Lecture 7

'What English' in EMI?

Overview

- Codeswitching and translanguaging in EMI
- What 'English'
- A GELT perspective

A recent debate in language teaching:

- *'the question of whether the first language (L1) should be used in the oral interaction or the written materials of second or foreign language (L2) classrooms is probably the most fundamental question facing second language acquisition (SLA) researchers, language teachers and policymakers in this second decade of the 21st century.'*

(Macaro, 2013, p. 10)

'What English' in EMI?

- If using other languages facilitates content learning, then such languages should be used freely in EMI.

- Debates about the use of L1 in the contexts of EMI and English language teaching

'What English' in EMI?

Code-switching as a research topic

- EMI settings (Barnard & McLellan, 2014)
- Debates about multilingualism in higher education (Earls, 2016)
- Translanguaging in EMI (Paulsrud, 2016)

'What English' in EMI?

Code-switching

- Viewed as a natural behaviour, where speakers make use of their multilingual repertoire

- Seen as problematic by top-down monolingual policies that ignore the possibility of multilingual use (Wei & Martin, 2009)

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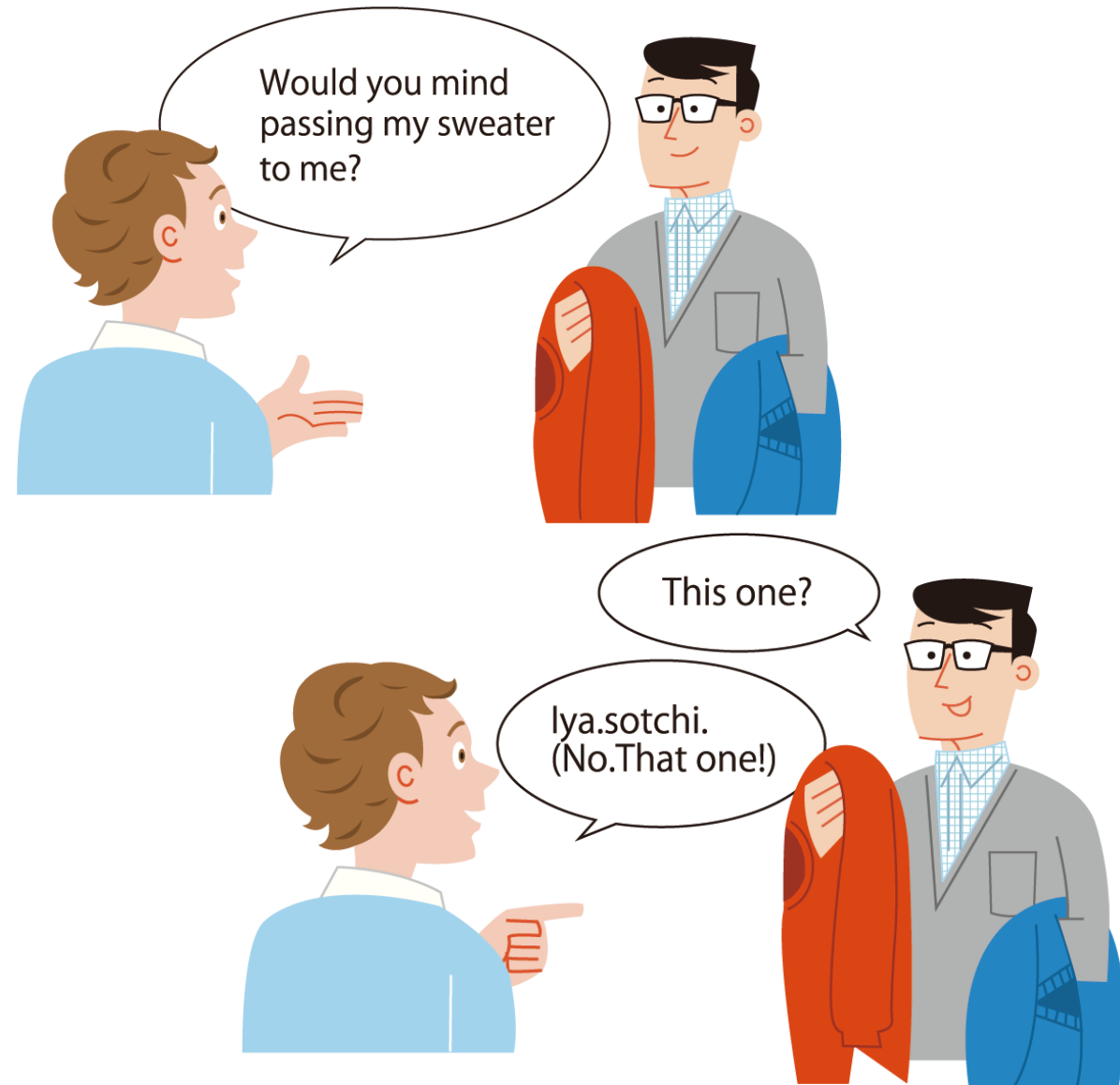
Code-switching

- Viewed as invaluable for pupils who struggle to understand difficult subject matter (Ferguson, 2009)

- Useful to teachers in facilitating the transmission of knowledge, managing the classroom environment and establishing rapport with learners (Ferguson, 2003; 2009)

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'What English' in EMI?

- Code-switching and its positive impacts on classroom management
    - Empirically supported by research

        (Tarnopolsky & Goodman, 2014)

- An L2 medium of instruction causes less interaction between the teacher and students.
    - Increase in teacher talk
    - Decrease in student talk

        (Lo & Macaro, 2015)

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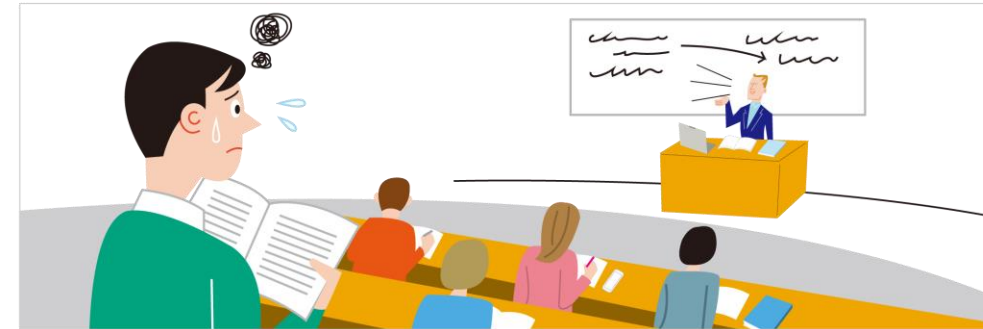
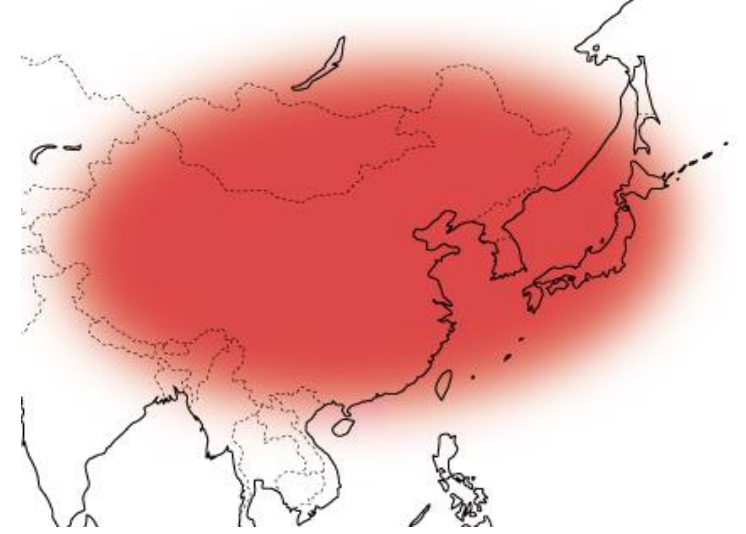# 'What English' in EMI?

- Rigid English-only policies in EMI settings
  - Less dynamic classrooms
  - Teacher-centred pedagogy

Increasing research on the use of L1 and L2

(Lee & Macaro, 2013; Macaro & Lee, 2013; Tian & Macaro, 2012)

- How are other languages best used in EMI?

- Diverse environments (e.g. bilingual and multilingual)

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'What English' in EMI?

- Code-switching in EMI contexts in East Asia (Barnard & McLellan, 2014)

- Interest in this phenomenon is increasing outside of European higher education.

'What English' in EMI?

- Less attention to other forms of fluid language use
  - e.g. translanguaging

- A recent boost in research on translanguaging
  - e.g. translanguaging in higher education (Mazak and Carroll, 2017)

Translanguaging

- Examines how two languages intersect in classroom practices

- Enables students and lecturers to move freely between languages without explicitly linguistically signposting the process

A Swedish example

- Language mixing in exams in EMI higher education programmes (Söderlundh, 2012)

'What English' in EMI?

- Lecturers' willingness to accommodate and adapt to linguistic diversity in the classroom (particularly local language use in EMI) (Airey, 2011)

- Parallel language use (a fluid acceptance of using languages that best meet student needs and contexts) (Söderlundh, 2012)

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'What English' in EMI?

Any language is OK!

- A Swedish example (Airey, 2011)
  - Course material in English
  - Lectures in Swedish
  - Code-switching by lecturers
- Fluidity of language (different from code-switching)

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'What English' in EMI?

- Many EMI programmes offered with learning support programmes

- Relevance of GELT to EMI
  - Views language use as being fluid
  - Challenges boundaries between languages
  - Encourages flexibility and creativity

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'What English' in EMI?

What do we mean by 'English'?

'What English' in EMI?

	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.

The GELT perspective

- Acknowledges the importance of bi/multilingual speakers' entire language repertoire

- Aims to emancipate speakers from adhering to strict native norms

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'What English' in EMI?

The GELT perspective

- Acknowledges learners' ability to adapt according to who they are speaking to and the situation

- Encourages a movement away from a monolingual orientation

- Serves as a useful framework for EMI practitioners and curriculum planners

(Rose & Galloway, 2019)

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'What English' in EMI?

- Multilingualism as the norm
  - In EMI settings, the classroom and campus are increasingly multilingual.

'What English' in EMI?

- A challenge to the monolingual bias
- Multilingualism and multiculturalism as a reality

'What English' in EMI?

- The multilingual turn in the field of SLA and GELT
  - A paradigm shift in how language is viewed
  - Questions about dominant norms, discourses and stereotypes

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'What English' in EMI?

- A call for a critical approach that embraces multilingual practices and translanguaging

- Respect for language learners' hybrid language practices and entire linguistic repertoire

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'What English' in EMI?

- Implications for the definition of language competence

- What do competence and proficiency in TESOL and EMI mean?

'What English' in EMI?

Recap

- Role of language in EMI
- Relevance of the GELT perspective to EMI

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