



Module 2: What is EMI?



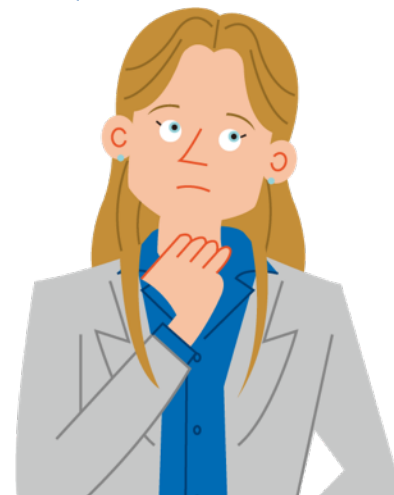


Background

- Internationalised curricula
- Establish international partnerships
- Increased transition towards EMI



- **What is EMI?**
- Many different terms used to describe the transition from teaching English to teaching in English





Definition

EMI is *“The use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English”*.

(Dearden, 2014, p. 2).





National contexts where English is not the predominant language of communication outside of the classroom

✓ Thailand



✓ Germany



× Singapore



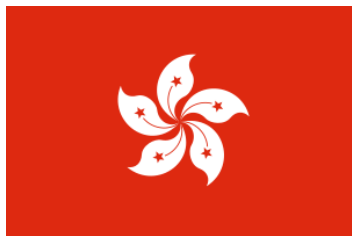
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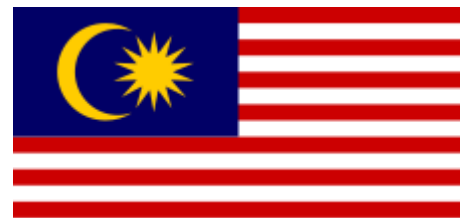


National contexts where English is not the predominant language of communication outside of the classroom.

✓ Hong Kong



✓ Malaysia





EMI and alternative terms

- CBI (Content-based Instruction)
- CLIL (Content Language Integrated Learning)
- ICLHE (Integrating Content and Language in Higher Education)
- ETP (English-taught programmes)
- EAP (English for Academic Purposes)
- ESP(English for Specific Purposes)



EMI

- Content-focused learning
- Language learning is not the primary aim.
- Conducted in countries where English is predominantly a 'foreign' language



- Japanese Ministry of Education's definition:
Courses conducted entirely in English, excluding those whose primary aim is language instruction (MEXT, 2015)
- EMI courses do not have explicit language learning outcomes.



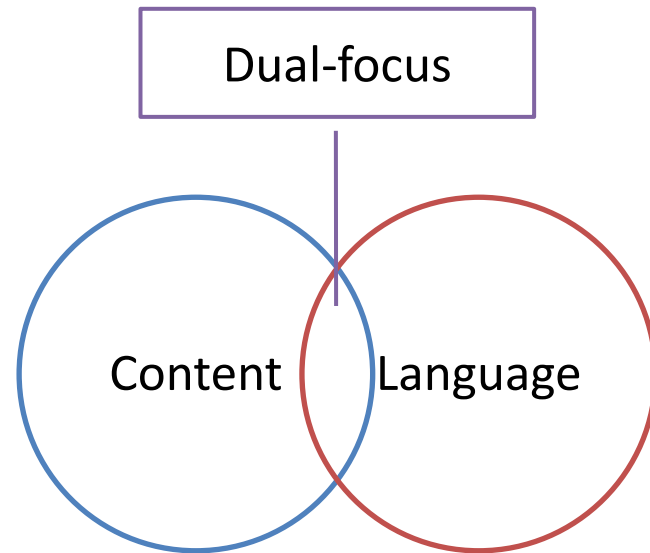
CBI

- Content-based instruction
- Explicit language learning outcome
- Study of language and subject matter - language determined by content



CLIL

- Content Language Integrated Learning
- A dual-focused approach: content and language (Coyle et al., 2010)
- Common in secondary education





ICLHE

- Integrating Content and Language in Higher Education
- Common in tertiary education





ETP

- English-taught Programme
- Full degree programme

e.g. UTokyo's [PEAK](#) (The Programs in English at Komaba*)

*One of the University's campuses



EAP

- English for Academic Purposes
- General academic English lessons

ESP

- English for Specific Purposes
- Tailored to students' major (e.g. legal, medical or business English)



Emergence of EAP and ESP

- Scepticism about an assumption that learners have the same needs
- Identification of different needs and learning targets

Learners must have different needs.





Emergence of EAP and ESP

- CEFR (Common European Framework of Reference for Languages)
- ESP: a growing need for international communication in post-WWII era (Starfield, 2016)

Vocabulary
for medical
English





- ESP
 - Emphasis on specific language knowledge and skills needed for particular situations
 - Suitability for EMI
- “The ESP learner is *not learning the language for general educative purposes*” (Starfield, 2016, p.150).
- “*acquisition of some quite different body of knowledge or set of skills*” (Robinson, 1980, p. 6)



Continuum of content and language integration (Met, 1998)

Content-driven

Language-driven



EMI

CLIL/CBI

ELT



- CLIL as...
 - Subject lessons
 - Language lessons

(Massler et al., 2014)
- CLIL and CBI
 - Similar characteristics
 - CLIL in Europe / CBI in the USA

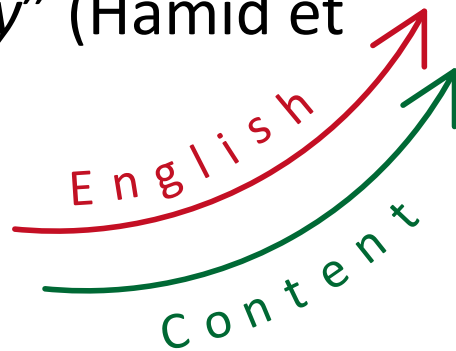
(Cenoz, 2015)

CLIL? CBI?





- Language learning benefits in EMI (not openly declared)
- EMI *“is a relatively simple and cheap solution to both the problems of internationalisation and upgraded local language proficiency”* (Hamid et al., 2013, p. 11).





Thank you for watching