The Purposes of Foreign Language Teaching, Intercultural Competence and Citizenship Education

[with reference to Higher Education]

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Overview

- Some axiomatic starting points – purposes of FLT
- Example 1: Advanced learners of English and Spanish as FLs
- Some concepts
  - Criticality (examples from university FLT
  - Citizenship education – pros and cons
  - FL education - limitations and potential
- Intercultural (world) citizenship (FLT+ cit ed.)
- Example 2 : Beginners in Japanese

Axioms

- Language teaching is for Communication (dialogue) = face validity
  - For learners and other stakeholders – and therefore teachers
- Dialogue leading to action

AND

- Language teaching = language (humanistic/liberal) ***education*** → criticality = analysis, critique (not criticism) and action in the world → impact on individual and society

EXAMPLE 1
The Malvinas/Falklands War (1982): An opportunity for citizenship education in the foreign language classroom in Argentina and the UK

- 50 Argentinean university students of English (CEFR C1)
- 50 UK students of Spanish (Honours)
- - researched conflict and communicated synchronically and diachronically (wiki and Elluminate) -- focus on interaction based on respect, mutual understanding and cooperative conflict resolution

  - created PPTs about the war, interviewed Argentine and English war veteran

  - collaboratively created advertisement to show contact and reconciliation

civic participation:

- - created blogs/facebook pages and noting reactions

- - produced leaflets and distributed in city centre of La Plata

Proyecto Malvinas UNLP

Somos estudiantes de Traductorado de Inglés de la Facultad de Humanidades y Ciencias de la Educación. Hace un mes comenzamos un proyecto sobre la Guerra de las Malvinas para el cual buscamos información desde el punto de vista argentino e inglés. A partir de esta búsqueda nos dimos cuenta de que los medios de comunicación jugaron un papel sumamente importante en las distintas versiones que surgieron en ambos países. Además, tuvimos la oportunidad de entrevistar a un ex combatiente de Malvinas y de comunicarnos e intercambiar opiniones con estudiantes británicos. Estas experiencias nos acercaron a una representación más viva de lo sucedido.

Después de reflexionar sobre el material que obtuvimos, llegamos a las siguientes conclusiones: La Guerra de las Malvinas fue un medio para cubrir la crisis en la que Argentina se encontraba (desaparecidos en el gobierno militar, inflación, entre otros). Aunque muchas personas creen que fue un acto de patriotismo, creemos que la guerra en realidad fue un asunto de intereses de los gobiernos.

Por un lado, Galtieri pretendía conseguir el apoyo y la confianza del pueblo para mantenerse en el poder. Por el otro, el gobierno de Thatcher estaba pasando por una situación similar: desempleo, levantamientos en su contra, recesión. Ante esta crisis, necesitaba recuperar su popularidad con las nuevas generaciones.

Ambos gobiernos tenían el mismo objetivo y ambos pusieron sus últimas esperanzas de seguir en el poder en esas pequeñas islas. Como consecuencia, aproximadamente 900 jóvenes murieron en combate y muchos otros resultaron heridos. ¿Valió la pena perder tanto por un capricho político?

¡Te invitamos a interiorizarte en el tema!

Este documental fue realizado por los alumnos de las Escuelas Técnicas Raggio (Ciudad Autónoma de Buenos Aires) para el proyecto Jóvenes y Memoria.

Malvinas
by antomon

Best Glog performance with Adobe intel CORE i7

- - taught special class in English language school
- - taught class with NGO in poor neighbourhood [youtube]

- [see handout]

CONCEPTS
Criticality theory

Barnett: *Higher Education: a critical business*

THREE DOMAINS

- propositions, ideas and theories, especially as they are proffered in the world of systemic knowledge - university disciplines;

- the internal world, that is oneself, a form of critical thought that is demonstrated in critical self-reflection;

- the external world, a form of critical thought that is demonstrated in critical action

FOUR LEVELS:

- critical skills – reflexivity – refashioning of traditions – transformatory critique.

Barnett, R 1997, *Higher education: a critical business.* Open University Press

	Domains		
Levels of criticality	*Knowledge*	*Self*	*World*
4 Transformatory critique	Knowledge critique	Reconstruction of self	Critique-in-action (collective reconstruction of world)
3 Refashioning of traditions	Critical thought (malleable traditions of thought	Development of self within traditions	Mutual understanding and development of traditions
2 Reflexivity	Critical thinking (reflection on one's understanding	Self-reflection (reflection on one's own projects)	Reflective practice ('metacompetence', 'adaptability', 'flexibility')
1 critical skills	Discipline-specific critical thinking skills	Self-monitoring to given standards and norms	Problem-solving (means-end instrumentalism)
Forms of criticality	*Critical reason*	*Critical self-reflection*	*Critical action*

Criticality in Language teaching in universities

- Do courses in modern foreign languages and social work develop 'criticality'?
  - Interviews with teachers
  - Classroom observations
  - Analysis of students' written work

Johnston, B. et al. (2011) *Developing student criticality in higher education.* London: Continuum.

www.critical.soton.ac.uk

Example - analysis

- Lectures on literature/film et ('content') not limited to providing an apparatus of facts and concepts.
- integrated elements of criticality
  - e.g. problematising concepts such as 'national identity';
  - highlighting the changing nature of theory;
  - emphasising the historically and socially conditioned nature of response to literature and film;
  - evaluating theoretical claims and points of view
  - making comparisons and posing questions.
- Lecturers' practices in formal lectures – modelling of disciplinary critical reasoning.

Criticality in language courses

NOT skill-based courses, learners:

- encouraged to adopt a critical approach to language use, both their own and others, for example, when they compare/contrast/analyse different genres, registers, translations etc.

- are also made to develop the linguistic skills necessary for critical analysis in the non-language / 'content' curriculum.

- learners are increasingly assessed for the content of what they are saying / writing, along a number of different dimensions such as (a) level of abstractness, (b) argumentation, and (c) originality of ideas;

- learners are required to become more reflective, and more critical of themselves, both linguistically and in relation to their approach to the content of their work;

- learners are required to become more independent, and to take charge of their own learning, both in terms of the language and of the (non-linguistic) research they need to carry out in order to produce language work;

- learners are expected to use an increasingly wider range of registers and genres appropriately, and to become more interculturally aware.

Barnett, R 1997, *Higher education: a critical business.* Open University Press

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CONCEPTS
Example of citizenship education
FOCUS ON ENGLAND - NATIONAL

Citizenship education in England (from Ministry website)
Citizenship education has 3 related purposes:

1   Social and moral responsibility:
Learning self-confidence and socially and morally responsible behaviour

2   Community involvement:
Becoming involved in the life of neighbourhood and communities, including learning through *community involvement* and *service* to the community.

ACTION-ORIENTED BUT NOT CRITICAL

3   Political literacy:
Learning about the institutions, problems and practices of our democracy (….) how to *make themselves effective in the life of the nation* - a concept wider than political knowledge alone.

NATION-ORIENTED

Citizenship education

- Problem of limited to nation
- Problem of confusion over 'national identity' and 'citizenship' (Lai and Byram 2012 – Citizenship education in Hong Kong)
- Problem of no criticality (school)

  OR criticality not applied to citizenship (university)

- Advantage of 'action in the community'

Foreign language education

- Problem of FLE – no objective of 'active in the community' (only skill and knowledge and critique)

- Advantage that FLE goes beyond national community

- Advantage that FLE is 'critical' – also of national assumptions

'Intercultural citizenship'

- Combine FLE and Citizenship education
  - FLE = international + critical
  - Cit Ed. = action in the world

- Intercultural ('world') citizenship education
  - Acting together with 'others' (i.e. other countries and other languages) to address a common problem in the world

EXAMPLE 2
Yamada Etsuko

CONTEXT

A University in Japan

Mixed Nationality group of one year exchange students from all over the world

Content-based CULTURE class for beginners Japanese learners

Use of English (and if necessary, their mother tongues) is allowed.

TOPIC "EDUCATION"

- **How to approach to this topic ?**

- **Is it enough to gain the knowledge of the target country (eg. Education system in Japan) ?**

- **Is it enough to have a binary opposition (to compare between one's own country's case and the target one only) ?**

- **In order to lead the students to critical examination, what is needed ?**

- **What is needed to move up the students to "citizenship" level ?**

TOPIC 'Education 1': University

	日本（Japan）	インドネシア (Indonesia)	スペイン (Spain)	イギリス (UK)
1) 大学は何年ですか。(How many years for BA degree ?)	4 年	4 年	4-7 年	3 年 / 3+1 年も
2) 高校から大学へは何%が行きますか。（進学率・しんがくりつ）（Secondary Ed. ⇒Higher Ed. Rate?）	54 %	?	75 %	60 %
3)）専攻（せんこう）はいくつですか。(How many majors ?)	一つ	一つ	一つ〜三つ	一つ〜四つ

'Education 2': Tuition Fee

		日本 (Japan)	フィンランド (Finland)	アメリカ (USA)	ブラジル (Brazil)
1)授業料（じゅぎょうりょう）はいくらですか。(How much are the tuition fees ?)	国立（こくりつ）大学（State univ.）	$6,600	無料（むりょう）	$6,700/ $18,000(non-residents)	無料（むりょう）
	私立（しりつ）大学（Private univ.）	$15,000	n/a	$25,000/ $36,000(Ivy League)	大学による（とても高い）
2) 教育費（きょういくひ）はだれがはらいますか。(Who pays the education cost ?)		親（おや）	国がすべての学生に生活費（せいかつひ）をはらう	親（おや）	国が貧しい（まずしい）学生に生活費（せいかつひ）をはらう
3) 奨学金（しょうがくきん）はありますか?(Any Financial Aid available?) Grant / Loan ?		loanはあるが、grantは多くない	n/a	いろいろな種類（しゅるい）が、たくさんある	私立大学にある

British Universities

State universities

1998～：　£1,000

2006～：　£3,290

2012～：　£6,000～9,000

(→students' demonstration,　Nov. 2011)

Students' Action

Data from Education 1: University

- <u>Interesting</u> that new information I got from today's class is every country has their own management on educational system (Indonesia-F).

Data from Education 2 : Tuition fee

- Today was somewhat different in that I learned something new about my own country. In comparing the tuition costs that we went over today, I was somewhat <u>surprised</u> to learn that within this group, the tuition costs in the US was most expensive. Going to class today, I was actually expecting Japan's tuition costs to be more expensive. (USA-F)

- <u>It is interesting</u> to see the difference between the costs of public and private universities around the world, so that it brings out the issue of who has to be in charge of the payments: parents, university or government. Maybe <u>UK system is good</u> in stimulating more students to be responsible for their education, instead of leaving all to the parents' effort. (Spain-M)

Data from Education 2 : Tuition fee

- It makes me <u>wonder why</u> we have to pay so much in America. I think because the school just wants to make money instead of focusing on education.(USA-M)

- I don't have to pay for my education, as free education and health is the right for everyone in Brazil. It is a good system and I am proud of it.(Brazil-F)

- <u>The ideal system</u> of financial aid is grant because it will help the students completely. Instead of being worried about their education fees, they can focus on their studies in order to achieve the best result in their bachelor degree. (Indonesia-F)

Data from Education 2 : Tuition fee

- My country <u>should change</u> their way of educational system, like make the tuition fee free and providing more help to the poor students, so everyone can have appropriate education. (Indonesia-F)

- In terms of students behavior, many college students in the US are very opinionated and aware of the global issues. In this way, protests are very common in the US, especially about such issues (Ex. tuition costs rising) that directly affects the students. (USA-F)

keywords

interesting / surprised

⬇

wonder why…

⬇

〇〇system is good / the ideal system is… / should change

3) de-centre from what has been   familiar and gain insights on self and others / reflect

4) evaluate (examine) critically

5) engage in refashioning tradition

Summary

- Foreign language teaching is *education*
- FLE should develop 'criticality' = critique AND ACTION
- Empirical research shows FLE can develop 'critique'
- Attainment of 'transformatory critique in action' is (sometimes) possible
- Question – is it also possible at lower language competence levels?

APPENDIX
Relationship with CLIL?

- Objectives of Intercultural Competence and Citizenship Education overlap

- Intercultural citizenship is 'content'

- Educational purposes are extended in FL classroom

- FL is medium of instruction – focus on meaning

  [WITHOUT LOSING FOCUS ON FORM]

Definition

- **"CLIL is a generic term and refers to any educational situation in which an additional language, and therefore not the most widely used language of the environment, is used for the teaching and learning of subjects other than the language itself"**.

  Marsh, David & Langé, Gisella. 2000. Using Languages to Learn and Learning to Use Languages. TIE-CLIL: Jyväskylä & Milan

The principles of CLIL in the classroom

A successful CLIL lesson should combine elements of the four principles below:

CONTENT
Integrating content from across the curriculum though high quality language interaction

[i.e. Cit Ed. content ALSO in FL class]

COGNITION
engaging learners through creativity, higher order thinking and knowledge processing

[e.g. savoir être, savoir s'engager ….]

COMMUNICATION
using language to learn and mediate ideas, thoughts and values

[e.g. savoir apprendre, savoir faire]

CULTURE
Interpreting and understanding the significance of content and language and their contribution to identity and citizenship.

[Concepts of 'otherness' in Intercult Citizenship – international civil society, Agar's 'languaculture/rich points]

(Coyle, Holmes, King : Towards an integrated curriculum – CLIL National Statement and Guidelines)

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