WHAT ENGLISH MEDIUM INSTRUCTION (EMI) MEANS FOR ELT IN JAPANESE HIGHER EDUCATION

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THE GROWTH OF ENGLISH IN HIGHER EDUCATION

Part One
Increased importance placed on English language education AND education through English:

Globally we are seeing trends towards greater use of English at primary level in many school systems, as well as a trend towards the use of English medium instruction in secondary science and technology classes. From Chile to Korea, we have seen major proposals for the greater use of English across the educational system (Pennycook, 2010, p. 677)
THE LANGUAGE OF ACADEMIA

Figure 10.2: Language shares in total academic publications over the past 100 years (adapted from Montgomery, 2013, p. 90)
GROWTH OF EMI

• “English medium instruction has become commonplace in many institutes of higher education where English is not the native language” (Wilkinson, 2013: 3)
  • Economic, social, political & educational drivers

• Half of the world’s international students are learning through English (Ball & Lindsay, 2013)

• Internationalization and English Medium Instruction are intertwined (Kirkpatrick, 2011)
1115%
12 years

Increase of EMI programs in Europe

International students learning through English

1/2

Internationalization

Englishization
POSITIVE EFFECTS

- Rankings, reputation, education quality
- Tange and Jenson (2012) observe a difference in perception of internationalization of higher education in Europe (commercial vs academic)
- European universities see internationalization as a way of “attracting and keeping the best brains from around the world to help develop their own knowledge economies” (Shen, 2008: 223).

CRITICISMS

- view international students as “‘empty vessels’ to be filled with Euro-American knowledge” (Singh 2005, p. 10)
- ‘no frills’ highly commercial approach to international students (Forbes-Mewett & Nyland, 2012, p. 191)
- Australia: 3rd biggest export “industry”
WHAT IS EMI? HOW IS IT DIFFERENT FROM CLIL?

- All are related to each other!
  - EMI (Dearden, 2014)
  - CLIL (Coyle, et al, 2010; Lasagabaster & Doiz, 2016)
  - Bilingual education & immersion programs (Dalton-Puffer, et al, 2014)
  - Content Based Instruction/Language Teaching (CBI/CBLT) (Cenoz, 2015)
Origins: Bilingual education/immersion (covers this spectrum but also includes L1)

Traditional ELT

CBI/CBLT (Method)

CLIL

• True 50/50 combination of language skills development and content knowledge

EMI (Curriculum design/policy)

• ‘International university’ education – English-taught programs modeled on IC curricula

The future: Marketization

Langua

“English through …”

e.g. Global Business

e.g. ‘Liberal Arts’

EMI (in practice)
EMI VS. CLIL

• The term English medium instruction itself is relatively new and no universally accepted definition exists. The term EMI is used in some countries (for example Hong Kong) and not in others. It is sometimes used as synonymous with CLIL (Content and Language Integrated Learning). However CLIL has a dual educational objective built into its title (the enhancement of both content and language) whereas EMI does not. Taken at ‘face value’ EMI simply describes the practice of teaching an academic subject through English which is not the first language of the majority population.

• Dearden (2014, p.7)
CONTEXT OF ASIA

• Domestic universities are integrating English language into domestic programmes
• ‘internationalization at home’ experience.
• Many of the leading universities in Japan, China, Korean, and ASEAN nations have seen increases in English-taught undergraduate and postgraduate courses in recent years.
• KNOCK ON EFFECT: In Taiwan, for example, “the fact that rising investment in top universities in other countries (particularly Taiwan’s neighbours) has alarmed the government as a potential threat to the country’s competitiveness in the long run” (Song & Tai, 2007).
  • Thus Taiwan is also aggressively pursuing an internationalization policy, which is indicative of a growing trend throughout Asia in the future.
"INTERNATIONALIZATION AT HOME"

<table>
<thead>
<tr>
<th>Time Period</th>
<th>High School</th>
<th>&quot;Domestic&quot; Universities</th>
<th>&quot;International&quot; Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30 years ago</td>
<td>GT</td>
<td>CLT – general focus</td>
<td>EMI</td>
</tr>
<tr>
<td>Now</td>
<td>GT</td>
<td>CLT-skills focused</td>
<td>CBLT</td>
</tr>
<tr>
<td>Future</td>
<td>CLT- mixed focus</td>
<td>CBLT</td>
<td>EMI (CLIL)</td>
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</table>
JENKINS ON INTERNATIONAL EDUCATION

- Jenkins (2011) is very critical of NE nation-centric views of international education:
  - “while many universities claim to be deeply international they are in essence deeply national at the linguistic level. And given that language is such a key component of academic life, their claim to internationalism rings somewhat hollow” (p. 927).
JENKINS ON ACADEMIC ENGLISH

- She reports that she always ends her lectures on ELF in pre-sessional EAP courses at her university by telling the international students:
  - “Your lecturers will expect you to use native-like English norms. But you can educate them about ELF and the fact that it is a contradiction for any university anywhere that considers itself international to insist on national English language norms.” (p. 934)
NATIVE ENGLISH AS A YARDSTICK
WHAT DOES ALL OF THIS MEAN FOR TESOL INSTRUCTORS?

• EMI is booming:
  • An increase in EMI means a growing need for academic language support: i.e. EAP

• EMI is often linked to CLIL instruction:
  • In the “internationalization at home” sector, what is referred to as EMI is often a type of CLIL, meaning a need for language support to help NNESs with understanding content: i.e. ESP

• There is a growing need for multilingual content specialists in Expanding Circle countries, who can teach in English, and have ability to work with NNESs:
  • MBA + M.Phil.(ELT/AL) = opportunity
  • If you are interested in doing a doctorate in applied linguistics, do it in a business department
CLIL

- EMI: English Medium Instruction (no consideration for language in definition)
- CLIL: Content and Language Integrated Learning
- ‘CLIL is an approach in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role.’ (Marsh in Coyle, 2006).
- CLIL is teaching content with language sensitivity.
CLIL: ORIGINS, DEFINITIONS, & TYPES

Soft CLIL / Hard CLIL
CONTENT BASED INSTRUCTION (CBI)

- ‘teaching *through* communication rather than *for* it’ (Larsen-Freeman, 2000, p.137)

- ‘an approach to second language teaching in which teaching is organised around the *content or information* that students will acquire, rather than around a linguistic or other type of syllabus.’ (Richards & Rodgers, 2001, p.204)

- ‘The language that is being taught [can] be used to present subject matter, and the students [will] learn the language as a by-product of learning about real-world content.’ (Richards & Rodgers, 2001, p.204)
DEFINITIONS OF CLIL

• The term ‘CLIL’ was first coined by David Marsh

• ‘CLIL is a generic term and refers to any educational situation in which an additional language, and therefore not the most widely used language of the environment, is used for the teaching and learning of subjects other than the language itself’. (Marsh & Langé, 2000)

• ‘Integrating language with non-language content, in a dual-focused learning environment’ (Marsh, 2002)
## TYPES OF CLIL

- ‘Soft CLIL’, ‘Hard CLIL’, language-led, subject-led,

<table>
<thead>
<tr>
<th>Type of CLIL</th>
<th>Time</th>
<th>Context</th>
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<tbody>
<tr>
<td><strong>Soft CLIL</strong></td>
<td></td>
<td></td>
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<tr>
<td>Language-led</td>
<td>45 minutes once a week</td>
<td>Some curricular topics are taught during a language course.</td>
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<tr>
<td>Subject-led (modular)</td>
<td>15 hours during one term</td>
<td>Schools or teachers choose parts of the subject syllabus which they teach in the target language.</td>
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<tr>
<td><strong>Hard CLIL</strong></td>
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<tr>
<td>Subject-led (partial immersion)</td>
<td>About 50% of the curriculum</td>
<td>About half of the curriculum is taught in the target language. The content can reflect what is taught in the L1 curriculum or can be new content.</td>
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THANK YOU

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• www.englishappliedlinguistics.com