Module 10: Conclusion
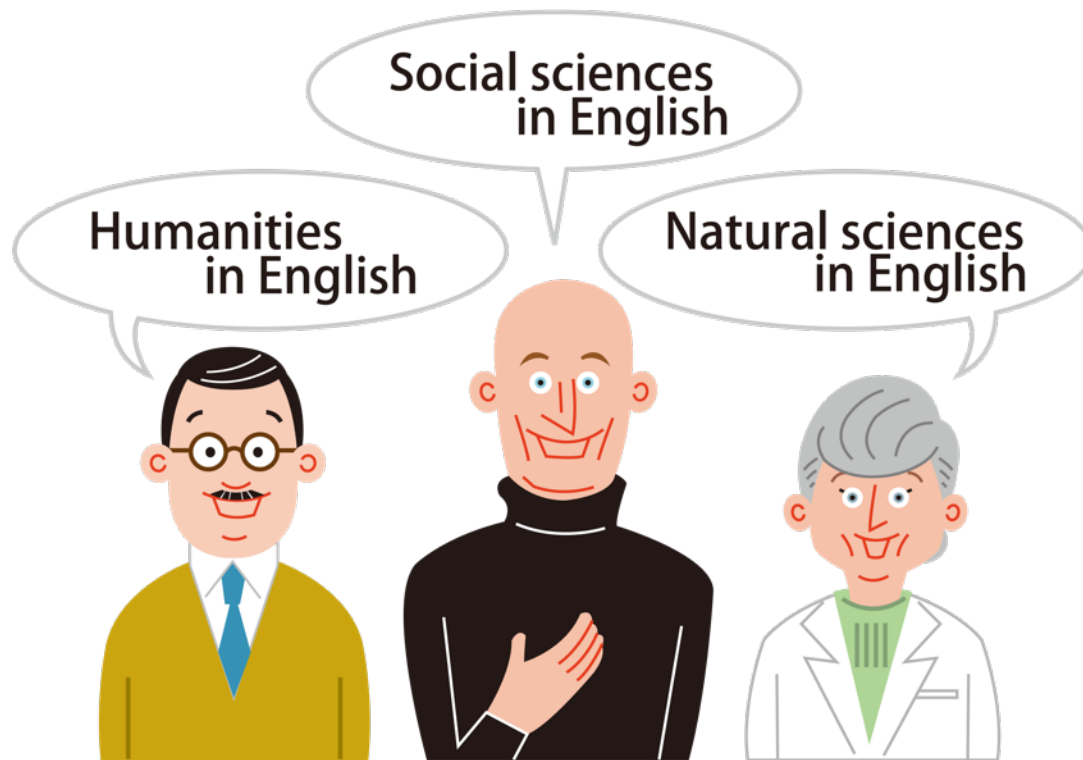
- Internationalisation of higher education
- The transition towards English Medium Instruction (EMI)
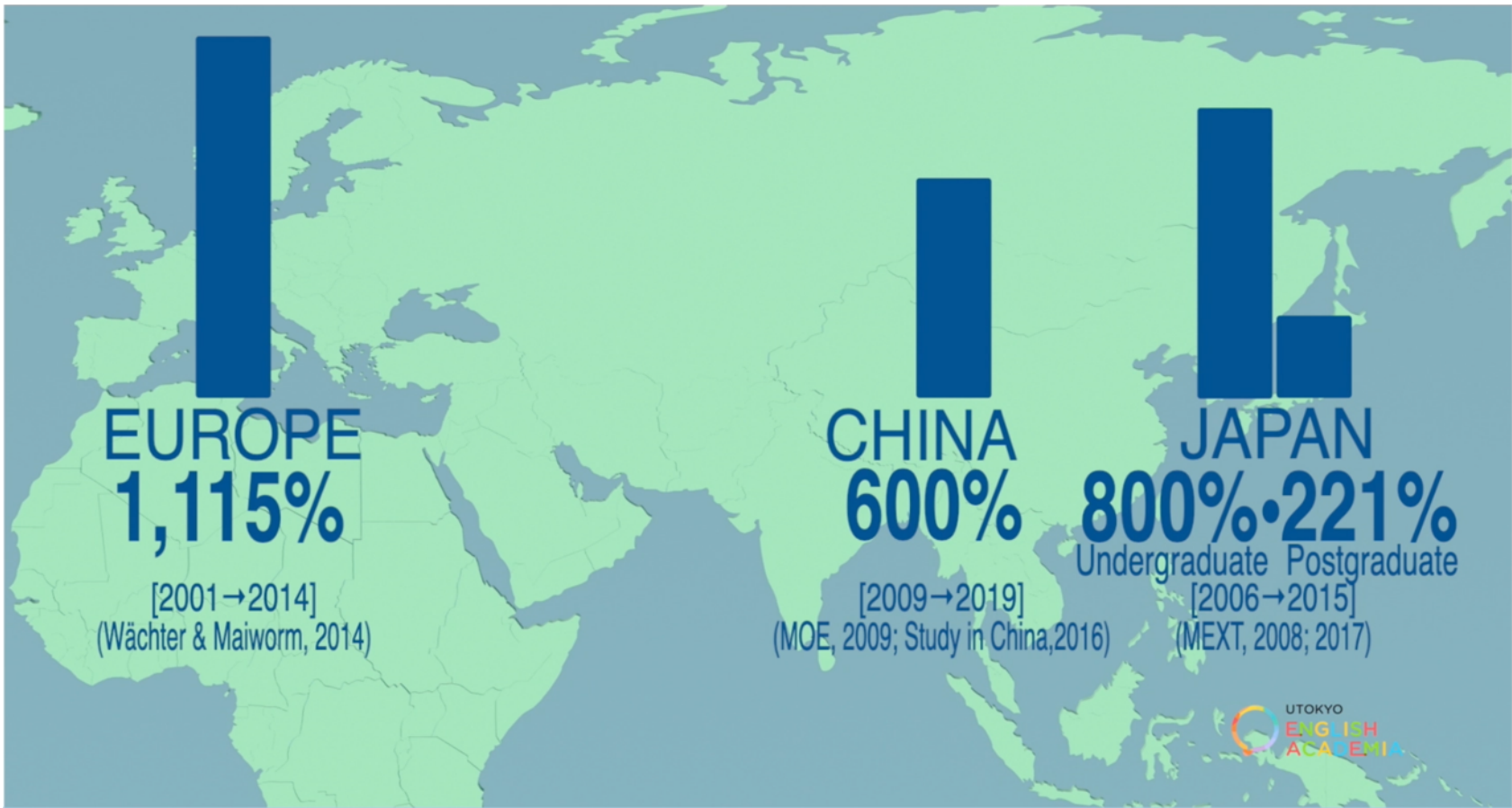
Teach in English

Perceived benefits

- National, institutional and individual level
- Improvement of English proficiency as a major motive behind students' enrolment

Challenges

- Lack of monitoring systems, clear outcomes and policy guidelines

- Difficulty in measuring the effectiveness of EMI

Improvement of English proficiency

- A language learning objective - NOT included in definitions of EMI

- Improved English proficiency as a major driving force behind EMI policies, and a key motivating factor behind student enrolment

Improvement of English proficiency

- Scarcity of research on language gain in EMI settings
- The research that has been conducted is not positive.

- Enhancement of student employability (e.g. Japan)
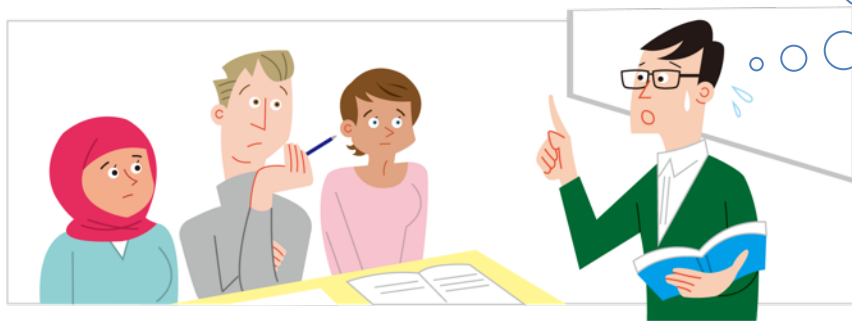
Developments in English language teaching

- Communicative methods of teaching

- Exposure to 'real' language input and use

- Content-based approaches

Focus on communication

Developments in English language teaching

- The ideology that English is best learnt *through* English – evident in government policies in Japan (MEXT, 2008a; 2008b)

Should I stick to the English-only rule…?

Policy vs. practice

- Scarcity of research and needs analyses

- Uncertainty over the effectiveness of English-only policies

Policy vs. practice

- English proficiency affects…

    – Acquisition of subject knowledge

    – Time spent to complete courses

    – Drop-out rates

    – Communicating course content
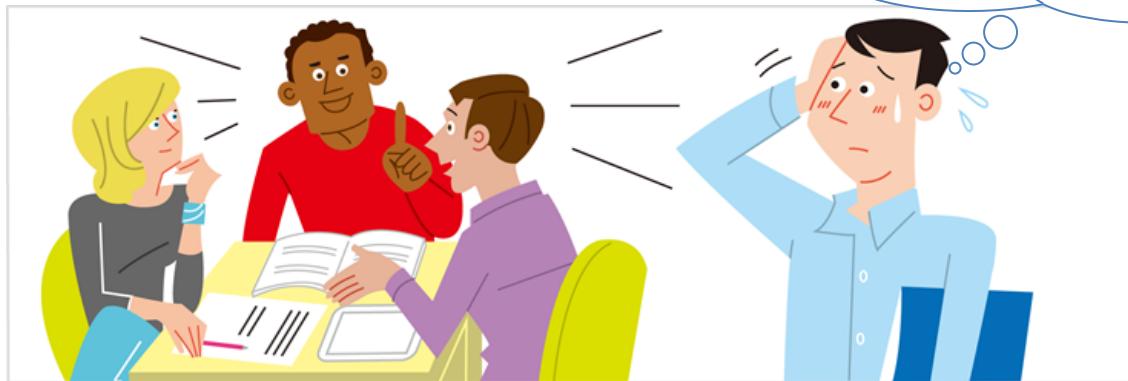
    – Asking/answering questions

(Galloway et al., 2017)

Policy vs. practice

- Call for further research into 'language-related challenges'

Globally orientated approach to EMI

- From 'native' English speaking norms to English as a lingua franca

> *Taking an EMI class alongside international students provides students from a traditionally monolingual classroom with an opportunity to use ELF [English as a lingua franca]*
>
> (Galloway et al., 2017, p. 34)

EMI and ageing population in Japan

- Attracting students and funding through international student fees
- Japanese society: dwindling domestic enrolment in the midst of an ageing population
- Internationalisation as a lifeline in Japan

- Administrators and faculty should explore…
  - The changing linguistic landscape
  - The use of languages in EMI programmes
  - Monolingual language policies
- EMI programmes should meet the needs of the diverse student body!

Call for…

- Further research into the implementation of EMI

- Clear policy statements and guidelines

For the assessment of the effectiveness of EMI

Online EMI network
(http://www.globalenglishes-emi.education.ed.ac.uk/)

Online EMI network

(http://www.globalenglishes-emi.education.ed.ac.uk/)

- An online meeting point for researchers and practitioners

- Research-informed exchanges / research partnerships

- Sharing good resources

- Enhancement of research into the use of language in EMI programmes and policy implementation

Online EMI network

(http://www.globalenglishes-emi.education.ed.ac.uk/)

- A variety of resources

  – Webinars

  – Overviews and references of current research

  – Interviews with researchers

  – Overviews of courses and programmes

  – Lesson plans, ideas and PPT slides

Online EMI network

(http://www.globalenglishes-emi.education.ed.ac.uk/)

- A variety of resources

    – An overview of models / approaches to EMI

    – Recommendations for effective planning

- Social media engagement

    – Facebook

    – Twitter

Thank you for watching