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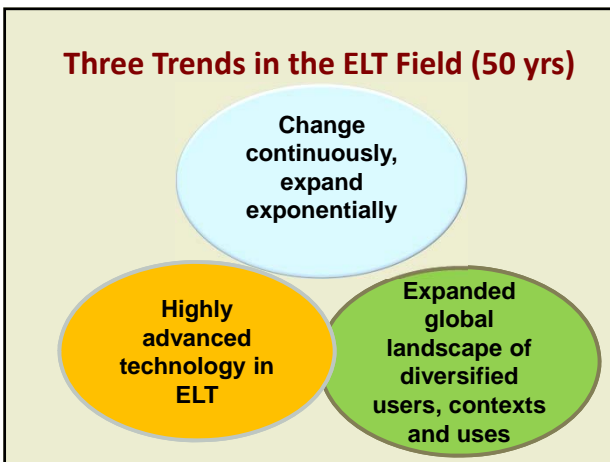
Transcending Boundaries in Glocalized ELT Field- Implications for English-Medium Universities in Macau and Asia

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Talking Points

Eight Major Trends Influencing the Direction of ELT in Higher Education



Trend 1: Advancing Cultures of Change and Innovation

Integrating 21st Century Skills in ELT and GE



Seven Cs	Component Skills
Critical thinking-and-Doing	Problem solving, Research, Analysis, project management, etc.
Creativity & Innovation	New knowledge creation, design solutions, artful presentation, etc.
Collaboration	Team work, cooperation, compromise, consensus, community-building, etc.
Cross cultural understanding	Across diverse ethnic, knowledge and organizational cultures
Communication	Oral/written, craft messages and using media effectively
Computing/ICT Literacy	Effective use of electronic information & knowledge tools
Career and learning self-reliance	Independent, managing change, life-long learning and career redefinition

Trilling and Fadel, 2009, 21st Century Skills: Learning for Life in Our Times

Implications for High Ed.

- Education institutions need to be structured in ways that allow for flexibility, and encourage creativity and innovative thinking, e.g.
- The Silicon Valley’s *Lean Startup movement*
- Educators are working to develop new approaches to stimulate top-down changes, e.g.,
- Univ. of Central Florida – faculty, students and business work together to foster innovation
- Higher ed. needs to become more entrepreneurial to ensure a seamless academic pathways into the real needs of workforce.

Trend 2: Changing Perspectives on ELT

Perspectives/Concepts

ESL → ELT/EAL/EIA TESL → TESOL

TENOR → CLTs (Communicative Language Teaching & Contextualized Language Teaching, CLIL → LACI- (language based approach to content instruction)

TESR (Teaching English for Social Responsibilities)

ESL → WE/ English as a global lingua franca (ELF)/EIL

ELF/EIL and EFL (Jenkins,2010, Macay, 2009)

ELF/EIL

- 1.Part of Global Englishes paradigm
- 2.Difference perspectives
- 3.Metaphors of contact/change
- 4.Code-switching seen as a bilingual resource
5. Goal is successful use of skills and strategies (e.g. communication) & Integration of Lang & Content (ESP/CLIL)

EFL

1. Part of Foreign Languages paradigm
2. Deficit perspective
3. Metaphors of interference/fossilization
4. Code-switching seen as errors resulting from gaps in knowledge
5. Goal is mimicking native English speakers as closely as possible

Goals:

- Produce responsible citizens
- **Not** just imitate native English speakers, but
- Educate learners to become fully competent **language users, critical thinkers & constructive social change agents**



Trend 3: Integrating 21st Century Teaching/Learning Approaches

Core Content 21st Century Themes

Academic /meaningful content at much higher levels by weaving 21st century 7Cs and interdisciplinary themes into core areas of study through

Language-based approach to Content Instruction (LACI)

- Terminology/vocabulary
- Language skills
- Content knowledge
- Genre /discourse features
- Communication/Study strategies

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

LACI Approach

Analyzing a text

To explore different language patterns, follow the steps below, looking at the language features of the text:

<i>Presenting Ideas</i>	<i>Enacting a Relationship with the Reader or Listener</i>	<i>Constructing a Cohesive Message</i>
Focus on content	Focus on relationships	Focus on organization
1. What is the text/image about?	3. What is the author's perspective?	5. How is the text/image organized?
2. What are the key concepts developed in the text/image?	4. How does the author of this text/image interact with the reader/viewer?	6. How does the text/image construct a cohesive message?

Luciana C. De Oliveira, 2015

Changes in Teaching Approaches

Contextualized Language Teaching

Interdisciplinary collaborations

Appropriate & strategic use of L1 in the classroom/use of translation

Use of a variety of accents in listening activities and tests

- **Hot topics:** Common Core, 'Glocal' needs, standards, pathways,
- **ESP, EAP, cross-disciplinary content,**
- Emphases both language and content integration
- **Flipped classroom, Project Based Learning (PBL)**
- **LACI- Language-based approach to Content Instruction**
- **Multicultural content (local & global resources)**
- Students read from multicultural writers
- "field trip" to the Great Wall of China or Ruins of St. Paul in Macau but never leave the school
- Collaborative projects on critical issues (locally and globally)

Trend 4: Increasing Cross-Boundary Collaborations

Border-crossing Initiatives

- Universities unite across international borders and work toward common goals concerning technology, research, or shared values
- Collective action among universities and school districts has been growing
- Cross disciplinary collaboration has proven successes- English teacher team-teach with content teachers
- More and more institutions are joining consortia - to combine resources or to align themselves strategically with innovation in K-12 and higher education.

ESP Teacher Training– Interdisciplinary Team Teaching

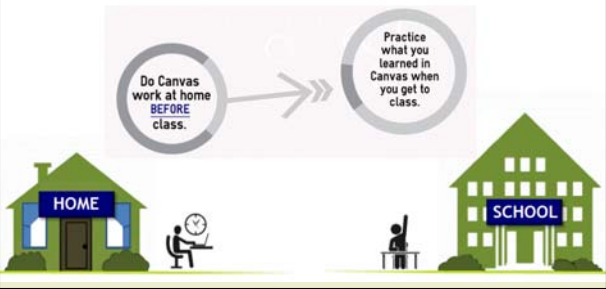


using a rivet gun

ESP-AMT Teacher Training Program- field testing with Instructors & Trainees

Trend 5: Growing Use of Blended Learning, Flipped Models

Flipped Learning



Why?

- increases rigor
- promotes interaction/fosters peer collaboration
- enhances subject knowledge and ITC
- makes learning central- student engagement
- fosters independent learning
- provides increased individual attention
- maximize opportunity to utilize 21st century themes and core content in and outside classroom

Project-Based Learning (PBL)



A dynamic teaching approach that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.

An active and engaged learning where students are inspired to obtain a deeper knowledge of the subjects they're studying.

Theoretical Framework of PBL

John Dewey

- Benefits of experiential, hands-on, student-directed learning.

Learning Theory Research

- Constructivism (Bruner)
- social cultural development (Vygostky,ZPD)
- Constructive Feedback (Bee & Bee, 1998, Bitchener, J. 2008)

Standards

- clear outcomes
- accountability

Using PBL in ESP/EAP/IDEA Courses



Generic skills and attitudes

- Teamwork
- Chairing a group
- Listening
- Recording
- Cooperation
- Respect for colleagues' views
- Critical evaluation of literature
- Self directed learning and use of resources
- Presentation skills

Trend 6: Proliferation of Open Educational Resources

What are Open Educational Resources (OERs)?

- “any type of **educational** materials that are in the public domain or introduced with an **open** license. The nature of these **open** materials means that anyone can legally and freely copy, use, adapt and re-share them” (UNESCO)
- For example, if you are interested in learning about electro-engineering from a science scholar at MIT, you can check out [lecture notes and videos from MIT courses](#).

OERs

- Advocates ‘openness’- **not just free of charge**
- OpenCourseWare (OCW) –MIT, OERs Commons, **Wiki Educator**
- **VLN** in New Zealand , and **Jisc** - UK based OER site <https://jisc.ac.uk/guides/open-educational-resources>

Open Education Resources

reuse	used in a wide range of ways
revise	adaptable, adjustable, modifiable
remix	can be combined with other OER
redistribute	can be shared in original or form

Implications

Next ten years will be an interesting time for education with Open Learning Initiative:

- How to support novice learners in those introductory courses to achieve learning outcomes?
- How to best utilize the OERs to align with the national/local standards and curriculum guidelines?

Trend 7: Shifting from Students as Consumers to Students as Creators/Innovators

Creators vs Consumers

- Students in across a wide variety of disciplines are learning by making and creating rather than from the simple consumption of content.
- Students engaged in lifelong learning can benefit from not **being just consumers but creators/Innovators**



Sample PBL in EAP



- Active Learning of English for Science Students (ALESS - Univ. of Tokyo)
- Scientific research crosses national and linguistic boundaries

Program Description

- One semester compulsory English writing course for 1st year science students. The course is centered around the construction of a short IMRD-style paper (Introduction, Method, Results and Discussion- main sections) based on a small experiment that the students design and carry out (either in groups or individually).

Curriculum

- No textbook is used for the ALESS course. Instead, class content and material are continuously being developed and adapted by faculty team through continuous collaboration.
- Treat with a careful line between maintaining a curriculum shared between classes while leaving room for individual innovation.
- http://ale.c.u-tokyo.ac.jp/ale_web/index.php/courses/ales

Implications

Rethinking:

- How Schools work
- How we treat our students
- How we define information sharing and learning space



Trend 8: Shifting to Deep Learning Approaches in a 21st Century Context

Understand 5 Forces Changing Skill Demands

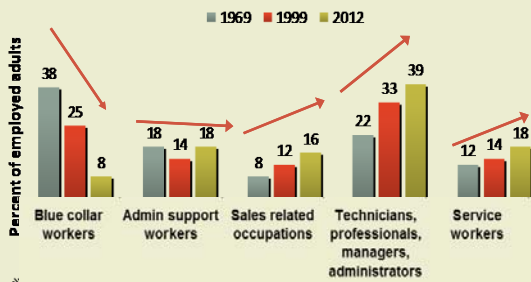
- Technology/Automation
- Globalization
- Workplace change
- Demographic change
- Personal risk and responsibility

(C.D. Jerald, Define a 21st Century Education, 2009)

Technology/Automation

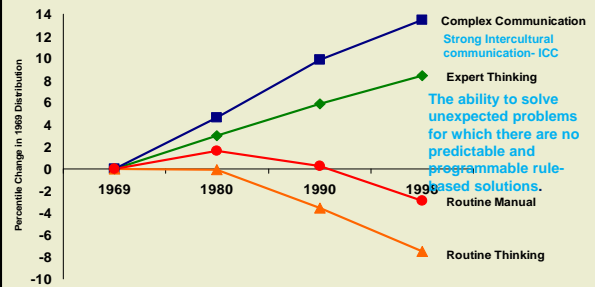


Changing mix of jobs in the economy



Source: bureau of labor statistics: US Dept. of Labor. (2014)
 Levy, F. & Murnane, R. J. (2004). The new division of labor: How computers are creating the next job market. Princeton, NJ: Russell Sage Foundation. (p.42, fig.3.2)

Job tasks/skills are changing across the economy



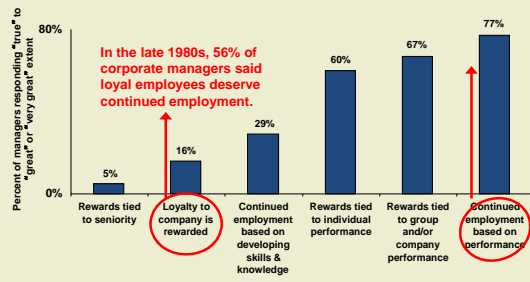
Source: Levy, F. & Murnane, R. J. (2004). The new division of labor: How computers are creating the next job market. Princeton, NJ: Russell Sage Foundation. (p. 50, Figure 3.5)

Employment is less secure: Those who cannot perform will not keep their jobs



Source: O'Toole, J. & Lawler, E.E. III. (2006). The new American workplace. New York: Palgrave Macmillan. (p. 67)

Employment is less secure: Those who cannot perform will not keep their jobs



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Work can increasingly be done anywhere ... and there are more people who can do it!

- Technological advances (internet, interactive software, digital technologies) allow work to be shipped around globe.
- Historic political and economic changes around the globe freed up more than 1 billion people—in places like Russia, Eastern Europe, China, India, etc.—who could potentially compete for that work.

“The result is a world in which it is just as easy to create work teams composed of people on four continents as it is to create work teams composed of people from four divisions of the same firm located in the same city.”

—the New Commission on the Skills of the American workforce (2007)

Implications for Teachers and Students

“Suddenly more people from more different places could collaborate with more other people on more different kinds of work and share more different kinds of knowledge than ever before.”

—Thomas Friedman (2005)

“Highly skilled people with roughly the same qualifications are competing directly with each other, no matter where they are located on the globe.”

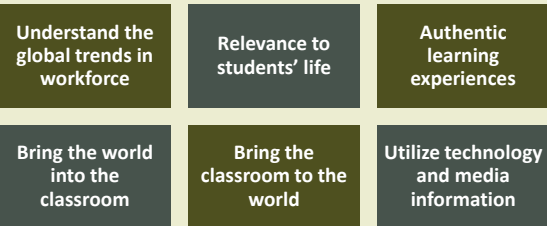
—the New Commission on the Skills of the American workforce (2007)

Sources: 1) National Center on Education and the Economy. (2007). *Tough choices or tough times: The report of the New Commission on the Skills of the American workforce*. San Francisco, CA: Jossey-Bass. (p. 19)
2) Friedman, T. L. (2005). *The world is flat: A brief history of the twenty-first century*. New York: Farrar, Straus and Giroux. (p. 81)

Implications for Higher Education

- Postsecondary education and training
- Academic knowledge and skills (EAP)
- Practical literacies: The ability to use knowledge of math, English, science, civics etc. to meet real-world challenges. (EOP, CBE)
- Broader competencies: Critical thinking and problem solving, inter-cultural communications and collaboration, creativity, self-sufficiency etc.

Teach and Learn in 21st Century Contexts



Trend 9: Growing Focus on Measuring Learning


Increasing interest in using new sources of data for:

- personalizing the learning experience,
- ongoing formative assessment of learning,
- performance measurement
- data-driven learning and assessment.

Goals: build better pedagogies, empower students to take an active part in learning, target at-risk student populations, and assess factors affecting completion and student success.

Reminder: Data is only useful if it allows us to act or make decisions wisely.

Growing Focus on Measuring Learning (esp. on formative assessment)



How much EFFORT are you giving?

Level 1: I gave my best effort and when it was a challenge, I learned from the challenge.

Level 2: I gave some effort but I give up when it became a challenge.

Level 3: I gave my best effort. Can you see it was a challenge?

Level 4: I gave little or NO effort!

At Lake Mead We Give Level 4 Effort!!

EDUCATIONAL DATA MINING & LEARNING ANALYTICS can help:

Educational data mining focuses on developing new tools and algorithms for observing data patterns.

Learning analytics focuses on applying tools and techniques at larger scales in educational systems.

EDUCATIONAL DATA MINING CAN ANSWER QUESTIONS LIKE:

- What sequence of topics is most effective for a specific student?
- Which student actions are associated with better learning and higher grades?
- Which activities indicate satisfaction and engagement?
- What features of an online learning environment lead to better learning?

LEARNING ANALYTICS CAN ANSWER QUESTIONS LIKE:

- When are students ready to move on to the next topic?
- When is a student at risk for not completing a course?
- What grade is a student likely to receive without intervention?
- Should a student be referred to a resource for help?

Transcending Boundaries in Higher Ed: Nine Trends

- Advancing Cultures of Change and Innovation
- Changing Perspectives on ELT
- Integrating 21st Century Teaching/Learning Approaches
- Increasing Cross-Boundary Collaborations
- Increasing Use of Blended Learning, Flipped Models
- Proliferation of Open Educational Resources
- Shift from Students as Consumers to Students as Creators/Innovators
- Shift to Deep Learning Approaches in a 21st Century Context
- Growing Focus on Measuring Learning

Young people make up approx 20% of our current population but 100% of our future



謝謝!



Yilin Sun
ELC

Theoretical Framework of PBL

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- Benefits of experiential, hands-on, student-directed learning.

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Standards

- clear outcomes
- accountability

Project-Based Learning (PBL)

Unlike the conventional projects...

PBL is an innovative learning-centered approach

- Utilizes a **problem-based** approach where the project is centered around a problem defined by the learning team, or pre-assigned by the instructor
- Places students in **self-managing project** teams through which they are able to experience a variety of leadership and team member roles;

PBL II

- **Transforms** the classroom into a project environment in which students set goals, manage and delegate work tasks, collaborate in finding relevant knowledge resources, address team problems, and achieve results under **tight timeline**
- **Reflects productively** on what students learned from their experience
- Applies formative assessment process in its **fullest potential**.

Key Issues

Highlight **provocative issues** or questions that lead students to **in-depth** exploration of authentic and important topics.

Require the use of essential tools and skills, including technology, self-management, and project management. (Not randomly assigned projects and groups)

Specify **products/outcomes** that solve problems, explain dilemmas, or present information generated through investigation, research, or reasoning.

Use **performance-based assessments** that communicate **high expectations**, present rigorous challenges, and require a range of skills and knowledge.

The case/problem serves as a stimulus for learning



Problem-solving vs. problem-based learning different but inter-related

Problem-solving: arriving at decisions based on prior knowledge and reasoning

Problem-based learning: the process of acquiring new knowledge and utilize learned knowledge based on recognition of a **need** to learn and investigate to come up with solutions



Sample PBL Design



Analyzing Text Structure in the PBL Classroom Univ. of Michigan (N.K.Duke, 2016) Sample for lower level students

- PBL is often associated with STEM learning, but PBL is a powerful context for literacy learning –identify genre/discourse features as well.
- Developing literacy can be embedded into projects. A meaningful and engaging context, as in PBL, can make instruction in research-supported practices even more effective (Guthrie et al., 2004; Guthrie et al., 2008) for all levels of learners.

Seven Steps

1. **Select Project-Related Texts** - Early on, consider using shorter texts, such as articles, that have a single, easy-to-identify structure, such as compare/contrast
2. **Use Graphic Organizers**- such as a Venn diagram, flow chart, hierarchical diagram, or timeline, to help students learn that structure
3. **Uncovering the Structure** - Begin the lesson by explaining that uncovering the structure of a text can help students understand and gather information for their projects
4. **Identifying the Structure** -Work with students to identify the structure of the text that you selected, explicitly teaching not only about the structure, but also about how to recognize it in a text

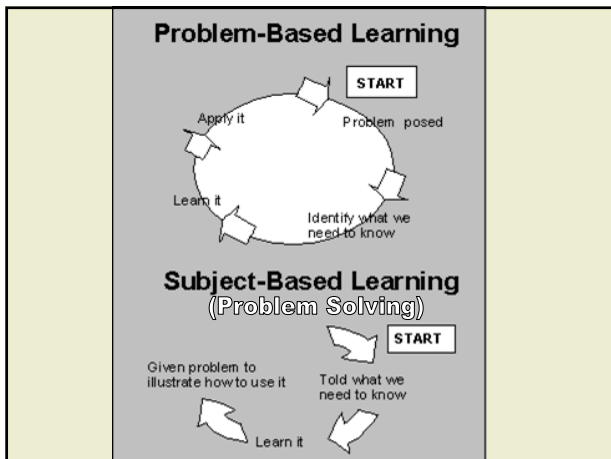
Structure	Description	Example	Common Cue Words
Description	What something looks, feels, smells, sounds, tastes like, or is composed of	Characteristics of a hurricane	
Sequence	When or in what order things happen	A storm becomes a hurricane	first, then, next, after, later, finally
Problem and Solution	What went wrong and how it was or could be fixed	Hurricane Katrina destroyed homes and stores, so groups like the Red Cross had to bring food and medicine from other parts of the US	because, in order to, so that, trouble, if, problem
Cause and Effect	How one event leads to another	What happened to the people who lived in Louisiana after Hurricane Katrina	because, therefore, cause, effect, so
Compare and Contrast	How things are alike and different	How hurricanes are the same as or different from tornadoes	both, alike, unlike, but, however, than

Seven Steps II

5. **From Structure to Practice** -Encourage students to identify the structure of texts that they'll be reading during that day's project time in small working groups
6. **Review the Practice** -Pull students back together to share the structures they found and how those structures helped them understand and find information for the project.
*Just as we create a word-conscious classroom by modeling and encouraging an interest in words, we can create a text-structure-conscious classroom by modeling and encouraging an interest in how authors organize their texts.
7. **Extend Text Structure Instruction to Writing** – invite students to use the same graphic organizers/discourse features for project writing that they have been using in their reading.

Sample in Pre-college Basic ELA Classes

- IDEA –Integrated Digital English Acceleration Program
- Curriculum: Theme/module- based learning on Canvas
- Format: Flipped class – 9 hrs f2f, 9hr online “pre-work”
- Proficiency level: beginner to high beginner
- <https://canvas.southseattle.edu/courses/1242250>



How does problem-based learning work?

What instructors do:

- Develop real-world, complex and open-ended problems such as might be faced in the workplace or daily life.
- Act as facilitators, making sure students are staying on track and finding the resources they need.
- Raise questions to student groups that deepen the connections they make among concepts.
- Strike a balance between providing direct guidance and encouraging self-directed learning.

What students do:

- Address the problem, identifying what they need to learn in order to develop a solution and where to look for appropriate learning resources.
- Collaborate to gather resources, share and synthesize their findings, and pose questions to guide further learning tasks for the group.

How to start a PBL project?

Develop problems that:

- Capture students' interest by relating to real-world issues.
- Draw on students' previous learning and experience.
- Integrate content objectives with problem-solving skills.
- Require a cooperative, multi-staged method to solve.
- Necessitate that students do some independent research to gather all information relevant to the problem.

Design assessment tools that:

- Account for *process* (e.g. research, collaboration) as well as content skills.
- Are closely tied to course learning objectives.
- Balance individual and group performance.
- Engage peer evaluation and feedback

Adapted from: Faculty of Medicine, Alexandria University

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 - [Position Statement on the Diversity of English Language Learners in the United States \(October 2006\)](#)
 - [Position Statement Against Discrimination of Nonnative Speakers of English in the Field of TESOL \(March 2006\)](#)
 - [Position Statement on Multilingualism \(October 2004, PDF\)](#)
 - [Position Statement on Professional Equity for the Field of Teaching English to Speakers of Other Languages \(October 2003, PDF\)](#)
 - [Position Statement on Teaching English as a Foreign Language to Young Learners \(October 2003\)](#)

Life and Career Skills

- Initiative and Self Direction
- Flexibility and Adaptability
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility