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# Utbildning på engelska: Vad säger studenter och lärare?

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# Teaching and learning in English: The experiences of students and teachers

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## Changing to English

**Question:**

**What happens when teaching and learning is carried out in English in Swedish higher education?**



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## Overview

**Learning in English**  
**Teaching in English**  
**Disciplinary Literacy**



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## Learning in English

### PhD work:

- Parallel courses in English and Swedish
- Videoed lectures in Swedish and English
- Selected video clips used to **stimulate recall**



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## Results

- Students reported **no difference** in their learning when taught in Swedish or English
- However, during stimulated recall students did report a number of **important differences**



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## Results

### When taught in English

- Students **ask and answer fewer questions**



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## Results

### When taught in English

- Students **who took notes** had difficulty following the lecture
- The success of these students appeared to depend on doing **extra work outside class**





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## Results

**Students adapted their study habits...**

- **Only asked questions after the lecture**
- **Stopped taking notes in class**
- **Read sections of work before class**
- **Simply used the lecture for mechanical note-taking**

**Airey and Linder (2006; 2007)**

John Airey, KTH 5 March 2014



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## Recommendations

The following are seven **recommendations** for lecturers :

1. **Discuss the fact that there are differences when lectures are in a second language.**
2. **Create more opportunities for students to ask and answer questions in lectures.**
3. **Allow time after the lecture for students to ask questions.**



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## Recommendations

- 4. Ask students to read material before the lecture.**
- 5. Give out lecture notes in advance or follow the book**
- 6. Consider other teaching forms than lectures**

**Online lecture followed by discussion?**



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# Teaching in English

## **Thøgersen & Airey (2011)**

- Built on earlier work with students that suggested people speak more slowly in a second language  
(Hincks 2010; Airey 2010)**

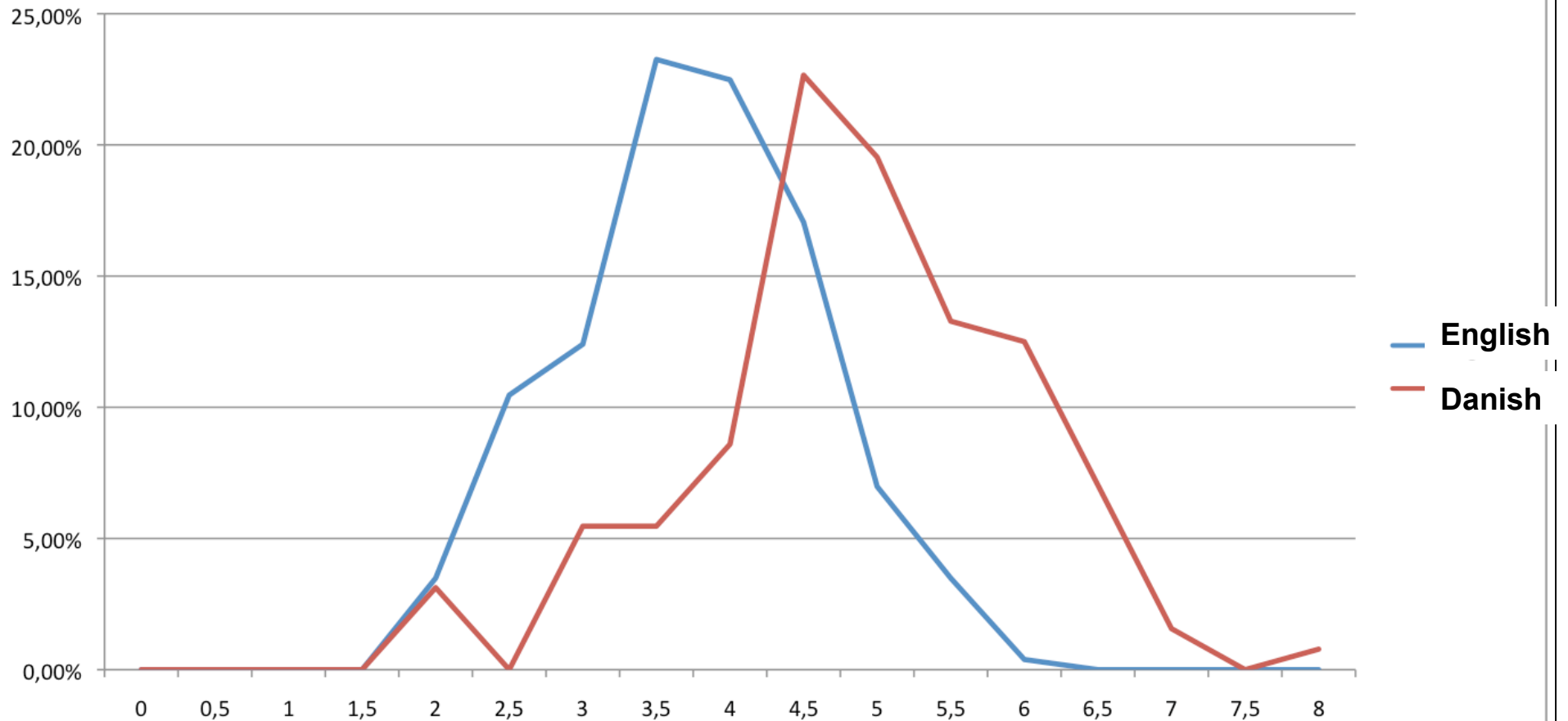
**Danish lecturer taught same lecture five times**



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# Teaching in English

Articulation rate [normalised]



Adapted from Thøgersen & Airey (2011)



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# Teaching in English

## **In English:**

- Same material took longer (22%)**
- Lecturer used a more formal, 'textbook' style**



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# Teaching in English

## Questions:

- **Is this true for all lecturers?**
- **Is this true for all languages?**
- **Is this true for all subject areas?**



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## Lecturer profiles

- **18 lecturers at two Swedish universities**
- **Range of disciplines**





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# Data collection

## Video

- 1. Ten-minute mini-lecture in Swedish on a subject they usually teach**
- 2. Ten-minute mini-lecture in English on the same subject**



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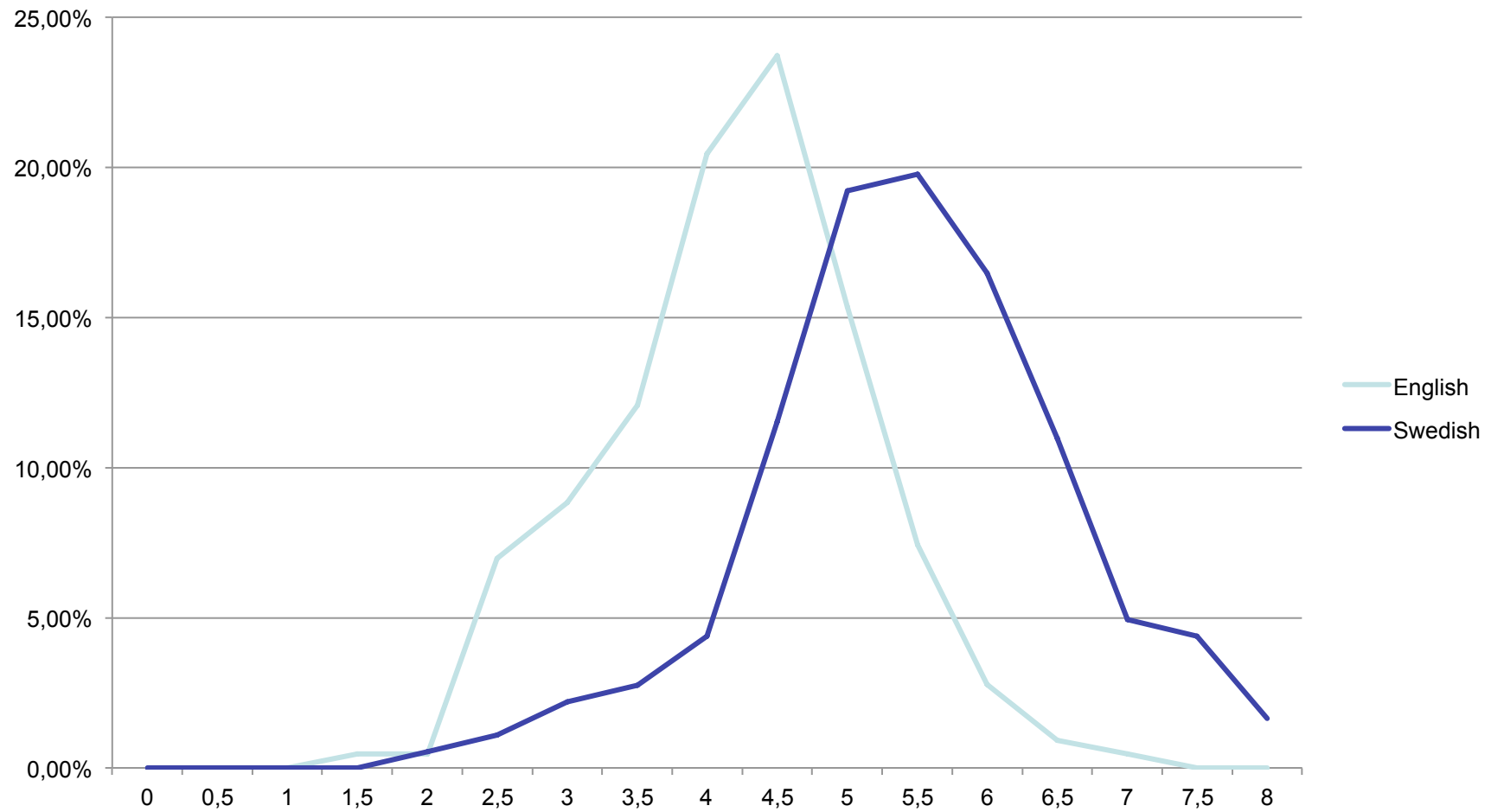
## Differences between lectures

**Lecturers spoke more slowly had more pauses and shorter runs in English**



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### Articulation rate in syllables per second [normalised]





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## Three types of lecturer

### 1. Structured no change in English

Two options:

- lecture is longer
- the end of the lecture is cut off

### 2. Structured works differently in English

Two options:

- Choose to miss out some content
- Cover all content but in less depth

### 3. Free structure

- presents different information (but probably would in L1)
- Lecture tends to be shorter—less to say



## Tentative conclusions

1. Lecturers probably **need more time** to do the same job in English
2. Highly-structured (teacher-centred) lecturers may have fewer problems changing to English.
3. May be pragmatic for lecturers to change style to a more structured approach.



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## A parallel language university?

**Criticized the term parallel language use as an  
unoperationalized political slogan**

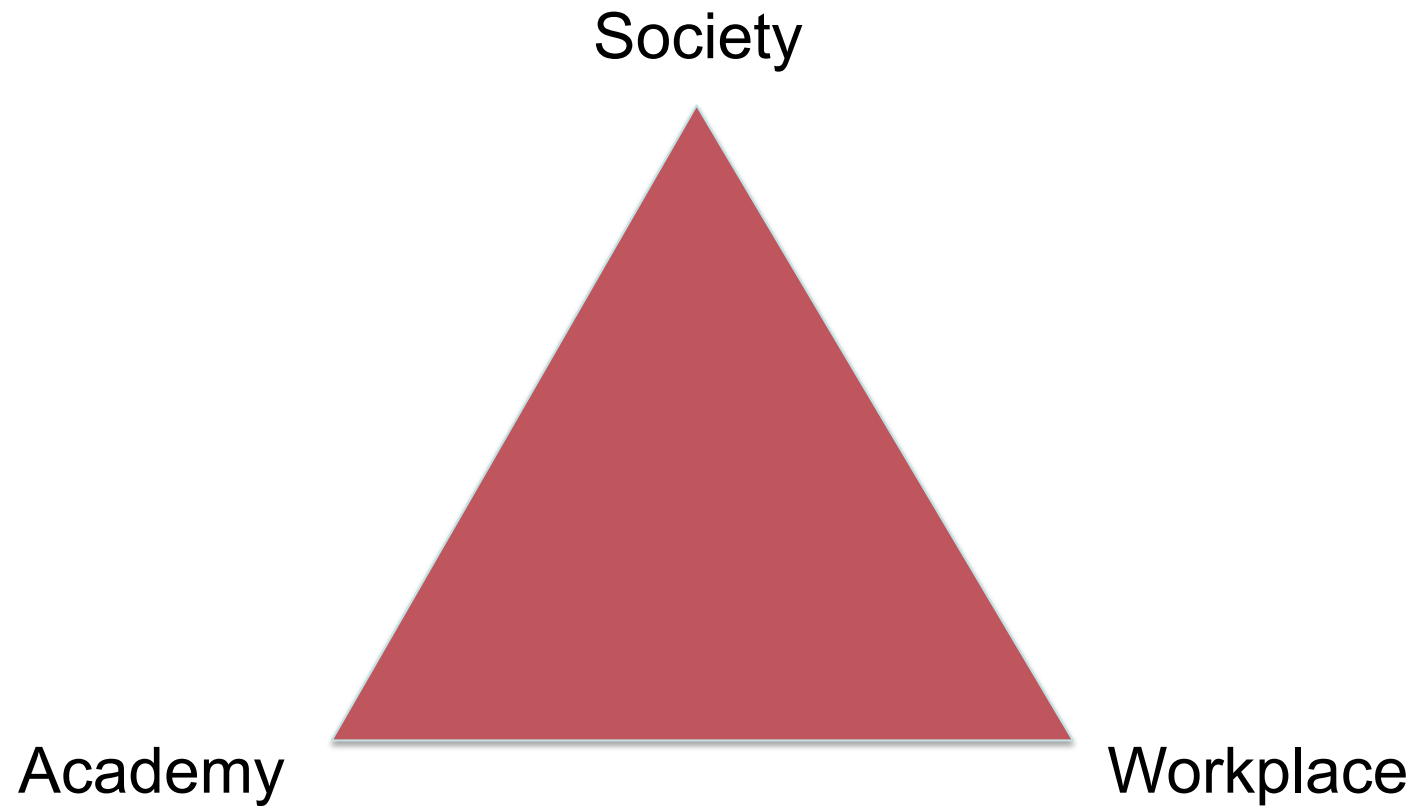
Airey & Linder (2008) Kuteeva & Airey (2013)

**More interesting to think about what we want  
students to do in what language(s)**



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# Disciplinary Literacy Triangle



See Airey (2011b, 2011c, 2013)



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## Disciplinary Literacy Triangle

Society



Each of these  
sites places  
different demands  
on language



Academy



Workplace





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## My personal conclusion

**Need programme-specific decisions about what we want students to be able to do in which language(s)**

**These skills should be included in the syllabus as learning outcomes**



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