Module 9: Policymakers

- EMI promoted as part of internationalisation processes and the development of students' English proficiency
- Top-down policies have not taken into account the attitudes of and the impact on stakeholders.

- Bottom-up processes recommended
- Dialogue between stakeholders

- Absence of official EMI policy and borrowed sense of EMI from the European context (Hashimoto, 2013)
- Difference in approach
  - Number of courses
  - Support for students
  - Language policies

- MEXT (Japanese Ministry of Education, Culture, Sports, Science and Technology)
  - EMI defined as being different from English language teaching (ELT)
  - EMI promoted as a means of developing students' English proficiency

- Difference between staff and student attitudes towards EMI (Galloway et al., 2017; Galloway et al., in press)
  - Student: EMI as a means of improving English
  - Faculty: EMI as an instructional approach to delivering content

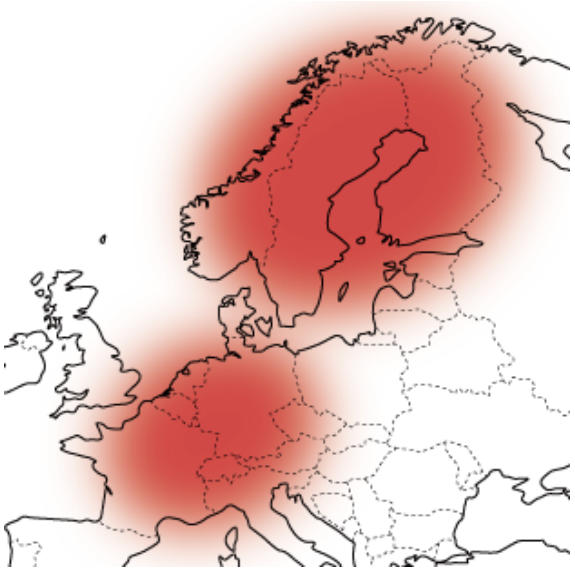
Content-driven ⟷ Language-driven

Source: Met, 1998

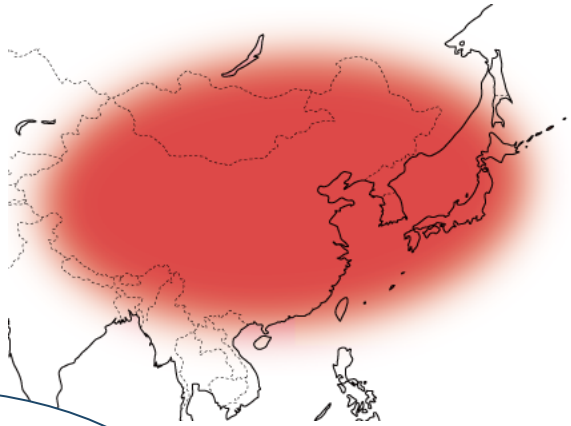
- Difference between staff and student attitudes towards EMI (Galloway et al., 2017; Galloway et al., in press)
  - Faculty: Code-switching as a means of helping students' comprehension
  - Student: Code-switching as a sign of an instructor's limited English proficiency

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

- Mature EMI contexts (Northern and Western Europe)



- Emerging EMI contexts (East Asia)
  - Value placed on language development (Galloway et al., 2017)
  - Resemblance to English language teaching
  - Monolingual ideologies



Teach English in English

English only!

- The boom in EMI in recent years goes unmonitored
- What English? – examine the ‘E’ in EMI

British English

South Asian English

Irish English

East Asian English

Scottish English

ELF (English as a Lingua Franca)

Australian English

African English

American English

Caribbean English

Canadian English

- Challenges to the political ideology that EMI should be English-only (Kirkpatrick, 2017)
- Native English seen as standard
- English as a lingua franca in EMI

Let's use English!

- Non-native English speakers (NNES)
- The English-only ideology remaining strong in language education (including EMI)

English as a
foreign language!

- Debate over language use (Macaro, 2014)

I will deliver lectures in English but the goal of this course is to deepen the students' understanding of Japanese literature. Please feel free to ask questions in Japanese too.

Language policy
(Flexible approach)

- English
- Japanese
- Other languages?

Translanguaging practices in Sweden

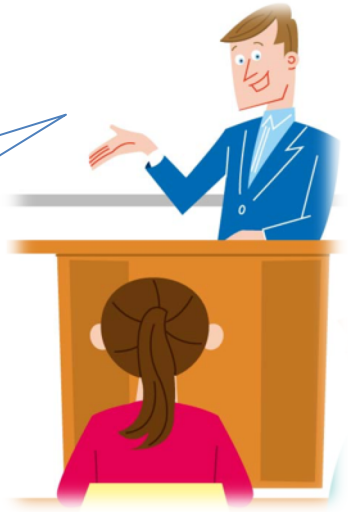
- Mixed use of English and Swedish
- Lecturers' willingness to adapt linguistic diversity in the classroom

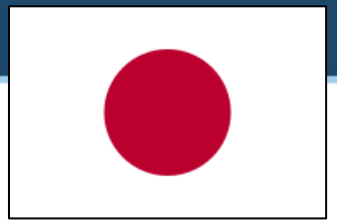
(Söderlundh, 2012)

Translanguaging practices in Sweden

- Parallel language use (Airey, 2011)
- Flexible approach to language policy

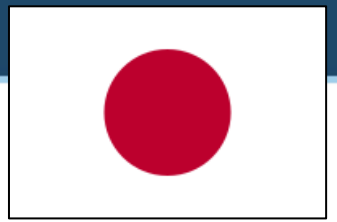
Course materials in English
Lectures in Swedish





English-only approach in Japan

- A monolingual ideology supported
- The belief that it would help them to develop their English language proficiency



English-only approach in Japan

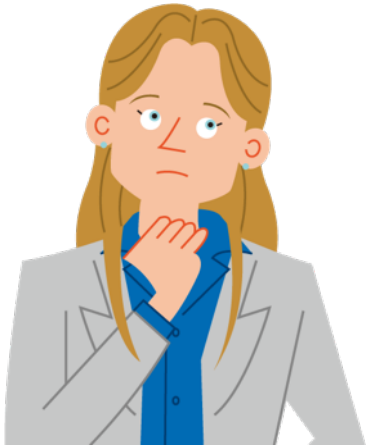
- Improvement of English proficiency as Japanese students' predominant reason for taking EMI courses

- A belief that an English-only approach in EMI will benefit English language development
- Scarcity of research that measures language gain in EMI settings (Macaro et al., 2018)
- The evidence that does exit is not positive (Macaro et al., ibid.).

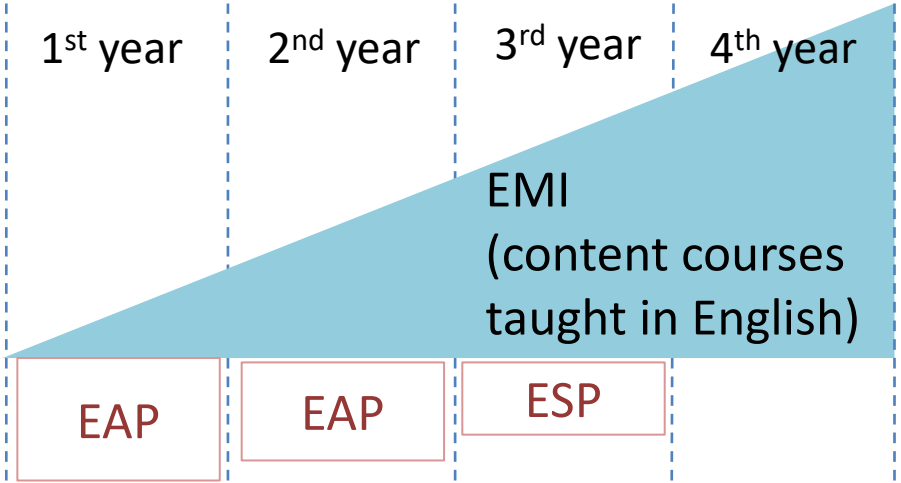
- UAE: Minor improvement of IELTS score over four years of EMI study - something that can be achieved in 200 hours of study (Elder and O'Loughlin, 2003, cited in Rogier, 2012)

- China: No difference in English proficiency gains between EMI students and students studying in Chinese (Hu et al., 2014)

- Proficiency gains in EMI (e.g. Aguilar & Muñoz, 2014)
- Weak evidence to argue that EMI needs to be English-only



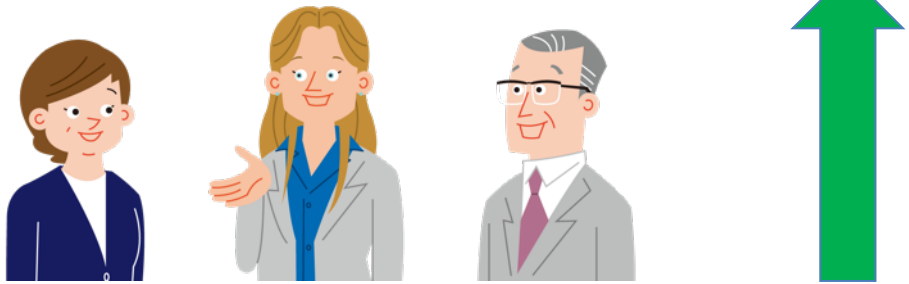
- If language proficiency gains in EMI are a clear policy goal, then such programmes need to be accompanied by language classes.



Note: This model is just an example.

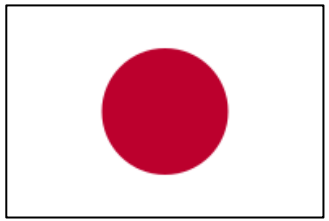
Recap

- Bottom-up approach and consultations with key stakeholders (teachers, students, programme administrators and other university personnel)



Recap

- A need for clear policy documents or official statements on the use of language in EMI and what EMI means



National level

Institutional level

Recap

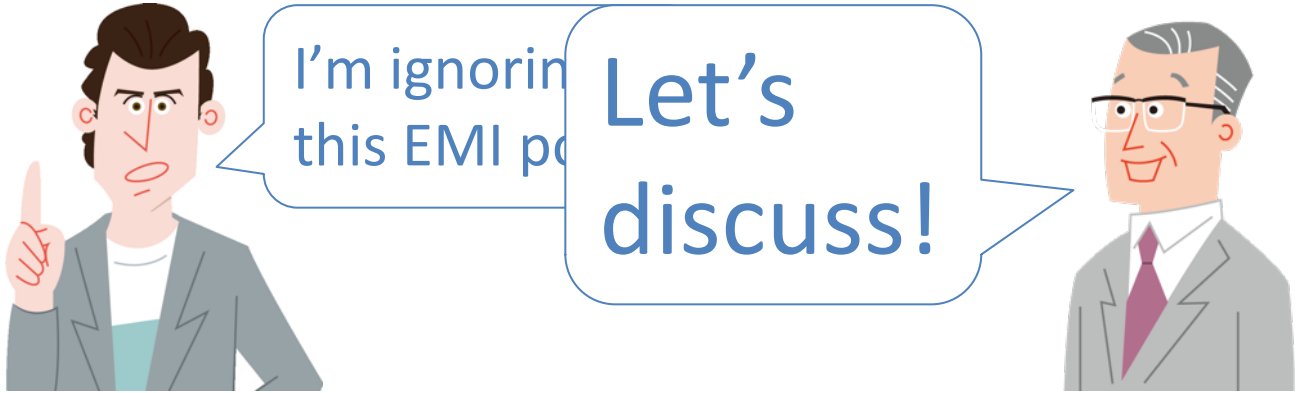
- If EMI in Japan has a language learning objective, this should be explicitly stated how it should be approached.

Content-driven ⟷ Language-driven

Source: Met, 1998

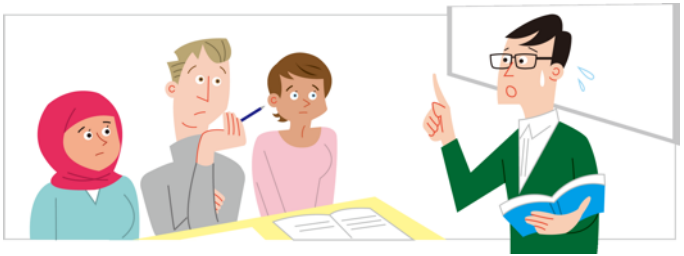
Recap

- Awareness of EMI policies to increase
- Overall goals and learning outcomes of programmes



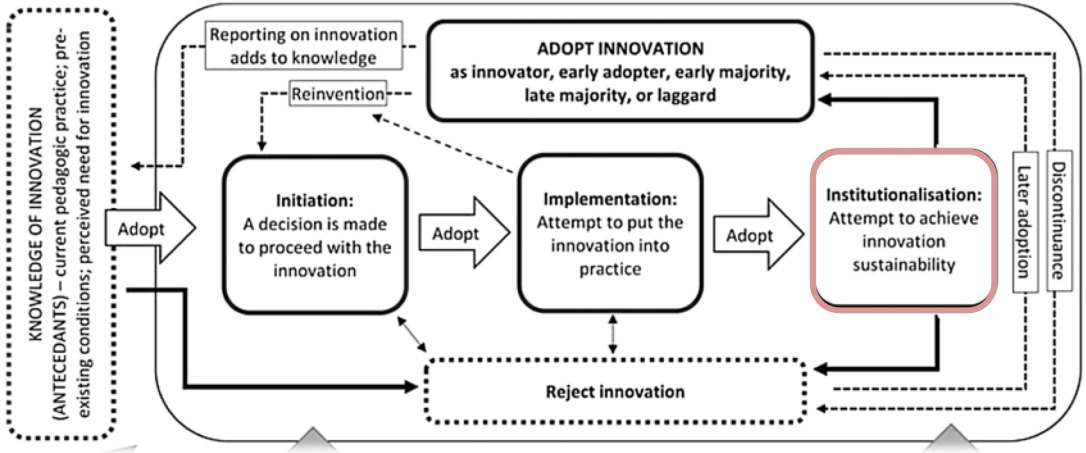
Recap

- Ensure proper implementation of EMI and consider the various factors (Revisit Lecture 8).
- Research-informed policy documents
- Clear guidelines for teachers



Recap

- Quality assurance mechanisms required
- More phased introductions of EMI / teacher training



Thank you for watching