The Role of English and Technology in Transforming Content Knowledge in a Multilingual University Context

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Abstract:

Considerable attempts are made to address internationalisation at the tertiary level from different perspectives. However, there is still a need to know in what way(s) university teachers can achieve academic quality and equality in their (international) teaching contexts. This paper aims to explore how both technologies and English interactively work in a multilingual setting to create an effectively constructive teaching-learning environment. It is part of an ongoing large research project on examining language and content teachers’ beliefs on Englishisation in their international higher education institution (IHEI). It addresses the following concerns: what role English has in internationalising higher education, what level of English is required on the part of the learner to digest content knowledge and how it is possible for content lecturer to pedagogically manipulate technologies to transform knowledge effectively. Qualitative data was collected from engineering discipline via a semi-structured interview and classroom observation. Qualitative content analysis and discourse analysis were chosen to analyse the data set via the use of NVivo 10 software. Further to the participant’s positive approach to the currently global role of English in internationalising education, the use of Panopto was given considerable value in transforming content knowledge for students of diverse linguacultural backgrounds.

Key words
Internationalisation, Teacher Education, Englishisation, Panopto
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1. Literature Review

1.1. Internationalisation of Higher Education

Internationalisation, as a term, has become increasingly used due to the out-of-control interest in investigating the international dimension of higher education. This gives the idea that internationalisation is becoming at the heart of the provision of higher education. Due to its intricacy and richness as a concept, it is normally interpreted differently by different people in their different contexts, which at the same time encompasses the sense of dispute about its relevance and benefits to higher education. Further to intercultural education, comparative education, multilingual education, and international education, globalisation is quite often aggregated in internationalisation (Knight, 1997). They are “two sides of the same coin yet are not synonymous with each other, although they perhaps share many common characteristics” (Maringe & Foskett, 2010: 1). Though they are dynamically linked to each other at the tertiary level, but they are not the same.

As in Knight (1997: 6), globalisation refers to the flow of technology, economy, knowledge, people, values, ideas... across borders. Globalisation affects each country in a different way due to a nation's individual history, traditions, culture and priorities.

In a similar vein, Altbach (2004: 5) states that globalisation is the inevitable political and economic power that pushes current education toward more and more international immersion. The author further argues that “[g]lobalisation cannot be completely avoided [and if] universities shut themselves off from economic and societal trends they become moribund and irrelevant”. In tandem with this, most of the world universities, regardless of their national or international market place, have increasingly become under the challenging power of globalisation and the stressful need for internationalisation (Maringe & Foskett, 2010). While the world’s leading universities, mostly Anglophone ones, competing to become worldwide institutions in research and continue like that focusing on globally significant scientific and social matters, other universities have noticed the
eminent need to develop their teaching and their study programmes to be of local and global relevance, which in turn reflects how universities have amalgamated their national realities and their trends to internationalisation (Altbach, 2004). As a result, internationalisation at higher education have come as a proactive response to “the impact of globalisation yet, at the same time respects the individuality of the nation” (Knight, 1997:6). Such a response mostly represented in the institutional policies, rules and programmes to take pace with, exploit the new environment of academia and achieve a global membership (Beerkens, 2003). What is important to notice here is that the sense of ‘between’ is implicitly carried within the process of internationalising education. It is a kind of ‘integration’ between two, or more, educational systems to ensure quality and equity among the worldwide nations. In Wächter’s (1999) words, it is a “process of systematic integration of an international dimension into the teaching, research and public service function of a higher education institution.”

With the view that universities cannot stand aloof without affecting and be affected by circumstances beyond the campus and cross national boundaries (Altbach, 2004), most of the world universities, willingly or not, are becoming more prone to pay a considerable attention to a broad range of activities, to name but a few, joint research projects, student exchange programs, staff-student mobility, franchising specially designed programs, ‘McDonaldisation’, aimed at foreign students, ‘twinning’, establishing offshore campuses, initiatives for curriculum development among countries (Altbach and Knight, 2007).

Following Knight (1997), there are four interactive factors behind internationalising higher education. At first, it is, politically speaking, often associated with diplomatic investment for future political and economic relations. This can be represented in the scholarships for foreign students and how this importantly helps to achieve better understanding and affinity for the sponsoring countries. In light of this, cultural, scientific and educational exchanges between countries help to develop and keep communication, diplomatic and economic relations. Secondly, there is a closer link between educational internationalisation and the economic and technological
development of the country. As a result of the global revolution of information, increasing interdependence among states is recognised to focus on their economic, scientific and technological competitiveness. In view of this, internationalising knowledge has come to be defined as a kind of trade; i.e. higher education is the marketplace of which Western countries are mostly the main knowledge providers (Altbah, 2007), and “some institutions and countries look at internationalisation as a potential source for additional funding in the emerging global educational marketplace” (Damme, 2001: 428-9). Thirdly, to win the global competition in trading knowledge and achieve a position in a local and global work environment, higher education institutions have become centralised around a particular kind of academic competence. That is, achieving international academic standards for teaching and research for internationalising at the higher education sector. For Damme (2001), this should not pass with a marginal reference where ‘equality’ and ‘quality’ have become pressing issues with the current trend toward internationalising academia. In other words, providing a ‘cookie cutter’ standard to educational institutions to follow mostly ends with westernising world universities, empowering those countries which already have power, America, Britain, Canada, Australia and the like, to become the centre for further marginalised states (Altbach & Knight, 2007). Lastly, developing global citizenship is a strong motivation for those countries competing for internationalising education. This in turn reflects their acknowledgement of cultural and ethnic inter and intra diversity. Internationalising the teaching and learning experience of students in undergraduate and postgraduate programmes thus aims at preparing and promoting graduates’ intercultural understanding and communication. In this sense internationalisation is seen as a way for both respecting cultural diversity and balancing the perceived homogenising impact of globalisation (Knight, 1997).

With this in mind, most of the world institutions have started to think of the best possible ways for them to internationalise knowledge, which kind of knowledge is really required and valued on the part of the world customers, how to develop their own infrastructure to the global
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The demand of knowledge and, most importantly, in what language. For most scholars among others, Altbach (2004) and Crystal (2003), English and information technology are the best pillars upon which worldwide knowledge transmission is built. They are the best means to reap the benefits of internationalisation. They are not only vehicles to transform knowledge, but also to achieve a valuably ranked academic identity to attract students from all over the world to study in a particular institution.

While this is not the right place for tackling the negative side of internationalising higher education represented in how some of the politically and financially less-powered countries have become marginalised (see for example, Damme, 2001), the present paper mainly focusses on the interplay between the use of English as the academic lingua franca in most, if not all, the world university and the use of technology in transforming content knowledge of a particular academic discipline, Engineering, in a UK-based international university. Thus, the following section is to tackle the role of English in internationalising higher education.

1.7 The Role of English in Internationalising Higher Education

Globalisation and Englishisation of knowledge at the tertiary level are inseparable to the extent that it is hard sometimes to say which has led to which. For Jenkins (2014), any scholarly debate about globalising higher education is normally synonymised with englishisation. This suggests that globalisation is mirrored in the currently recognised increasing use of English as a second language in the worldwide universities with the noticeably decreased use of other languages (Coleman, 2006). In Altbach’s (2004:9) words, "English is the Latin of the 21st century". It is the language of academic communication to the extent that it goes hand in hand with the worldwide expansion of knowledge (Crystal, 2003). As in Graddol (2000:9), “English is now the international currency of science and technology”. It is the language of choice, and mostly the only one, for internationalising higher education knowledge, which in turn refers to the end of English as a foreign language (Graddol, 2006). Foreign-language education has become an indirect
reference to English-education in most of the world macro and micro educational practice (Coleman, 2006). This can be represented in different activities. To explain, English is the world language of publication where most of the international circulated journals are edited in English, though some regional and national publications are in languages other than English. As a result, scholars are more encouraged, and sometimes pressured, to publish in English than in any other language. It is their first choice for preserving knowledge, expressing individual academic membership, and to create academic impact in their different disciplines. Regardless of being published in the US or the UK or any other places like Netherlands or Germany, other academic products like books, textbooks, databases in the different academic disciplines, test materials, technology-related products and the like are further dominantly in English and published by multinational publishers. English dominance extends to include media and key websites as virtual international faces of most of the world academic and non-academic organisations (Altbach, 2004). For Ferguson (2006:112), [t]he dominance of English in such an inherently international domain as science is significant in itself, but it also has wider side effects [where] it furnishes governments with a strong motive for retaining a prominent place for English in school and university curricula.

Having English language knowledge is a prerequisite to access English language scientific publication, which is a key factor for the ‘entrenchment’ of English in most of the worldwide educational systems. Linked to this is the fact that most universities around the world have announced themselves as international educational sites through adopting foreign study programmes in which English is mainly, if not the only one, the medium of instruction (Doiz et al., 2013 and Coleman, 2006). For Altbach (2004: 10), English is “a ubiquitous language in higher education worldwide”. It is the medium of instruction in the leading academic systems like the US, the UK, Australia, Canada and New Zealand, all of which have become the ‘Centre’ for attracting students and staff. To be closely attached to the ‘Centre’, most of the world universities have, whether willingly or not, announced themselves as English-medium universities. This has taken different forms, but all at the end serve the worldwide expansion of English. That is, some
universities in non-English speaking countries offer degree programmes and courses in English at their nationally local contexts, among others, Singapore, Ethiopia, Anglophone Africa, India, Pakistan, Malaysia, Japan, Germany and Mexico. Some other ones have taken a step toward either replacing the medium of instruction with English or to be jointly used with English. Netherlands is a case in point where Dutch is used along with the use of English in their degree programmes. Malaysia provides a further example where English is almost the language of instruction in degree programmes. With this in mind, English has exceeded national geographic borders where it is now mostly used between rather than within communities (Dewey, 2007: 333). This has come to put English at the heart of globalisation. As Crystal (2003) notes, a language can be defined as global if it is used by other countries of the world; i.e., it has to be given a place in the communities regardless of the mother tongue speakers' existence. For this to happen, such a language has to be seen as a second or complement to the first in the community. It has to have an official status or to be learnt in the educational institutions, which is the current case of English.

There is a range of economic, political and strategic alliances via academic, technological, multilingual, mass media, personal, professional and cultural cooperation that interactively work to promote the worldwide use of English. For Ferguson (2006:110), “[i]t is widely accepted, with good reason, that the spread and decline of languages is causally linked to the power and the fortunes of their speakers rather than to any properties of the language code”. Taken further, both Crystal (2003) and Graddol (2000) state that contemporary global spread of English can be mainly interpreted with reference to the historical role of the British empire and the increasingly growing American economic, military and political dominance in the 20th century. Either shows the influence of power. This means that the global spread of English should not be entirely confined to the properties of the language code (Ferguson, 2006). A language can by no means achieve a global position just because of its internal structural properties, morphological structure, or its literary, cultural and religious legacy. Though these are motivating factors for individuals to learn the language, but none of them by itself or in combination with others can guarantee language globalization and its maintenance. With reference to the case of the Greek in the Middle East and Latin which were familiar throughout Europe for the Roman Empire, Crystal (2003: 7) argues that the matter is more complicated than it appears where “[w]ithout a strong power-base, of whatever kind, no language can make progress as an international medium of communication”.

مجلة القادسية في الآداب والعلوم الربووية المجلد (18) العدد (4) سنة 2018 م
While some scholars welcome the global dominance of English on all fields of communication and academic ones in particular, some others criticise the expansion of English. Though English is, unarguably, defined as the global academic lingua franca (see for example, Jenkins, 2014 and Crystal, 2003) and an aid for trading knowledge at the tertiary level (Altbach & Knight, 2007; Altbach, 2004 and Damme, 2001), but it is still seen as a means of ‘linguistic imperialism’ (Phillipson, 2003) and ‘neo-colonialism’ (Mufwene, 2004).

English worldwide spread is considered “as one of the key vehicles for maintaining its [speakers’] dominance and perpetuating the dependence of others” (Ferguson, 2006: 113). In many different ways, the global status of English in the world academia significantly serves English speaking countries. Countries like the US and the UK advantageously reap the benefit of internationalisation with the use of English as a common bond for academic communication. With their top rated academic systems in the world and their use of English as L1, such countries have a 'double advantage' (Altbach, 2004). The dominant role of English has become a real threat to the existence of other languages. It endangers the existence and the communicative roles of other languages to serve English speakers, ‘linguistic imperialism’ (Phillipson, 2003). How the world role of other languages like French, German and Spanish has become marginalised, if not disappearing, is a case in point (Mufwene, 2004: 24). This can be simply mirrored in that most of the world journals are edited in English and in English speaking countries. English speakers thus have been given the advantage of not only writing in their own first language, but also being familiar with the academic standards of their publication. The other side of the coin is that non-native English academics see it a pressing issue to publish in internationally valued journals to get their academic work validated (Graddol, 2000).

With the view that English encourages the borderless flow of knowledge to be standardised and accepted, ‘trade colonisation’ (Mufwene, 2004: 23), English speaking countries have become academically the point of attraction and competing to continue like that. An increasing flow of scientists from different parts of the world is mostly directed toward the most important universities, which are normally in English-speaking countries. A ‘brain drain’ like this is usually of a single direction; i.e. from the South to North. This can be simply represented in the academic migration of the well-educated scholars from their own ‘marginalised’, ‘less powered’ developing countries to find a job with better working conditions and salaries, a temporary teaching position or to undertake research, or
pursue their academic degrees in English speaking countries to meet the need of the local and global work environment. This in turn serves English speaking countries to win economic competition and continue their ‘overwhelming dominance’ as worldwide marketplaces to which the most talented academics aspire to be linked (Graddol, 2006 and Altbach, 2004:15), which at the end reflects the sense of inequality of globalising education (Damme, 2001).

1.3. The Role of Information Technology in Internationalising Higher Education

It is undeniable fact that the age of technology has a pivotal role in making significant changes in all fields of our life from which higher education is no exception. Similar to English, information technology is grappled with globalisation. We are living in the era of information technology. With the progress of technologies, we are empowered to communicate, store and retrieve our knowledge. In many different ways, scholars have become increasingly dependent on the Internet to undertake research, analyse and disseminate their own work. As a public service, e-mail along with a range of websites are now available for free to access and communicate information. However, there are many other data-bases, e-journals, e-books and other related academic products are owned and managed by profit-making companies and unequally distributed all over the world. This is to say that there is still a kind of barrier for developing and other poor countries and fighting the battle to find ground in this technology-based revolution. To take the brightest part of the story as this is not the right place to discuss the idea of marginalising less powered countries that is most often dragged into any scholarly debate on globalisation (see Altbach & Knight, 2007; Mufwene, 2004 and Damme, 2001 among others), the Internet simplifies the obtaining of information for scholars and scientists at universities and other institutions. This change has had a democratising effect on scientific communication and access to information.

To dig deeper, the role of technology goes further to impinge upon academics’ teaching practice as novel methods and structure are now available. As most of the world universities have announced themselves as English-medium educational institutions to respond to globalisation, they at the same time have become more prone to invest technologies for the best ends in teaching their English medium programmes. This in turn shows how English and technology are becoming more and more twisting factors to aid educational internationalisation. This of course needs academic institutions to rethink of their structure, teaching and learning culture norms. International institutions are required to constantly re-evaluate their
strategies in terms of their infrastructure, human resources, pedagogy, educational quality assurance, funding and management to attract international academics and students (Martinez-Caro, 2009 and Jones & O’shea, 2004). Reconsidering their academic’s, admin’s and students’ competence in both English language and technology is part of the educational policy for internationalising knowledge. As in Altbach (2004) and Crystal (2004), it has become more important than ever for those involved in international universities to critically revisit the kind of knowledge they have. Though a difficult act, but they need not only know technological devices and English, but further to know how to effectively manipulate their knowledge in their own worksites. It is a kind of balance between the contribution of the minds and that of the machines, and to complement, but not uproot, each other. With this in mind, the following section is to present the role of Panopto, as a lecture capture application, in transforming content knowledge.

1.3.1. Panopto

Lecture is mostly resorted to as an instructional approach in higher education. It is a “highly utilized instructional tool” for which there should be an effort to understand to what extent it is really understood and matches students’ diverse lingua-cultural needs (Linardopoulos & Garwood, 2015). With the view that most of the world universities recruit students from different parts of the world, instructors lecturing to transform disciplinary concepts are becoming more and more required to ensure students’ understanding of the content of their lectures. As the emergence of multilingual programmes and courses via the use of English as the medium of instruction in almost all of the world universities (Jenkins, 2014 and Doiz, 2013), standards for learning and teaching in the modern world become higher than before to respond to people’s demands for greater knowledge (Darling-Hammond, 2006). Having an important role in communicating content to students from different lingua-cultural backgrounds, instructors involved in such settings are increasingly required to become aware of the complications associated with the use of EMI (Björkman, 2010). This includes gaining better understanding of how people learn and how to respond to students’ needs flexibly (Darling-Hammond, 2006). This is where the promise of technology to revolutionise and change teaching and learning for the best comes to be tested.

For Linardopoulos and Garwood (2015), recording lectures is one of the possible approaches for instructors, especially in a multilingual educational settings, to help students understand the content of the lecture. This can be accomplished via different means...
among which lecture capture, screen casting, video casting, podcasting and establishing e-lectures or voice-over-PowerPoint (VOPP). Though different, but all these lecture recording methods serve to enabling students to review and critically approach the transmitted content as part of their learning and study strategies (Ibid). Due to the purpose of the present paper, Panopto as a lecture capture application is focused on.

As an institutional system, Panopto is defined as “The All in One Online Video Platform”. Panopto videos can be uploaded and saved as Windows Media Video (WMV) offline files or on a Panopto server for students to view. A table of content, searchable metadata, integrated note taking by students, PDFs and external videos can also be attached to Panopto to be integrated with Blackboard or Moodle (Berardi & Blundell, 2013). As advanced applications, this can be linked into a short time quiz that needs the user to prove a kind of knowledge to upgrade to a higher level of practice, which in turn comes to meet students’ needs and skills (Kay et al., 2013). In the context of the current paper, Panopto is used to generate the content of the lecture explained by the instructor along with his PowerPoint slides to be privately attached to students’ Blackboard.

In view of that, learners are provided with a chance “to have on-demand access to the events outside the normal scheduled times” (Patterson, 2009: 746). They can revise the sequence of the learning events; i.e. they can pause, rewind, repeat watching and listening to content-related concepts whenever they really need to (Khee et al., 2014 and Berardi & Blundell, 2013). Most importantly, non-native English students might find recording lectures very important to avoid the difficulty they potentially encounter in their note-taking and following lecturers’ scholarly discourse (Wald & Li, 2012: 525).

Berardi and Blundell (2013) further argue that Panopto helps lecturers to move from “sage on the stage”, objective learning that mainly requires learners just to remember what is taught, into constructive learning. The latter might be achieved via designing challenging assignments and courses for students to extend what they have been taught to solve a set of problems in their own contexts. Traditionally speaking, this might take the form of class discussions or essay writings to explain the significance of learning X and in what way they can apply it in their contexts, which is still currently done and of importance. However, there is more of use there with the use of technology in classroom. To turn the compass and target higher level learning skills represented in students’ ability to analyse, evaluate and innovate (Anderson & Krathwohl, 2001), the lecturer can manipulate Panopto to also record his/her students’ class performance. For Berardi and Blundell (2013), this is called
“student-generated content”. For the authors, this helps to facilitate constructive learning principles, which assures learning evidence and protects students’ assignments privacy. This can be represented in building a database of the students’ work which can be used as a record for students’ learning achievements and progress throughout the course. Students are required to be involved in the process of learning. They need not only to remember and understand what is being taught, lower level learning skills (Anderson & Krathwohl, 2001), but to further actively participate and appropriately practice their knowledge in a new context to the point. This suggests that Panopto potentially provides the instructor with the chance to encourage students to construct their content knowledge via active experimentation and change or reconstruct that kind of knowledge via reflection (Kolb & Kolb, 2005 and Mezirow, 1997). As a result, it can be invested to have a move from “objective learning” which is mainly built on giving the learner a passive and independent learning role, regurgitating what is being taught, into “constructive learning” via learners’ active practice of their knowledge (Cronjé, 2006).

Accordingly, it is possible to say that any change in the learner role inevitably implies a change in that of the teacher. The teacher is no longer required to be the only knowledge provider in the classroom, but to facilitate and scaffold learners when s/he is really needed to step in. A range of teaching approaches and methods to stimulate students to actively practice, reflect on their learning experiences individually or with peers needs to be considered on the part of the teacher (Meyers & Nulty, 2009; Patterson, 2009 and Balaban, 1995).

Like other kinds of innovations, pedagogical integration of technology to create a socially constructive teaching-learning environment needs to be positively approached. For Berge (2007), there should be an organisational support to move from traditional mechanical teaching to active teaching environment in which the learner takes part. This is where the cultural beliefs come to play a key role (Moore, 2007). Thus, the present paper mainly focuses on an English speaking content teacher’s beliefs about internationalising higher education, the role of English in this process, what kind of challenges, if any, the participant and his students potentially face due to the use of English as a medium of instruction at his discipline, Engineering, in a UK-based international university, and in what way(s) the use of Panopto helps the participant to overcome the barrier of English for his students to understand the content of the lecture. Finding answers for such questions helps to know “what is done, what needs to be done and what should be done” and the kind of knowledge
required on the part of teachers as agents for effective teaching practice in their international worksites (Hüttener et al., 2013).

2. Research Methodology: Data Resources, Management and Analysis

For reasons related to the complexity of the researched issue as it is related to the abstract or the hidden side of individuals’ professionalism; i.e. beliefs, knowledge, experience, and institutional and classroom demands (Borg, 2011 and Korthagen, 2004), undertaking a qualitative research approach is considered adequate to this study. The dataset is composed of two phases, a recorded semi-structured interview data and 3 classroom observations each of which was around two hour long with the use of written field notes. This in turn helps to know much of the participant’s teaching context (Lichtman, 2013: 87-8). While interview data “[...] provide important insights into people’s experiences, beliefs, perceptions, and motivations [with the use of a flexibly designed interview guide question]” (Richards, 2009: 196), classroom observation helps the researcher to have a much more developed view of the participants’ life-world in relation to the researched issue; i.e. the definition of the situations can be captured through the eyes and behaviour of the observed (Sheperis, 2010:136 and Cohen et al., 2007: 407). Following Hammersley (2013: 55), supplementing interviews by observing the participants in their natural settings facilitates the researcher’s understanding of their beliefs about a particular issue and embedded reasons behind such a sort of beliefs. With the use of NVivo 10 software, the researcher managed to store and transcribe the collected data. The dataset was approached via the interview guide question without losing touch with the theoretical literature. The participants’ beliefs was used as an analytical focus. As an interpretive method to analyse symbolic and unstandardized data, qualitative content analysis (QCA) was used to code the collected data (Schreier, 2012: 49-56). Having the data resources, management and analysis spelled out, I move now to present my findings in the following section.

3. Findings and Discussion

To set the scene, my participant’s pseudo name is Dave. He is a native speaker of English. He has about ten years of expertise in his academic field. He was observed in three of his module lectures, ‘Transportation Planning: Policies and Methods’. In describing the main goal of his module, Dave stated that:

Extract 1:

My teaching goals are to increase our students’ understanding of the topics I teach which is things like transport planning transport economics GIS [geographical
information system and its application to engineering] for engineering so yea increasing the students’ understanding and enabling them to put the EIS [enterprise investment scheme] concepts in a very good practice and also enabling them to better think their way through problem solving and through dealing with the issues in the work places that they aim for through training courses about transport on our context I mean an engineering context (Interview, 6th Oct. 2014).

This was of an important impact on his classroom behaviour. With his reliance on Power Point, hand-outs and Panopto, his teaching practice was evidently geared towards raising students’ understanding of engineering-based terms and concepts, to name but a few, “parking controls”, “congestion charging”, “scrappage schemes” and “zonal fares” as shown in the following teaching slides:

![Figure (1): Teaching slides](image)

The class layout consisted of parallel rows. The number of the students I identified in my three observations was 35+. They were international students. Dave described his student cohort as follows:

Extract 2:

we do have a large number of international students here both on our MSc courses in transportation and Engineering which are quite a lot teaching on probably at least 50% of those students are from overseas from countries like well we have everything from China
Malaysia, Japan, Iraq last year, Greece, Belgium so all around the world and again with our first graduate students I have been involved and supervising a couple from Korea, one from Malaysia probably yes I frequently have a contact with international students (Interview, 6th Oct. 2014).

What Dave is saying here reflects the essence of internationalising higher education in his discipline. His "a large number of international students" expresses the flow of students from different parts of the world into the ‘Centre’, English speaking countries as knowledge providers, to pursue their academic degrees. This in turn implies how the UK reaps the benefits of internationalising higher education due to the value given by people from China, Malaysia and the like (see Altbach & Knight, 2007 and Damme, 2001).

Giving a clear picture of his teaching-learning context, Dave’s beliefs about, among other questions, educational internationalisation, the current and future role of English in this process, challenges (if any) associated with the use of English as a medium of instruction in his international university and the integration of the technology of lecture capture, Panopto, into the curriculum are presented below.

### 3.1 Educational Internationalisation

For Dave, internationalising higher education can be represented in recruiting staff and students of diverse lingua-cultural backgrounds, worldwide knowledge transformation and attending academic events like conferences in different parts of the world. In his attempt to answer my question about internationalisation, he stated that

Extract 3:

> oh I think it is good [...] in our undergraduate degree and then I think you find it might be a bit more in postgraduates level are probably more overseas students and I think the students probably benefit from a sort of interaction with people from different backgrounds different languages different cultures [...] again for a quite international research staff here so I think it is very varied and that could be getting more sharing different ideas if you have got people from different backgrounds interacting with you I mean that’s why we go to international campus and things like that so yea I think it’s great so it’s interesting from my point of view when we sort of teaching to be able to hear about the transports transport experiences from people of different backgrounds [...] taking research to other countries.
I've been on international visit myself to Australia so I think it's good

Again, Dave here interprets internationalisation as a process of having students and teaching staff from different parts of the world working and studying to communicate knowledge from his own context to the world. Living in such an international educational site, in his view, helps all parties to develop their intercultural and disciplinary knowledge. In Dave’s context, academic internationalisation is then conceptualised as “the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution” (Knight, 1997:8). In view of this, it has become important now to know which kind of role English has in this international interaction.

3.2. English as the Global Academic Lingua Franca

English is perceived as the current and global academic lingua franca, a point which its past suggests. In explaining the academic role of English in his academic site, Dave said that

Extract 4:

from my point of view it [English]’s the main means of communication […] English is the tool which I use to communicate with the international people I am talking to […] I suppose that you would argue that a lot of with the rise of China Chinese might become important but more important but I think at least in the sort of short immediate term English is so much the dominant second language I mean it is still the language that most people will learn to speak first other than their own language or at least that is how I understand it […] English is largely to remain the dominant second language therefore I would imagine that it’s going to be a kind of lingua franca for academia […] substantial body of knowledge is primarily in English […] the past would suggest that English is likely to continue in the position that it currently has even though China role is very important and India the fact that if you have a lot of Chinese students turning up here speaking and learning in English in England they see that English is something important so yea

Dave’s view here suggests that English is, metaphorically speaking, a military ensign around which people, armies, and nations gather for a target (Crowley, 2003). The target in this case is to get “knowledge everywhere via the use of English”. According to Greenaway (2012), this entails the idea that English is the aid for
knowledge trade around the world, which in turn leads to structural dependence, “increased ties to the donor countries and institutions and long-term dependence on the countries providing the aid”; i.e. “neo-colonialism” as a result of power (Albach, 2004: 9). With Dave’s reference to the past of English and how this entails the future role of English in mind, I can say that English worldwide position could be attributed to the power of its speakers. It is the result of “the expansion of British colonial power” and “Americanism” which helped to put English “in the right place at the right time” (Crystal, 2003, 59-78) and to be the “language on which the sun never sets” (Graddol, 2000: 6). The only analog this triggers in my mind is that English role in international education is a gyre where it starts its progressive spiral movement at its centre to reach its maximum then narrowly goes to retrace its path back to the same starting point. To continue with this kind of metaphor and put it in Yeats’ poem, ‘The Second Coming’ (1939), English is “[t]urning and turning in the widening gyre/ [t]hings fall apart; the centre cannot hold […]”. For Phillipson (2003), this kind of dominance is called “linguistic imperialism”. The flip side of this is “loss of domain of L1” of scholars from non-English speaking backgrounds in terms of the limited functionality of their own national languages in the academic initiatives and activities and inequality in the domain of academic production and publication (Wilkinson, 2013: 11 and Ferguson, 2006: 137).

3.2.1. Students’ English Masks

Content Understanding

In Dave’s discipline, students are expected to be able to understand, communicate and practice their engineering-related content effectively. However, this is not always the case in reality. To explain, Dave stated that

Extract 5:

Their [his students] English is certainly not perfect with some students it can be difficult to know if they understand fully the issues that they’re communicating it’s not clear if the problem is in their understanding or in their imperfect command of English so that can certainly be an issue […] and for me not being ensured if the inadequacies in their work or in what they are saying to me I doubt them not understanding the topic or not being able to communicate effectively I think that will be the main issue

This explains the interplay between their general knowledge of English and that which is needed to be specifically and appropriately used in their scholarly discourse. Simply speaking, the use of English as a medium of instruction in a multilingual-cultural teaching-learning context needs the lecturer to rethink of the kind of language
knowledge, content knowledge and pedagogical knowledge to successfully respond to the complexities of his classroom (Wilkinson, 2013 and Björkman, 2010). In response to such contextual challenges, Dave here put much more value on the use of Panopto to ensure his students’ understanding of what is going on in his lecture as explained below.

3.2.2. Panopto to Transform Content Knowledge

The use of technologies represented in Panopto in this context comes to play a significant role in transforming engineering-related content knowledge. Dave is aware of the fact that international students’ English competence is not up the bar to grasp what is explained in his lecturers. In view of this, he resorts to different teaching strategies in order to ensure their understanding and practice of their knowledge. Besides speaking slowly and his use of hand-outs, he was more prone to integrate Panopto into his teaching practice. In his reply to my question about the possible changes he might do in his teaching practice to respond to his students’ diverse linguistic skills and needs, he explained that

Extract 6:

I need to be a bit more careful to speak more slowly and to give them more time to write notes and because they may not be able to pick up my sort of communication as quickly as someone from the UK or who had English as his first language the other thing that I would be extra careful to do is to make use of Panopto system the university lecture recording system to record all my lectures capturing both the PowerPoint slides and my speech because we found that’s quite helpful for the international students because they can go and watch the lecture again or hear it back if there is anything they haven’t understood in the first time probably they can go back and see […] I think it [Panopto] improves the learning experiences of the students […] to learn without much additional effort on their part seems makes sense and here lots of my colleagues do the same and then we post the recordings on the Blackboard […]

When asked about his students’ perception of the value of Panopto in transforming the content of his lectures, he said that

Extract 7:

we have feedback from the students and this helps also yea […] I guess they have found it particularly important to have first of all that option to go back and hear lectures again and also having recent comprehensive written hand-outs so let’s say they can again if there is something
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...that they have not understood verbally they can look back to it written down and go away and read it at their leisure because as I said I have problems with the students who are not able to communicate clearly to me and who are unable to understand what I am saying to them.

This pushed me to further ask Dave to comment on whether he experienced any drawbacks out of the integration of Panopto into his teaching practice. His reply was

Extract 8:

the main potential disadvantage is that students might stop attending lectures if they are able to view them online although this does not seem to have been the case in practice as far as my lectures are concerned there are no other obvious disadvantages from the point of view of either the lecturer or the student.

In view of that, it is possible for me now to say that Panopto in the context of this work is given a high value to serve two ends: to overcome the linguistic barrier faced by students whose first language is not English and to transform content knowledge for better practice, “constructive learning” (Linardopoulos & Garwood, 2015 and Berardi & Blundell, 2013). This has no effect on students’ attendance of the participant’s lectures, which in turn confirms some other scholars’ findings like Zhu and Bergom (2010).

4. Conclusion and recommendation

Based on the findings, it is evident that educational internationalisation is positively viewed and conceptualised as student-staff mobility for knowledge transformation. Both English and technologies are grappled with internationalisation at the tertiary level to the extent that it has become hard to debate any without having a reference to the other. The use of English as a medium of instruction along with the use of Panopto to transform content knowledge for international students in the context of this work is a case in point. Being aware of the fact that this work is too limited to generalise, I thus recommend that further studies need to cover other disciplines within the same and other universities to enrich the field.

References


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