

Lecture
10

Conclusion

An abstract graphic consisting of several white lines on a yellow background. The lines form a series of connected segments: a diagonal line starting from the top right, a vertical line going down, a horizontal line going left, another vertical line going down, a horizontal line going left, and a final vertical line going down. A small white dot is placed at the intersection of the first diagonal line and the first vertical line.

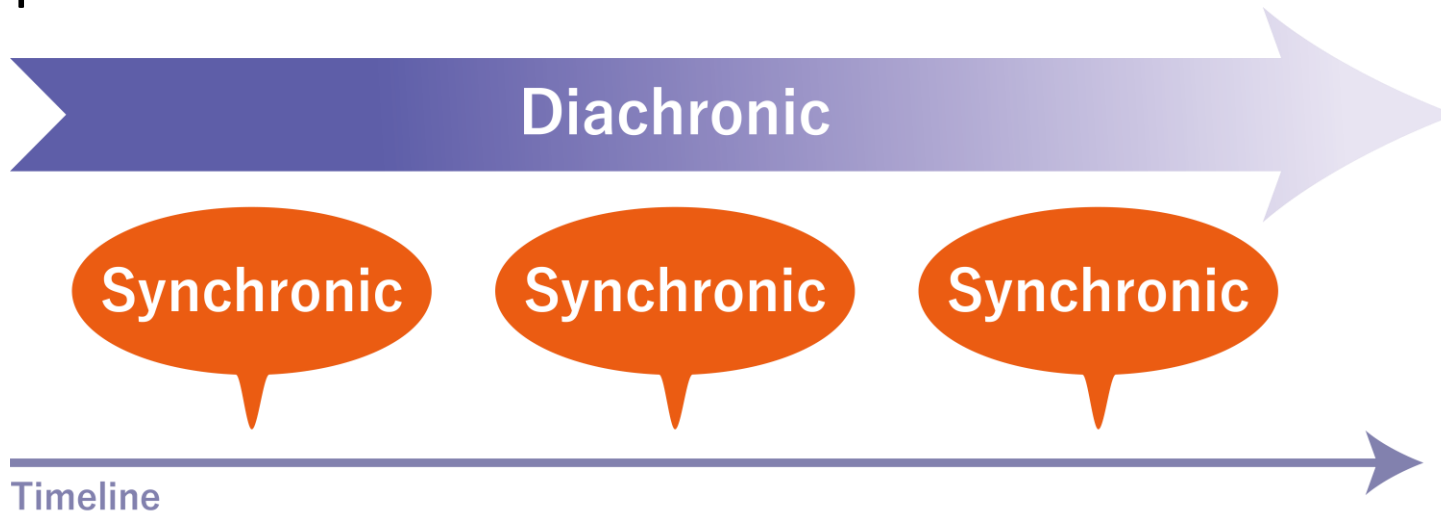


Review of the previous lectures

- The global spread of the English language
- How it functions today as a global lingua franca
- The implications of the changing sociolinguistic landscape of English
 - How we teach the English language today
 - How we teach IN English in EMI settings

Review of the previous lectures

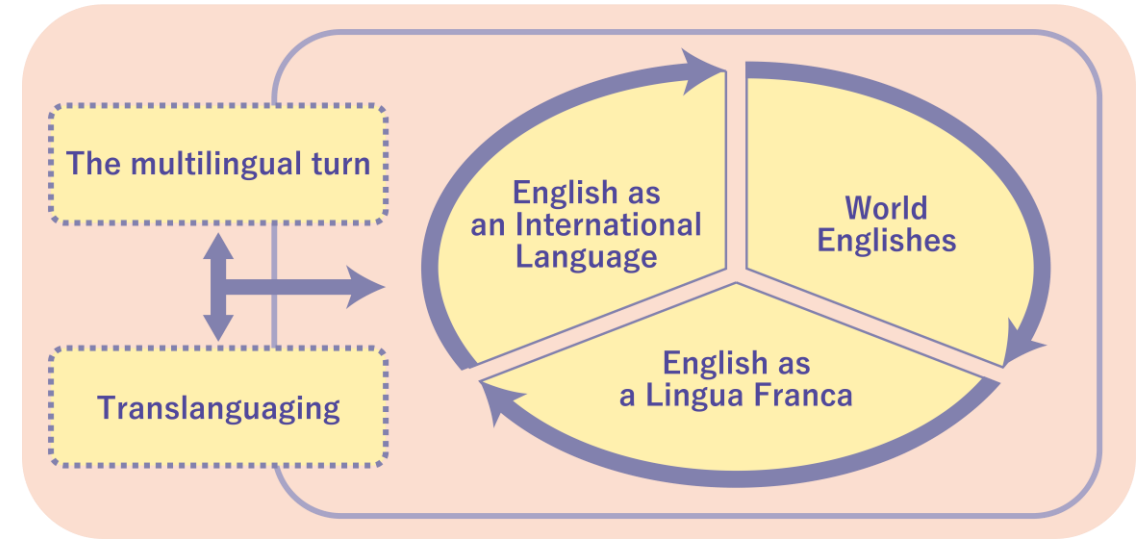
- Language change as a natural and normal phenomenon



Review of the previous lectures

- A Global Englishes perspective and its relevance for EMI
 - Language-related challenges
 - The role of English
 - EMI curriculum design and evaluation

Global Englishes



Adapted from Rose, H., & Galloway, N. (2019). *Global Englishes for language teaching*. Cambridge: Cambridge University Press.

Conclusion

- The global spread of English as a lingua franca in higher education



- The global spread of English as a lingua franca in higher education
- The mismatch between...
 - what was being taught in the English classroom
 - how the language functions outside the classroom as a lingua franca



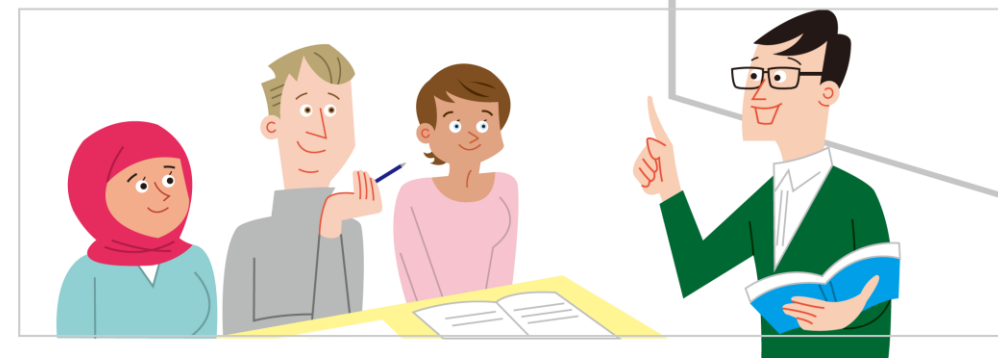
A GELT or an ELF perspective (Jenkins, 2019)

- Concerns stemming from the spread of EMI:
 - Domain loss
 - Inequities



'If university managements had greater awareness of ELF and were less concerned to promote native-like English in their institutions, many of the inequities relating to EMI would be speedily resolved.'

(Jenkins, 2019, p. 94)



Conclusion

- Students from diverse linguistic and cultural backgrounds
- A growing body of Global Englishes research
- The use of **English as a lingua franca**



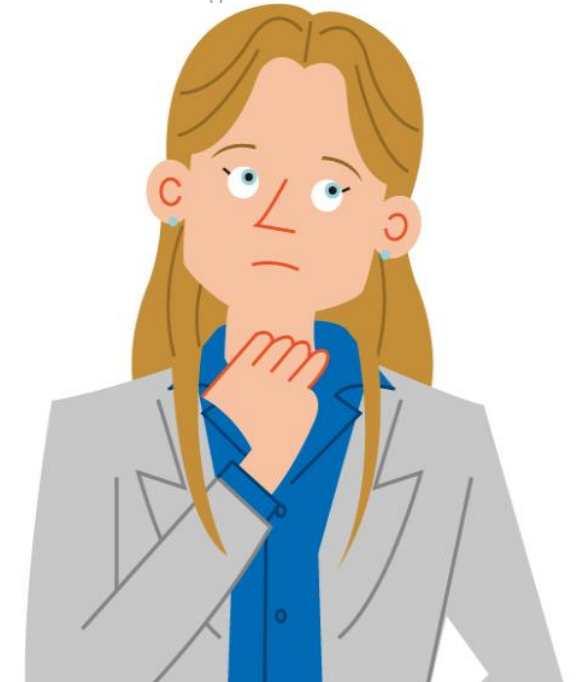
Adoption of a GELT perspective

- The movement away from native-like norms and monolingual targets
- e.g. Sweden
 - A return to first language use in higher education
 - Parallel language use

	Traditional ELT	GELT
Norms	Standard English	Diverse, flexible and multiple forms
Ideology	Underpinned by an exclusive and ethnocentric view of English	Underpinned by an inclusive Global Englishes perspective

Adapted from Rose, H., & Galloway, N. (2019). *Global Englishes for language teaching*. Cambridge: Cambridge University Press.

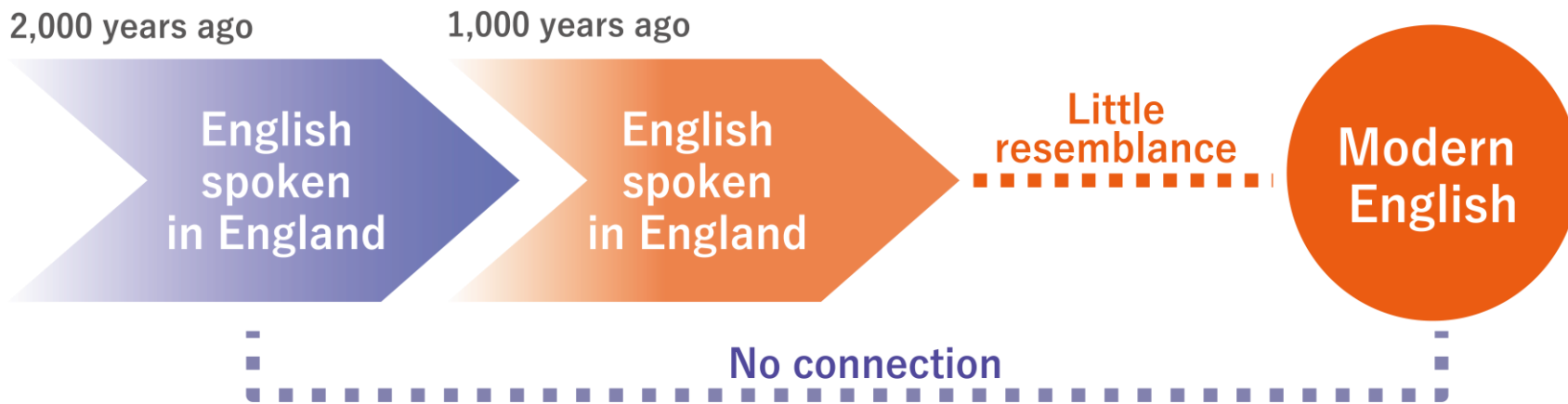
- What does/should 'proficiency' mean in ELF settings?
(Jenkins, 2015)



- What does/should 'proficiency' mean in ELF settings? (Jenkins, 2015)
- Many of the challenges to EMI related to English proficiency
- More research!
 - The use of English in EMI settings
 - The relevance of native norms for the growing ELF contexts

Conclusion

- English as a language that has changed over time
- Why is a version of the language spoken by a small majority of speakers continued to be promoted as a standard and a benchmark?



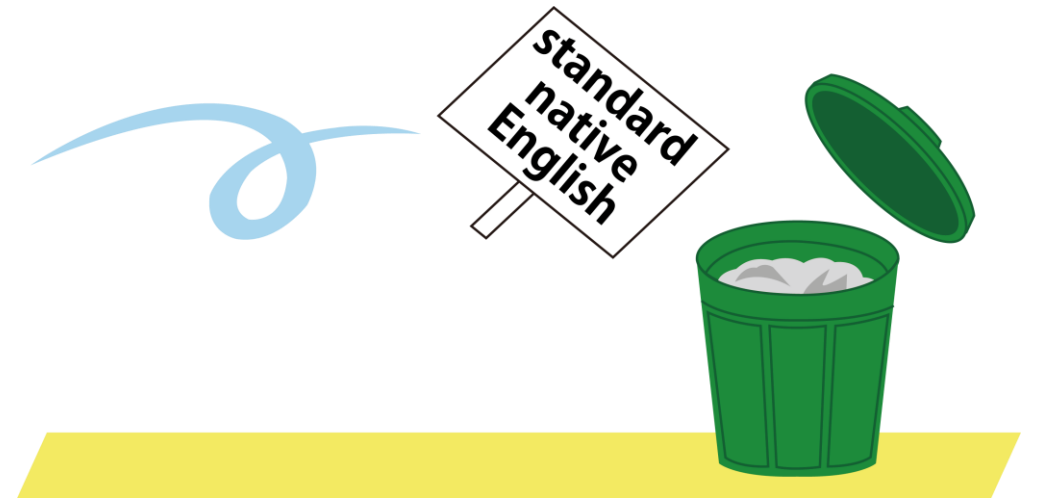
Conclusion

- A positive effect of taking a GELT perspective on the confidence of L2 speakers of the language
 - Legitimate speakers of a global language



A need for a closer examination of entry tests

- Tests such as IELTS and TOEFL
 - Based on ‘standard’ native English
 - NOT reflective of how students will use the English language in both the classroom and in their future



Lecture
10

Conclusion



- The use of language in EMI



- The use of language in EMI
- EMI as a tool
 - To deliver subject knowledge
 - For communication
- Greater importance of intelligibility and communication of ideas than adherence to a strict native standard

- A wealth of information for those conducting needs analysis
- An increased interest in linguistic diversity in EMI and GE research
- Translanguaging is well received in the field.
- An increasing number of GE researchers involved in EMI research



‘Successful internationalisation will require the adoption of systematic and coherent EMI policies that recognise the multilingual nature of the respective settings by recognising the role of English as an academic lingua franca and by encouraging the use of local languages in teaching and learning and as languages of education and scholarship.’



(Kirkpatrick, 2017, p. 34)

Recap (EA4)

- The globalisation of the English language
- Research in the Global Englishes paradigm
 - How the English language functions today as a global lingua franca



Recap (EA4)

- Students' use of **English as a lingua franca**
- Communication with interlocutors from diverse linguistic and cultural backgrounds
- The use of English to be considered in EMI curriculum evaluation and design

