

# Language-related challenges and language use

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## Overview

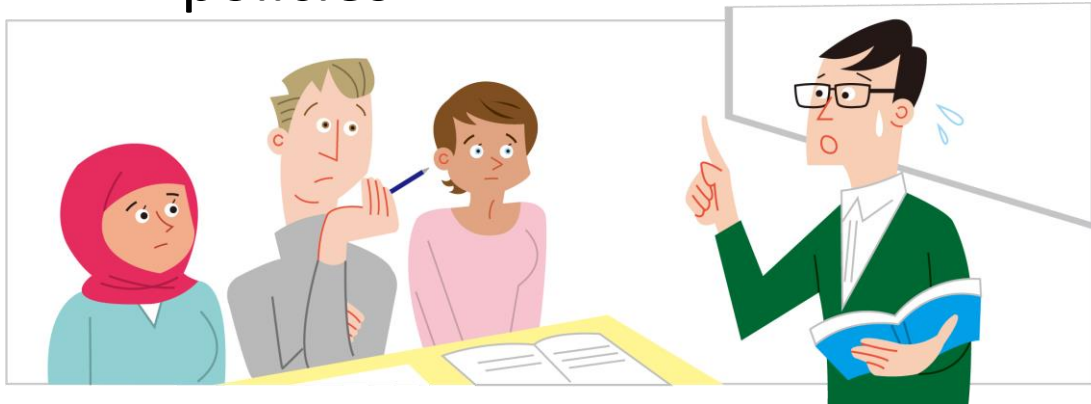
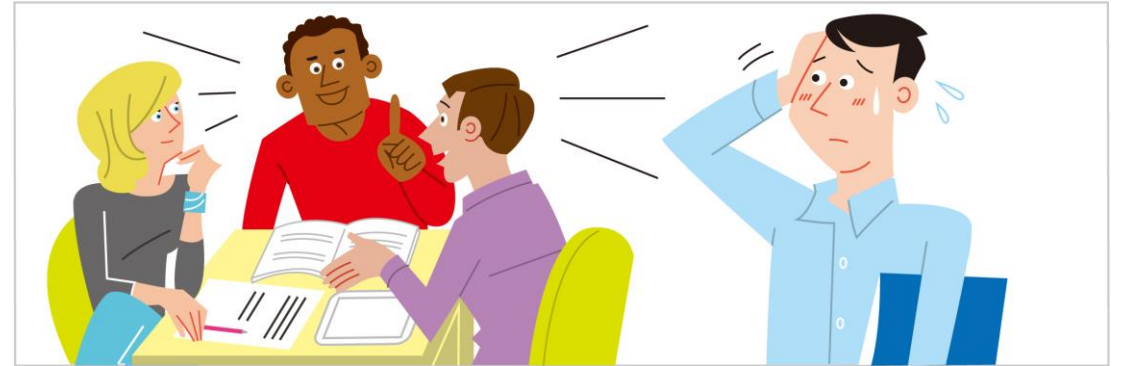
- Language-related challenges in EMI
- Language use in EMI

## Relevance of GELT to EMI

- Language learning objective of many EMI courses and programmes
- Language-related challenges

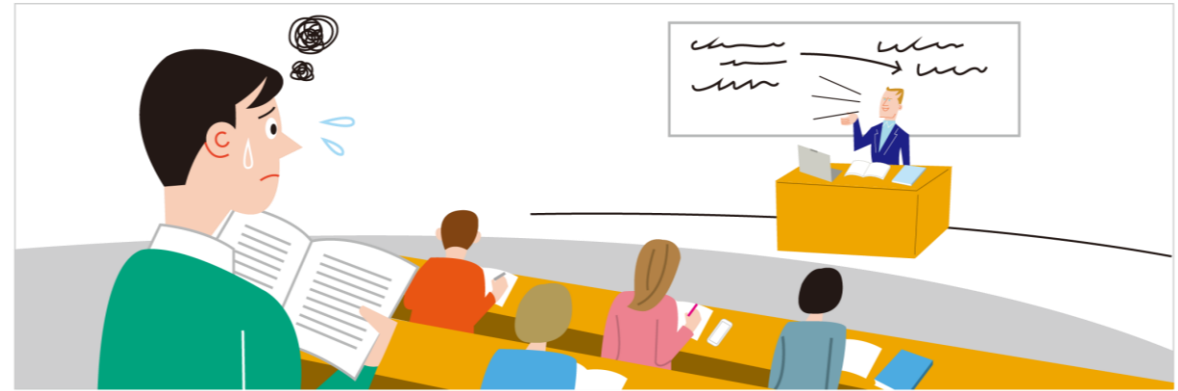
## Challenges of EMI

- English proficiency of teachers and students
  - Impedes the successful implementation of top-down EMI policies



## Linguistic challenges of students

- Difficulty in taking notes from academic texts (Andrade, 2006)
- Comprehending lectures (Hellekjær, 2010)
- Understanding teachers' accents (Tange, 2010)
- Understanding academic texts due to insufficient vocabulary knowledge (Kirkgöz, 2005)



# Language-related challenges and language use

- Students facing language learning challenges regardless of language proficiency
- Performance in English for specific purposes (ESP) classes
  - A strong predictor of success
  - Highly correlated with self-efficacy and confidence

(Rose, Curle, Aizawa, & Thompson, 2019)

Medical English!

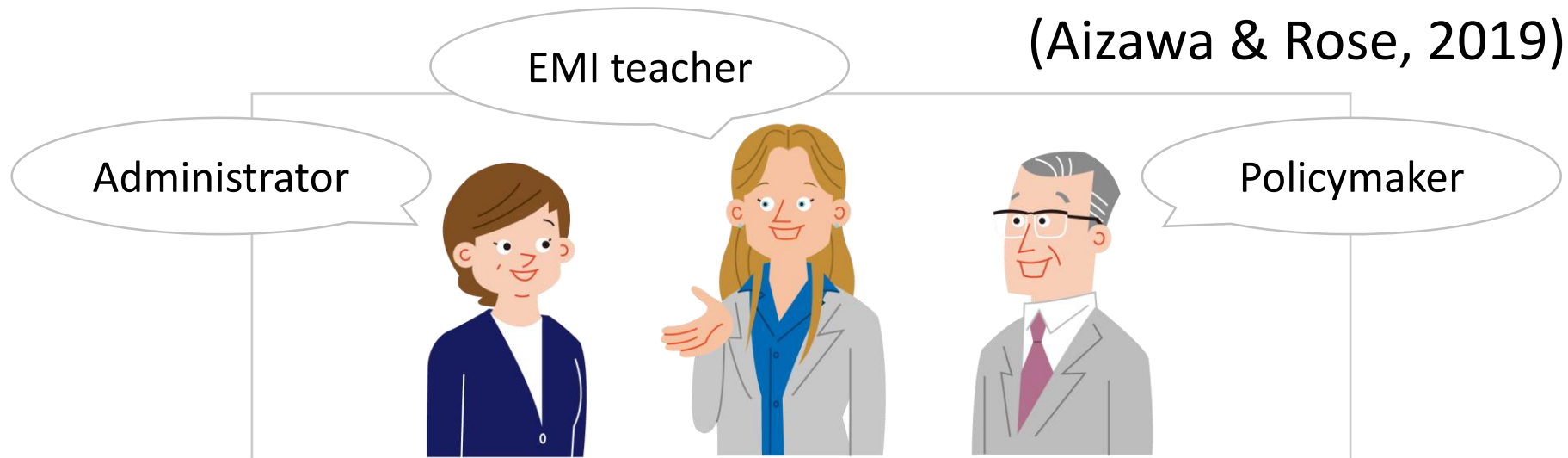


# Language-related challenges and language use

- Key role of ESP in supporting and preparing EMI students for study (Rose et al., 2019)
- Relevance of language-related challenges to the impact of using English on the national language

# Language-related challenges and language use

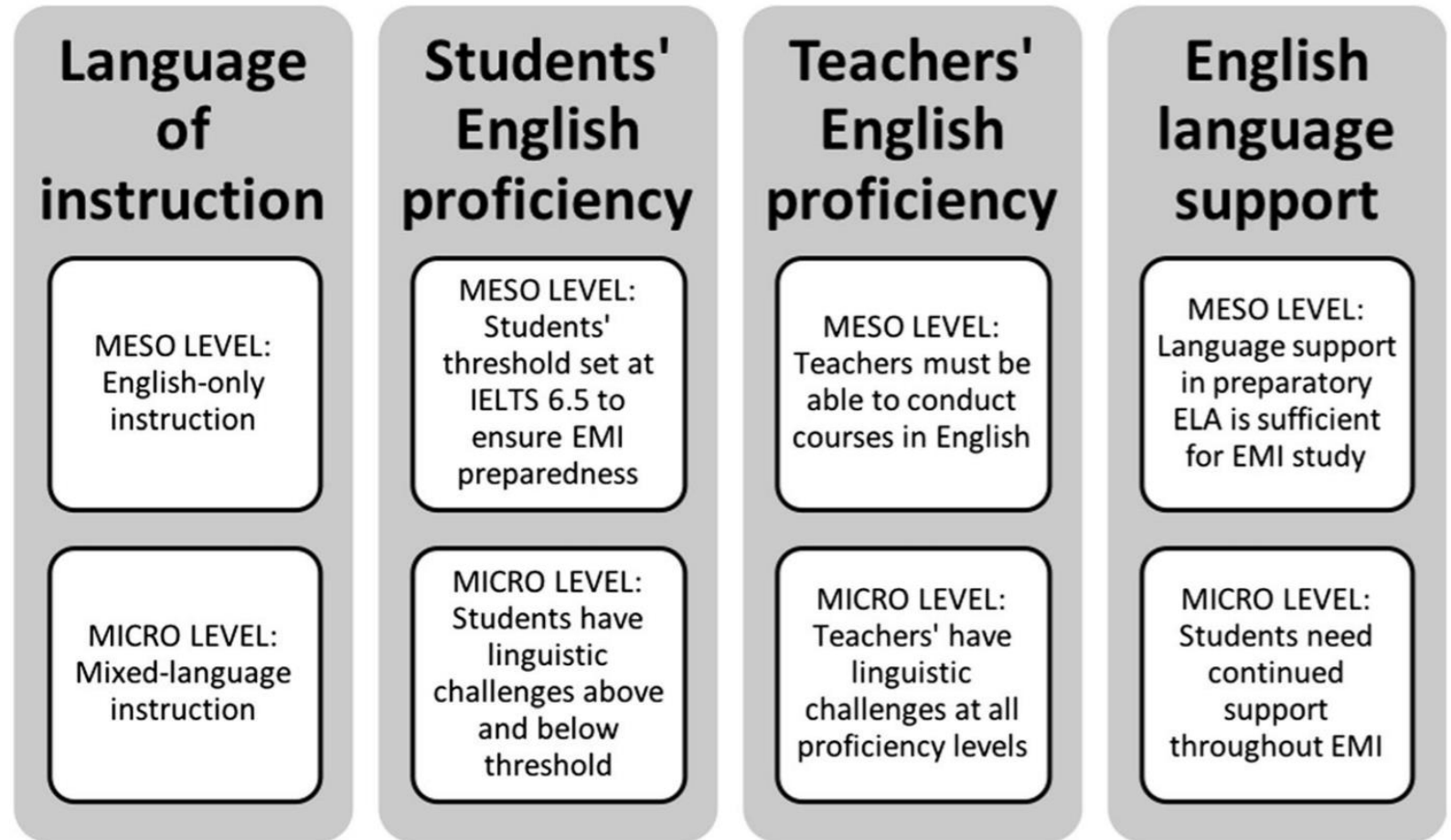
- How is the policy being enacted into practice at a university in Japan?
- Two policy levels:
  - Meso (institutional) level
  - Micro (classroom) level





# Language-related challenges and language use

- Inconsistency between institutional policy goals and micro-level practice



Aizawa, I., & Rose, H. (2019). An analysis of Japan's English as medium of instruction initiatives within higher education: The gap between meso-level policy and micro-level practice. *Higher Education*, 77(6), 1125–1142.  
<https://link.springer.com/article/10.1007/s10734-018-0323-5>  
 (CC BY 4.0)

# Language-related challenges and language use

- Permission to use Japanese in certain courses  
(Aizawa & Rose, 2019)

# Language-related challenges and language use

- Different opinions amongst faculty:
  - English-only
  - English and Japanese
- The policy offers no guidance to suggest the extent of Japanese and English to be used.
- The English proficiency of students as a crucial factor for determining their success in EMI courses

(Aizawa & Rose, 2019)

# Language-related challenges and language use

- The role of other languages used in instruction is one of the most oft-reported issues regarding EMI implementation.

Use of languages other than English in EMI... ?



## ***Linguistic Diversity on the EMI Campus***

(Jenkins & Mauranen, 2019)

- In-depth ethnographic case study of the language policies and practices of universities in nine countries around the world:
  - Australia
  - China
  - Finland
  - UK
  - Turkey
  - Malaysia
  - Italy
  - Spain
  - Japan

## ***Linguistic Diversity on the EMI Campus***

(Jenkins & Mauranen, 2019)

- The extent to which internationally oriented institutions can learn from one another's practices and improve their language policies

## Rose and Galloway (2019)

- Not concerned with code-switching
  - Code-switching does not sit comfortably within the ideology of Global Englishes.

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- Not concerned with code-switching
  - Code-switching does not sit comfortably within the ideology of Global Englishes.
- Global Englishes: fluid understandings of how English is used
- The norms of language use in EMI classrooms in China and Japan
  - The use of English, the first language (L1) and other languages

# Language-related challenges and language use

- Staff perspective: Students' mother tongue as a pedagogical tool
- A possibility that students may excessively depend on their mother tongue



(Galloway, Kriukow, & Numajiri, 2017)

# Language-related challenges and language use

- Staff perspective: Students' mother tongue as a pedagogical tool
- A possibility that students may excessively depend on their mother tongue
- Students' perspective: teachers' use of their mother tongue as a sign of a lack of English proficiency

(Galloway, Kriukow, & Numajiri, 2017)

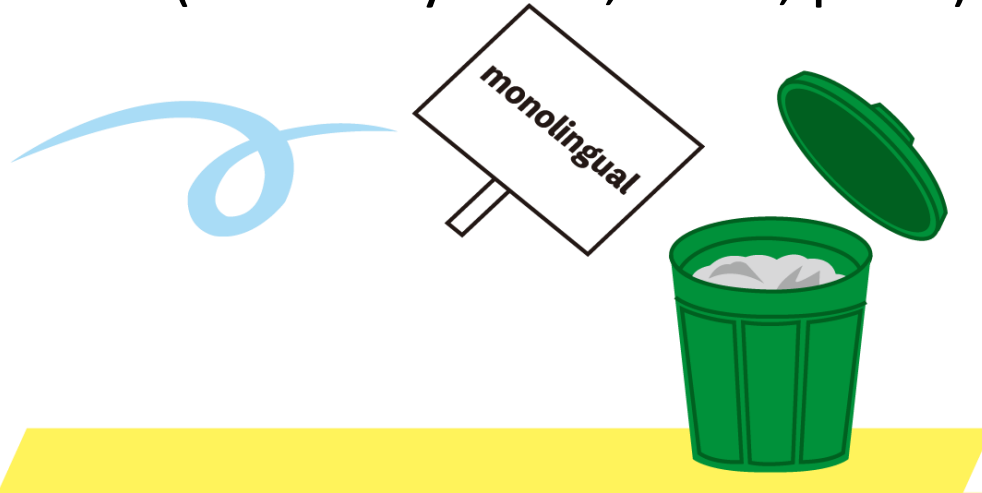
## Students' use of the mother tongue

- Positive
- Resonates with the GELT ideology
- A tool for education (especially when studying content rather than the language itself)

# Language-related challenges and language use

- *'it is imperative that we raise students' awareness that English does not have to be acquired monolingually, nor is it used monolingually'*

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



# Language-related challenges and language use

- If the GELT curriculum can accompany such EMI programmes, then language courses...
  - can better educate learners of the important role of other languages in education.
  - raise awareness of their positive applications to EMI.

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# Language-related challenges and language use

I prefer it to be English only, because the reason why I wanted to come to [this university] was because I would be able to speak English on a regular basis, when I'm in school.

It might be narrowing the potential of global interaction by simply forcing the students to only speak in English.. If students are allowed to use their own language, it might bring better result for all of us.

I think that we should be able to speak a little of our native language in order to make sure we don't leave anybody behind.

I am not a big fan of English only. Having the availability to [use another language] when you don't understand is a very convenient tool to have.

# Language-related challenges and language use

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

(Chapple, 2015)





# Language-related challenges and language use

- The necessity to...
  - Problematising the largely untested and unsubstantiated relationship between EMI and language gain

# Language-related challenges and language use

- The necessity to...
  - Problematising the largely untested and unsubstantiated relationship between EMI and language gain
  - Accompany EMI courses with language classes
- The GELT curriculum suitable for the dual-purposed EMI model

# Language-related challenges and language use

- Promotion of the use of L1 and translanguaging
  - Alleviates comprehension challenges associated with EMI
  - Important for programmes, where knowledge of the subject matter is important

# Language-related challenges and language use

- L1 use has a facilitative effect on L2 learning.
  - Present or explain new/difficult content (e.g. grammatical items)
  - Ask questions related to content
  - Clarify or summarize
  - Give instructions or procedural commands
  - Discuss off-content information related to the course
  - Build rapport
  - Classroom management
  - Introduce or transition to new concept

(Antón & DiCamilla, 1998; Swain & Lapkin, 2000; Cook, 2001)

# Language-related challenges and language use

*The L1 serves 'as a communicative and pedagogic resource in bilingual contexts, especially where pupils struggle to understand difficult subject matter'.*

(Ferguson, 2009, p. 231)

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# Language-related challenges and language use

Is this desirable in a classroom where students do not all share the same L1?

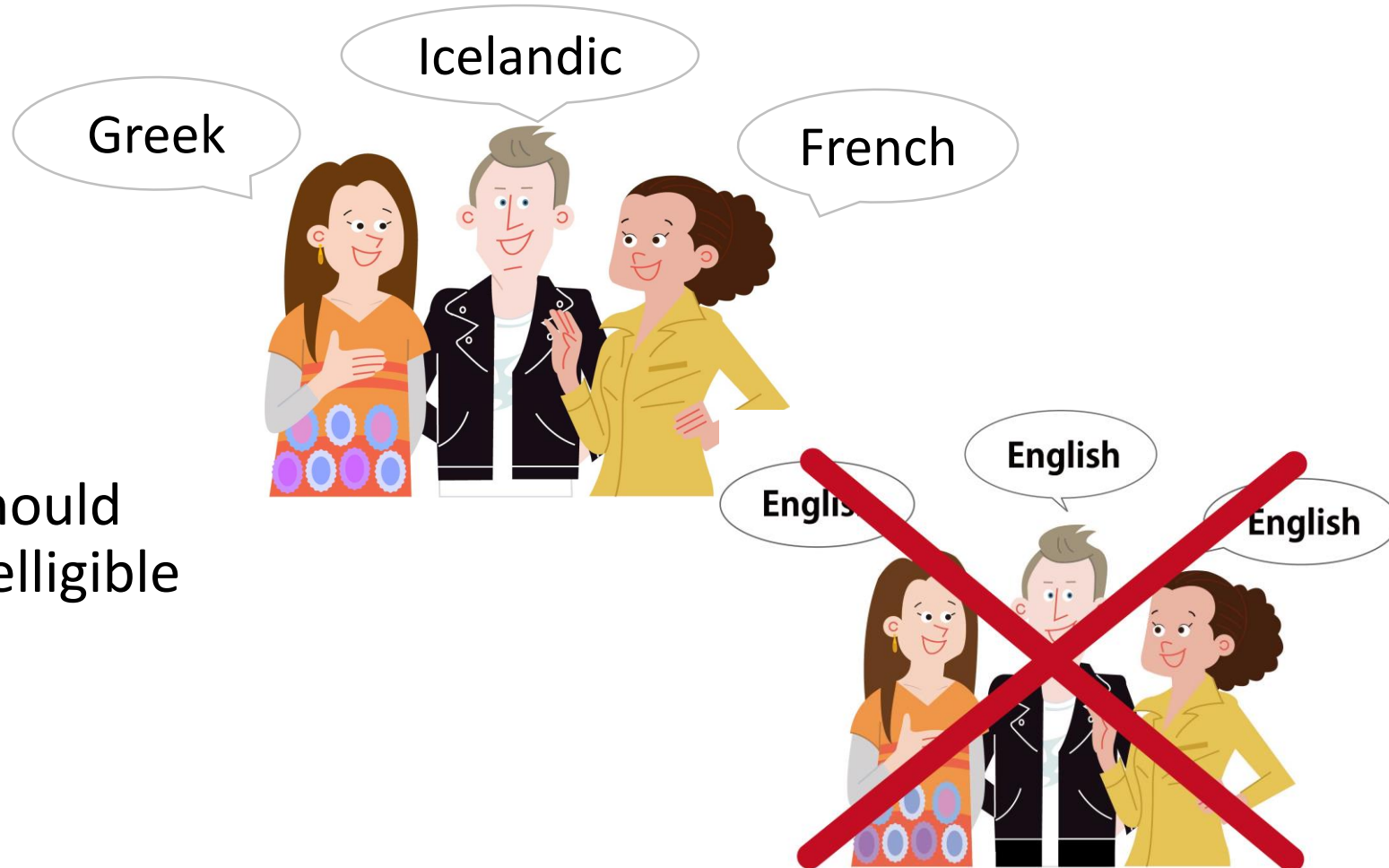


# Language-related challenges and language use

- Use of L1
  - Observed in other EMI contexts of mixed student populations (Costa, 2012)
  - A normal practice for students when entering an EMI context in a country where they do not speak L2

# Language-related challenges and language use

- EMI need **NOT** mean...
  - English-only
  - English-always
  - All communication should occur in mutually intelligible languages.





# Language-related challenges and language use

- A university in Japan
- Freedom to use whatever language best fitted the learning task



# Language-related challenges and language use

- A university in Japan
- Freedom to use whatever language best fitted the learning task
- Translanguaging
  - e.g. conducting group work in a range of shared spoken languages based on the English medium content, but then returning to English for functions, such as reporting back to the class

# Language-related challenges and language use

- A Global Englishes orientation to EMI practice
  - Language does not need to be ‘policed’, especially if the goals of EMI in terms of content are being acquired via the student body’s linguistic repertoire.



# Language-related challenges and language use

- A single dimension of the GELT framework
- The use of L1 as...
  - a resource (GELT orientation)
  - vs.
  - a hindrance (traditional ELT orientation)

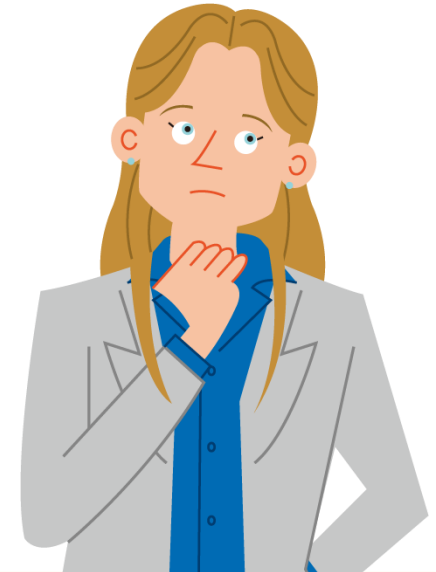
# Language-related challenges and language use

- Stark differences in reported L1 use in EMI settings
- Beliefs that underpin how much and in what circumstances L1 should be used

(Galloway et al., 2017; Rose & Galloway, 2019)

## Further research questions to pose

- Who are the teachers of EMI?
- How does their L1 status affect stakeholder perceptions towards them?
- What value do qualifications and competence have in comparison to L1 status?



# Language-related challenges and language use

*'We need to arrive at some sort of a consensus about what kind of English will be/should be used in EMI HE. Again, this needs further unpacking: are we talking about a "native speaker English" or other nativised varieties of English, or indeed of English as a lingua franca (ELF) (Jenkins 2014) [sic]? If it is ELF, then how does this affect international students from different geo-linguistic areas, including English-dominant ones?'*

(Macaro, Curle, Pun, An, & Dearden, 2018, p. 38)

\*Jenkins 2014→Jenkins 2015



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# Language-related challenges and language use

- More research needed to unpack...
  - the nuances and intricacies surrounding what English is used in such contexts
  - perceptions surrounding the use of English as a lingua franca
  - variations in Englishes used within EMI settings

## Recap

- Main driving forces behind the global EMI trend
- Role of the English language in EMI settings
- Language-related challenges of EMI
- How English is used in EMI settings