

# Pathway to Global Citizenship:

The role of private English schools in the  
internationalization of higher education

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# What is private ELT?

- For-profit companies
- Range from small independent operators to large chains owned by European corporations
- Target market: international students & tourists
- Short-term programs
- Teachers may have inadequate training, face precarious employment
- Minimally regulated
- Large range of ancilliary businesses supported by this sector

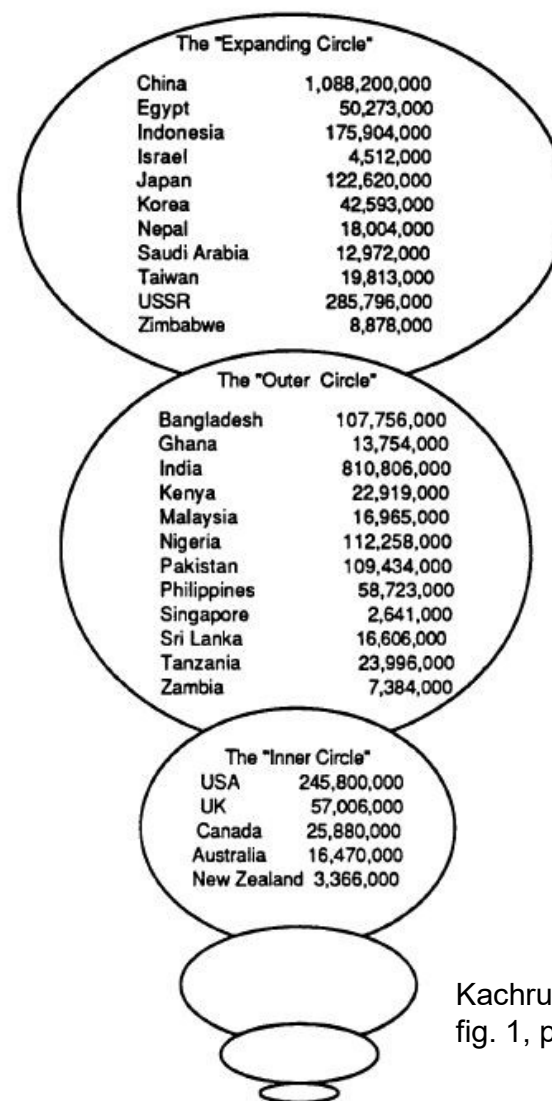
# Theory

## Kachru's (1989) Circles of English

- Synchronic
- Describes socio-historical context, functions and attitudes
- Nation-state is a salient scale level for ideology and identity

### Expanding Circle:

- Exo-normative
- Performance & emblematic functions



Kachru (1990)  
fig. 1, p 4

# Theory

Bourdieu's (1977, 1991) Linguistic Marketplace:

**Symbolic Capital:** a resource that confers status & prestige

**Field:** social context

**Market:** social space for converting one form of capital for another

**Habitus:** an individual's relation to the field

**Practice:** the outcome of negotiation between norms and choice

# Methods

Data sources include:

- 65 school websites
- government documents
- industry documents
- newspaper coverage
- participant observation

# Program Types

## Language Tourism

### General English (71%)

- Weekly intake
- 1+ wks duration
- 10 - 30 hrs. instruction/wk.
- Usually incl. recreation component

### Recreation Programs (40%)

- Youth camps (1-2 wks)
- Family camps
- Farm/ranch stays
- Skiing, surfing, snowboarding pkgs.

## Instrumental Programs

# Program Types

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## Instrumental Programs

### Test Prep (69%)

- Usually 8-12 wks.
- Not always taught in English

### Business English (62%)

- Highest tuition

### English for Academic Preparation (49%)

### Pathways programs (35%)

- guarantee enrollment in select universities and colleges

### Work/study (26%)

### English for Specific Purposes (14%)

- Medical English
- Trades
- Barista program

# Pathways Programs

- Goal of entering an Inner Circle post-secondary school
- 8-24 wk intensive courses
- Avoid international standardized tests
- Partnerships with specific individual universities or networks of schools



# Sending Countries

## Top 5 Countries:

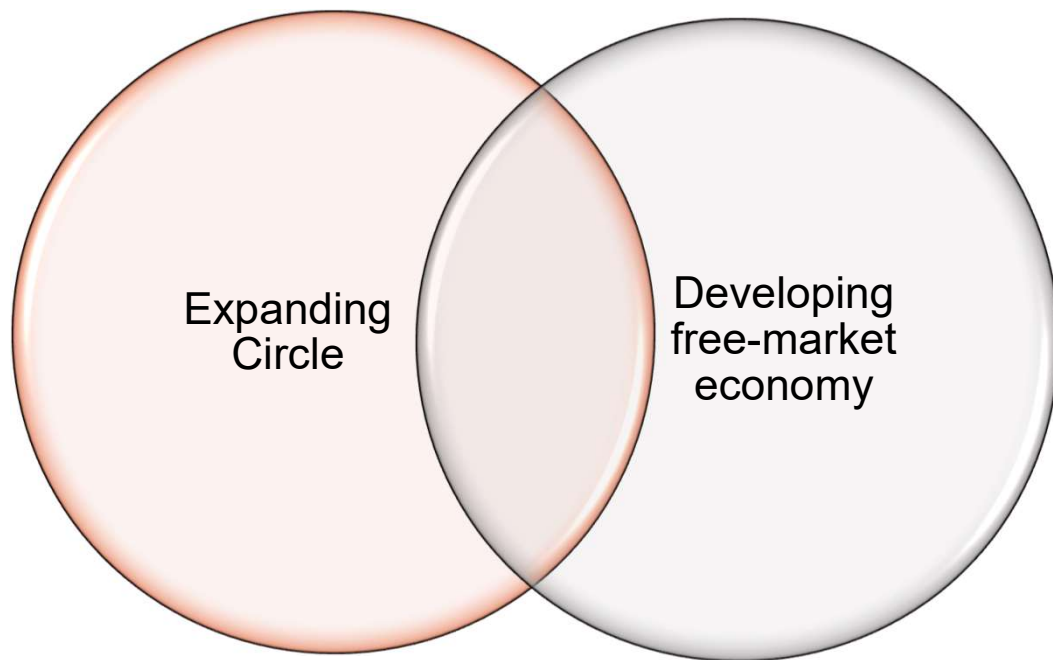
China

Japan

South Korea

Saudi Arabia

Brazil

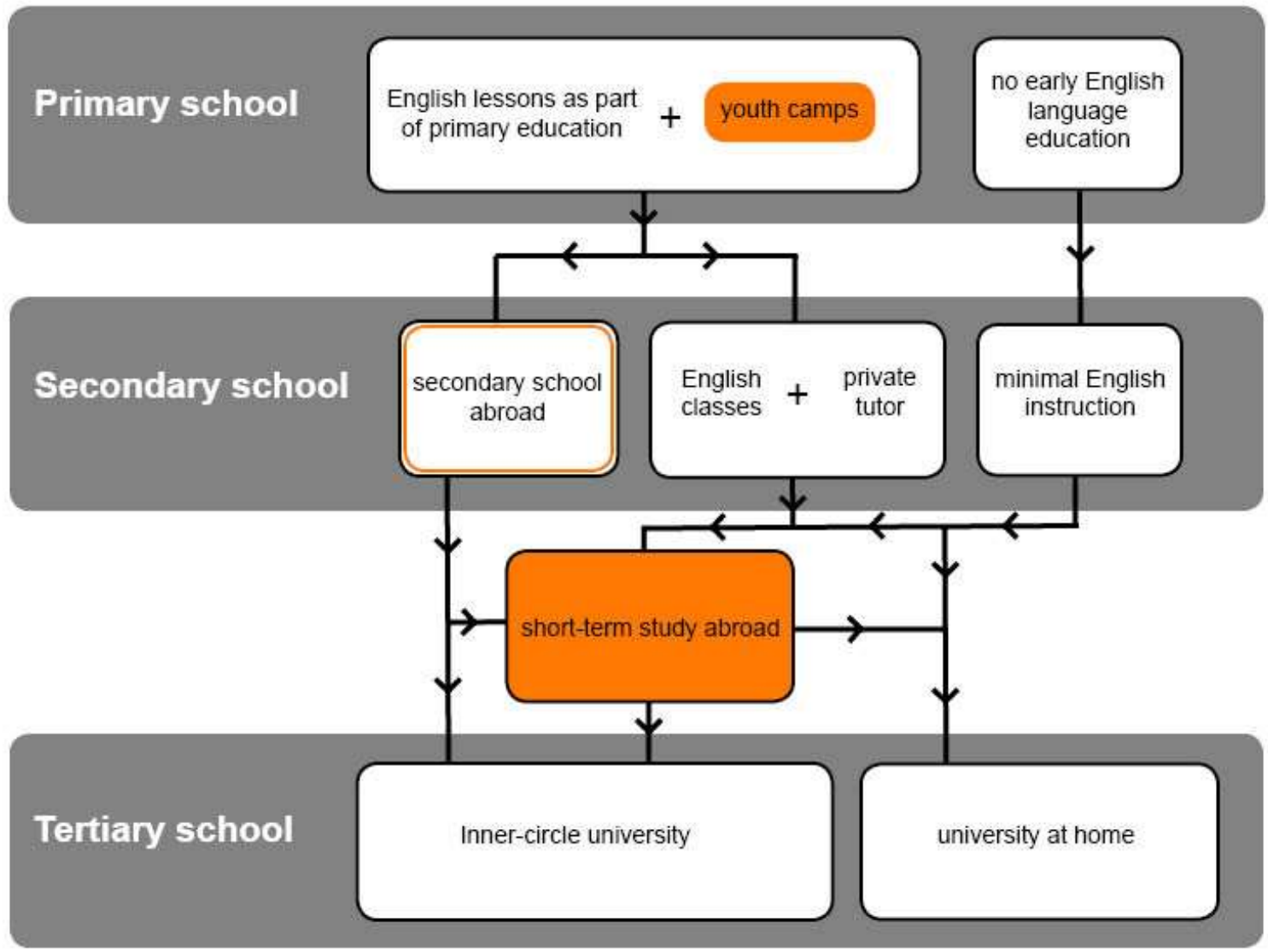


# Functions of English in the Expanding Circle

**Immigration** (cbc.ca, Chen 2008, vancouver.sun.com)

**Elite credentials in home country:** university entrance exams, improved job prospects (Chen 2008), public discourse about responsibility to secure global market success (for example see MEXT 2011, Kang & Abelman 2014)

**Access to the ears of the world:** academic publishing is dominated by English (Lillis & Curry 2010), legitimate right to engage the world (Parmenter 2011)



# Oversight in Private ELT

## Federal oversight (visa policy, marketing, QA\*)

- Global Affairs
  - economic power relations
  - National cultural identity (Knight 2004)
- Innovation, Science & Economic Development
  - Economic growth & skilled labour
- Immigration, Refugees, and Citizenship Canada
  - Highest qualified immigrants at lowest cost
- Border Services
  - security

## Provincial oversight (marketing, QA\*)

- Ministry of Education
  - Marketing
- Ministry of Advanced Education
  - Former PCTIA
  - Private Training Act starts Sept.1/16
- British Columbia Centre for International Education (BCCIE)
  - Marketing, professional development for administrators

# Quality Assurance

- consumer oriented
- Fails to apply to majority of private ELT students

# Global Citizenship

Three core understandings of **cosmopolitanism**:

- Elitist:
  - Mobility, access, & consumption
  - Exclusive membership
- Internationalist:
  - social justice, diversity
- Globalist:
  - Flexibility, credentials
  - resource for the competition state (Trilokekar 2007)

# Conclusions

- ELT is still falling through the cracks
  - No regulation of short-term studies
  - Omission of instructional content from discourse and policy
  - Absence of teachers from the discussion table
- English & Global Citizenship
  - Misconstrued functions of English
  - Unproven link (Ferguson 2012)
  - Assumptions about language, education and success (Walter & Benson 2012)
  - Unequal access to knowledge and power
  - State identity management

# Future research

- More detailed student statistics
- Long-term outcomes/trajectories
- Micro-level discourse analysis of industry and government texts on language education and global citizenship



# Limitations

- Preliminary & exploratory
- Problems with access to proprietary data

# References



lm3b.qr.ai

# Thank you

- Department of Linguistics, Simon Fraser University
- Dr. Suzanne Hilgendorf
- World Englishes in the Expanding Circle reading group