



Module 5: How is EMI conducted?





- Different approaches
 - Full ETPs (four-year degree programmes)
 - EMI offered on an ad-hoc basis
- Lack of consensus over the role of English in EMI (Macaro et al., 2018)
- Models of EMI



Models of EMI (Macaro et al., 2018)

The preparatory year model

The institutional support model

The pre-institutional selection model



The preparatory year model

(Macaro et al., 2018)

- Worldwide
 - Common in Turkey and Middle-Eastern countries
 - Domestic students
- Year-long intensive English for academic purposes and study-skills courses
- Lower English proficiency





The institutional support model

(Macaro et al., 2018)

- Higher proficiency
- Modified content courses in early years

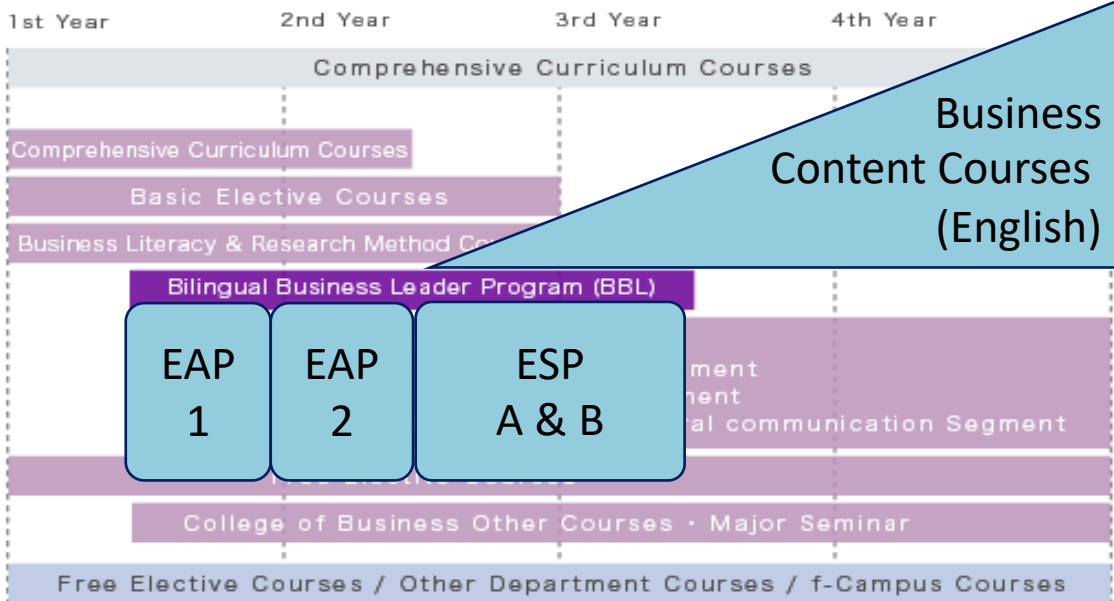




The institutional support model

(Macaro et al., 2018)

- Content
- EAP / ESP
(e.g. Rikkyo University:
<http://cob.rikkyo.ac.jp/en/programs/dogb.html>)

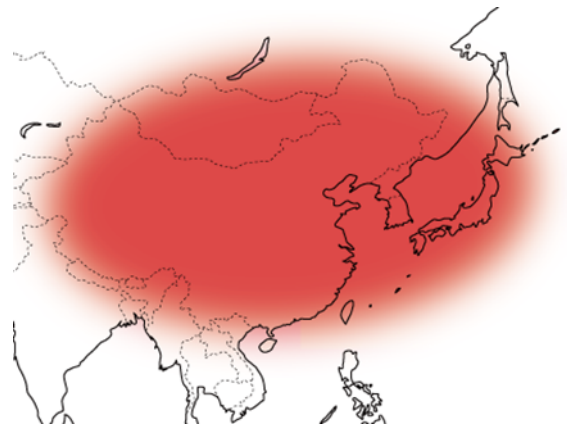




The institutional support model

(Macaro et al., 2018)

- Language support reduced over time
- Different internal structures
- Worldwide, but common in East Asian contexts





The pre-institutional selection model

(Macaro et al., 2018)

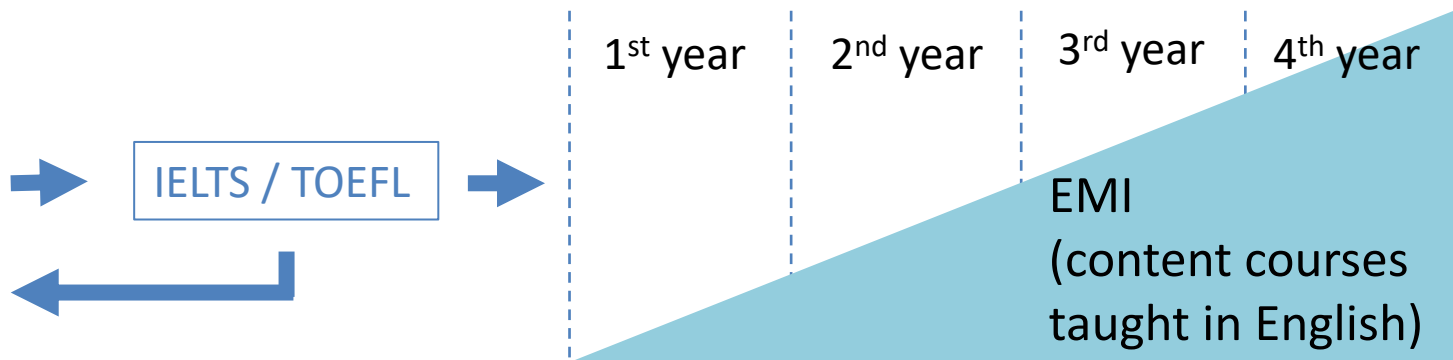
- Similar to universities in Anglophone countries (e.g. the UK, the USA, Canada, Australia, New Zealand, Ireland)



The pre-institutional selection model

(Macaro et al., 2018)

- Minimal language support provided in favour of language proficiency benchmarks



The pre-institutional selection model

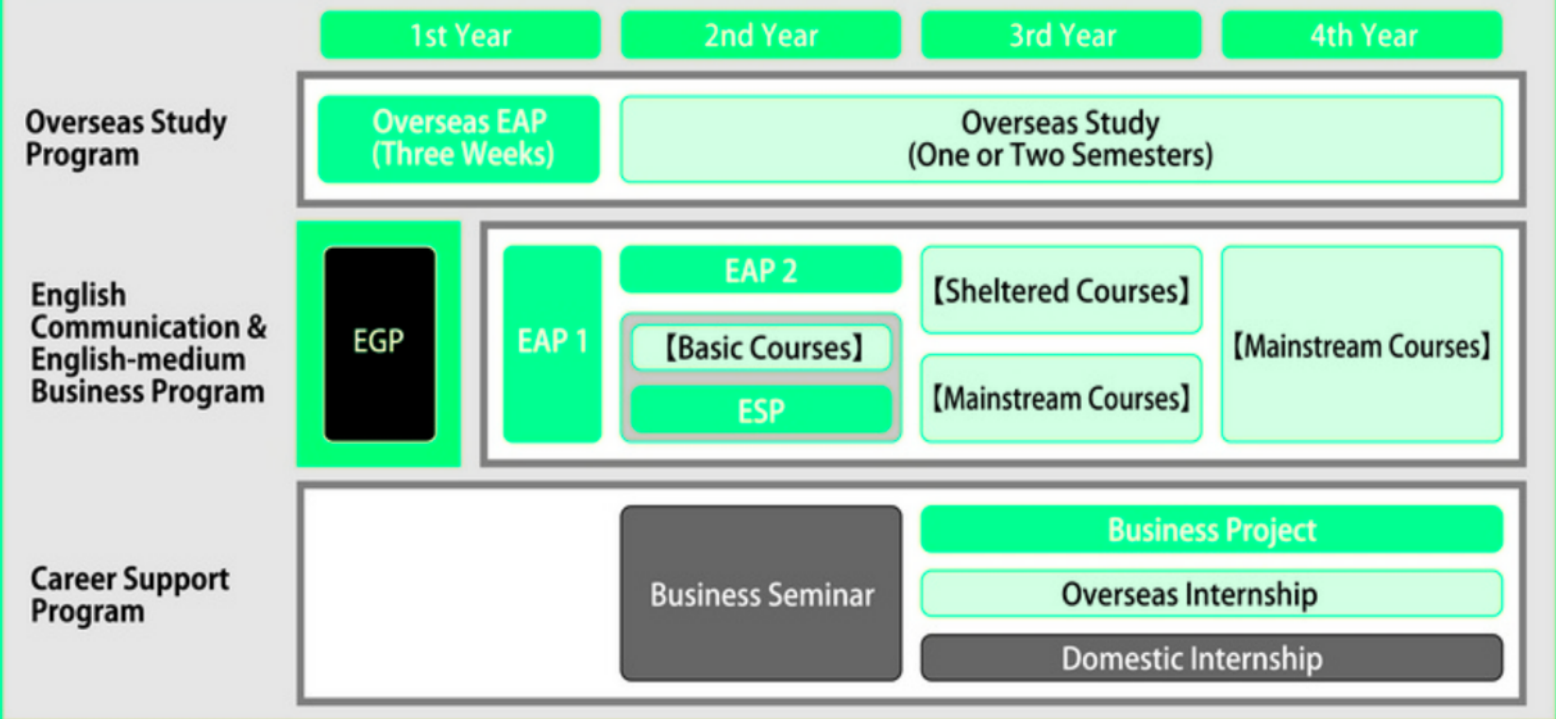
(Macaro et al., 2018)

- Common in mature EMI contexts (e.g. the Netherlands and Northern European universities)





Department of Global Business Curriculum



BBLについて(立教大学 経営学部ウェブサイト)

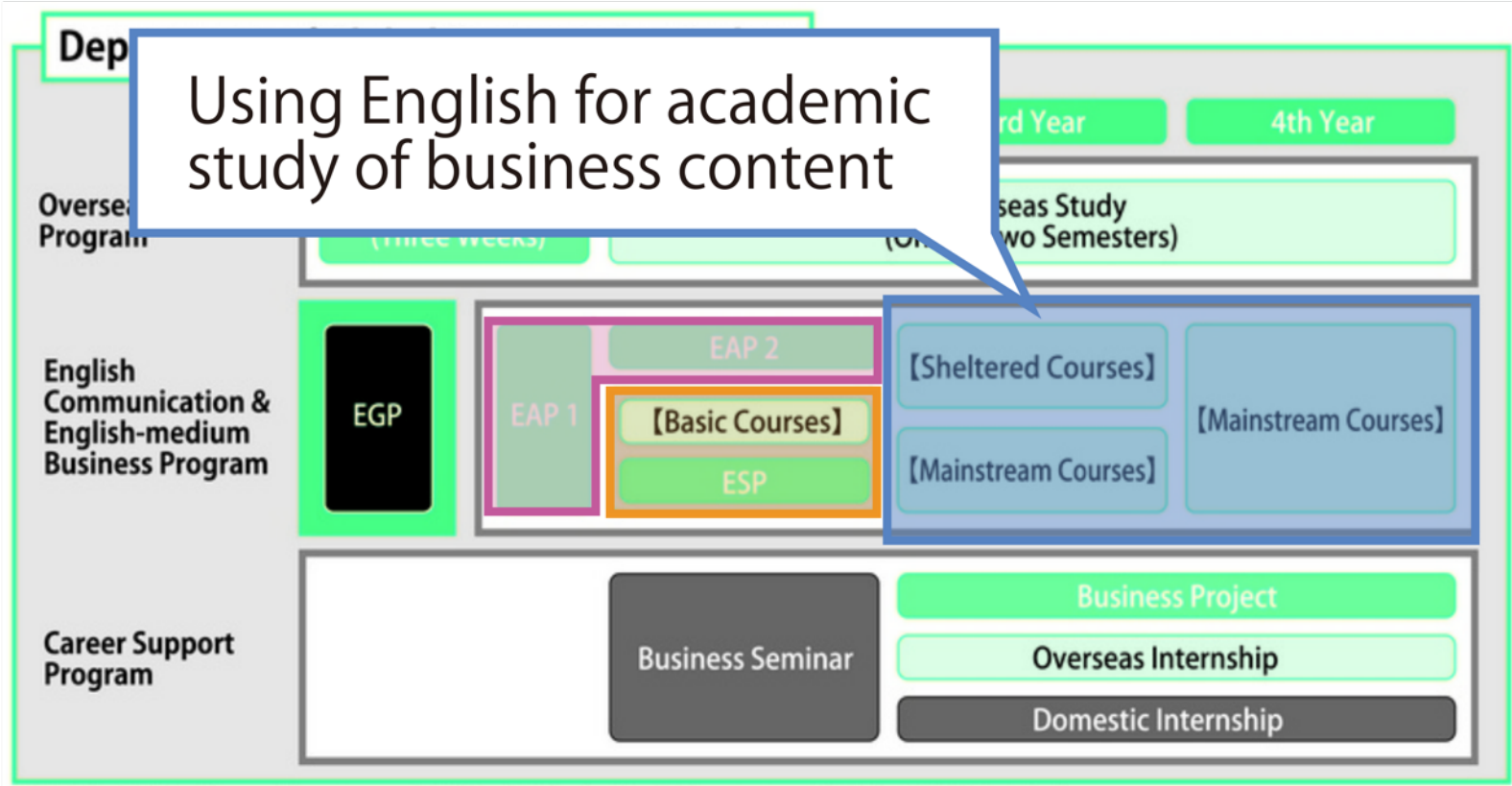
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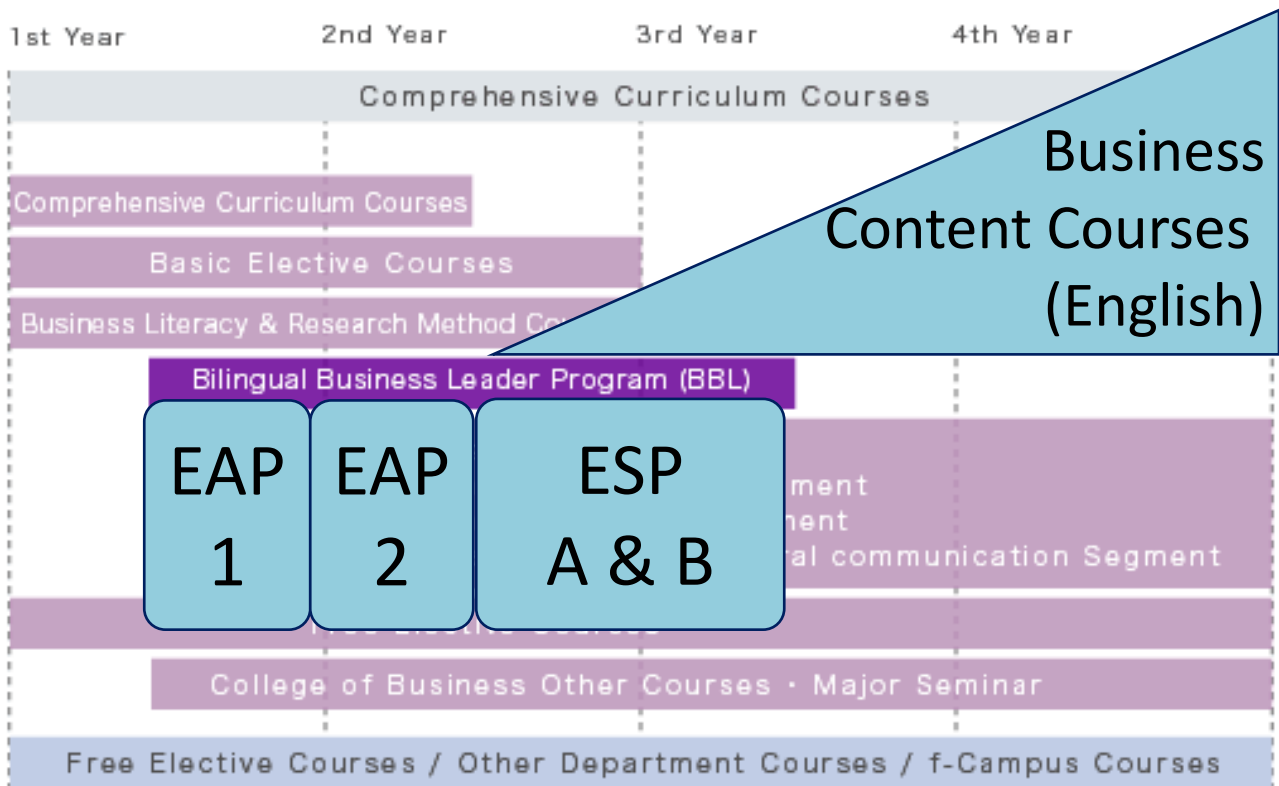
Goals

- Learn university-level business courses through English
- Use English as a lingua franca (ELF) professionally in an international business environment



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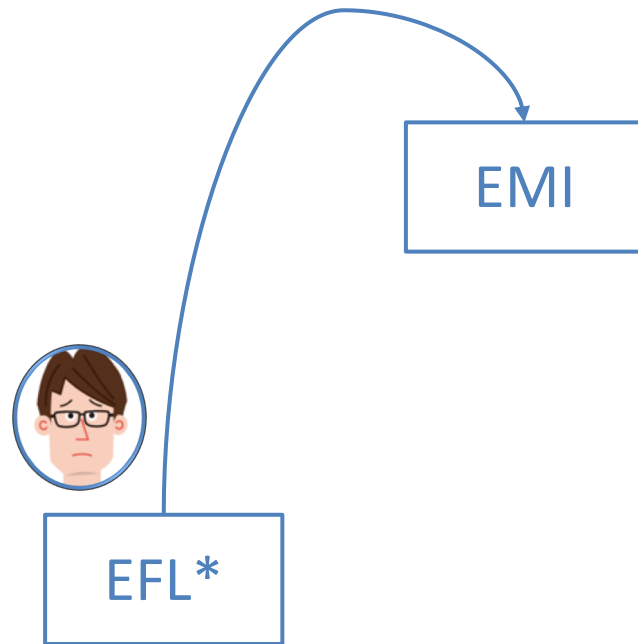
- No systematic support for students taking EMI classes in Japan (Tsuneyoshi, 2005)

Learning in English
is difficult...





- The lack of support made the transition to learning content in English too challenging (Burgess et al., 2010).



*English as a foreign language



- Gaps between...
 - The support provided and stakeholders' perceived needs (Beckett and Li, 2012)
 - The language goals of the programme and of staff and students



- The lack of support may require teachers to decrease the amount of content covered and/or the depth of coverage (Hu, 2009).





Attitudes towards language support

[Students and teachers in China and Japan]

(Galloway et al., 2017; Galloway et al., in press)

- Difference in student and faculty attitudes towards academic and language support





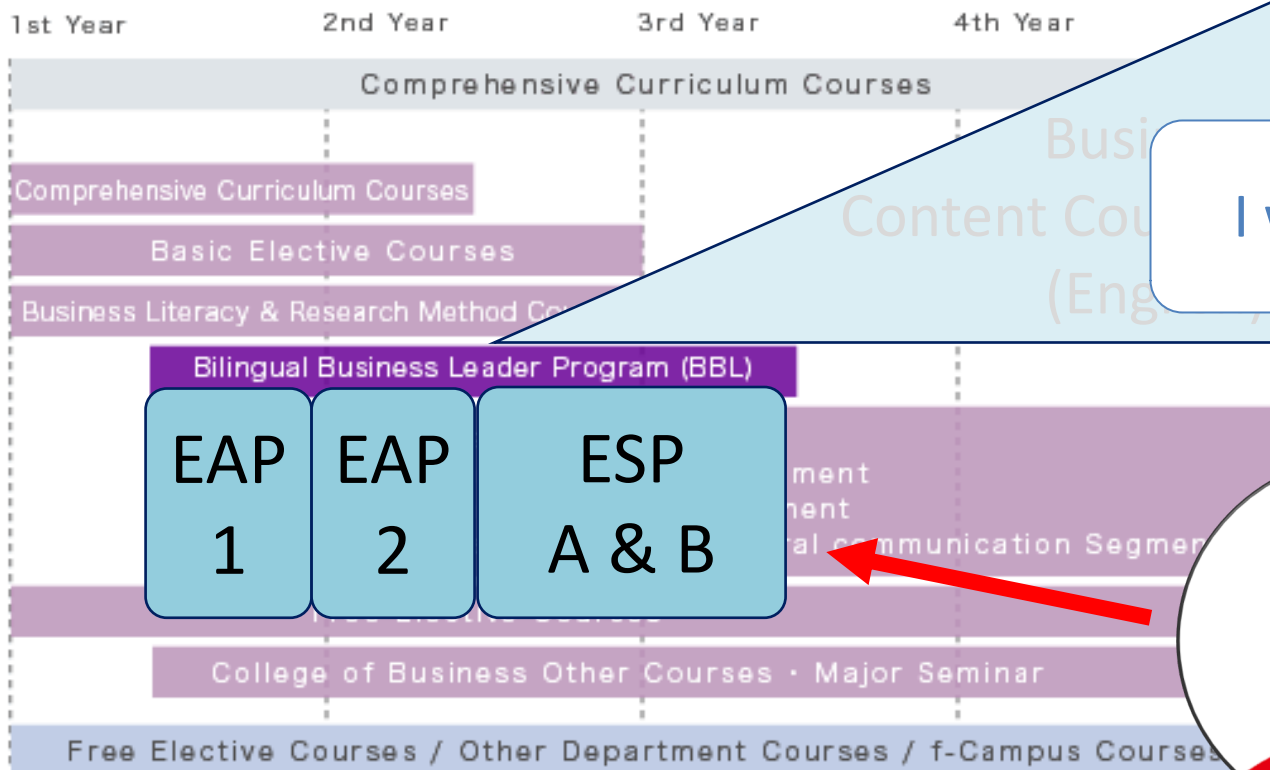
Student attitudes towards language support

(Galloway et al., 2017 ; Galloway et al., in press)

- Students want content teachers to help with English.

Help me with English!





I want this!





Faculty attitudes towards language support

(Galloway et al., 2017 ; Galloway et al., in press)

- The majority of faculty believed that content teachers should also help with language-related needs.
- Some noted providing language support is beyond their skills.





Faculty attitudes towards language support

(Galloway et al., 2017 ; Galloway et al., in press)

- Issues providing additional support (e.g. time constraint, pressure and lack of training)





Comparison between Japan and China

(Galloway et al., 2017 ; Galloway et al., in press)

- Students in Japan: significantly higher levels of agreement that EMI content classes should be supplemented with English language support





- A call for a range of support being available for students in EMI programmes in Japan (Lassegard, 2006)
- Different needs
 - e.g. Difference between international and local students in European EMI programmes (Kelo, 2006)





- A need to internationalise support for the diverse student body





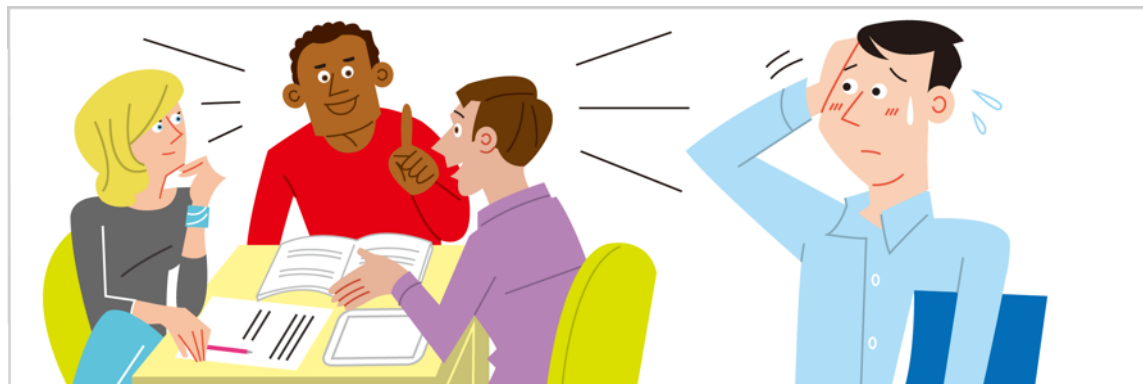
How to write academic essays in English

- Demand for academic writing support at Japanese universities (Bradford, 2013)
- A need to publicise available support to academic staff and students





- Reluctance to take up support
- Japanese students are less likely than international students to feel that they need support when taking EMI classes (Ishikura, 2015).





Recap: Models of EMI

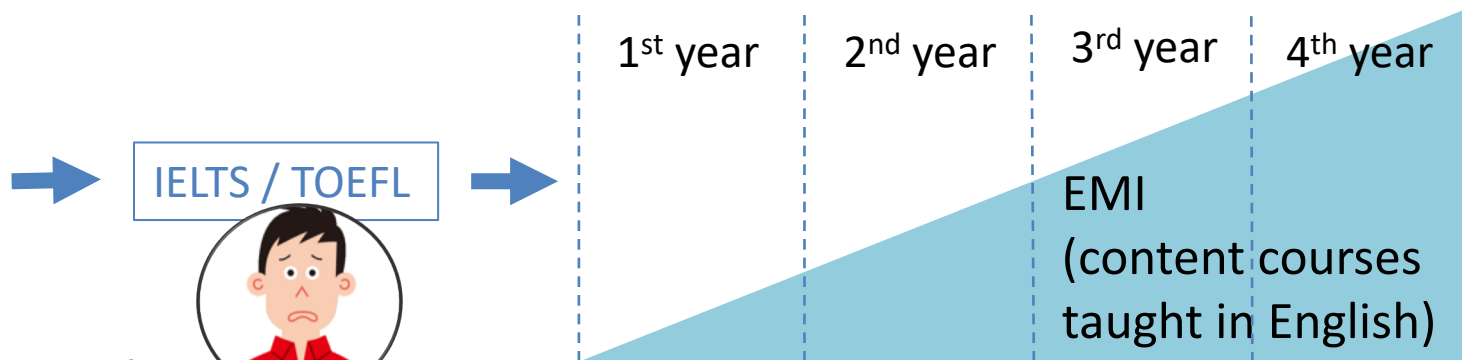
The preparatory year model

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- No one-size-fits-all approach to EMI
- Needs analyses

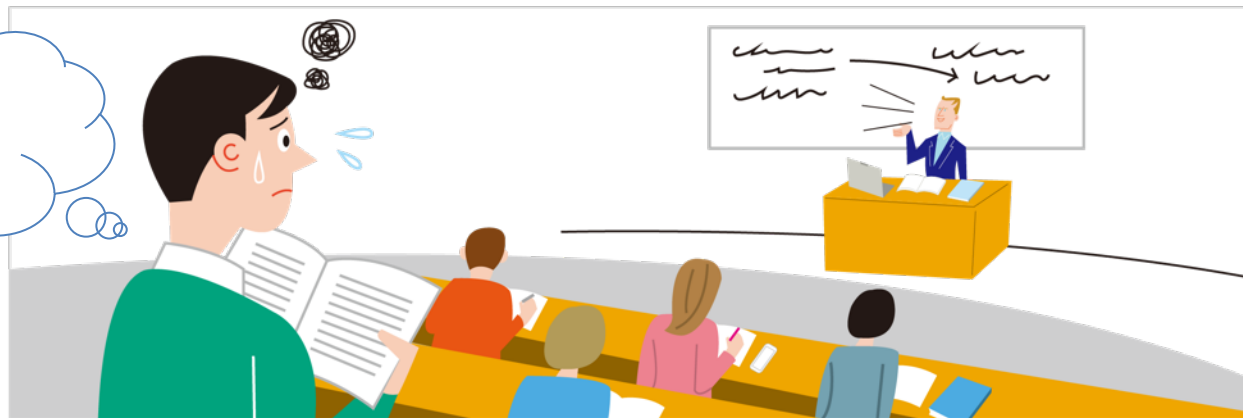


I scored 8.5 in IELTS but still need language support!



- EMI courses may be too challenging for students.
- Detrimental effects on subject knowledge

I'm not following...





- Who should provide support?
- What roles should faculty involved in EMI play?

Am I teaching English or sociology... ?





Thank you for watching