

EMI Symposium 2019:

Where does EMI take us? Global perspectives and local realities



June 26th 2019

EMI Oxford Research Group

<http://www.education.ox.ac.uk/our-research/research-groups/language-cognition-development/emi/>
15 Norham Gardens, Oxford, OX2 6PY

The English Medium Instruction (EMI) Symposium

The English Medium Instruction (EMI) Symposium is a one-day symposium held every other year at the University of Oxford, Department of Education for students, researchers, and practitioners to convene and discuss the latest trends, experiences and findings in research on the teaching of academic subjects through English. The symposium invites keynote speakers to share their work on EMI, offering a global perspective with experts from different countries presenting on the realities of EMI in their local context.



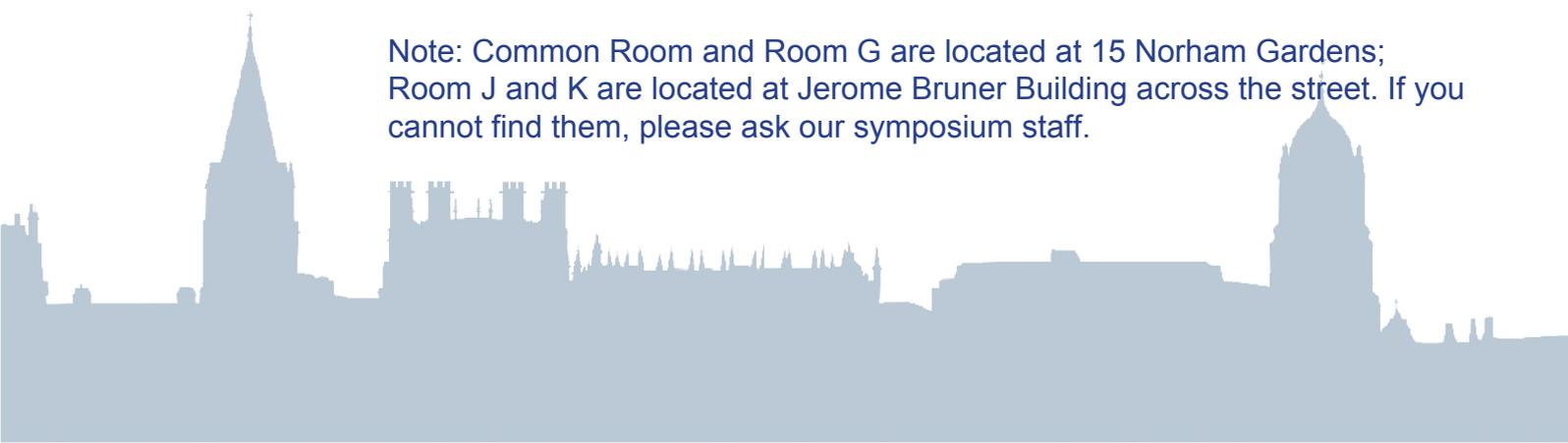
EMI Oxford Research Group: <http://www.emi.network>

Programme

Wednesday June 26, 2019

- 09:00 - 09:50** Common Room: Registration & Coffee
- 09:50 - 10:00** Seminar Room G: Welcome by Dr. Heath Rose
Director of EMI Oxford Research Group, University of Oxford
- 10:00 - 10:50** Seminar Room G: Keynote Speech 1
Prof. David Lasagabaster, University of the Basque Country
Title: Language and content integration: Is this the case in EMI classes?
- 10:55 - 11:55** Parallel Session 1:
Seminar Room G: EMI in Higher Education
Seminar Room J: EMI Policies
Seminar Room K: EMI in Primary and Secondary Education
- 12:00 - 12:40** Parallel Session 2:
Seminar Room G: Stakeholders' Attitudes and Needs
Seminar Room K: Language Use in EMI Classrooms
- 12:40 - 13:40** Lunch Break
- 13:40 - 14:40** Parallel Session 3:
Seminar Room G: Challenges in EMI Practices
Seminar Room J: EMI Colloquium by Bath University
Seminar Room K: EMI Teacher Training
- 14:40 - 15:15** Common Room: Coffee Break & Poster Session
- 15:15 - 16:00** Seminar Room G: EMI Oxford Research Showcase
- 16:00 - 16:50** Seminar Room G: Keynote Speech 2
Dr. Yuen Yi Lo, University of Hong Kong
Title: Exploring assessment in EMI: Issues and realities
- 16:50 - 17:00** Seminar Room G: Closing remarks by Prof. Ernesto Macaro
EMI Oxford Research Group, University of Oxford
- 18:00 - 20:00** Pub Social at the Royal Oak (at your own expense)

Note: Common Room and Room G are located at 15 Norham Gardens;
Room J and K are located at Jerome Bruner Building across the street. If you
cannot find them, please ask our symposium staff.



Speakers



Professor David Lasagabaster, University of the Basque Country

David Lasagabaster is Professor of Applied Linguistics at the university of the Basque Country. His research interests revolve around bilingualism and multilingualism, language attitudes and motivation, EFL, CLIL (Content and Language Integrated Learning), EMI (English-medium Instruction), and Internationalisation in Higher Education. He is currently leading a research project on 'Team teaching in English-Medium instruction programmes at university' in which seven European universities are involved.

Associate Professor Yuen Yi Lo, University of Hong Kong

Yuen Yi Lo is an Associate Professor in the Division of English Language Education of the Faculty of Education, University of Hong Kong. She is also the Deputy Director of the Master of Education programme. She received her doctorate at the University of Oxford and has previously worked at the Hong Kong Education University. Her research interests include bilingual education, Medium of Instruction policy, code-switching, cross-curricular collaboration and assessment. Her research has been published in Review of Educational Research, International Journal of Bilingual Education and Bilingualism, Language Teaching Research and Language and Education.

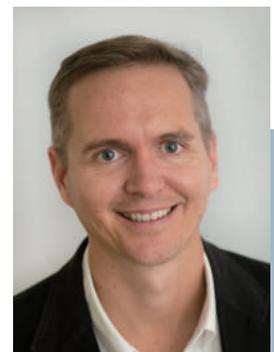


Professor Ernesto Macaro, University of Oxford

Ernesto Macaro is Professor Emeritus of Applied Linguistics at the University of Oxford where he is the Founding Director of the Centre for Research and Development in English Medium Instruction (EMI Oxford). His research focuses on second language learning strategies and on the interaction between teachers and learners in second language classrooms or in classrooms where English is the Medium of Instruction. He has published widely on these topics.

Associate Professor Heath Rose, University of Oxford

Heath Rose is an Associate Professor of Applied Linguistics at the University of Oxford and the current coordinator of the English Medium Instruction Research Group. He is the course leader for the MSc/PGDip in Teaching English Language in University Settings and the MSc/PGDip in Applied Linguistics for Language Teaching. His research has included self-regulation and language learner strategies, Global Englishes, teaching English as an international language, and English Medium Instruction. Publications include a number of books on Global Englishes, and numerous research articles related to applied linguistics in journals such as Higher Education, Language Policy, Applied Linguistics, ELT Journal, and Modern Language Journal.



Parallel Sessions

Session	Presenter	Title
Parallel Session 1: 10:55 - 11:55		
Seminar Room G: EMI in Higher Education	Dimitra Karoulla-Vrikki	Higher education in Cyprus: EMI language policy, ideology and internationalization
	Khawla Badwan	English as a medium of Instruction in Tunisian Higher Education
	Phuong Ngo	From a global phenomenon to a local implementation: EMI in a Vietnamese University
Seminar Room J: EMI Policies	Qi Wang	English-medium instruction in Chinese higher education: L1 and L2 use from macro-, meso-, and micro-perspectives
	Imene Medfouni	English as a Medium of Instruction in Postcolonial Algeria: Internationalisation Versus Francophone Policy and Multilingual Realities
	Ursula Lanvers	Who exactly is stampeding towards English (van Parijs 2011), and should we try to stop it?
Seminar Room K: EMI in Primary and Secondary Education	Clyde Ancarno	The Gambia: EMI and mother-tongue based education?
	Jiye Hong	EMI in Korean high school settings: Implementation and attention to the language
	Jeanette Toth	EMI for young learners in Sweden: Policies, perspectives, and practices
Parallel Session 2: 12:00 - 12:40		
Seminar Room G: Stakeholders' Attitudes and Needs	Victoria Kim	Experiential Learning in the EMI Classroom: Perspectives of Engineering and Business Students
	Ron Martinez	Is there a minimum level of English proficiency to teach in a university EMI context?
Seminar Room K: Language Use in EMI Classrooms	Myriam Iliovits	Language use in an English medium instruction university in a non-English dominant context: Investigating the validity of international and local English language tests used for admissions
	Bronwen Hughes	Classroom interaction in CLIL and EMI classes in Italy
Parallel Session 3: 13:40 - 14:40		
Seminar Room G: Challenges in EMI Practices	Gene Thompson	EMI success: Exploring the role of self-efficacy beliefs
	Dogan Yuksel	Comparing motivations and satisfaction levels of international and home students in an EMI context
	Agata Mikolajewska	Theoretical bases of and difficulties in EMI - drawing on the situation of Polish Higher Education
Seminar Room J: EMI Colloquium by Bath University	Adem Soruc Carol Griffith	Students' Needs in the EMI Classroom
	Trevor Grimshaw	Teacher Education for EMI: Designing a master's programme based on context appropriate principles
	Samantha Curle	Japanese professors' attitudes towards a more multilingual approach in EMI lectures: Incorporating more of the L1
	Gail Forey	Teaching, sharing and using metalanguage in the classroom: Value and impact
Seminar Room K: EMI Teacher Training	Jianmei Xie	EMI teacher training in higher education in China: An exploratory and global perspective from two teacher-educators
	Michelle Hunter	Teachers and Students Shared Experiences of EMI in a German University: A proposed study
	Dale Brown Lewis Murray	Investigating the demands of EMI to better focus EAP

Poster Session

Common Room 14:40 - 15:15

Presenter	Title
Stephan Houghton	A leap in the dark! EMI in an EU Outermost Region
Maria Adorjan	EMI in secondary schools: Teaching, assessment and the socio-political context
Stuart Perrin	EMI Training: Off the Peg or Bespoke
Napol Artmungkhun	English for Specific Purposes Assessment in Practice: A Case Study of Assessment Task and Scoring System in a Thai University Context
Awad Alhassan; Holi Ali	Challenges of EMI subject teachers in EMI humanities and social sciences programmes
Asma Almuaawi	Interaction in EMI Business Lecture: An Investigation of the Effects of Reflective Practice on the Relationship between Language, Interactional Functions in Saudi Arabia
Ozgur Sahan	Content and language in EMI assessment practices: challenges and beliefs at an Engineering Faculty in Turkey

EMI Oxford Research Showcase

Seminar Room G: 15:15 - 16:00

Presenter	Title
Kari Sahan	Variations of English-medium instruction: Comparing policy and practice in Turkish higher education
Ikuya Aizawa	Medium of instruction in Japanese higher education: content learning, language-related challenges, English proficiency
Minhui Wei	Investigating English Medium of Instruction (EMI) students' vocabulary learning and use of vocabulary learning strategies: A longitudinal study in China's tertiary context
Sihan Zhou	Students' self-regulated listening during a transition period in an English-medium-instruction (EMI) programme in Chinese higher education

Abstracts

Higher education in Cyprus: EMI language policy, ideology and internationalization.
Dimitra Karoulla-Vrikki, European University Cyprus

EMI in higher education in Cyprus becomes significant considering the previous long-lasting debate (1960s-1990s) about the language (s) of instruction at the first state-run university. Among Greek, Turkish and English, the selected language had to serve two purposes, which were perceived in conflict: to be an indispensable international and scientific tool and protect Greek language and identity on the island. Cyprus' accession to the EU (2004) and the EU language policy have paved the way towards overcoming previous ideological hesitations in favour of internationalization. A qualitative investigation of documentary data combined with an analysis of semi-structured interviews with high-rank academic and administration university staff provide an insight into language policy and EMI in Cyprus' universities. As will be shown, the 2017 law to promote internationalization and turn the island into a regional higher-education centre has opened the doors to EMI programmes in Greek-medium, public universities. Similarly, private universities are now re-introducing EMI programmes. These universities had initially been English-medium, but in the 2010s, they became bilingual by adding several Greek-medium programmes. EMI policies have not included considerations such as, student and teacher English proficiency, their attitudes and beliefs or EMI implementation and teaching strategies.

English as a medium of Instruction in Tunisian Higher Education
Khawla Badwan, Manchester Metropolitan University

Higher education in Tunisia is currently undergoing educational reform with the aim to enhance the employability prospects of its graduates, the standards of educational quality, and the popularity of its course offering to an international audience. At the heart of these discussions, the question of language of instruction at tertiary education continues to be raised. Due to historically entrenched reasons, most school subjects and university programmes are currently taught in French, the first foreign language in Tunisia. However, some recent opinion pieces have strongly argued for the need to make a shift to English in order to achieve the expected outcomes of the educational reform agenda. In this presentation we report on the findings of a language planning project that investigates the attitudes toward shifting to English as a medium of instruction (EMI) in Tunisian tertiary education. The project's design consists of over 300 questionnaires completed by university students, classroom observations, post observation interviews and semi-structured interviews with students, teaching staff as well as policy makers. The project stems from the view that for language planning to be most effective, it is crucial to combine voices from the top with experiences and feelings from below.

Abstracts

From a global phenomenon to a local implementation: EMI in a Vietnamese University *Phuong Ngo, University of Southampton*

EMI has become one a significant educational trend (Graddol, 1997, p.45). During the last two decades, there has been a sharp rise in the number of EMI programmes implemented in Higher Education around the world (e.g. Wachter & Maiworm, 2014). This global phenomenon, however, has led to various ways of implementation in national, institutional, and classroom contexts, which can be seen in existing literature on EMI. On such a backdrop, this study focuses on the EMI implementation in a Vietnamese university through the employment of an ethnographic case study approach. Specifically, a part of the research investigates how Vietnamese lecturers and students perceive their EMI programmes, and how that perception is related to the way they enact their EMI policy in their classroom practices. Based on the ROADMAPPING framework (Dafouz & Smit, 2014), the findings highlight the necessity to acknowledge lectures and students agency in the policy implementation. Playing their roles as policy actors at classroom level, they negotiate and translate the policy in their language practices.

English-medium instruction in Chines higher education: L1 and L2 use from macro-, meso-, and micro-perspectives. *Qi Wang, University of Oxford*

This study intends to discover how the L1 and L2 use in EMI classrooms are perceived differently at macro-, meso-, and micro-levels in the context of Chinese higher education. Adopting the qualitative case study methodology, the empirical research focuses on two exemplary EMI programmes at a key university located in Shanghai, China. A number of governmental policies and institutional news reports are reviewed, four-session, approximately six-hour EMI class are observed, and two individual interviews with EMI teachers are conducted. Discourse data will be analysed and discussed, first separately and then comparatively, through the qualitative content analysis approach to gain in-depth insights into the roles of L1 and L2 in EMI from governmental, institutional, and personal perspectives. As a result, the empirical study aims to identify potential gaps among different levels of perceptions on language use in EMI contexts and to help improve EMI development in Chinese higher education more effectively and appropriately.

Abstracts

English as a Medium of Instruction in Postcolonial Algeria: Internationalisation Versus Francophone Policy and Multilingual Realities
Imene Medfouni, University of Portsmouth

This paper explores language practices, policy and stakeholders' attitudes towards the implementation of EMI in Algeria. The theoretical framework of this paper is based on a new model of EMI theory, which I call The Spectrum Model. This model is inspired by Braj Kachru's (1985) Three Circles of English. The Spectrum Model offers a new flexible way to understand the expansion of EMI by combining both the perspective of World Englishes and other contextual variables: colonial history, linguistic makeup and developmental stage of countries. The paper focuses on the expansion of EMI in the context of Algeria and discusses the findings of a research based in different central and peripheral universities in Algeria: University of Annaba, University of Batna and University of Oum El Bouaghi. Data collected at these universities were obtained from classroom observations, focus groups, questionnaires and interviews with stakeholders and policymakers. Key findings show that French language is crumbling under the pressures of stakeholders' positive attitudes towards EMI, in which English is viewed as a liberating language from French and its colonial history and influence. This language competition is taking place within a multilingual context that has been reduced to a mandatory monolingual (French only) policy.

Who exactly is stampeding towards English (van Parijs 2011), and should we try to stop it?

Ursula Lanvers, University of York

This paper tackles a particular challenge in policy design and delivery of EMI programmes, namely the (sometimes considerable) conflicts of interests and experience of different stakeholder concerned with EMI. Such differences have been mostly researched between teachers/lecturers on the one hand, and students on the other, while those of, and also between, other stakeholders (institutional leaders, parents, politicians, the wider public) have received considerably less attention. A review of recent research on public debates across Europe, on EMI and generally on the increase of English in education suggests several conclusions:

- a) a considerable bottom-up (e.g. by parents) rather than top-down (e.g. by educational leaders) dynamic towards EMI
- b) public persona (politicians, leaders of educational institutions) doing politics, both with their recommended EMI policies, and justification of these
- c) a considerable disjuncture between academic and public debates of EMI

Using these deductions, the paper concludes with the presentation of a top-down/bottom-up model depicting conflicting forces involved in EMI, and calling for better communication between these.

Abstracts

The Gambia: EMI and mother-tongue based education?

Clyde Ancarno, King's College London

In post-colonial multilingual contexts, deciding which languages to use as medium of instruction and which languages to teach as foreign or additional languages is far from straightforward. The Gambia, where English is the official language, is an illustrative example of a multilingual post-colonial low resource educational context which has struggled with its language education policy. Until recently, most its state schools were EMI schools with no space for its seven indigenous languages. Since 2015, The Gambia has officially moved towards a mother-tongue based education system, introducing literacy classes in the indigenous languages in grade 1 to 3. English, however, remains the focal language of education with the newly introduced literacy classes only being envisaged as a means to facilitate literacy acquisition in English and with the quasi totality of teaching still happening in English. Drawing on the analysis of a series of interviews with relevant stakeholders (e.g. school teachers, policy makers, academics) this presentation will provide insights into the challenges (e.g. limited material resources, evidence of linguistic self-hatred, attitudes towards knowledge and education, childhood experiences of language in education) of integrating The Gambia's indigenous languages in its established English only as medium of instruction policy.

EMI in Korean high school settings: Implementation and attention to the language

Jiye Hong, University of Auckland

English Medium Instruction (EMI) has become prominent in Korean higher education and is now being adopted in high school settings. Currently little is known about the application of EMI in such settings, including the extent teachers and students attend to language issues. This presentation reports a pilot study to investigate attention to language issues in EMI classrooms in Politics and Economics in two Korean high school settings. The study identifies the frequency and features of language-related episodes, which are defined as instances when teachers and students attend to language during classroom interaction that is primarily oriented to disciplinary content. The presentation also deals with the EMI policy in Korean secondary education and the differences of EMI implementation between the two different high schools regarding the type of institutions (public and private) and teachers (Korean and American). The findings of the study are expected to have significant implications for research about EMI and pedagogical practices in secondary education which has scarcely been studied.

Abstracts

EMI for young learners in Sweden: Policies, perspectives, and practices

Jeanette Toth, Stockholm University

In Sweden, English-medium instruction (EMI) has become a popular alternative to Swedish-medium programs, in upper secondary school as well as in compulsory school. While several studies have investigated English-medium programs for older learners, fewer exist of such programs for young learners in the Swedish context. To address this gap, a recent longitudinal case study of EMI in a Swedish primary school class has explored how national and local language-in-education policies regarding classroom language use were interpreted and implemented by stakeholders. Approximately 23 weeks were spent at the school over four data collection cycles during school years 4-6 (students aged 10-13), yielding rich data that included policy documents, lesson plans, instructional materials, student texts, photographs, audio recordings, and field notes from classroom observations as well as interviews with a school leader, 12 teachers, and 22 students. Findings revealed language hierarchies at the school, in which policies privileged English and teachers who were native speakers of English. Although Swedish was used among students as a resource that facilitated classroom communication as well as students' access to the subject content, students' development of subject-specific language in Swedish was limited in English-medium subjects. Further, other languages, such as multilingual students' mother tongues, were marginalized.

Experiential Learning in the EMI Classroom: Perspectives of Engineering and Business Students

Victoria Kim, Ulsan National Institute of Science and Technology (UNIST)

English-medium instruction (EMI) for academic subjects is gathering momentum in the universities around the world at an unprecedented rate, and South Korea is no exception. The introduction of EMI into Korea has been accelerated by a number of factors. However, the effectiveness of that policy is still under discussion due to the limited English proficiency level of both faculty and students, minimal interaction and participation among students, insufficient teacher training, and so forth. This study examined engineering and business students' perceptions regarding the effectiveness of EMI, level of comprehension and motivation in all courses in general, as compared to the ones specifically towards the mandatory Innovation & Entrepreneurship course. The ways of improving students' subject knowledge, motivation and attitudes towards EMI were explored, too. Data sources include a student questionnaire and focus group interviews. Findings indicate that extensive teacher feedback on all course assignments, experiential learning activities, and active interaction with students have improved learners' subject matter knowledge and enhanced their motivation. In addition, the level of understanding of the learners exposed to extensive feedback and experiential learning is significantly higher than of those studying in the lecture-type learning environment. These results may be applicable to other EMI contexts.

Abstracts

Is there a minimum level of English proficiency to teach in a university EMI context? Ron Martinez, Universidade Federal do Paraná

There has been growing interest among Brazilian universities to increase EMI offerings to internationalize at home. One possible barrier to more widespread EMI in Brazil is reluctance from lecturers who feel they lack a minimum level of English proficiency. However, there is no consensus in the EMI literature concerning a benchmarked and evidence-based recommended minimum level of English (e.g. CEFR B1? B2?). This talk reports on an ongoing joint research project (Brazil-United Kingdom) that aimed to address this gap by, first, recording the classes of several Brazilian EMI lecturers of diverse levels of (empirically assessed) English proficiency (n=26). Short extracts (20 minutes) of these video recordings were then shown to two different groups of raters: a group of Brazilian students (n=28) at the Universidade Federal do Paraná (Curitiba, Brazil) and, separately, a group of native-English-speaking and/or non-Brazilian international students both in Brazil and the UK (n=19). Both groups rated each lecturer using an adapted version of the Test of Oral English Proficiency for Academic Staff (TOEPAS – Kling & Stæhr, 2012), and the ratings were compared. (All participants were also interviewed about their impressions.) Based on these independent assessments, triangulated with the proficiency measurements, the researcher will present preliminary findings that may help identify a CEFR-benchmarked recommended minimum level of English proficiency in EMI contexts. The many complexities and potential implications involved will be discussed, with input welcome from attendees.

Language use in an English medium instruction university in a non-English dominant context: Investigating the validity of international and local English language tests used for admissions Myriam Iliovits, Lancaster University

EMI universities in non-English dominant contexts utilise internationally-available tests of English (e.g., TOEFL iBT, IELTS) as well as locally-developed ones to assess if applicants are sufficiently proficient to undertake university-level study. Yet, little research has been conducted to establish the extent to which both types of tests reflect language use in these institutions. Likewise, little is known about how stakeholders view international versus localised approaches to admissions testing. This presentation concerns a work in progress of research investigating language use at the American University of Beirut which is located in a multi-lingual, non-English dominant context. Episodes of language use at the institution, focusing specifically on oral communicative skills, listening and speaking will be collected by recording and analysing classroom discussions as well as other interactions in the university setting. The analysis of language use will then be used to determine the extent to which two tests TOEFL iBT and an institution-specific language test represent the linguistic demands and patterns of language use established for the context. The research will also collect the views of admissions personnel, university teachers, and students on patterns of language use at the university and on the suitability of tasks in the two English-language tests.

Abstracts

Classroom interaction in CLIL and EMI classes in Italy *Bronwen Hughes, Università degli Studi Parthenope di Napoli*

The presentation reports the findings of teacher/student interaction in high-school (CLIL) and university (EMI) contexts and is part of a wider research project investigating lexical profiles, language awareness and comprehension abilities of students attending CLIL and EMI courses at secondary and tertiary level in the Campania and Veneto regions of Italy. The findings identify some instances of students producing mere automated 'gap-filling' responses to teachers' queries, and others where they provide responses to higher-level questions or autonomous comments, thus demonstrating some form of personal involvement/interest in the proceedings. Differences in the interaction are in part attributed to the pedagogical approach adopted by the teacher. Additionally the study attempts to ascertain whether interaction differs significantly in CLIL as opposed to EMI contexts.

EMI success: Exploring the role of self-efficacy beliefs *Gene Thompson, Rikkyo University*

English medium instruction (EMI) has grown in higher education contexts across the globe, and is now expanding rapidly in Japan as part of internationalization efforts (see Galloway et al., 2017). This paper explores the role of self-efficacy beliefs as a predictor of EMI success, and examines variables that influence student self-efficacy for successful EMI study. Direct measures of content and preparatory course performance, proficiency, and questionnaire data were collected from 139 students completing an English-mediated International Business Management course at a university in Japan. Forward regression analysis found L2 proficiency, preparatory course performance, and course specific self-efficacy to predict success in the EMI course. Results suggest that course specific self-efficacy mediates the influence of academic self-efficacy and self-concept beliefs, and are assessed against perceptions of task difficulty and L2 ability. These findings further support the contention that L2 ability is a crucial factor underlying EMI success, and highlight the need for efficacy development opportunities for students in EMI contexts. The presentation finishes with discussion of classroom actions that can be carried out in preparatory EAP courses to support student knowledge and self-belief development, so that learners can be successful in their EMI studies.

Abstracts

Comparing motivations and satisfaction levels of international and home students in an EMI context

Dogan Yuksel, Kocaeli University

Understanding motivation and satisfaction levels of home EMI students as well as of international students may help understand globally growing EMI phenomenon. With these implications in mind, this study aimed to examine the motivation and satisfaction levels of international and home students in the EMI context, conveniently sampling eight Turkish EMI universities (three state and five private), in which both international and home students receive lectures in English. The participants were 232 international students from 24 countries and 248 Turkish students. All were from a large variety of academic programs, 11 departments in total. To collect the students' motivation and satisfaction levels, the questionnaire developed by Macaro and Akincioglu (2017) was used. Preliminary analysis of the data revealed that international and home students had quite different motivational attitudes and satisfaction levels about EMI and its implementation in Turkey. A series of implications are given for the teaching and learning context and suggestions made for further research.

Theoretical bases of and difficulties in EMI - drawing on the situation of Polish Higher Education

Agata Mikolajewska, UCL Institute of Education

Theoretical grounds of EMI have been disputed by many academics and there is a plethora of definitions available, which range from conceptualising EMI as an umbrella term through to perceiving it as a completely separate phenomenon. As EMI has been spreading worldwide, issues around EMI were brought to light. Questions at stake are among others are: What is EMI?, What ought to be the outcome of EMI? or What are the difficulties in EMI? Interestingly enough, these issues have not yet been topics of discussions in Poland. Despite there being nearly 90 HEIs with about 760 degree programs on offer, there is no sign of discussions regarding aims of EMI education, appropriate ways of implementations of EMI. Therefore, my doctoral research explores what kind of challenges are in EMI in Polish HE, as well as interpretation and aims of EMI by reaching out to teachers and lecturers. This is to be achieved through a two-stage study: (1) a survey questionnaire, and (2) interviews and focus groups. The aim of the presentation will be two-fold: (1) to discuss what the definition of EMI is globally and drawing on Polish context; and (2) to present the presenter's on-going doctoral work.

Abstracts

Students' Needs in the EMI Classroom

Adem Soruc, University of Bath; Carol Griffith, University of Leeds, Auckland Institute of Studies

Although English as a medium of instruction (EMI) has grown exponentially in recent years, many perceived needs remain unaddressed. The present study investigated how students view their needs when trying to study in an EMI context, gathering qualitative data from open-ended questions. The participants were attending one private and two state universities in Turkey. The students (N = 83, from 5 different departments, studying from freshman to senior levels) described various needs in their responses, including challenges with understanding technical vocabulary, lecturers' inadequate use of English, regular use of English in the EMI course, the English preparatory-year curriculum, English language skills and the lack of language support in EMI programs. Results will be discussed, suggestions will be made for further research, and implications will be given for the teaching and learning context.

Teacher Education for EMI: Designing a master's programme based on context appropriate principles

Trevor Grimshaw, University of Bath

As the global trend of EMI gathers pace, research has revealed that in many contexts there are insufficient policy guidelines and significant gaps in the preparedness of practitioners for teaching academic subjects through English (Dearden, 2014). These have knock-on effects for EMI students in classrooms. By way of illustration we will present the findings of a qualitative study conducted in Turkey which - through video-recordings, an open-ended questionnaire and stimulated-recall interviews - investigated the challenges faced of EMI students. To date, institutions have sought to address the challenges of EMI through short term training courses or individual modules within postgraduate programmes. In this presentation we will describe the development of a full time MA in EMI at a UK university which is based on the principles of context appropriate policy and practice. Drawing upon market research, concept testing and discussions around branding, we will explore how people beyond the immediate research community of EMI - including practitioners - perceive and conceptualise this emergent discipline. The findings confirm that, whilst EMI is a global phenomenon, understandings and concerns vary vastly according to specific contexts. We conclude with some lessons learnt from the process of programme development and some broader implications for EMI teacher education.

Abstracts

Japanese professors' attitudes towards a more multilingual approach in EMI lectures: Incorporating more of the L1
Samantha Curle, University of Bath

This study examined Japanese professors' attitudes towards a more multilingual approach in EMI lectures (i.e. incorporating more of the L1). Interviews were conducted with 57 lecturers in 6 universities in Japan (3 in Tokyo, 3 in Kyoto). These lecturers taught varied subjects such as Law, Engineering, and Business Administration through English. Lecturers were asked to reflect on their current EMI classroom practice, and if more or less use of the L1 would enhance teaching and learning. Results indicated an overall positive stance towards a move to incorporating more Japanese in EMI classes. However, this depended on the topic being taught and student English proficiency. Suggested implications of such attitudes for EMI classroom teaching practice will be provided, alongside research questions that might be addressed in future.

Teaching, sharing and using metalanguage in the classroom: The value & impact
Gail Forey, University of Bath

Within schools explicit knowledge and teaching about language is often implicit or even absent in the curricula. The introduction and use of terminology, metalinguistic resources, and specifically Systemic Functional Linguistics (SFL) is contentious, e.g. why, when and what terminology should be introduced? Should metalanguage be commonsense or technical? In this paper, drawing on experience from working with teachers and schools from a range of contexts including Hong Kong, the UK and Australia, I discuss the benefits of introducing SFL metalinguistic resources in the classroom. Focussing on one case study, Hamstead Hall Academy (HHA), Birmingham, UK where 52% of learners are EAL, I highlight the value and impact of SFL. At HHA, SFL metalanguage is shared by the majority of curriculum teachers, embedded in professional development, classroom interaction, school planners, assemblies, and talk in and outside of the classroom. Based on data from interviews, classroom observations and teaching material, I demonstrate how SFL has had a tremendous positive impact on the teachers and learners at HHA. In this paper, I conclude by raising the question what theoretical perspective underpins EMI and language as the primary resource for meaning making in the classroom?

Abstracts

EMI teacher training in higher education in China: An exploratory and glocal perspective from two teacher-educators

Jianmei Xie, South China Normal University

This presentation provides a case study of training university-teachers working or planning to work in an EMI setting in mainland China. The case study concerns teacher-educators in a transnational institute where EMI is the norm and the majority of students have a language other than English as their L1. The presentation employs a critical reflection on challenges encountered when training newly-employed academics and makes recommendations on how multilingual/multicultural teachers could be more effectively trained in Chinese EMI institutes/programmes. We argue that a glocal mindset is needed when/if internationalisation has increasingly become the norm. An increasing number of international staff/students creates a contrast with a somewhat fossilised academic tradition in some Chinese institutes, e.g., characterised by administration-driven regulation (Xie & Postlethwaite, 2018) and a preference for using L1 (Chinese) (Macaro, Tian & Chu, 2018). Local (Chinese) academics' difficulty in EMI appears to relate more to linguistic issues, whereas for international academics it is often pedagogical issues. In this context, we (teacher-educators) often lack discipline-based content knowledge, thus creating a further potential complication. This presentation, based on our reflections, outlines suggestions on how teams of teacher-educators could be formed, and discusses some good practice examples in training EMI teachers in China.

Teachers and Students Shared Experiences of EMI in a German University: A proposed study

Michelle Hunter, University of York

The aim of this presentation is to outline a concept for doctoral research into EMI practices at a public German university. It will draw on contemporary global research into stakeholder attitudes and beliefs which could, in combination with findings from the proposed study, inform teacher training requirements at a local level. English-taught programmes continue to increase across Europe, however pedagogical guidelines for effective tertiary-level EMI teaching and learning are lacking (Dearden, 2014). While Germany is the third highest EMI provider after Sweden and the Netherlands (Grundermann 2014:5, in Lanvers 2018), teaching staff receive little EMI training (Lanvers 2018:58). The proposed longitudinal study aims to identify affective aspects impacting learning and teaching in the EMI setting. Then to discern what strategies are applied to overcome or harness these aspects in pursuit of effective learning outcomes. Research methods will focus primarily on qualitative data, e.g. collected via stimulated recall. Sample groups will be identified from across the university, via a questionnaire adapted from the EMI Global Views survey (Briggs, Dearden and Macaro 2018). Results should help identify a link between EMI pedagogy and language knowledge, and more specifically how both students and teachers experience and think about EMI.

Abstracts

Investigating the demands of EMI to better focus EAP Dale Brown & Lewis Murray, Kanazawa University

EAP courses typically serve as preparation for academic studies in English, and therefore should be based on an understanding of the skills and abilities learners require for such studies. In Japanese universities, however, it is not unusual for EAP courses to aim vaguely at developing students' rudimentary academic English skills with no particular conception of future use in mind. Recognising this issue, this presentation will detail research undertaken to support the EAP programme at a university in Japan at which the provision of EMI is rapidly expanding. A questionnaire was administered to instructors of EMI courses to gain a concrete understanding of the specific demands of those courses. It was found that there are four core skills demanded by the university's EMI courses: writing essays/reports in English, engaging in discussions in English, listening to lectures given in English, and reading papers/book chapters/other written materials in English. The identification of these core skills gives a clearer focus for the university's first-year EAP courses. While aspects of these skills are catered to within the current courses, this presentation will outline ways in which the EAP courses could be adapted to provide more effective preparation for students wishing to take the EMI courses.

A leap in the dark! EMI in an EU Outermost Region Stephan Houghton, University of Reunion Island

Since the approval of English-medium courses in higher education in 2013 (Fioraso law), French universities wishing to internationalise have sought to introduce taught programs in English. The geographical isolation, multilingual contexts, and competing demands of French overseas territories have contributed to the absence of EMI-courses at these locations (Campus France, 2018). This presentation describes the ongoing implementation of an EMI-framework at the University of Reunion Island, a French overseas university in an EU Outermost Region (SW Indian Ocean). The framework consists of a teacher-training course, an EMI-certification, and a support service for teaching staff. Selection, by English-level test, EMI-course proposal, and audition in October/November 2018, identified 14 candidates from an initial group of 25 applicants. Despite high levels of motivation and well-founded EMI-course proposals, candidate levels of English are highly variable (B1 to C1). Consequently, an online foundation-course in English was created and strongly recommended for weaker candidates (February to June 2019). Two, one-week intensive, teacher-training courses in mid-May and mid-June 2019 will provide candidates with EMI English-language and pedagogy training. Student levels of English are typically A2-B2 (~42% B1; TOEIC scores 2014-8). Strategies to introduce EMI at this local reality, of a low English-language base, will also be described.

Abstracts

EMI in secondary schools: Teaching, assessment and the socio-political context *Maria Adorjan, Karoli Gaspar University*

As a coordinator on an English Teaching MA programme at a Hungarian university, I conducted a series of informal interviews with secondary school teachers of History, Mathematics and Biology in order to collect data on how they can cope with using English as a medium of instruction. My aim was to find out about the disciplinary differences, and based on the information, to align the teacher training modules to everyday school realities. All the teachers felt EMI resulted in a higher workload in three areas: lesson planning (particularly formulating sequences of questions); assessment; and preparation connected to terminology. In teaching History, subject-specific difficulties were a slow pace of teaching in the initial stages and the teachers' uncertainty about assessment practices (experiencing scoring dilemmas while evaluating written content and language use). In Mathematics the biggest problem seemed to arise at higher levels when the material becomes more abstract. The teachers confessed to often resorting to their mother tongue in linguistically homogeneous classes while giving explanations. An unexpected outcome of the interviews was that teaching Biology in English was much more embedded into the local socio-political context than the other two subjects. In the presentation I will elaborate on why this turned out to be the case.

EMI Training: Off the Peg or Bespoke *Stuart Perrin, Xi'an Jiaotong-Liverpool University*

The growth of English Medium Instruction (EMI) programmes offered nationally in China has been led by the internationalization of (Higher) Education through Ministry of Education initiatives. However, little is known about the curriculum, requirements of teachers or institutions within the classroom, and perhaps most importantly, classroom interaction and programme delivery. Equally impressive has been the proliferation of EMI teacher training programmes to address institution and classroom needs. EMI in Chinese universities does not typically involve teaching language, with a concentration purely on content knowledge, though this is not nationally applied, or true for all institution types. Despite the uniqueness of most EMI programmes, teacher training often follow an 'off the peg' approach, assuming that individual institution situations are common. This presentation will draw on experiences from an EMI teacher training delivered by one university in China, and offered nationally, that tries to meet the challenges of multiple interpretations of EMI use and need. In addition to highlighting the need for extensive language input in training programs, the role of participants' first language in both training and subject delivery will be discussed. The presentation will conclude with a discussion of future directions for EMI training in the local context.

Abstracts

English for Specific Purposes Assessment in Practice: A Case Study of Assessment Task and Scoring System in a Thai University Context
Napol Artmungkhun, University of Southampton

The objective of this work-in-progress PhD study is to investigate how language ideology and policy impact on assessment task and scoring system in practice at English as a Specific Purposes modules that use English as a mean of instruction in a Thai university context. This study will use a mixed-method research approach at the data collection and analysis levels. The participants of this study are policymakers, lecturers and students. The overview of this study will provide an in-depth investigation of the assessment task and scoring system locally in practices. The highlight of the findings will present to what extent are the significant factors from language ideology and policy influential on the assessment task and scoring system in practice. Therefore, the implication of the study will reveal the reflection of the assessment task and scoring system in practice to language ideology and policy. The significance of the study will illustrate the characteristics of the assessment task and scoring system in practices impacted by language ideology and policy. Consequently, the findings will notify the consistency of language ideology and policy toward assessment in practice and appropriateness of assessment task and scoring system; subsequently the reliability of assessment marks.

Challenges of EMI subject teachers in EMI humanities and social sciences programmes
Awad Alhassan, Dhofar University; Holi Ali, Rustaq College of Education

English medium instruction (EMI) has been increasingly used in higher education institutions in the Sultanate of Oman and as a result, a growing number of EMI programmes have been offered in various disciplines of knowledge. However, the potential challenges and difficulties at the part of subject teachers, particularly those for whom English is a foreign/second language seem to have remained unexplored. Effective EMI requires more than the expertise and mastery of subject knowledge. The study reported in this poster presentation aims at investigating the challenges experienced by EMI content teachers teaching their subject content to EFL humanities and social sciences students in an Omani EFL higher education context. An exploratory qualitative methodology, with interviews and classroom observations as methods of data collection, was used. Ten humanities and social sciences teachers took part in the investigation by allowing face-to-face recorded interviews and classroom observations. The data was analysed inductively and the results showed both linguistic and pedagogical challenges which seemed to have negative impact on students' overall learning experience in EMI classes. Some pedagogical implications for EMI subject teacher training and development will be presented and discussed.

Abstracts

Interaction in EMI Business Lecture: An Investigation of the Effects of Reflective Practice on the Relationship between Language, Interactional Functions in Saudi Arabia
Asma Almuaawi, University of Reading

The proposed study is an investigation of the interactional practice of the faculty members and undergraduate students, and the effect of their awareness on the manner in which interaction is displayed and maintained in the context of English as a medium of instruction (EMI) Business Lecture. Students entering universities in EFL contexts are usually faced with communicative demands of their own disciplinary- specific language. It is argued that examining the interactional functions employed by faculty members and students in their academic discourse might expose interactional challenges. To help faculty members face those challenges, a form of reflective practice will be adopted. Self Evaluation of Teacher Talk (SETT) (Walsh, 2006) which was originally applied in language classrooms to enhance interaction is chosen to help faculty members reflect on their own practice. The study will examine the effect of using SETT by faculty members on the relationship between language and interactional functions. It is hoped that will lead to making amendments on the SETT to be used in the context of EMI in higher education. Data collection; via use of qualitative tools: observations sheets, stimulated recall interviews, transcribed classroom interaction is currently conducted in Princess Nora University in Saudi Arabia. This methodological approach highlights the importance of being involved in the learning community to enhance understandings of classroom interaction. The use of this method will help to understand the relationship between language, interaction, interlocutors, and the orientation of knowledge in the context of EMI.

Content and language in EMI assessment practices: Challenges and beliefs at an Engineering Faculty in Turkey
Ozgur Sahan, Bursa Technical University

With recent trends toward the internationalization of higher education, the number of English-medium programs at universities around the world has grown rapidly. Research on English-medium instruction (EMI) has examined stakeholders' attitudes, classroom interaction, and students' achievement in content subjects. However, what is missing from this growing body of work is research addressing issues of assessment in EMI contexts, where students' English proficiency is not explicitly measured but where students are required to interpret and respond to assessment tasks in English. In this study, we address this research gap by examining assessment practices in an EMI engineering faculty. Employing qualitative research methods, data are collected through interviews and focus group discussions with university lecturers and students at an engineering faculty in Turkey in order to explore how lecturers and students perceive the role of language in EMI assessment and describe their own assessment practices. The findings shed light on teachers' and students' approaches to EMI assessment, including how students use the resources available in their linguistic repertoires to make sense of assessment tasks and how teachers approach students' responses to assessment tasks with consideration for students' language proficiency and preference. The findings have implications for EMI teachers' pedagogical practices as well as for EMI teacher training courses.

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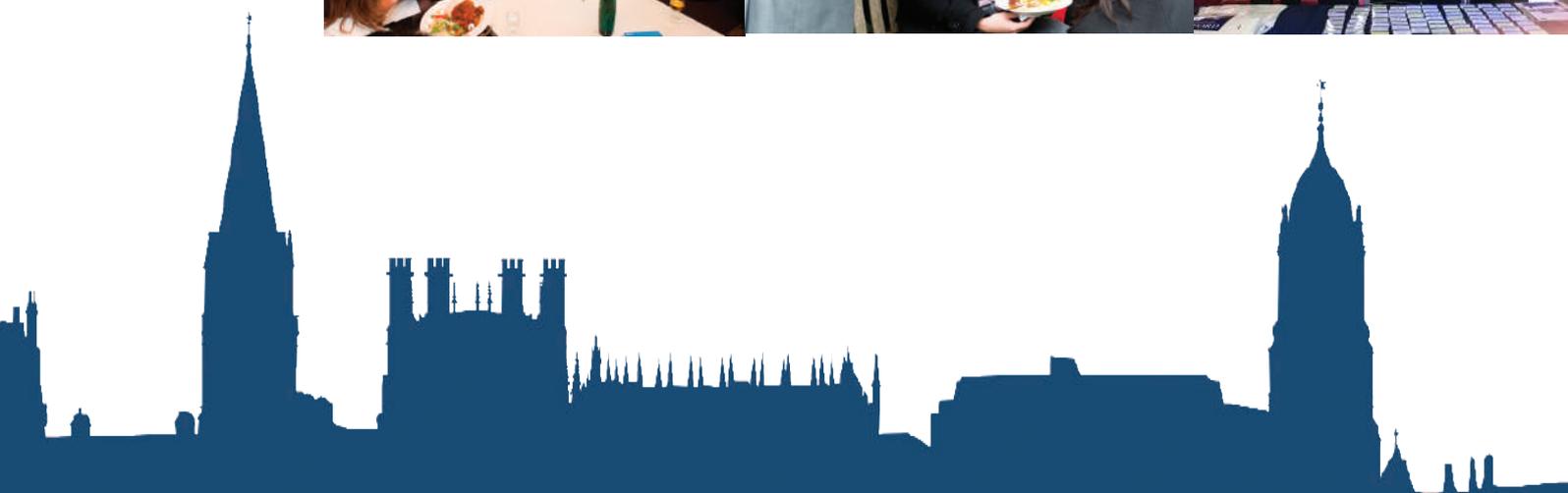
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