



Module 3: Where is EMI conducted?





- Internationalisation, Englishisation and the rapid emergence of EMI (Kirkpatrick, 2011)
- EMI programmes have become *“commonplace in many institutes of higher education where English is not the native language”* (Wilkinson, 2013, p.3).



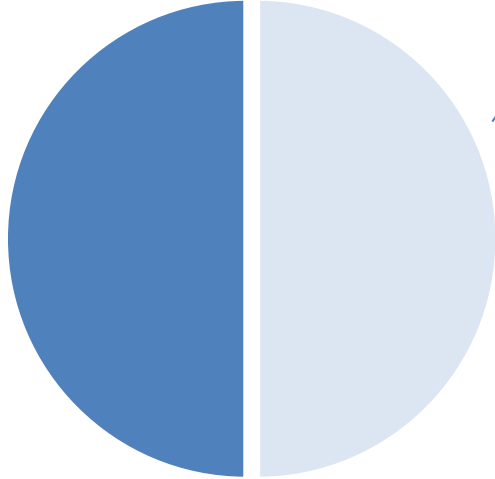


- A boom in EMI provision (Wächter and Maiworm, 2014)
 - Prepare students for an English-speaking global market
 - Increase the international profile of the university





- Half of the world's international students are learning through English (Ball and Lindsay, 2013).



Learning through English

A pie chart divided into two equal halves. The left half is a dark blue color, and the right half is a light blue color. Two thin lines extend from the center of each half towards the text boxes on either side.

Learning through other languages



- EMI as one of the most significant trends facing universities
- World-wide shift towards EMI (Dearden, 2014)





- A “galloping” phenomenon, “pandemic in proportion” (Chapple, 2015, p.1)
- “the most significant trend in educational internationalization” (Chapple, 2015, p.1)
- An “unstoppable train” (Macaro, 2015, p.7)

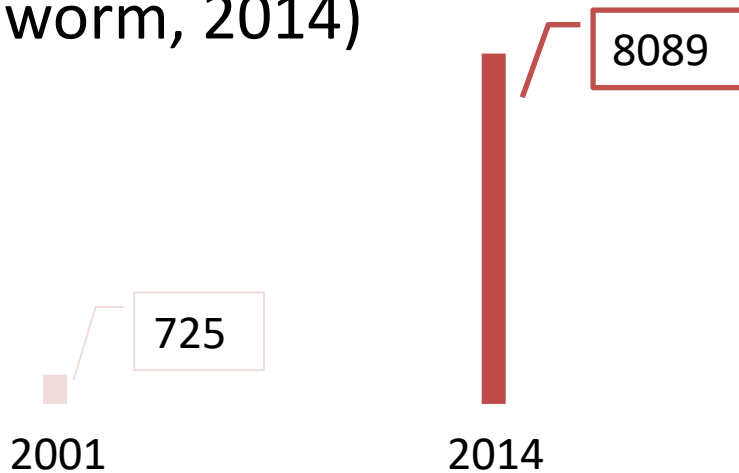
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Europe

A 1,115% growth in EMI
in 13 years (Wächter and
Maiworm, 2014)





Japan

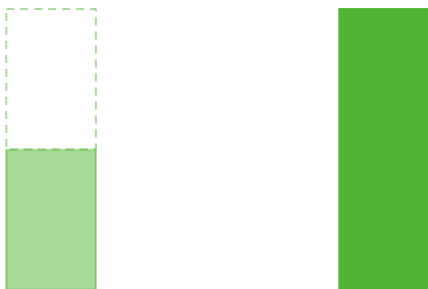
- One third of Japanese universities offering some form of EMI (Chapple, 2015)
- Over 30 undergraduate and over 70 postgraduate degree programmes offered in English (MEXT, 2015, 2017)





Japan

- EMI provision at universities has doubled in past 20 years.





China

- 132 of 135 universities (to which a survey was administered) offered EMI.
- 44 per institution on average
(Wu et al., 2010, cited in Hu, 2019 and Lei and Hu, 2014)



EMI promotion by Chinese Ministry of Education

- 2001 The 12-article contents [5-10 % of university content courses in English.]
(MOE, 2001, cited in Zhang, 2018)
- 2007 Upped this aim to 10% of undergraduate credits to be obtained through EMI courses.
(MOE, 2007, cited in Hu & Lei, 2014)
- 2010 Further pushed HEIs to increase EMI courses.
(MOE, 2010)



- The initial growth in Europe
- The EMI boom emerging in East Asia





- So-called “***internationalization at home***” experience (Galloway and Rose, 2015, p. 232).
- Increases in English-taught undergraduate and postgraduate courses in East-Asian countries (e.g. Japan or China)





- Government funded policies promoting EMI provision in Japan



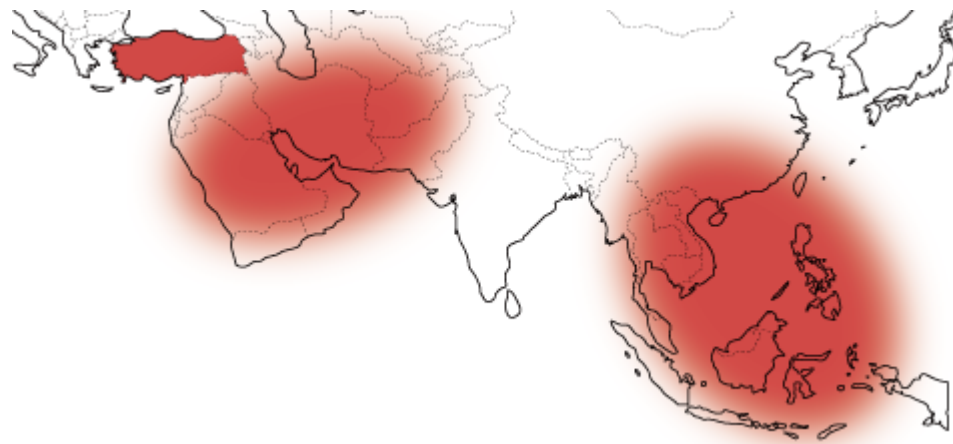


- Knock-on effect (e.g. Taiwan) (Song and Tai, 2007)
- EMI becoming common in Asia-Pacific





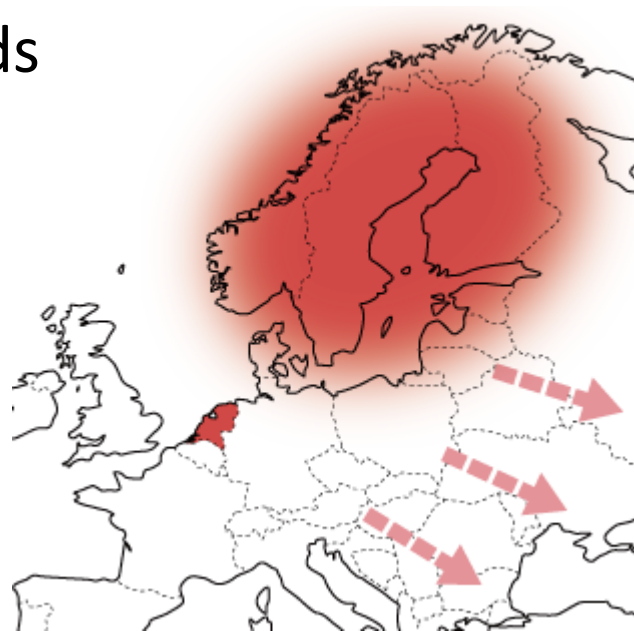
- EMI - *“the general trend is towards a rapid expansion”* (Dearden, 2014, p. 2)
- Growth in research into EMI in Turkey, the Middle East and Southeast Asia





- Spread from the traditional hotspots (e.g. the Netherlands or Northern Europe)
- Pervasive throughout the Expanding Circle*

*countries where English is traditionally taught as a '*foreign*' language (Kachru, 1985)





Recap

- The rapid emergence of EMI around the world in recent years (common place in non-Anglophone settings)
- An EMI boom in non-native English-speaking contexts

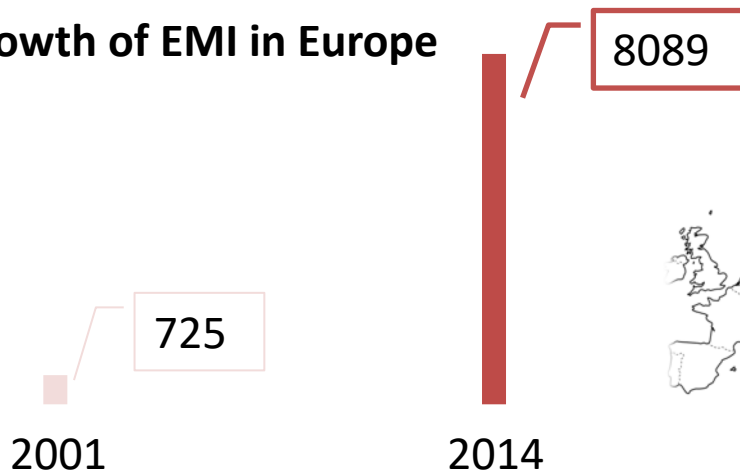




Recap

- An initial growth in Europe

Growth of EMI in Europe



Source: Wächter and Maiworm, 2014



Recap

- An “unstoppable train”

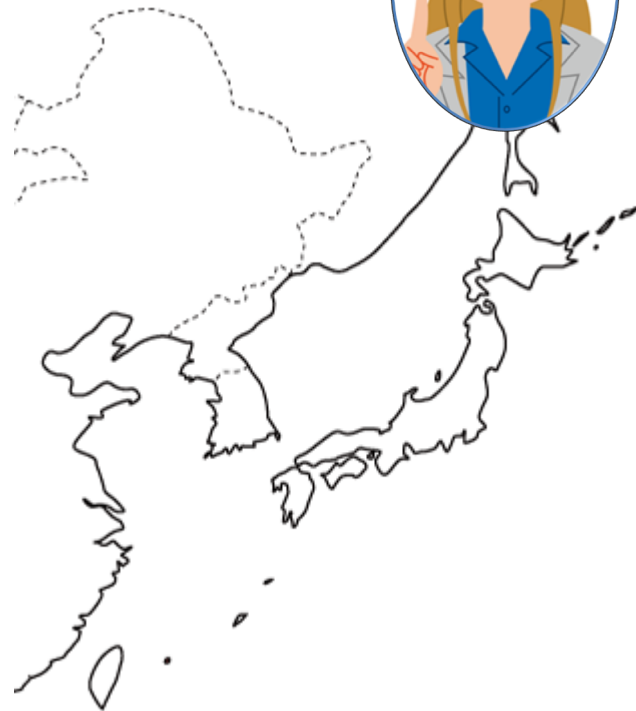
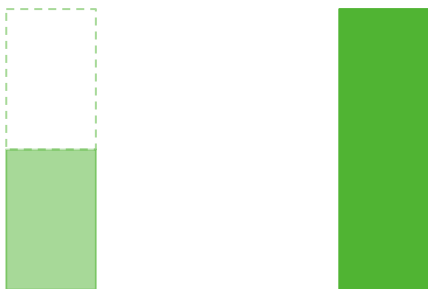
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Recap

- EMI provision doubled in past 20 years in Japan.





Thank you for watching