUni project – www.intluni.eu)

- English Medium Instruction (EMI) – one shared language among faculty and students irrespective of their individual linguistic backgrounds.
- How can we embrace the European concept of multilingualism as well as the ubiquitous English at one and the same time?

Two aspects of anglophonisation

- Growth in English Medium Instruction (EMI)
 - The number of EMI programmes is assumed to have tripled in the past five years in Europe (Brenn-White & Faethe 2013).
- Multilingualism
 - Graduates need both English and other languages in addition to their own first languages (L1); these skills enhance their employability and prospects on the labour market.

EMI in Europe

- English is NOT the L1 of the (vast majority of) lecturers and students in continental Europe.
 - In this non-anglophone EMI environment, virtually everyone is employing a non-native medium of instruction.
- Many of the issues in the above environment also need to be dealt with in an anglophone environment (e.g. in the UK & Ireland) where many lecturers and students are also not L1 English speakers; they too are EMI teachers and learners.

EMI issues and possible solutions– 1

- Internationalisation @ Home: Influx of lecturers (faculty) and students with different linguistic and cultural backgrounds impacts on the teaching and learning situation for all.
- Diversity can (should!) be an asset and can (should!) enable graduates to become responsible global citizens able to work in settings characterised by linguistic and cultural diversity.
- However, when not treated with care, diversity may also create tensions among students.

EMI issues and possible solutions – 2

- Linguistic issues (for students as well as lecturers)
 - Acquisition/continuing improvement of English language proficiency
 - as well as the added cognitive load of teaching and learning through the medium of a language other than one's L1.
- Cultural issues (differences in ethnic, local, academic and disciplinary cultures) among lecturers and students
 - These may create misunderstandings and tensions and thereby hamper the students' learning.
- Lecturers need to consider the didactic implications of these issues – and possible solutions; concrete solutions to concrete challenges/problems/issues.

Internationalisation of the Curriculum

Internationalisation 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 internationalised 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; emphasis added).

There is also need for a top-down approach

- Institutional policies and strategies (& funding)
 - e.g. educational policy; language policy; language support measures.
- Curriculum content
 - There must be a clearly stated international dimension in the aims, objectives and learning outcomes of a programme.
- Appropriate teaching and learning processes and practices
 - e.g. measure to support learning through a second or other language; activities to avoid ‘us-versus-them’ cultures and instead exploit the differences in knowledge and the different perspectives represented among a diverse group of students.
- Support measures
 - e.g. International Centre and department initiatives, etc.

Implications for the lecturers

- Teaching international programmes becomes an awareness raising exercise for many.
- Lecturers need professional development opportunities (courses, workshops, development projects).
- Lecturers need tips and tricks; possible concrete solutions to the issues they face
 - e.g. via access to resources on a dedicated web site.

Multilingualism

- In order to become responsible global citizens, graduates must have more than just English.
- Awareness raising and language learning opportunities within and outside the curriculum are needed.
- English in teaching and learning is in fact inclusive; if we allow for other languages in the EMI classroom, we may encourage exclusion of fellow students!

H. Stephen Straight

Professor emeritus of anthropology and linguistics and Fulbright program adviser at Binghamton University, State University of New York. He is founding director of Binghamton's Languages Across the Curriculum (LxC) program and for 10 years (1999-2009) was vice provost for undergraduate education and international affairs. A former elected member of AIEA's executive committee, Straight currently serves on the professional development and conference committees, and is president of the Linguistic Association of Canada and the United States (LACUS).

An emerging anti-hegemonic potential for programs that foster bilingual/bicultural academic expertise

- Critique of the current hegemonic role of English as the global lingua academica
- Recommendation of a paradigm shift in which EMI programs might manage to foster rather than discourage multilingualism

Shrinking academic traditions and linguacultural proficiencies

- Globalization, as previously described by Hans de Wit, has largely resulted so far in the worldwide adoption of anglophone, even Anglo-Saxon (“Inner Circle”: UK, US, Canada, Australia, New Zealand), scholarly and didactic models and sources, to the exclusion of other linguistic and cultural legacies.
 - What are the humanities or sciences, to say nothing of marketing or health delivery, etc., without a culturally-grounded understanding of relevant sources and communicative skills in languages other than English?
- Even the fluent (“Outer Circle”: current or former members of the British Commonwealth) post-colonial speakers of English risk losing contact with rich scholarly traditions and valuable everyday communicative skills.
 - Their loss of high-level literacy and present-day communicative abilities in an enormous array of national, regional, and tribal languages and cultures is only a bit less devastating than the loss faced by more recent members (the “Expanding Circle”: Asia, mainland Europe, Latin America) of the English-acquiring masses of the world.

Critique of the current hegemonic role of English as the global lingua academica

- The displacement of other languages by English can lead to the disempowerment, monoculturalization, and monolingualization of non-native English speakers,
 - who constitute the majority of learners and often of teachers in EMI academic programs,
 - though the (typically unrealistic) norms of native-speaker English often put them at an inexcusably unnecessary disadvantage.
- The use of English as the medium of instruction brings with it the threat of a homogenizing, native-speaker-oriented model of academic policies, practices, and values,
 - including the extermination of non-English-based scholarly history, disciplinary terminology, and all other academic traditions.
 - **Compare the work of Jenkins (2014) and the many others cited by her.**

It's (over)time for a paradigm shift in which EMI fosters rather than extinguishes multilingualism ...

- ... by avoiding the risk that anglophonization will serve as a deculturizing, hierarchy-enforcing instrument for the systematic and devastating dismissal and eventual loss of non-anglophone intellectual traditions;
- ... and by employing the multilingualism of both students and instructors as a tool for the multiculturalization of academic content (as does the Cultures & Languages Across the Curriculum (CLAC) Consortium: clacconsortium.org).
 - E.g. by encouraging and rewarding all participants for bringing to bear—on every topic—relevant non-anglophone, intercultural data and insight, preferably identified and discussed beforehand by participants conversant with these multilingual, multicultural sources.

Over to YOU!

- What do YOU have to say about the topics raised by this panel?
- How might the examples and suggestions offered by the panelists help YOU provide more effective multicultural, multilingual education at your institutions?



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