Centre for Research in Educational and Social Inclusion (CRESI) and Teaching Innovation Unit (TIU) Seminar

'English as Medium of Instruction in Higher Education'
The English Language and Intercultural Learning and Teaching Framework (ELILT)
Research and Implications

26/05/2022

Acknowledgement of Country

We respectfully acknowledge the Kaurna, Boandik and Bangarla First Nations Peoples and their Elders past and present, who are the First Nations' traditional owners of the lands that are now home to the University of South Australia's campuses in Adelaide, Mount Gambier and Whyalla.

Artist, Ngupulya PUMANI b. 1948 Mimili, South Australia Pitjantjatjara

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Seminar Format

Welcome: Prof. Anna Sullivan, Director of CRESI

Introduction: A Prof. Kathleen Heugh

ELILT Framework and online resources: Dr. Shashi Nallaya

Further research & implications: Kathleen Heugh & Li-Ching Chang

Panel of Respondents:

   Clover Glasgow, student representative

   A Prof. Victoria Whitington, Dean of Programs, UniSA Education Futures

   A Prof. Sheridan Gentili, Director, Teaching Innovation Unit

   Dr. Jane Kehrwald, Student Engagement Unit

Introduction: ELILT Framework, Research & Consultation

Phase 1: Shift from EAL international ⇨ Bi-/multilingual capabilities in 8 courses = English major 2010-2014

Phase 2: English Language & Intercultural Capabilities Learning Project 2015-2016

Academic proficiency in English corresponds with capability in:

Translation L1 ⇔ L2 English; paraphrasing & summarising; stronger L1 = stronger L2

Phase 3: English Language & Intercultural Learning & Teaching Framework 2017- 2019

Academic proficiency in English, Intercultural Learning, Translation, Translanguaging & International Knowledge Exchange – follow-up research data indicate need to continue research

Phase 4: English Language, Intercultural Learning & International Knowledge 2018-2019:

Academic proficiency in English, Translation, Translanguaging, Transknowledging* - all students

Phase 5: Using Human Language Technology... (Digital Learning Strategy, T&L) 2019-2020

Academic use of English, translation (human & machine), access to international knowledge (transknowledging), academic integrity, inclusion, wellbeing – **valuable for all students** and staff

The English Language and Intercultural Learning and Teaching Framework (ELILT)

2014-2019

Endorsed

Research informed

Intercultural learning (culturally diverse knowledge resources & expertise, including reflectivity & reflexivity)

English & linguistic diversity (languages in addition to English, diverse linguistic repertoires)

Academic use of English language (proficiency)

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# ELILT Framework : Nine Principles (1-4)

1. Collaboration

2. Staff development

3. Systematic development of EL & IL

4. Best practice

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ELILT Framework : Nine Principles (5-9)
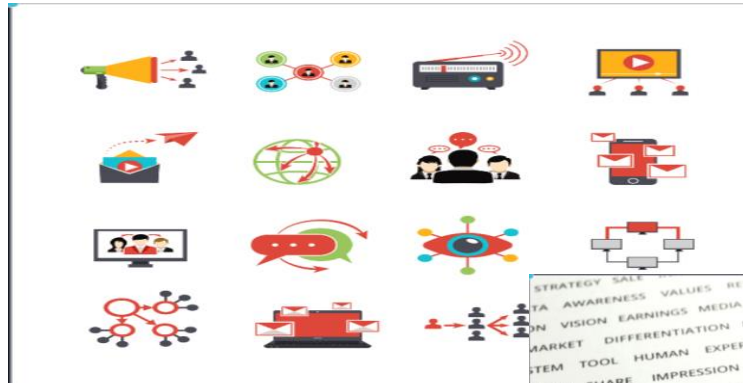
5. Promotion of existing

Policy development

...cess to resources

7. Representation of the ELILT ethos

8. Monitoring, evaluation and research

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ELILT Framework : Online resources

English Language and Intercultural Learning and Teaching

| ELILT Framework | Language and Literacies |
| Intercultural learning | Knowledge exchange |

Welcome to the English Language and Intercultural Learning and Teaching (ELILT) website.

This website houses the ELILT Framework.

It also houses a database of **teaching resources that will assist instructors** to develop their students' academic language, literacies, intercultural learning and knowledge exchange capabilities. The resources that you find in this website can be embedded in your course site, or they can be presented directly to your students. You will find more information as you access the resources.

https://lo.unisa.edu.au/course/view.php?id=17391

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ELILT Principle 9: Monitoring, Evaluation & Research
Using Human Language Technology to enhance academic integrity, inclusivity, knowledge exchange, student diversity and retention

Undergraduate students: domestic, international; monolingual, bi-/multilingual
HLT research & interventions in 6 courses (English, Italian, Linguistics, Architecture, History)
96 student surveys, 23 student interviews, 6 teacher-researchers (Heugh et al., 2020; 2022 ftc)

Use of HLT	Students' use of HLT is widespread, purposeful and carefully considered.
HLT supports learning	HLT supports language learning, content learning and critical thinking.
Knowledge from beyond Australia	Students value gaining additional perspectives and valuing their own languages and knowledges, and value staff who can access international information in diverse languages.
Academic integrity	Students would benefit from learning how to apply academic integrity strategies to translated information.
Wellbeing	Students gain confidence by using HLT to improve academic English and interaction. Students seek more support with academic English.

Students' use of HLT is …

Widespread & supported	Varied	Personal
Over 75% of all students have used HLT to access information in another language 60% believe the use of HLT should be encouraged at UniSA *Students told me that whether … allowed …or not, they definitely use translation tools for their studies* (Researcher)	Most popular tool - Google Translate Others include: • Browser extensions • Online dictionaries • Dictionary apps • Websites • Text scanning apps • Language exchange apps • Texting apps	Beyond university study, HLT used for • Person-to-person communication • Online communication • Accessing a range of media • Travel

Students' use of HLT at university is …

Purposeful	Considered
International & multilingual students **Reading** • Reading in home language to understand or supplement studies • Support reading texts in English **Writing** – writing in English **Research** – searching for information **Listening** – understand teacher without interrupting **Class discussion** – participate and contribute **Domestic & English-speaking students** **Writing –** Students of languages: writing in target language	Is HLT unreliable? Of those who responded to this question: • 50% agree • 50% disagree Considerations of use include: • Appropriateness of translations for purpose and context • Length of text being translated • Languages which can be usefully translated

HLT supports learning

Language learning
Vocabulary • Understanding subject-specific vocabulary • Expanding vocabulary range for written tasks • Not direct translation, but a "first step" in searching for appropriate terminology • Finding the meaning of culturally-bound expressions **Grammar** • Checking sentence structures by translating own writing back into primary language • Learning grammar by translating primary language into second language

HLT supports learning

Content learning

Reading
- 47% of students read course-related content in another language, particularly multilingual & international students
- Skim course readings to understand gist and locate information
  "you can get some basic concepts and ideas and then go back to the actual article to read it"

Research
- *"It makes it easy for us to look for information"*

HLT supports learning

Critical reading and thinking

*"...**working on sources in different languages by using translation tools helped them to become more critical** when they compared information from different sources in different languages"* (Researcher)

*"I think it's good 'cause **different cultures and different perspectives can open up our horizon** and you can find the information from one article compared to the other. **It makes information more rich. If I synthesise the two articles, the outcomes would be better**"* (M8)

Student views of knowledge from beyond Australia

Valued
• 48% want courses to include international knowledge; 9% do not • 44% think the university needs more teaching staff who can access academic knowledge in diverse languages; 5% disagree	Students value additional perspectives: *"it has **changed my perception of learning** … **there are now things** I've understood from other cultures and other languages **that would never have been available to me in the English language** and culture"* (E1) Students appreciate when their languages and knowledges are valued in class: *"**If I bring the information from my language and it was accepted** in the uni … **the people … around the world would trust** what we're gonna say, what we are talking about our topic"* (M1)

HLT and academic integrity

Supports academic integrity	Threatens academic integrity	Policy & attitudes
48% know how to use HLT tools without plagiarising Follow academic processes for translated materials: • Writing in own words • Appropriate citation	21% do not know how to use HLT tools without plagiarising • Significantly correlated to multilingual & international students • Reports of using HLT to disguise copying	Disallowing HLT would be ineffective *"Letting students use translations actually adds values to the university because more success rates, graduation"* (M4) *"The uni should show the students how to use it appropriately"* (M1) Staff should be familiar with the use of HLT

HLT, academic English and wellbeing

Domestic and monolingual students are significantly more confident using academic English (particularly first years*)		
Personal confidence	**Interpersonal confidence**	**Teaching**
HLT can improve confidence by supporting: • Understanding of courses • Use of academic English • Connection with peers	HLT can improve confidence by supporting: • Sharing and interaction • Mixed groupings in class activities	Students **(all groups)** want more support for academic English • 46% want inbuilt course-specific support; 6% do not • 35% want credit bearing courses

How do the postgraduate students use machine translation (MT)?
(Chang, 2022)

MT

- As a bi-/multilingual dictionary
  - For looking up words and word usage
- More than a dictionary
  - As an aid for L2 reading
  - As an aid for L2 writing (PEMT)
  - For evaluating MT output and increasing MT-aided translation accuracy
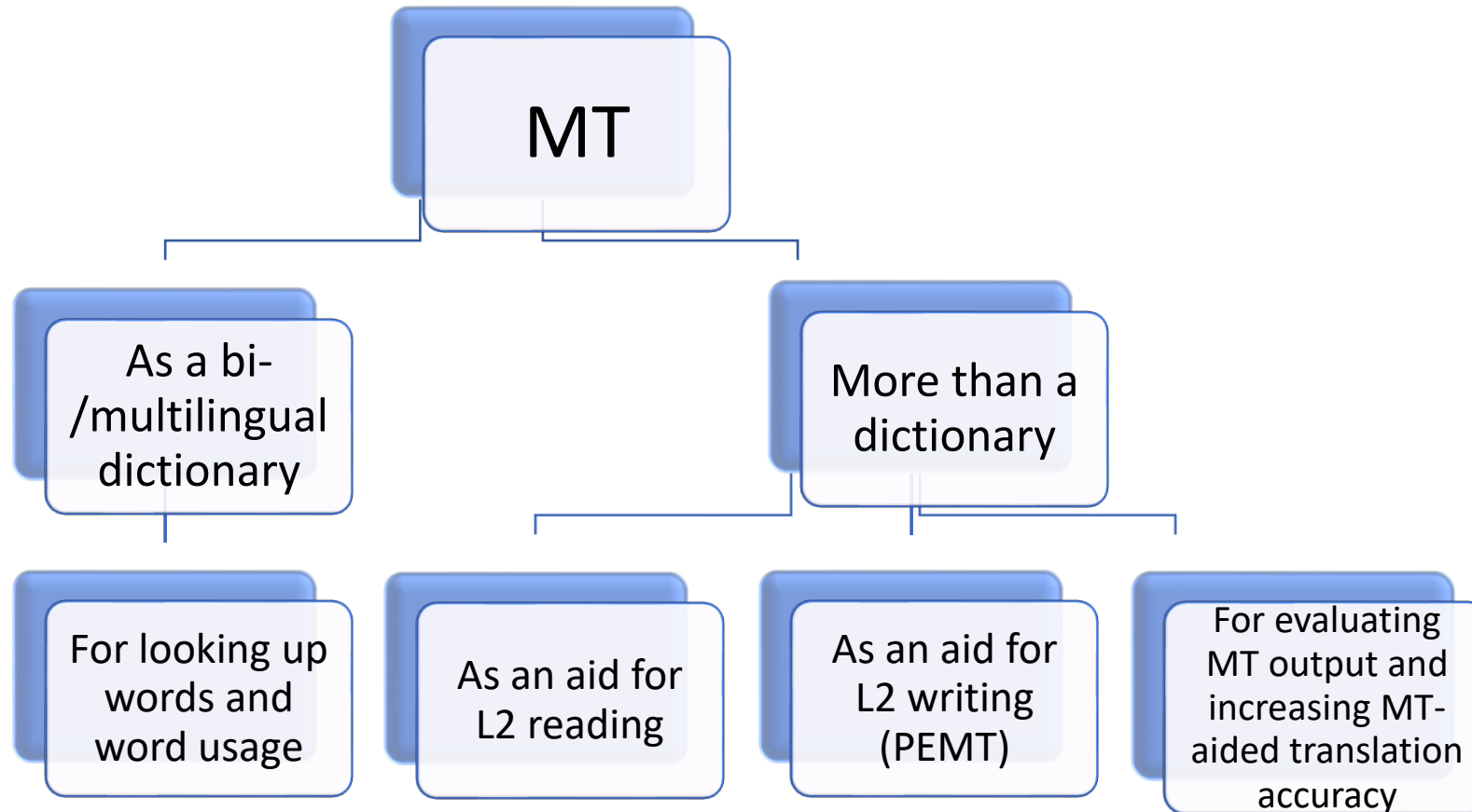
MT as an aid for English academic writing

Checking English writing for revision

I would firstly write down a paragraph in English and put it in the MT machine and check [if] the logic of translation is correct

[for] the difficult sentences, I think I express my ideas or my thinking very well, but I will just copy English one into a translation machine and let it translate into Chinese to see if it is correct…

…it [MT] helps me check my grammar, maybe [the] basic subject-verb-agreement"

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Paraphrasing

If I come across some complex [English] sentences, I would use the machine translation tool to translate into Chinese first. Then I would modify some characters if I think the [Chinese] translation is not completely accurate. Next, I would translate the Chinese translation to English [using MT]...then still check the English translation accuracy and do some modifications

➢ Using MT from L2 English → L1 Chinese and

    ➢ processing PEMT from English → Chinese &

    ➢ paraphrasing in Chinese → **to comprehend challenging English texts**

➢ Using MT from L1 Chinese (post-edited and paraphrased) → L2 English and processing PEMT from Chinese → English → **to produce more satisfactory English Texts**

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Summary of Research & Implications

2008-2014: Shift from EAL to Academic use of English & Bi-/multilingual L1 & L2 student capabilities

L1 ⇔ L2 two-directional relationship of academic language capability, translation, & international knowledge exchange

↓

2015-2019 English language and Intercultural Learning and Teaching Framework (ELILT) development: 9 Principles
Most students (domestic, international, monolingual, multilingual) need / benefit from:

Explicit teaching of academic English language embedded in courses/programs **&** *specialised English language courses*
Enhanced *substantive intercultural learning* **&** access to *international knowledge exchange (IKE)*

↓

2019-2022 ELILT Principle 9: →Using HLT… (contexts - digital learning (AI), English, inclusion, wellbeing, academic integrity)

↓

Enhanced academic English language capability, access to *international knowledge & exchange* for all students
Research findings align with *purposeful translanguaging, transknowledging, academic integrity*
Findings align with international research on 'International students' &
EMI in HE (Trenkic, 2018; Trenkic & Warmington, 2019)
HLT in HE (Reding et al.; Van Rensburg et al., 2012 2006; Mundt & Groves, 2016)

↓

Proactive HEI attention to academic English, L1 ⇔ L2 translation & transknowledging, ethical HLT use

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Panel Comments and Responses

Panel Responses:

Clover Glasgow, student representative

A Prof. Victoria Whitington, Dean of Programs, UniSA Education Futures

A Prof. Sheridan Gentili, Director Teaching Innovation Unit

Dr. Jane Kehrwald, Deputy Director, Student Engagement Unit

Open Discussion:

In person and online participants

Acknowledgements

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