

Quality education
through the medium of English:
What does (or can or should)
this mean for the Pacific region?

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Quality education through English?

Part I: the terrain

1. How does language fit into discussions of quality education?
 2. How does English fit into discussions of Pacific approaches to education?
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Part II: the case of USP

USP's current English Language Proficiency strategy

Quality education remains on every agenda ...

Incheon Declaration

**Education 2030:
Towards inclusive and
equitable quality education and
lifelong learning for all**



... but all mentions of language have been removed

Isn't language relevant?

- Which language(s) should children learn in?
- Which language(s) should/can teachers teach in?
- Which language(s) should/can materials be created in?
- Which language(s) can information be accessed in?
- Which language(s) tell us whether children have learnt anything?
- Which language(s) should be learnt as school subjects?
- Which language(s) should be learnt about, appreciated, played with, etc?

How does English fit into discussions of Pacific approaches to education?

Awareness of many problems inherited from colonial systems of education

vs.

Awareness that languages such as English are key to development

+

Pragmatic and political realities of linguistic diversity



Mother tongue(s)

or

English

+

Limited attempts to critique assumptions about 'multilingualism', about 'languages', and about 'English'

Limited critical engagement with language in education:



Or perhaps in the home

But our other languages are important too



And therefore primary ed

Can we find space for them here?

Any space here?
And therefore in secondary ed



Really?
Can we study them here too?

So it's also needed at university

Are there any jobs?

English needed here



The case of USP

and its English Language
Proficiency strategy



USP as a linguistically diverse institution:

- 12 member countries, speaking 200+ languages
- Highly multilingual classes for face-to-face teaching
- Students studying by distance through e-learning

*“The multi-**cultural** nature of the staff and student body give USP an exceptional character. It is a **quality institution** producing degrees comparable to those awarded by universities in Australia, New Zealand and the United Kingdom. Graduates from USP are found in important executive positions throughout the public and private sectors in all member countries and in numerous countries around the world.” (USP website)*



(English-medium)

USP: a quality institution

Influence on the way English is taught in schools

ECE, PRIMARY & SECONDARY EDUCATION

ENROLMENT

Entry levels of basic English proficiency

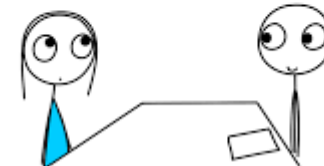
English for Academic Purposes preparation

Strategies to help students learn content through English

Assessment of grammar & punctuation as well as content

Which of these do we mean by 'quality education through English'?

Um ... can we do all of them?

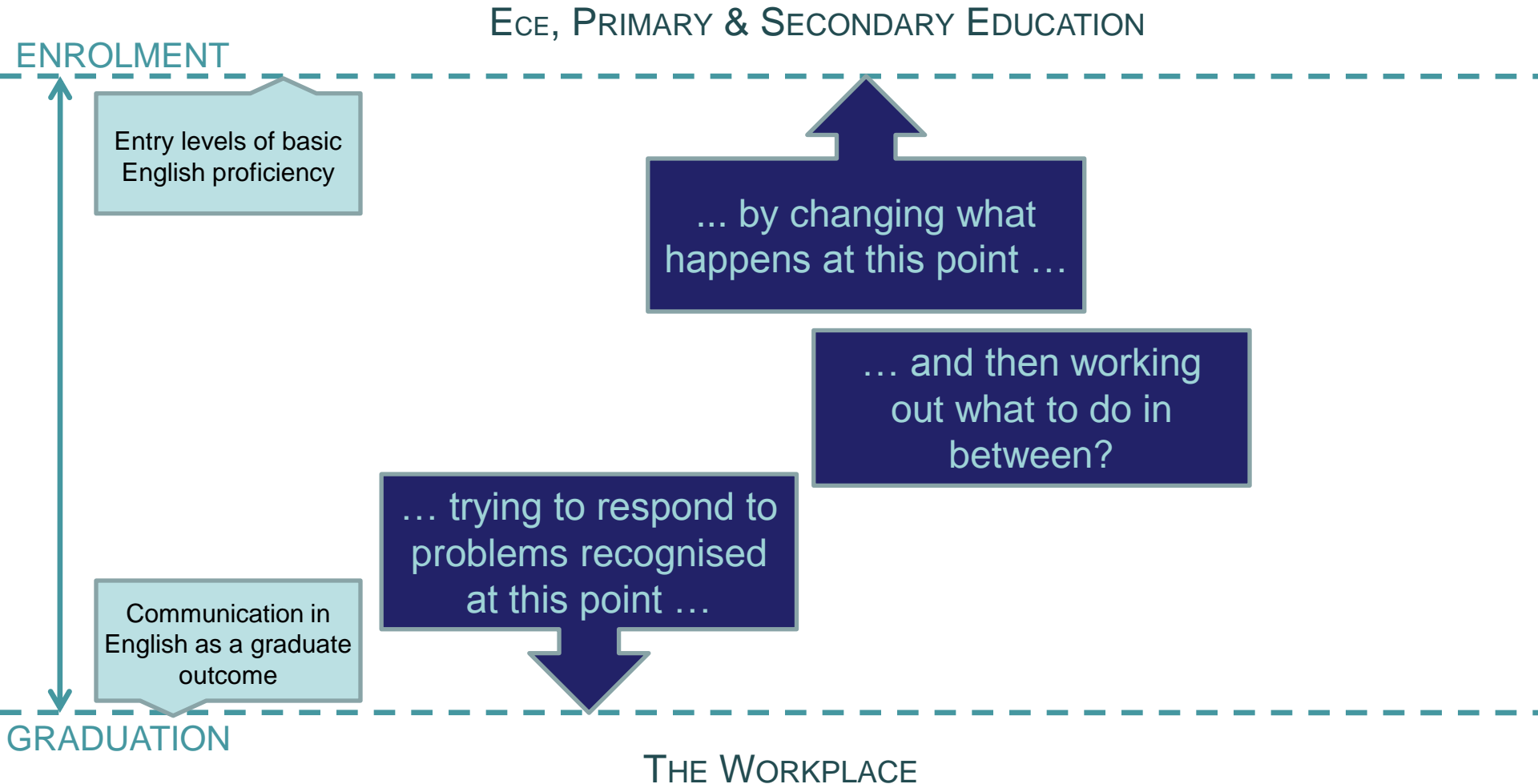


Communication in English as a graduate outcome

GRADUATION

THE WORKPLACE

Should we be ...



Or ...

ECE, PRIMARY & SECONDARY EDUCATION

ENROLMENT

English for Academic
Purposes preparation

... feeding this in much earlier ...

Strategies to help
students learn content
through English

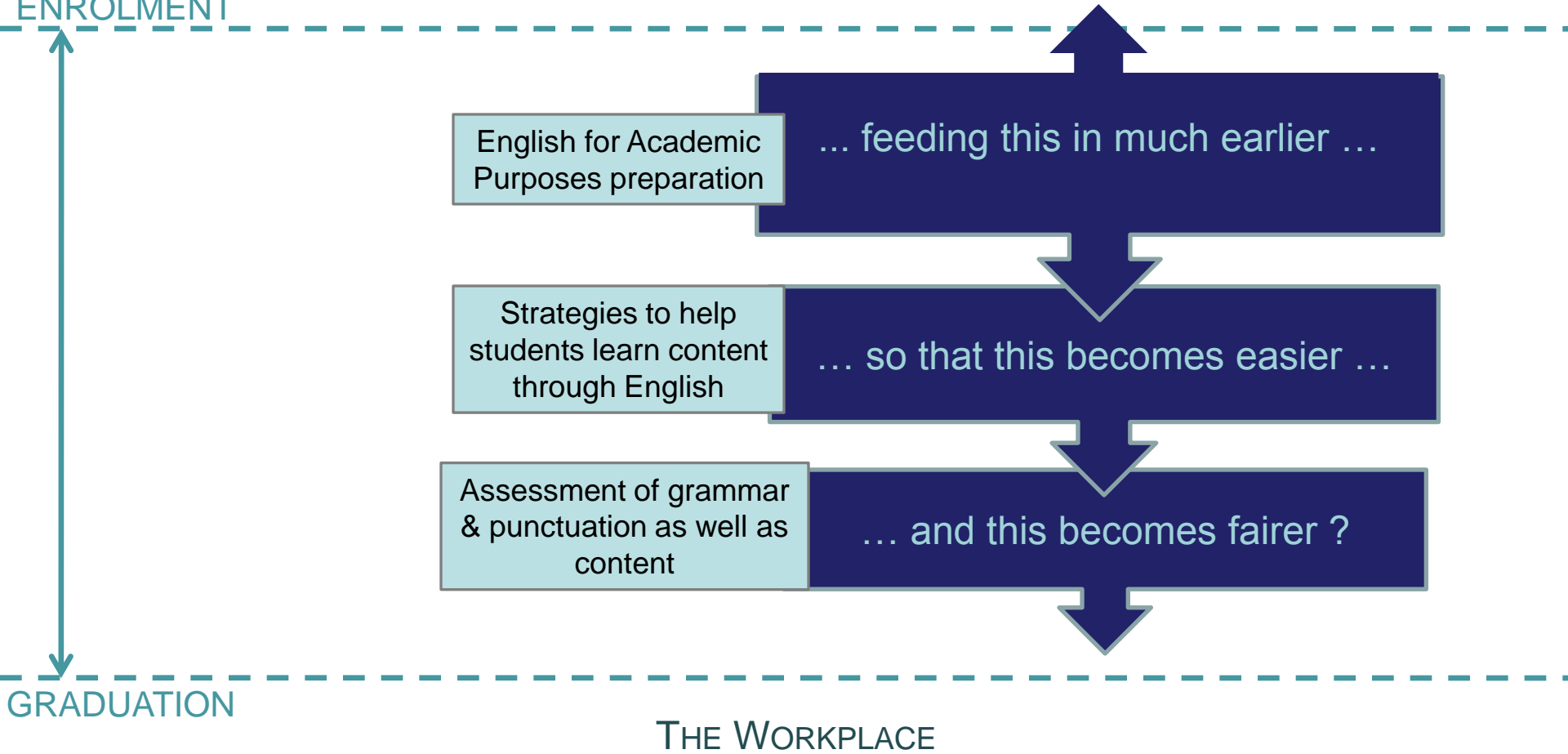
... so that this becomes easier ...

Assessment of grammar
& punctuation as well as
content

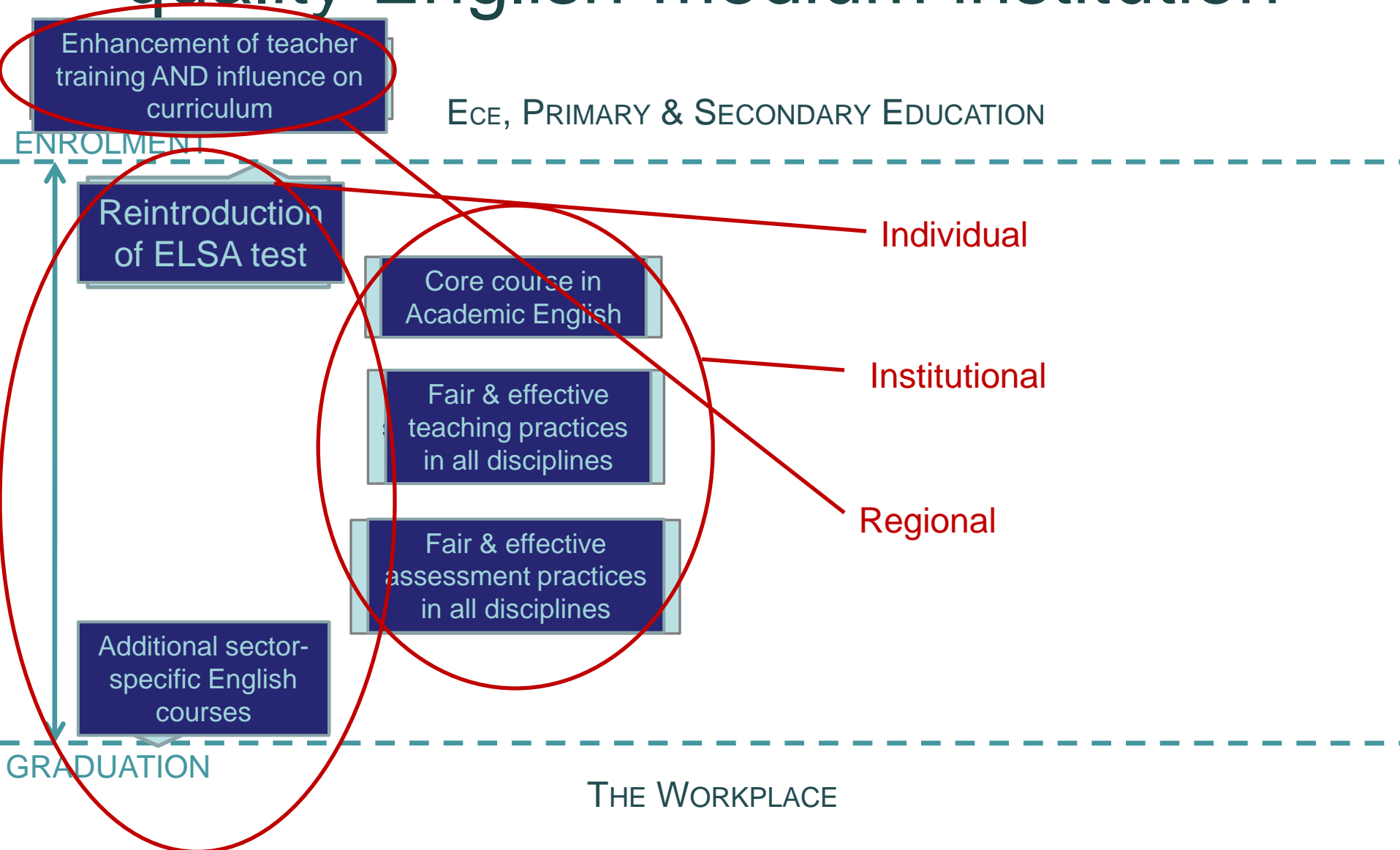
... and this becomes fairer ?

GRADUATION

THE WORKPLACE



USP's strategy towards being a quality English-medium institution



A call to arms:

- for the educational use and teaching of language(s) to be a serious topic within discussions of ‘quality education’

And watch this space:

- for the launch of the ‘*Language Matters in Pacific Education*’ interdisciplinary research group

http://www.forumsec.org.fj/resources/uploads/embeds/file/57_Regional_Initiative_Template_Guide_line_Interdisciplinary_research_group.pdf