



The University of  
Nottingham

UNITED KINGDOM • CHINA • MALAYSIA



# Internationalised Curriculum for Chinese Students' Needs

## at the University of Nottingham Ningbo

*Lixian Jin*



Beijing conference on ELE talk 2018



# School of English at UNNC

英语语言学与文学系

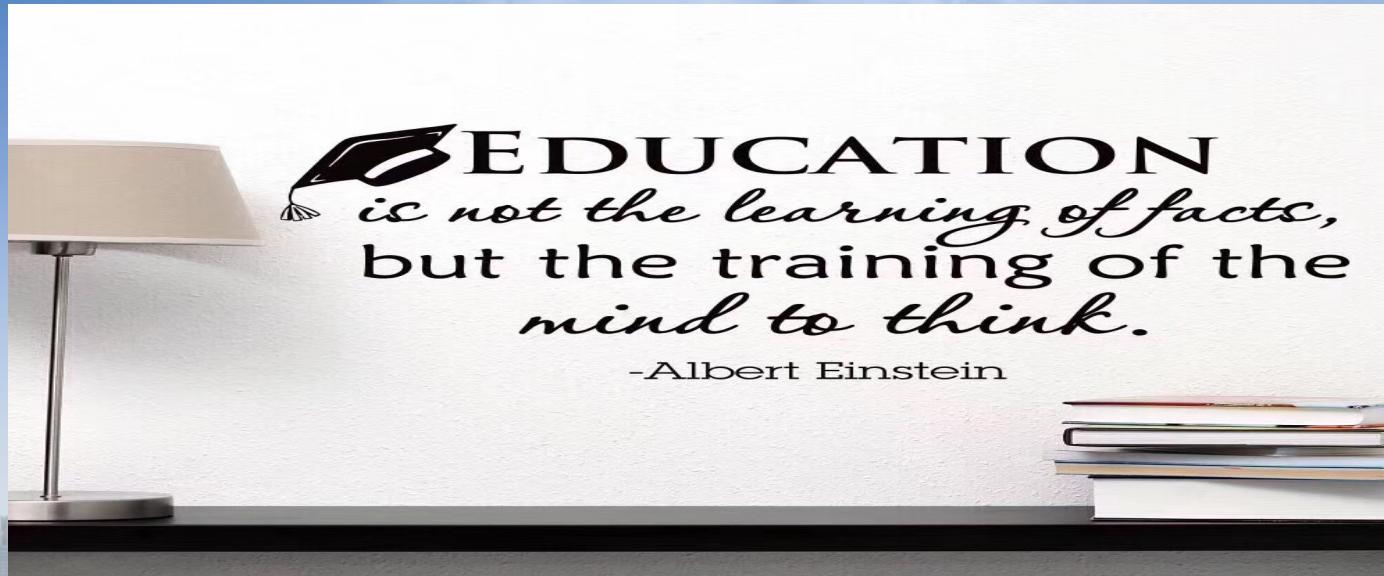
**Curriculum Design** to fit the  
educational principles for Chinese  
and international students

# What is our educational principle?

## 我们的教育宗旨是什么？



## What is our educational principle? 我们的教育宗旨是什么？



This quote has been debated if this was said by Einstein. However, the idea is a good principle to guide our curriculum design.

**What is our educational principle?**  
我们的教育宗旨是什么？

“教育**不是**事实的学习，  
而是**大脑的思维训练**”。  
爱因斯坦？

## What is our educational principle? 我们的教育宗旨是什么？

**In this School of English, the key educational practice is**

- ✓ **to provide the thinking skill training through**
  - ✓ **the learning of applied linguistics knowledge and skills, and**
  - ✓ **analysing the use of English for written and verbal communication .**

**It is not about English language knowledge, but about**

- **good English language skills and**
- **the use of English appropriately should be a natural product of our teaching and students' learning.**

So we train our students to be **Confident**,  
**Competent**, **Communicative**, **Critical** in thinking and  
**Creative**



我们的目标是将学生培养成学习和生活中具备  
“五力”的人才

自信力

创新能力

沟通能力

批判性思维  
能力

竞争力

**In the context  
of Intercultural  
Communication**

Therefore all our teaching and curriculum should be implemented with this organic system in order to let our teaching and learning interculturally. We aim to produce students for the international workforce purposes. This fits well with the core competencies (核心素养) required by the Chinese Ministry of Education for English studies.

# So **WHAT** do we do in our curriculum design and teaching?



# Key features of curriculum design and staff

- It takes 3 years to achieve a British BA degree, but at UNNC it is 4 years
  - Year 1 is for intensive English language use training with some input on the content of students' majors.
  - Years 2-4 are entirely for students' major learning as it is run in the UK
- The learning content and standard are compatible with the equivalent of a UK degree course, quality-controlled by the UK standard both internally and externally for module construction, teaching methods and assessments
- Staff are international, following the international standard recruitment methods. Academic level with assistant professor and above must have productive research outputs and they are required to receive the PGCHE within certain time of being employed
- Most admin staff are bilingual, many with masters' degrees and from abroad. Some have PhDs.

# Our Undergraduate Degree Courses

- BA (Hons) English Language and Applied Linguistics (2+2/4+0)  
英语语言与应用语言学 文学学士 (荣誉\*)
- BA (Hons) English Language and Literature (2+2)  
英语语言文学 文学学士 (荣誉\*)
- BA (Hons) English with International Business (4+0) 英语研究与国际商务 文学学士 (荣誉\*)

# Module options in our 4+0 programme

	第一学期 Semester 1		第二学期 Semester 2	
二年级 Year 2		戏剧入门	Introduction to Drama	
		语言学入门	Introduction to Linguistics	
		文学入门	Studying Literature	
		英语语言影响	The Influence of English	
		学术认知	Academic Community	
		语言与语境	Language and Context	
三年级 Year 3	商务传播	Business Communication	心理语言学	Investigating English Language: Psycholinguistics
	研究方法基础	Fundamentals in Research Methods	高级专业用途语法	Advanced Grammar for Study and the Professions
	语境与社会	Discourse and Society	文体学	Literary Linguistics
	全球化心理学与沟通入门	Introduction to Global Psychology and Communications		
四年级 Year 4	社会语言学	Sociolinguistics	大脑和语言	Brain and Language
	语料库语言学	Corpus Linguistics	英语教学入门	Introduction to English Language Teaching
	工作场合作话	Communication in the Workplace	跨文化交流	Intercultural Communication
		毕业论文	Dissertation	

## Areas to explore at UG level

### 本科阶段探索的领域

- Discourse analysis 话语分析
- Language in society 语言与社会
- Language in the brain 语言与大脑
- Workplace communication 工作场合的交流
- Intercultural communication 跨文化交流
- Literary analysis 文体学
- Language teaching 语言教学
- Modern English literature 英语文学
- .....

# Introduction to Linguistics Y2 module

## AUTUMN SEMESTER 2016-2017

### LECTURES

Wednesdays 9-10am

### SEMINARS (3 groups)

Fridays 2-5pm

<b>Week 1: Introduction &amp; History of Linguistics / Structuralism</b>	Dr. Candace Veecock	Dr. Candace Veecock
<b>Week 2: Gesture and sign languages (Chap. 15)</b>	Dr. Simon Harrison	Dr. Simon Harrison
<b>Week 3: Word Formation (Chap. 5), Lexicology</b>	Dr. Yu-Hua Chen	Dr. Yu-Hua Chen
<b>Week 4: Morphology (Chap. 6)</b>	Dr. Yu-Hua Chen /	Dr. Yu-Hua Chen /
<b>Week 5: Semantics (Chap. 9)</b>	Dr. xxxxxxx	Dr. xxxxxxx
<b>Week 6: Pragmatics (Chap. 10) (Oct. 20<sup>th</sup>)</b>	Prof. Geoff Hall	Ms. Amy Brown
<b>Week 7: Discourse analysis (Chap. 11) (Oct. 27<sup>th</sup>)</b>	Dr. Geoff Hall	Ms. Amy Brown
<b>Week 8: Grammar (Chap. 7) + Syntax (Chap. 8)</b>	Dr. Derek Irwin	Dr. Derek Irwin
<b>Week 9: Phonetics: The sounds of language (Chap. 3)</b>	Dr. Lixian Jin	Ms. Amy Brown
<b>Week 10: Phonology: The sound patterns of language (Ch. 4)</b>	Prof. Lixian Jin	Ms. Amy Brown

# Introduction to Linguistics Y2 module

SPRING SEMESTER 2016 – 2017	LECTURES Wednesdays 9-10am	SEMINARS (3 groups) Fridays 2-5pm
<b>Week 1: Animals and human language (Chap. 2)</b>	Dr. Margaret Dowens	Dr. Margaret Dowens
<b>Week 2: Language and the brain (Chap. 12)</b>	Dr. Margaret Dowens	Dr. Margaret Dowens
<b>Week 3: First language acquisition (Chap. 13)</b>	Dr. Derek Irwin	Dr. Derek Irwin
<b>Week 4: Second language acquisition (Chap. 14)</b>	Dr. Geoff Hall / Dr. Derek Irwin	Dr. Geoff Hall / Dr. Derek Irwin
<b>Week 5: Stylistics</b>	Dr. Jian Luo	Dr. Jian Luo
<b>Week 6: Regional variation (Chap. 18)</b>	Dr. Derek Irwin	Dr. Derek Irwin
<b>Week 7: Social variation (Chap. 19)</b>	Dr. Derek Irwin	Dr. Derek Irwin
<b>Week 8: Cognitive Linguistics</b>	Dr. Magdalena Rybarczyk	Dr. Magdalena Rybarczyk
<b>Week 9: Written Language (Chap.16) + Electronic language</b>	Ms. Amy Brown	Ms. Amy Brown
<b>Week 10: Language and culture (Chap. 20), Applied Linguistics, Conclusion &amp; Review</b>	Dr. Candace Veecock	Dr. Candace Veecock

# Intercultural Communication Y4 module

Weeks	Topics
1	Key Concepts of Intercultural Communication (IC)
2	Theoretical Perspectives in IC for Application
3	Cultural Dimensions, Approaches and Critics
4	IC in Educational Contexts
5	Strategies and Skills in IC
6	Non-verbal Communication
7	Intercultural workplace interactions
8	Cultural Self Perception
9	Stereotypes, Prejudices, and Ethnocentrism
10	Cultural adaptation

# Intercultural Communication Y4 module

Date	Semester Week	Topics	Instructor	Venue
27-2-18 1-3-18	1	Introduction to this module Key Concepts of Intercultural Communication (IC)	Prof. Jin	TB 227
6-3-18 8-3-18	2	Theoretical Perspectives in IC for Application	Prof. Jin	TB 227
13-3-18 15-3-18	3	Cultural Dimensions, Approaches and Critics	Prof. Jin	TB 227
20-3-18 22-3-18	4	Cultural Self Perception	Dr. Dan Shi	TB 227
27-3-18 29-3-18	5	Intercultural workplace interactions	Dr. Dan Shi	TB 227
3-4-18 <b>4-4-18</b>	6	IC in commerce	Prof. Jin	TB 227
10-4-18 12-4-18	7	Strategies and Skills in IC	Prof. Jin	TB 227
17-4-18 19-4-18	8	Non-verbal Communication	Dr. Dan Shi	TB 227
24-4-18 26-4-18	9	IC in Educational Contexts	Prof. Jin	TB 227
<b>2-5-18</b> 4-5-18	10	Cultural adaptation	Dr. Dan Shi	TB 227
8-5-18	11	Coursework preparation, Q&A, and feedback session	Prof. Jin Dr. Dan Shi	TB 227

# After class reading and tasks

1. Reading: Jackson's book on pp.50-72 on definitions of **culture** and pp.74-95 on concepts of communication
2. Form a group of 4 students; 50% of the class groups focus on the concepts of culture and the rest on communication. The class rep gives me the name list. For the following 4 weeks, students take turns to be a team leader of this group.
3. Each student interviews 5 people on or out of campus to get their definitions on 'culture' or 'communication'; please collect the interviewees' information of age range, gender and profession. Put a group presentation together to report on your SEM 1 about their definitions on culture or communication and what concepts are not mentioned by these interviewees by comparing theirs with Jackson's definitions

## After class tasks and tasks

1. Reading: Jackson's book on pp.25-48
2. With your group of 4 students, you decide to choose any theoretical aspects to:
  - Compare the features of the two theoretical perspectives and identify any gaps between them.
  - Apply your understanding of the theoretical perspectives to analyse examples you can come up with (you may choose examples from TV, films, magazines, stories, public signs, photos, etc. which you collect yourself);

## After class tasks

1. Please read the pages of the recommended book and other chapters and books given.
2. Make a debate among yourselves about their views. We will discuss their views in seminars
  - In your group, you need to collect two types of data: narratives and metaphors on the same topic. Each group aims to collect at least 4 narratives and 20 metaphors; they need to be transcribed word by word and then analysed individually and as a whole.
  - The topic is about the concept of 'intercultural communication'.

## Our PG programmes

- MA in Applied Linguistics 应用语言学硕士
- MA in Applied Linguistics and English Language Teaching 应用语言学与英语教学硕士
- MA in Interpreting and Translation, Mandarin and English 英汉翻译硕士
- MSc in Intercultural and Professional Communication 跨文化职场交流硕士 (TBC 2018-19)

# WHAT DO WE HAVE IN MA APPLIED LINGUISTICS?

Module Code	Module Title	Credit value	Semester	Types of modules
ES4109	Approaches to Language and Linguistics	20	Autumn	Compulsory
ES4107	Research Methods in Applied Linguistics	20	Autumn	Compulsory
ES4101	Grammar and Discourse	20	Autumn	Compulsory
ES4104	Syllabus Design and Methodology	20	Spring	Compulsory
ES4108	Intercultural Communication	20	Spring	Optional
ES4103	Teaching Language and Literature	20	Spring	Optional
ES4106	Corpus Linguistics	20	Spring	Optional
ES4999	Dissertation	60	Summer	Compulsory

# Our PhD Programme topics

- PhD areas  
psycholinguistics, functional grammar, corpus linguistics, body language, intercultural Communication, Professional communication, sociolinguistics, translation and interpreting, language education, language and literature, ESL, cultures of learning, language acquisition, etc.

# So HOW do we assure about our design in our curriculum and teaching?

# How do we teach? 我们怎么教?

- Interactive lecturing 互动式大讲座
- Small group seminars 小班互动式讨论课
- Open-door tutoring policy and **personal tutor**  
开门式个人辅导政策及个人导师
- Social and cultural activities 社会文化活动
- Close academic community 紧密的学术共同体
- Attendance policy 出勤要求

# Students' Evaluation

## **Observations on this round of SEM forms**

The scores are higher than the university average:

Average score of SEM for this module: 22.58

Average score of SEM for all modules in the university: 21.80

Below are the comments received:

Key comments include: students felt that this module has achieved the objectives stated in the module handbook; they have learned something inspiring their current and future work.

A specific comment made by a student worth of our reflection: *“It is remarkable to see the teaching techniques (homework, in-class activities) was able to develop effectively according to the performance of students, at least in the 1st half of this course. This is the first time I see such effective and quick-responding teaching adaption without any penalty of teaching objectives. I will argue this is a much better way to approach the students who are not the best in terms of self-learning, because it is NOT an effective way to simply leaving tasks to individual to figure out solutions and to hope they are able to manage it. It is unfortunate to see a possible working way of functional group discussion in class at the end of my university life.”*

# Students' Evaluation

## **Actions to be taken in response to this round of SEM forms**

- The comments made by students are encouraging, but at the same time it makes staff think how we can better engage more students to reflect in learning and become more independent. In the future teaching, a more collaborative way of coordinating this module if it is shared teaching to either alternate the teaching weeks by different staff members or share the content of tasks and classroom activities so that the sessions from one week to another is coordinated to the specific levels and needs of individual students.

# Assessments 课程考核

- Essays, reports, exams 论文, 科研报告, 考试
- 2<sup>nd</sup> marking, moderation and monitoring 内部评卷双人制
- External examiners 外校考官
- Cross-Campus Marking Exercise 跨校区评卷机制
- Exam boards 考试委员会
- Academic misconduct 学术不端

# 校外考官对我们本科课程的评价

## -- Dan McIntyre

*I can confirm that standards are as high as ever and have been maintained over the four years of my tenure. In February this year I visited the Ningbo campus where I had the opportunity to teach some classes and meet some of the students on the English Language course. I was extremely impressed with their ability, the level they were working at and the pedagogical consistency between the Nottingham and Ningbo Schools of English.*

**So WHAT is the outcome from  
our curriculum design and  
teaching?**

# Career Directions 2014-17

- **Finance & Banking** 金融(如摩根大通), 银行(如渣打, 工商, 中信, 招商等)
- **Education** 教育
- **HR & headhunting** 人力资源 (如UNNC), 猎头公司(如 People Search, HRnet One)
- **Real estate** 房地产 (如华润)
- **marketing** 市场营销
- **Trading** 国际贸易
- **Transportation** 交通
- **Sci-tech support** 科学技术服务业
- **Advertising** 广告
- **Gaming** 游戏研发

# Information for School of English graduates 2017

专业	人数	就业率	升学人数（比例）	直接工作人 数（比例）	自主创业人 数（比例）	自由职业人 数（比例）
英语语言学与 文学	49	98.0%	40 81.6%	8 16.3%	0 0.0%	0 0.0%

Schools 系别 2016	QS world top 50 世界前50大学
Environmental Science 环境科学系	75.76%
Economics 经济学系	68.33%
FAM 金融财务与会计系	67.33%
Engineering 工程系	67.06%
English 英语语言文学系	66.67%
IS 国际事务与国际关系学系	59.32%
IC 国际传播系	56.64%
IB 国际商务与管理系	55.5%

Oxford牛津 2

UCL伦敦大学学院 35

LSE伦敦政经 2

Edinburgh爱丁堡 12

Warwick华威 19

NYU纽约大学 1

Durham杜伦 2

Queensland昆士兰 2

Cambridge剑桥 1

ICL帝国理工 5

UHK香港大学 2

Sydney悉尼 12

Melbourne墨尔本 2

Manchester曼彻斯特 2

York约克 6

UNUK英国诺丁汉 13

## Areas of further study which show diversity

- Linguistics, applied linguistics, language education, comparative literature 语言学, 应用语言学, 语言教育, 比较文学
- Translation and interpreting 翻译
- HR, management, marketing, accounting, carbon management, logistics, entrepreneurship 人事管理, 商业管理, 市场学, 会计金融, 碳管理, 物流, 国际创业
- News, film Studies, media studies, culture studies, advertising 新闻, 电影, 传媒, 文化研究, 广告学
- Cognitive neuroscience, Computer Science, gender study 认知神经学, 计算机, 性别研究

# Graduates from School of English



「刘雪瑶 2015届英语研究与国际商务毕业生 目前在英国规模最大的上市人才管理咨询公司Hays工作」



「唐歌 2016届英语研究与国际商务毕业生 曾任宁诺学生电视台NUTS China台长，目前在特斯拉中国任产品专家一职」



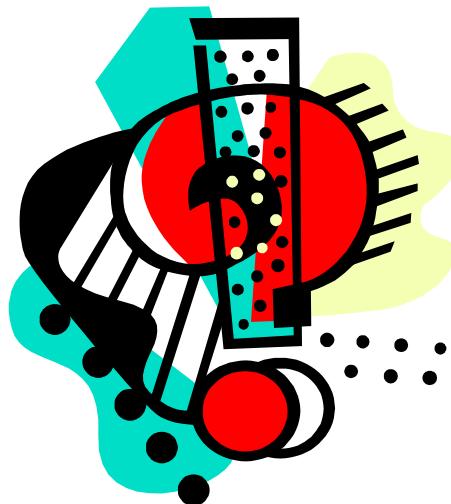
「应于蓝 2017届英语研究与国际商务毕业生 目前在英国剑桥大学就读英语教育学硕士专业」



「闫华 2014届应用语言学与英语语言教学文学硕士毕业生 目前担任EF英孚教育学术产品经理」



Thank you! 谢谢 !



*Any  
Questions?*