



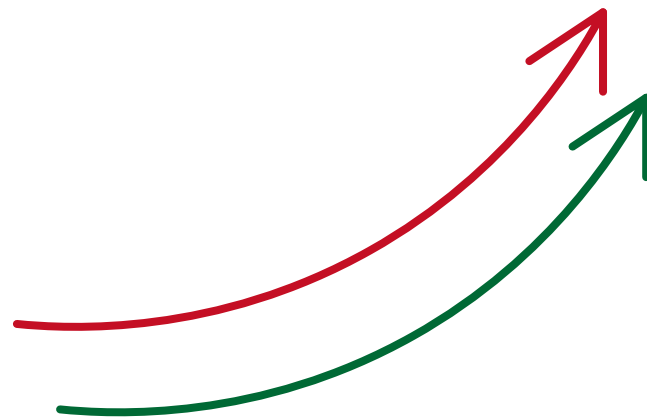
Module 7: Students





A language learning objective (revisit Module 2)

- Not openly declared in definitions of EMI
- Many universities make reference to the language learning benefits of EMI.
- **English language proficiency** will develop in tandem with **subject discipline knowledge**.





- Students enrol mainly to improve English (Galloway et al., 2017; Galloway et al., in press).

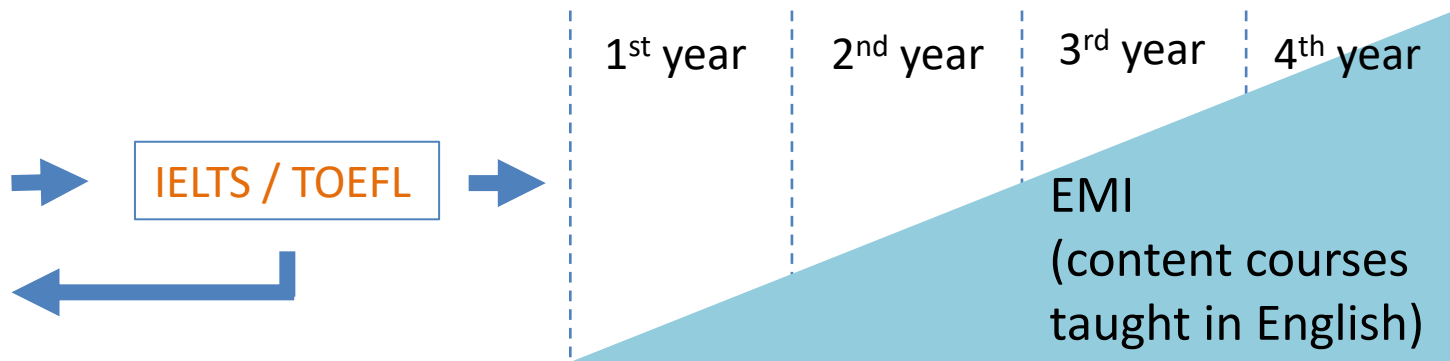
Teach contents
in English

Improve
English





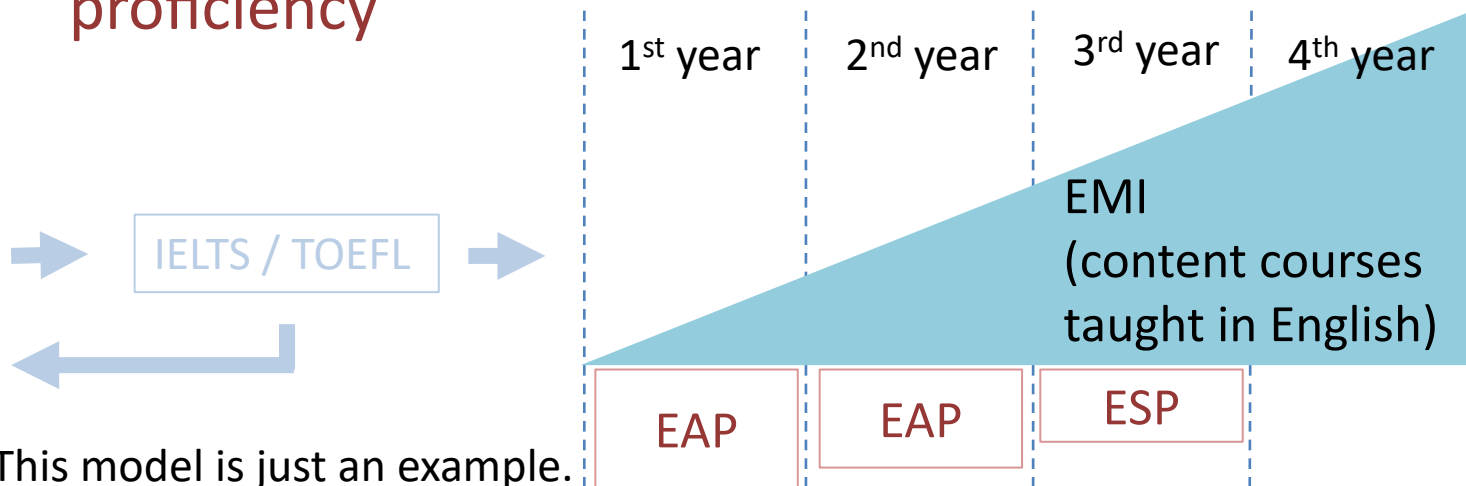
- Varying degrees of language support for students
 - Little support: an assumption that **language entry requirement** acts as a gatekeeper



Note: This model is just an example.



- Varying degrees of language support for students
 - Much support: quasi-CLIL approaches designed to improve both content knowledge and **English proficiency**



Note: This model is just an example.



Benefits of EMI

- Institutional benefits
(e.g. international rankings)
- Personal benefits



I will improve my English and enhance my career opportunities!



Perceived benefits at a Chinese university

(Hu and Lei, 2014)

- National: e.g. improved international perspective and connections with the international community
- Institutional: e.g. improved rankings
- Personal: e.g. mastery of English, enhanced graduate social mobility and employability

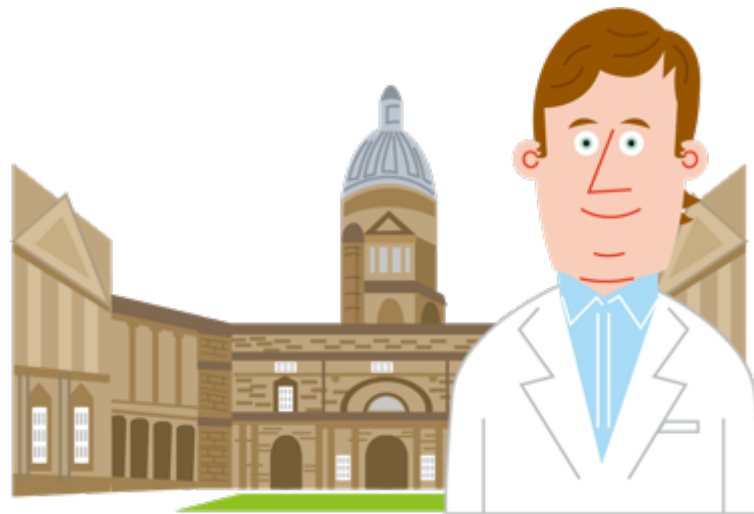




Perceived benefits in Europe (Wächter and Maiworm, 2015)

Institutions

- Improvement of international profile/awareness of the institution
- Strengthening of cooperation with foreign partner universities





Perceived benefits in Europe (Wächter and Maiworm, 2015)

Institutions

- Enhancement of assistance/guidance/advice for foreign students





Perceived benefits in Europe (Wächter and Maiworm, 2015)

Students

- Improvement of English proficiency
- Closer interaction with teachers
- Increased mobility opportunities





Perceived benefits in Europe (Wächter and Maiworm, 2015)

Students

- Preparation for working in an international and intercultural environment
- Better networking
- Increased quality of education
- Recruitment of staff and students



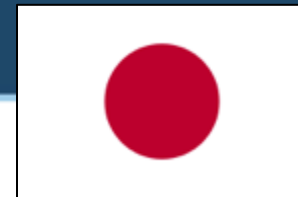


Perceived benefits in Japan and China

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

- Improvement of English + content knowledge
- Intercultural understanding
- Global awareness/citizenship
- Enhanced career opportunities
- Staff employment



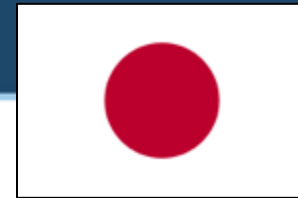


Policies in Japan

- The need for Japanese tertiary students to develop a more outwardly oriented international perspective

MEXT: Ministry of Education, Culture, Sports, Science and Technology





Policies in Japan

- *Global Jinzai* (グローバル人材)
 - “*globally competent human resources*” (Chapple, 2015, p.3)
 - “*proficiency, especially in English, international competencies, and cultural understanding*” (Brown, 2018, p.5)





Students' motivation to learn in English (Brown, 2014)

Future employability



A desire for
further study





- Future employability and a desire to engage in further study (Brown, 2014)
- Making foreign friends (Chappelle, 2015)





- Careful planning required
- Expected benefits vs. reality
- The lack of research measuring the outcomes of EMI
- Government funding that expands the provision of EMI

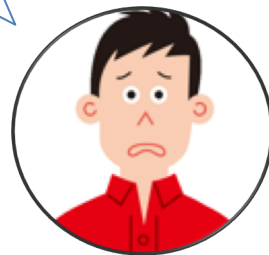




Lack of English proficiency influences student performance

(Airey, 2011; Airey and Linder, 2006; Beckett and Li, 2012; Chapple, 2015; Doiz and Lasagabaster, 2013; Hellekjaer, 2010; Tange, 2012; Tsuneyoshi, 2005):

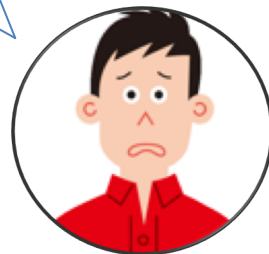
- Detrimental effects on content understanding
- Longer time to complete the course
- Chance of dropping out

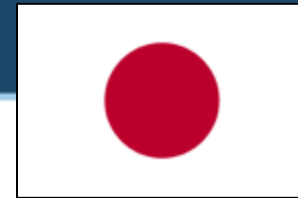


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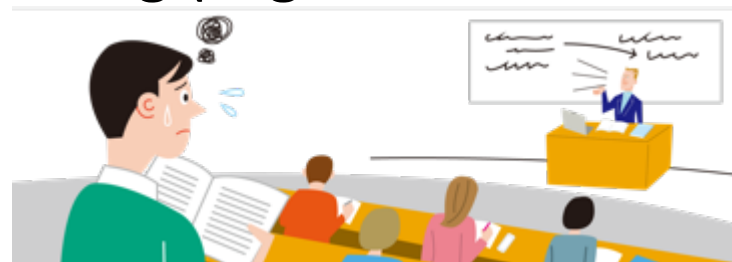
- Communicating disciplinary content
- Asking/answering fewer questions
- Code-switching
- Resistance to EMI

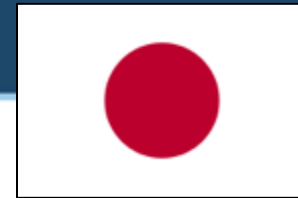




Issues faced by Japanese students

- Questionable English proficiency to study their majors in English (Narita, 2013; Saito, 2013; Terashima, 2009)
- Domestic students feel unprepared for EMI and have difficulty with listening and reading (Taguchi and Naguma, 2006).





Issues faced by Japanese students

- Spontaneous speech production as the main issue (Suzuki et al., 2017)

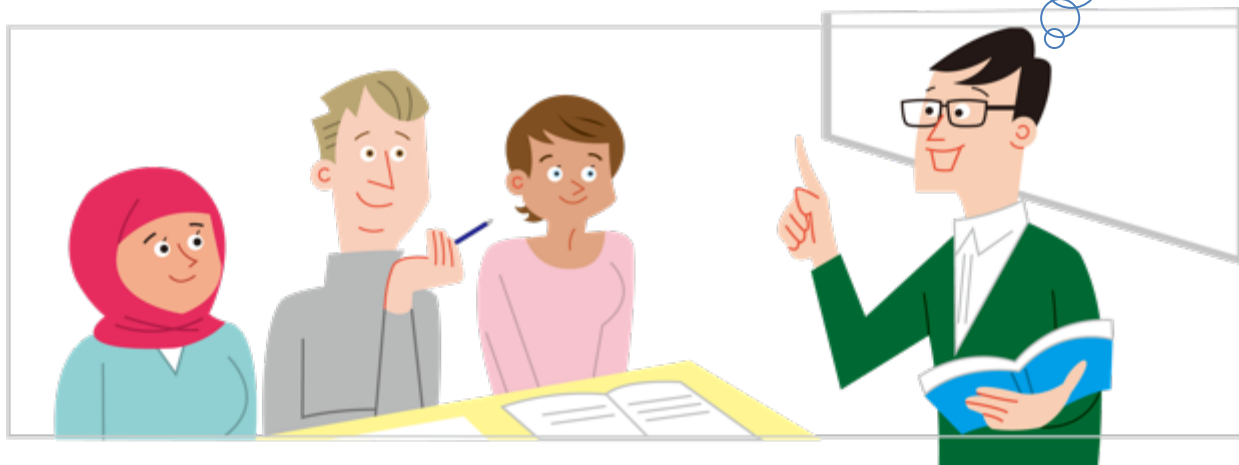
I can't answer quickly in English...





- Needs analysis
- Awareness of students' backgrounds

Different cultures and
different mother
tongues...





What English level?

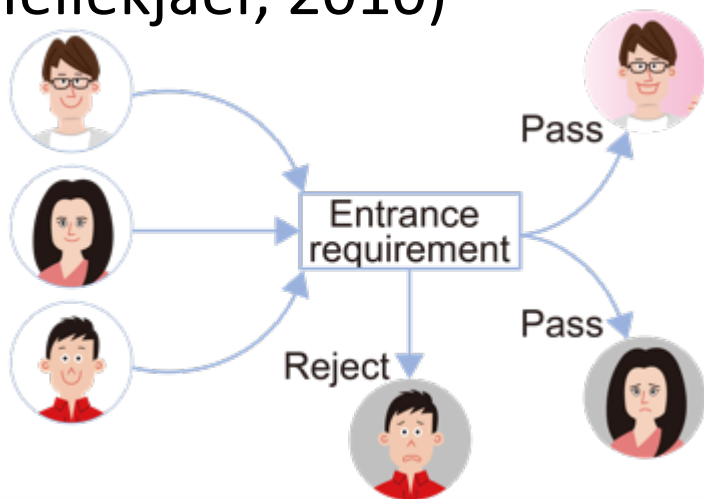
- CEFR B2 as an oft-suggested starting point but...
- It is questionable whether typical high school students is at such a level.

What level are my students... ?



What English level?

- An assumption that students who meet the **desired entrance requirement** can shift to EMI seamlessly (Hellekjaer, 2010)



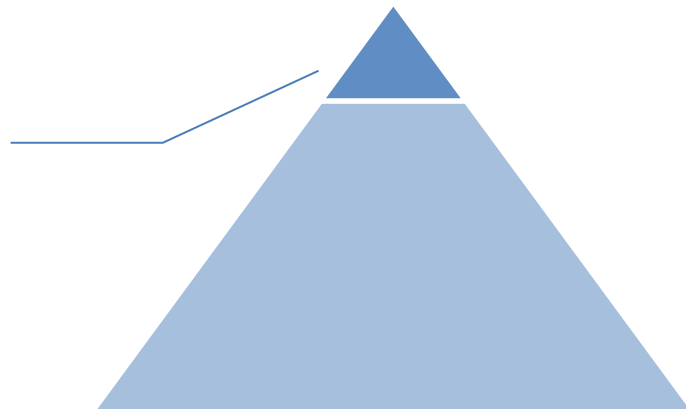
I met the entrance requirement but still struggle to understand lectures given in English



What English level?

- The STEP-Eiken as a common benchmark in Japan
- Pre-2 level is roughly equal to CEFR A2, which is a full level below B1.

Above STEP Eiken Pre-2
[11.5%] (MEXT, 2016)





- Support for students is crucial, no matter what their nationality and/or English proficiency is.
- In Japan, domestic students feel less able to keep up in EMI classes if there is a mixed domestic and international student body (Tsuneyoshi, 2005).





- Globalisation leading to a rich diversity of students
- Different educational, cultural and linguistic backgrounds
- EMI programmes in countries where English is not the dominant language – more complex situations



- Diversity of students

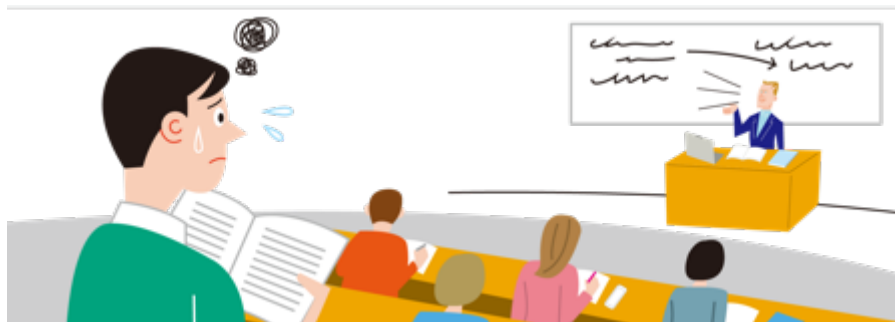
Taking an EMI class alongside international students provides students from a traditionally monolingual classroom with an opportunity to use ELF [English as a Lingua Franca].

(Galloway et al., 2017, p. 34)





- The provision of, and attitudes towards, support for students on EMI programmes (see Lecture 5)
- Call for more research into the challenges faced by students in EMI contexts (Macaro et al., 2018)





The internationalisation of HE

- Highly commercial approaches adopted by native English speaking countries (Forbes-Mewett and Nyland, 2012)
- Student-centred approaches that ensure the necessary support for them





Faculty and student attitudes towards EMI

- A few studies
- Faculty + student resistance
- Scarcity of research conducted in Japan compared to the European context
- Difference in key stakeholders' attitudes

No EMI!





Faculty and student attitudes towards EMI

Faculty

EMI as an instructional approach to delivering content through English

Students

EMI as a means to improve their English proficiency





Faculty and student attitudes towards EMI

Faculty

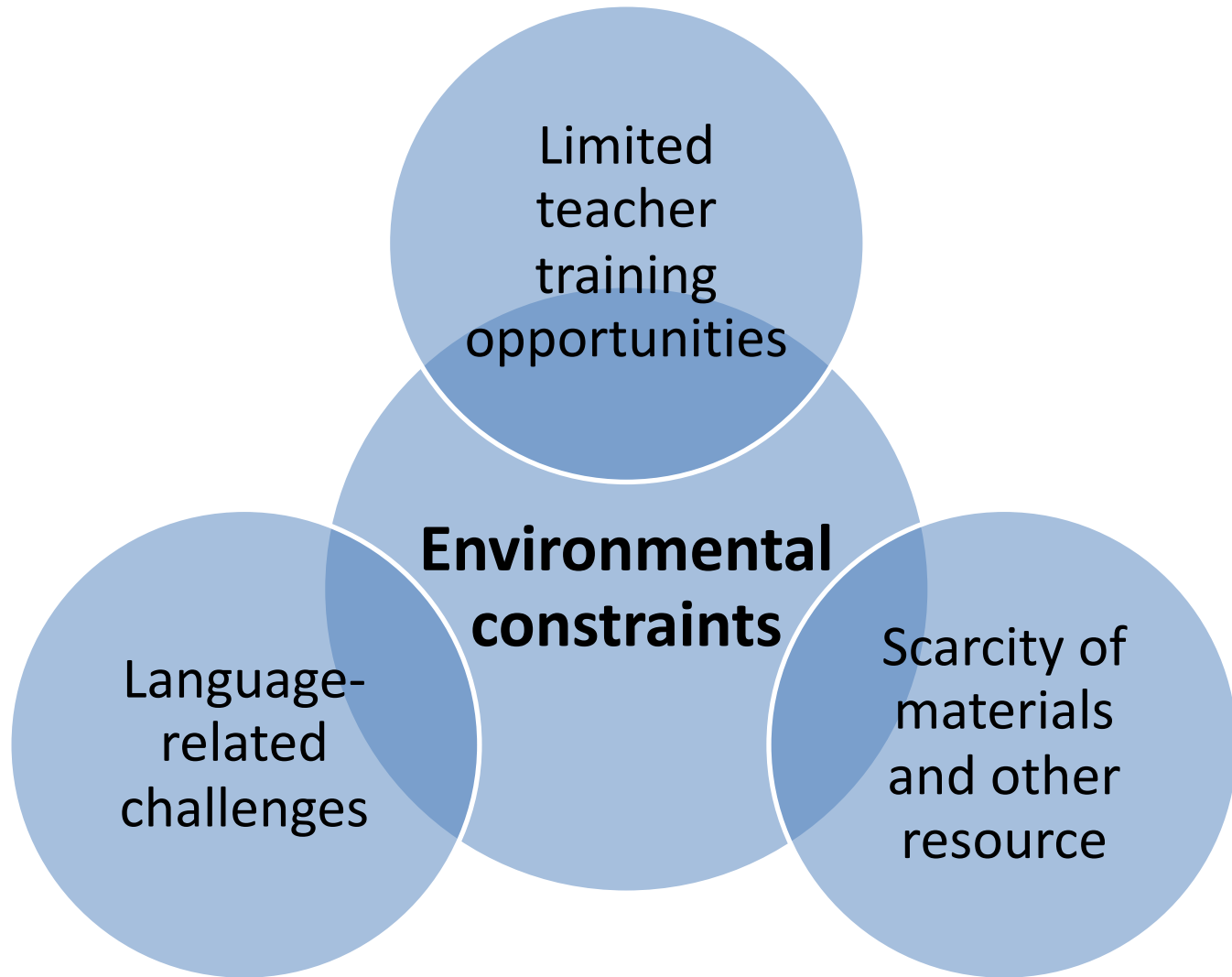
- **Code-switching** helps students to understand contents.

Students

- **Code-switching** as a sign of their instructor's limited English competence

Any question? 日本語でもいいですよ (Japanese is fine).







Recap

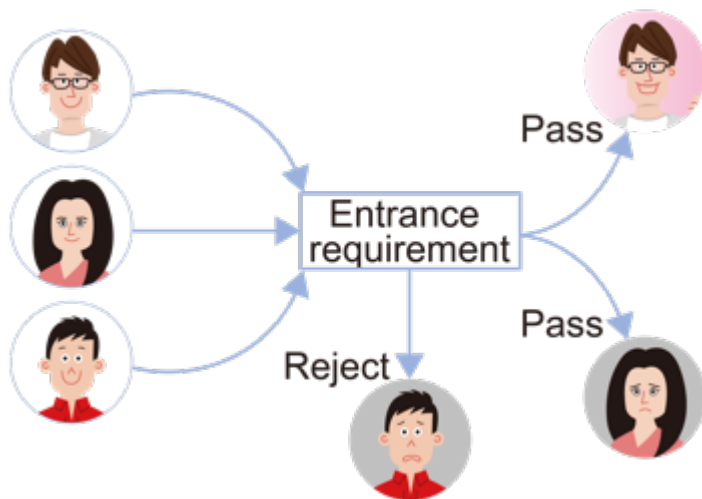
- Improvement of English proficiency as one of the main driving forces behind EMI
- Limited language support for students





Recap

- An assumption that **language entry requirements** for these courses act in a suitable gatekeeping capacity

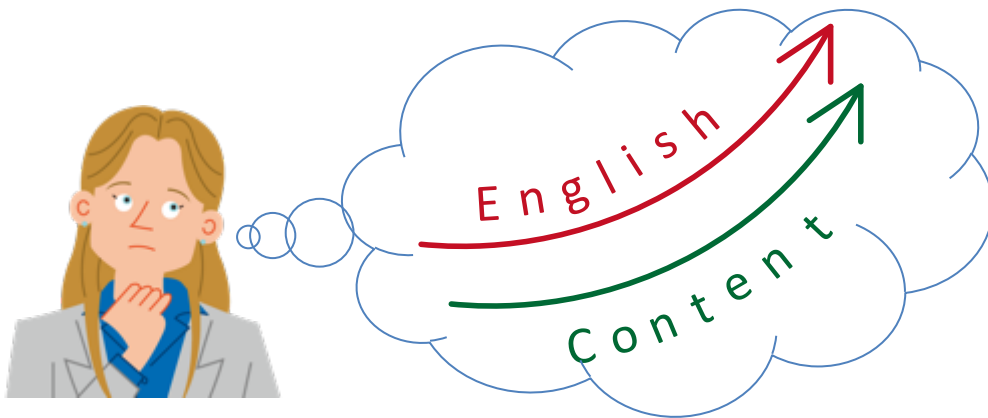


I met the entrance requirement but still struggle to understand lectures given in English



Recap

- A number of perceived benefits (e.g. language gain)
- Scarcity of research examining language gains in EMI





Recap

- Challenges faced by students (e.g. low English proficiency's detrimental effect on content understanding)





Thank you for watching