Lecture 8

Approaches to EMI

# Approaches to EMI

Overview

- Approaches to EMI
- Incorporating GELT: success stories
- A curriculum perspective

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Models of EMI (Macaro, Curle, Pun, An, & Dearden, 2018; Rose & Galloway, 2019)

- Preparatory year model

- Institutional support model

- Pre-institutional selection model

The University of Edinburgh

Models of EMI (Macaro et al., 2018)

The preparatory year model

The institutional support model

The pre-institutional selection model
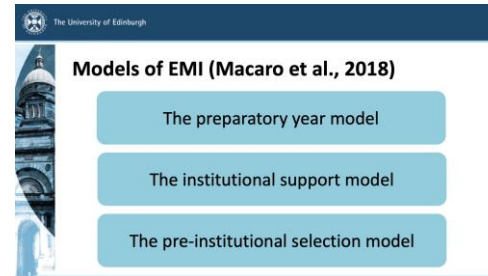
*For details, watch Module 5, EA3.

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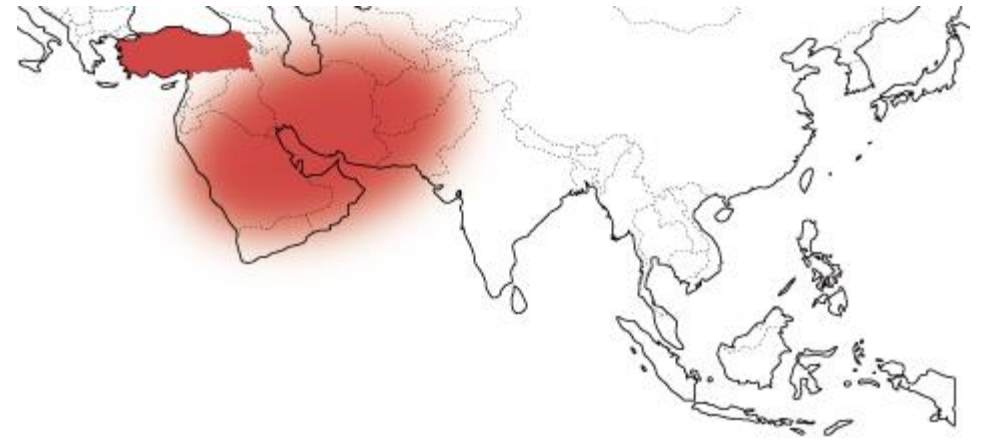
Preparatory year model

- Used all over the world

- Common in Turkey and Middle Eastern countries, where EMI programmes are targeted at a mostly domestic student population
    - e.g. year-long intensive English for academic purposes and study-skills courses

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Preparatory year model

- A Global Englishes approach
  - Better prepares students to use English as an academic lingua franca
  - Makes them more aware of the language used as a medium of instruction
  - Increases their confidence as multilingual users of English

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Preparatory year model

- A GELT curriculum prepares the students for post-graduation and their future professional practice.

- A mismatch between the language taught in the classroom and the language used outside of the classroom

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Institutional support model

- Used in institutions where proficiency is high but many students need language support

- Involves students taking modified content courses in their early years

- A large amount of support from English for Academic Purposes (EAP) or English for Specific Purposes (ESP) courses

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Language Content

Institutional support model

- A GELT curriculum for language support classes
    - Compatible with parallel content classes

- GELT as a type of ESP
    - The ESP ideology underpins GELT.

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Institutional support model

- Increase in GE research in various countries/regions
  - Europe (Sherman, 2017)
  - ASEAN (Kirkpatrick, 2017)
  - China (Wang, 2017)
  - Japan (D'Angelo, 2017; Galloway, 2011; 2013; 2017)
  - Brazil (Gimenez, El Kadri, & Calvo, 2017; 2018)
  - South Africa (van der Walt & Evans, 2017)

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Vocabulary for medical English

Institutional support model

- Difference in needs and context
- The centrality of learners' needs in GELT resembles an ESP approach.
  - The goal of an ESP course is to prepare learners to use English in a specific context or for specific tasks.

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Vocabulary for medical English

Institutional support model

- ESP

  'The ESP learner is not learning the language for general educative purposes or for the study of literature in which the language is the subject matter of the course, but rather as a means to the "acquisition of some quite different body of knowledge or set of skills".' (Robinson, 1980, p. 6)

  (Starfield, 2016, p. 150)

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Institutional support model

• GELT or English as an international language(EIL)

'The growing number of bilingual users of English suggests that a productive theory of EIL teaching and learning must recognize the various ways in which English is used within multilingual communities. Typically these bilingual users of English have specific purposes for using English, employing their other languages to serve their many additional language needs. . . . One purpose they all share, however, is to use English as a language of wider communication, . . .'

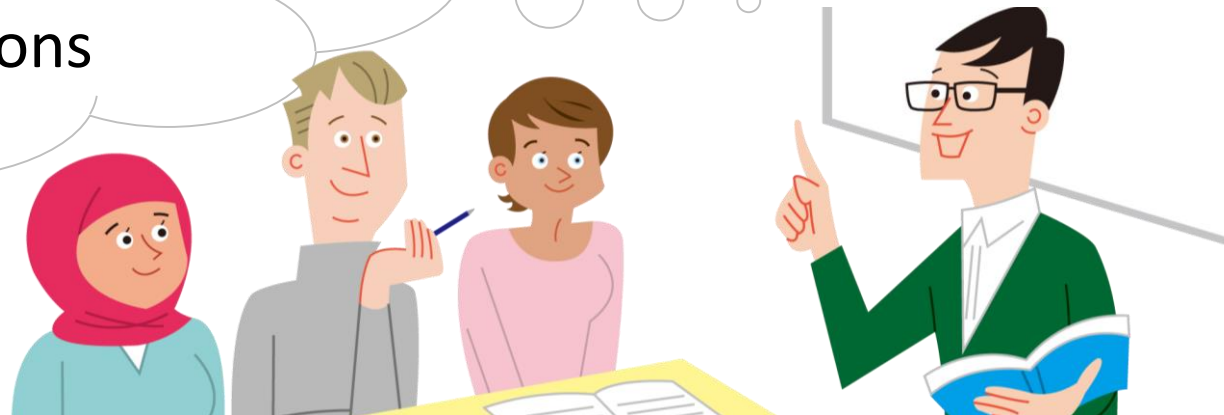(McKay, 2003, p. 18)

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Institutional support model

Needs analysis in GELT as an iterative* process

*(Doing something repeatedly to improve it)

Learners
Goals
Target situations

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Institutional support model

- Examples
  - − Incorporation of a GELT perspective into skills-based syllabi in EMI programmes

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Institutional support model

- An introductory module in an EAP course in an international business programme
    - Introduction to the global spread and use of English today

(Galloway & Rose, 2013)

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Institutional support model

- Another project in this programme
  - − L2 English speaking teaching assistants for increased ELF exposure in the classroom (Galloway & Rose, 2013)
  - − Guest speakers who were strong role models of Business ELF users
  - − A shift in the focus from accuracy to communication in assessments

(Rose & Galloway, 2019)

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Institutional support model

- The drive to innovate the curriculum
    - Grounded in the perceived importance of English as a business lingua franca in students' future careers
    - The relevance of GELT to EMI

(Rose & Galloway, 2019)

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Example additional goals and objectives in a GELT curriculum

Example goal	Example objectives	Example outcomes
To raise learners' awareness of Global Englishes	Students will gain awareness of how English is used globally.	The students will be able to demonstrate an awareness that English is fluid.

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

Institutional support model

- No need to disrupt the structure of the units (e.g. skills) being used for sequencing purposes

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Institutional support model

- Another success story (Rose & Montakantiwong, 2018)
  - Replacing elements of an existing skills-based syllabus with GE content
  - Students still learned:
    - EAP reading skills
    - Note-taking skills
   - Essay writing skills
    - Presentation skills

Institutional support model

- Another success story (Rose & Montakantiwong, 2018)
    - Not a generic EAP passage
    - But adapted articles from WE and ELF literature
    - Listening practice (TED talk presentations)

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Pre-institutional selection model

- Similar to universities in Anglophone countries

- Minimal language support

- Common in mature EMI contexts, such as those in the Netherlands and Northern European universities

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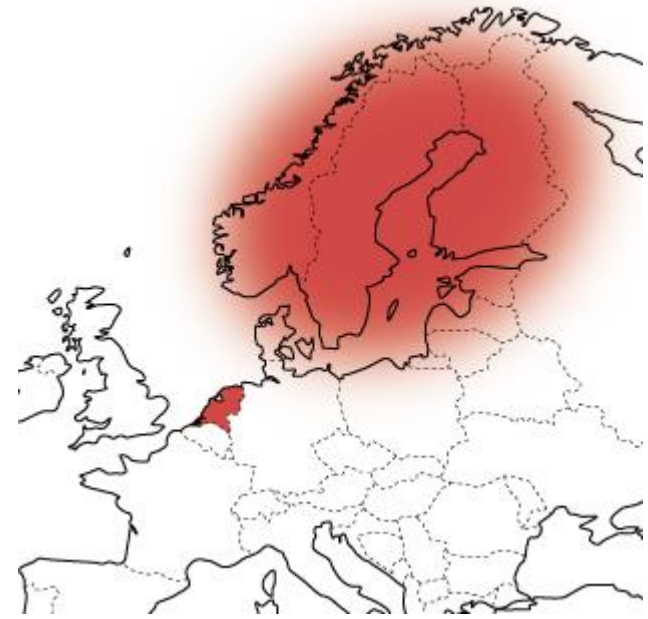
Assessment

- Testing has received a lot of attention in the field of GE and in a GELT curriculum.

- Good assessment practice: inference about learners' future performance

Future

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Test construct

Target language use
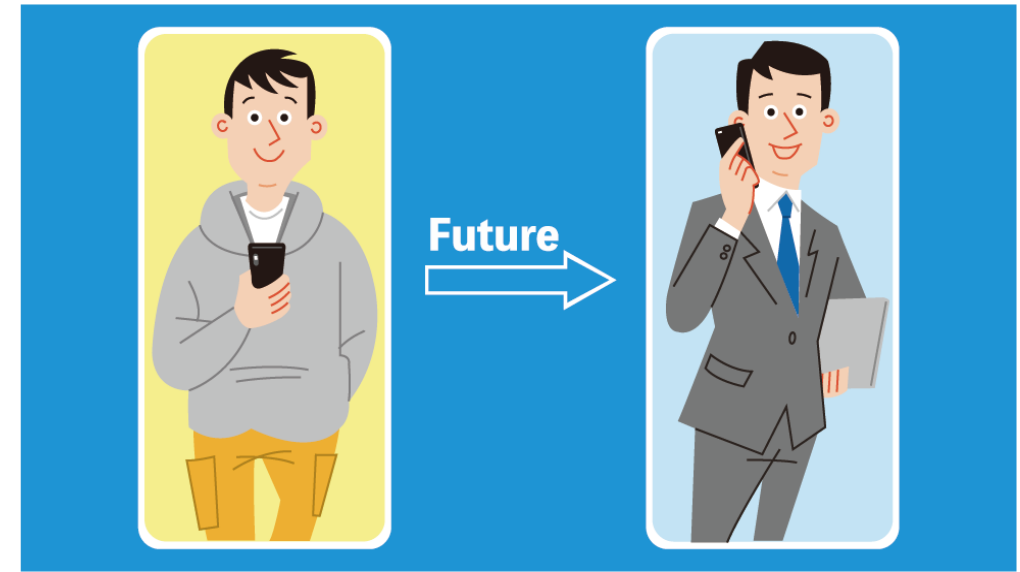
Assessment

- Bad assessment practice: a mismatch between test construct and the target language use

- Are these tests preparing students to use the language as an academic lingua franca in EMI settings?

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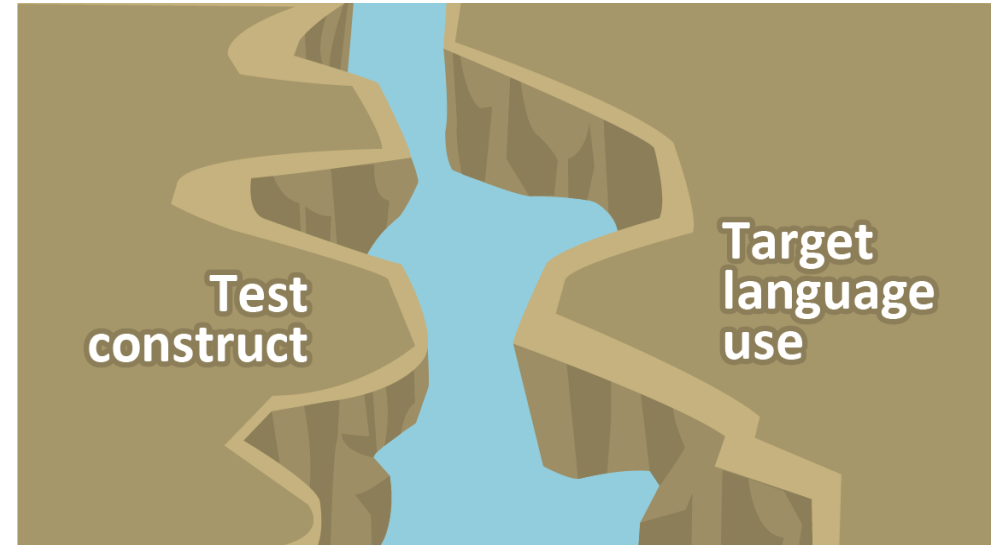
Assessment

- A need to focus on measuring success in communication

- Use of ELF settings as the benchmark for the target criterion

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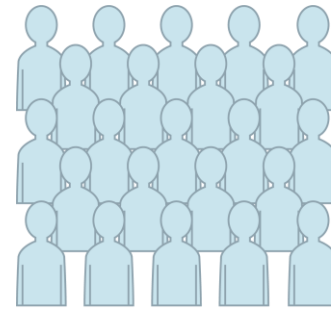**Linguistic knowledge**

↓

Strategic use

Assessment

- The importance of assessing students' strategic competence in using the language, and in negotiating meaning

- A shift away from assessing learners' *linguistic knowledge of English* towards assessing learners' *strategic use of English*

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Global Englishes
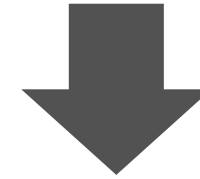
Communicative assessment tasks

- Role plays
- Written assignments
- Interviews
- Presentations
- Group projects

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Recap

- The different models of EMI that have been proposed

- Some examples of how a GELT perspective can be incorporated into different approaches to EMI

- The importance of aligning the different elements in the curriculum

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