EMI Symposium 2023: Fostering Collaboration

Background to the Symposium

The English Medium Instruction (EMI) Symposium

The English Medium Instruction (EMI) Symposium is a one-day symposium held every two years 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.

This year, the EMI Symposium is jointly hosted by the Consortium for Research on Language Policy and Practice (CRLPP) at the University of Hong Kong and the EMI Research Group at the University of Oxford. It features plenary speakers in both Hong Kong and Oxford and a joint discussion panel, which will be livestreamed for free. There will also be on-site paper presentation in both locations. With this hybrid mode of presentation, the joint Symposium will facilitate intellectual exchange between participants from different education contexts, despite geographical distance and time difference. We believe this will be an exciting event and we are glad that you are part of it!

Collaboration

Our theme for 2023 is collaboration. EMI has spread far and wide over the last decade, making it crucial to bring together the EMI community for an exchange of trends, findings, and experiences. With such a diversity of contexts, more collaboration is vital in pursuit of richer insights. It is time to think comparatively to deepen understanding of local, regional, and global EMI contexts. This symposium serves as a first step towards this goal, a coming together to forge future partnerships, of practice and research.

Plenary Sessions

In pursuing the theme of collaboration this symposium is taking place simultaneously in Oxford and in Hong Kong. The plenary sessions will be live-streamed. The panel discussion will feature speakers from Oxford and Hong Kong, with contributions also live-streamed for the respective audiences. Separate parallel sessions will take place in Oxford and Hong Kong (see this booklet for the Oxford sessions).

Symposium WiFi: If you do not have Eduroam, request access to Oxford Wireless Lan (OWL)

Calls for Collaboration

"This study thus suggests the potentials of cross-curricular teacher collaboration and provides important implications for further enhancing the effectiveness of CBI"

(Yuen Yi Lo, 2014)

"By examining lecturer perspectives on EMI alongside institutional policies and training programmes, this study can help lecturers cope with the challenges of EMI, and contribute to further developing EMI-ESP lecturer collaboration." (Mancho-Barés & Arnó-Macià, 2017)

"language specialists can take on a new role as EMI teacher educators and contribute to EMI teaching and teacher development in different ways, including: (1) initiating classroom change through awareness raising; (2) integrating content and language in specific disciplines through collaboration"

(Rui Yuan, 2023)

"Results reveal a lack of collaboration between subject and EAP teachers, whilst the participants stressed the importance of and the need for collaboration"

(Alhassan, Floare Bora & Abdalla, 2022)

"This study highlights differences in attitudes amongst EAP and content instructors, as well as a lack of collaboration"

(Galloway & Ruegg, 2020)

"Overall, we agree with the authors that EAP and EMI have much to gain from each other in their shared endeavours"

(Galloway & Rose, 2022)

Sources: International Journal of Bilingual Education and Bilingualism, ESP Today; RELC Journal; TESOL Journal; Journal of EAP; ELT Journal

Programme

Wednesday 6th December 2023

8:00am – 8:50am	Common Room: Registration & Coffee (8.30am)
8:50am – 9:00am	Seminar Room A: Welcome by Heath Rose Director of EMI Oxford Research Group, University of Oxford
9:00am – 10:00am	Seminar Room A: Plenary Speaker in Oxford Kristina Hultgren, The Open University, UK (livestreamed to HK)
10:00am – 11:00am	Seminar Room A: Plenary Speaker in Hong Kong Guangwei Hu, The Hong Kong Polytechnic University (livestreamed to Oxford)
11:00am – 12:00pm	Seminar Room A: Combined panel on EMI research (Chair: Heath Rose) Slobodanka Dimova, Maria Kuteeva, Ernesto Macaro, Hans Malmström,
12:00pm – 1:00pm	Lunch Break
1:00pm – 3:55pm	Parallel Sessions: Rooms A, B, C, D & G (See schedule from Pages 9 to 11)
4:00pm – 4:10pm	Short Break
4:10pm – 4:30pm	ELINET (https://elinet.org.uk)
4:30pm – 4:45pm	Seminar Room A: Closing comments Heath Rose, Director of EMI Oxford Research Group, University of Oxford
6:00pm – 8:00pm	Pub Social at The Royal Oak, 42-44 Woodstock Road (at your own expense)

Keynote Speakers

Kristina Hultgren
(Oxford-hosted plenary speaker)

Kristina Hultgren is Professor of Sociolinguistics and Applied Linguistics at The Open University, UK. She works on the internationalization and Englishization of universities in non-English-dominant countries, linking linguistics to the political economy. Kristina's work forges interdisciplinary collaborations in the intersection of linguistics and political science to uncover fundamental principles driving Englishization and its consequences for linguistic and social justice. She is Principal Investigator of ELEMENTAL, a large, collaborative, interdisciplinary, UKRI-funded project that seeks to trace the causal mechanism between past decades' higher education governance reforms and English as a language of teaching in European higher education.

Guangwei Hu
(Hong Kong-hosted plenary speaker)

Guangwei Hu is Professor and Associate Dean of the Faculty of Humanities at The Polytechnic University of Hong Kong. He is an applied linguist by training and specializes in language and literacy education. His research consists of three related strands: (1) second language literacy education in English-as-a-foreign-language contexts; (2) biliteracy acquisition in bilingual and ESL contexts; and (3) academic literacy. His research on academic literacy aims to capture the diversity and complexity of academic literacy practices and offers pedagogical insights and strategies for enhancing the disciplinary literacy of students at various levels of education.

Other speakers and panel members

Heath Rose
University of Oxford
(Welcome address)

Heath Rose is Professor of Applied Linguistics at the Department of Education, University of Oxford. He is the coordinator of the English Medium Instruction Research Group and runs the wider EMI Oxford Research Network. Heath's research interests are situated within the field of language teaching and language learning. His research interest is in the 'E' in EMI, particularly exploring the type of English that is used in EMI, and the language needs of students learning in EMI settings. He has published books on Global Englishes, research methods, and data collection. He is series co-editor of *Cambridge Elements in Language Teaching.*

Ernesto Macaro
University of Oxford
(Panel member)

Ernesto Macaro is Emeritus Professor of Applied Linguistics at the Department of Education, University of Oxford. He was the founding Director of the Centre for Research and Development in English Medium Instruction in the Department of Education, The University of Oxford. His current research focuses on second language learning strategies and on the interaction between teachers and learners in classroom where English is the Medium of Instruction. He has published widely on these topics.

Hans Malmström
Chalmers University of Technology, Sweden
(Panel member)

Hans Malmström is Professor of Communication and Learning in Science at Chalmers University of Technology, in Sweden. He conducts research at the intersection of applied linguistics and learning. His research is primarily concerned with aspects of second language acquisition (especially academic and disciplinary vocabulary) in academic contexts where English is used as the medium of instruction, and the integration of communication and language, exploring how language and communication potentially enhances learning within a discipline. Hans is Series Editor (together with Diane Pecorari) for *Routledge Studies in English Medium Instruction*. He also Co-edits the *Journal of English-Medium Instruction.*

Maria Kuteeva
Stockholm University
(Panel member)

Maria Kuteeva is Professor of English linguistics in the Department of English, Stockholm University, Sweden. Her research and publications have focused on the use of English in multilingual university settings and academic discourse analysis. Her work has appeared in *Applied Linguistics*, *English for Specific Purposes*, *Journal of Second Language Writing*, and other peer-reviewed outlets. Her recent books include *Language Perceptions and Practices in Multilingual Universities* (Palgrave Macmillan, with Kathrin Kaufhold and Niina Hynninen) and *Tension-filled English at the Multilingual University* (Multilingual Matters).

Panel members (cont.)

Slobodanka Dimova
University of Copenhagen
(Panel member)

Slobodanka Dimova is Professor of Multilingualism and Language Testing at the University of Copenhagen. Her research interests include language testing, English-medium instruction (EMI), and L2 speaking production. Her work appears in *Language Testing*, *English for Specific Purposes*, and *World Englishes*. She is also co-author of *English-Medium Instruction in European Higher Education* together (with A.K. Hultgren and C. Jensen) and *Local Language Testing* (with X. Yan and A. Ginther).

Discussion panel in Hong Kong

Mr Wong Kwan Ho

Prefect of Studies and Head of Language Across the Curriculum, TWGHs Mrs Wu York Yu Memorial College

Mr Wong is the Prefect of Studies and Head of Language Across the Curriculum (LAC) in TWGHs Mrs Wu York Yu Memorial College. Mr Wong and his team have been actively promoting LAC in their school through redesigning their curriculum and facilitating collaboration between English and content subject teachers. Their efforts have been recognised by the Chief Executive's Award for Teaching Excellence in 2015.

Professor Angel Lin

Chair Professor
Department of English Language Education
The Education University of Hong Kong

Professor Angel Lin serves on the editorial boards of international research journals including International Journal of Bilingual Education and Bilingualism, Language Policy, Language and Education, Language, Culture and Curriculum. Her research and development of the Multimodalities-Entextualisation Cycle (MEC) serves as a critical pragmatic heuristic for educators and researchers to navigate and disrupt the often monoglossic institutional spaces by both valuing and enabling translingual, multimodal, and multisensory meaning making actions with implications for equity, diversity and inclusion in education.

Dr Jose Lai

Director
English Language Teaching Unit
The Chinese University of Hong Kong

Dr Jose Lai is the Director cum Director of Studies of the English Language Teaching Unit of The Chinese University of Hong Kong (CUHK). In addition to the general management of the Unit, she oversees the development, implementation, and review of curricula as well as large-scale funded projects. Her work on English Across the Curriculum (EAC), an institutional movement formally launched at CUHK since 2016, has earned for her project team the University Education Award 2022 for their significant contribution to enhancing the traditional landscape of English language education at the University and beyond. Externally, Dr Lai also serves as reviewer of academic journals and research grants.

Parallel Sessions

Parallel Sessions: 1:00pm - 1:25pm		
Seminar Room A	Francesca Costa & Cristina Mariotti	The Bilingual Education Italy (BEI) Project: Results from a Standardised National Test
Seminar Room B	Sarah Hopkyns	EMI higher education in the UAE: Neoliberal expectations and sociolinguistic complexities
Seminar Room C	Hisayo Kikuchi	Fostering collaboration through advanced technologies: A case study from Japan
Seminar Room D	Katrien Deroey	EMI lecturer training: content, delivery, ways forward
Seminar Room G	Ernesto Macaro & Ikuya Aizawa	Exploring the intersections of research themes in EMI, EAP, and ESP

Parallel Sessions: 1:30pm - 1:55pm		
Seminar Room A	Nadee Mahawattha	Introduction of academic literacy practices to higher education: a case study from Sri Lanka
Seminar Room B	Alfred Lo	EMI for All?: Exploring the Potential of Self-Regulation in Achieving EMI Success in Hong Kong Secondary Education
Seminar Room C	Shurui Yin	Capital, Identity and Ideology: An Investigation of Chinese Students, Investment in English-mediated Practices in EMI Transnational Universities in Mainland China
Seminar Room D	Yanru Xin	Exploring teachers' perceptions on the potential of EMI to promote students' deeper learning in Chinese higher education
Seminar Room G	Jim McKinley	Critically drawing on EMI systematic reviews: a call for more responsible research

Parallel Sessions: 2:00pm – 2:25pm		
Seminar Room A	Özgür Şahan & Kari Şahan	The emotional effects of EMI: Narratives of graduates from engineering programs in Turkey
Seminar Room B	Dale Brown	Lessons from three studies on learners' challenges in EMI courses at a Japanese University
Seminar Room C	Yu-Hua Chen	Introducing a New Multimodal Corpus of L2 Academic English from an EMI University in China
Seminar Room D	Shahd Quotah	EMI in Saudí STEM programmes
Seminar Room G	Maria Kuteeva	Policies, perceptions, practices: Drawing connections and fostering collaboration between EMI and EAP

Parallel Sessions: 2:30pm – 2:55pm		
Seminar Room A	Kana Seki	Exploring Emotion, Agency and Translanguaging Pedagogies in EMI Classrooms
Seminar Room B	Rachid Khoumikham	Exploring Career Progression for Female Engineers: Insights into the Influence of English Medium Education (EME) on Career Progression in the UK and Palestine
Seminar Room C	Katherine Halley	The exploration of multimodal higher education digitally-mediated EMI classrooms: the assessment of embodied resources for interactional competence
Seminar Room D	Olivia Mair	The role of reflective learning in collaborative online international faculty development for EMI
Seminar Room G	Eowyn Crisfield	EMI with a dash of CLIL: Can we improve language learning through SFL-based pedagogy?

		Parallel Sessions: 3:00pm – 3:25pm
Seminar Room A	Hessam Khorassani	Translanguaging practices and attitudes among home and international students at an EMI university in Turkey
Seminar Room B	Chengcheng Guo	Investigating EMI students' academic writing through a vision enhancement programme
Seminar Room C	Fumiyo Nakatsuhara	Towards developing practical resources based on empirical evidence from digitally-mediated EMI courses in higher education
Seminar Room D	Erkin Mukhammedov	Investigating EMI students' study related challenges and strategies used to make their learning effective
Seminar Room G	Cristina Lastres-Lopez	English Medium Instruction or English for Specific Purposes? A view from Spanish universities, with a focus on the degree in Tourism

		Parallel Sessions: 3:30pm – 3:55pm
Seminar Room A	Yiming Ren	Imagined identities and language investment: Investigating the role of English in Chinese undergraduate students' English-medium learning experiences
Seminar Room B	Hind Mashrah	Exploring the current EME agents' beliefs and practices of language policy (official and non-official) in the Saudi medical school
Seminar Room C	Peter Bannister	Generative Artificial Intelligence and Language Assessment Literacy in EMI Higher Education
Seminar Room D	Huichao Bi	The Effectiveness of the Phonological-based Instruction on Improving Chinese EFL Young Learner's Connected Speech Perception Skills
Seminar Room G	Ahmad Alzahrani	Towards investigating identity in EMI assessment

Abstracts

(listed alphabetically by speaker)

Towards investigating identity in EMI assessment

Ahmad Alzahrani, University of Southampton, UK (co-authored with Dr Ying Zheng, University of Southampton)

In the absence of an explicit EMI policy, academics tend to make certain language-related assessment decisions to ensure that their exams are reliable. In the fields of educational and language assessment, this decision-making process can be enhanced through establishing enriched assessment literacy knowledge and skills. However, little is known about the impact of assessors' identities on this process. For this, in one case out of a larger project, this study explored the extent to which assessors' identities can contribute to the making of their assessment decision and subsequently impact the outcomes of these decisions. For data collection, an academic tutor was observed as he assessed his students in a Problem Based Program in a Saudi Medical School. Then, he was interviewed, and his students invited to a focus group interview. The data were then analysed through the Three Positioning Levels (Bamberg, 1997) and the Short Story Approach (Bamberg and Georgakopoulou, 2008). Findings showed that the tutor's position was evidently reflected in his classroom observed and articulated assessment decisions. This study supports the calls to investigate identity in assessment (Looney et al., 2017, Xu and Brown, 2016) particularly in EME where educators may need to exert a considerable level of agency.

Generative Artificial Intelligence and Language Assessment Literacy in EMI Higher Education

Peter Bannister, Universidad Internacional de La Rioja, Spain

Whilst generative artificial intelligence (GenAI) is often heralded as universally groundbreaking and disruptive, scholarly interrogation of such claims remains in early stages. One area where GenAI is predicted to cause disruption is higher education (HE) assessment, although implications for expanding international student populations are under-explored. Drawing on the limited existing research into English-medium instruction (EMI) assessment and EMI educator language assessment literacy (LAL), this study investigated international EMI educators' LAL and awareness of GenAI's potential impacts on established assessment practices. A mixed-methods approach combined a survey on self-perceived LAL (n=174) with semi-structured interviews (n=12). Preliminary findings from the study are shared with the intention of making a contribution to address the current lack of consensus on the state of online international EMI educators' LAL. The study also highlights possible benefits and drawbacks of GenAI tools for stakeholders, seeking to foster international collaboration between educators and GenAI researchers to enhance assessment literacy. Fostering such international partnerships will be key to realising the potential of GenAI to transform assessment practices globally.

The Effectiveness of the Phonological-based Instruction on Improving Chinese EFL Young Learner's Connected Speech Perception Skills

Huichao Bi, Xi'an Jiaotong-Liverpool University, China, and University of Liverpool, UK
(co-authored with Dr. Rong Yan, Xi'an Jiaotong-Liverpool University)

Given the prominence of English as a lingua franca, many countries have incorporated English as a foreign/second language (EFL/ESL) into their national curriculum. So far, most listening materials that go with the textbooks are usually recorded by native speakers with clear pronunciation and tailored to particular teaching objectives; however, it differs from native speakers' daily speech flow with a series of phonological variants known as Connected Speech Processes (CSPs). Previous studies presented that non-native English listeners experience difficulties perceiving connected speech, and teaching CSPs in the classroom can benefit non-native adult learners' listening comprehension. However, young EFL learners are rarely mentioned, and there is a lack of sufficient studies on teaching CSPs on the phoneme level to facilitate listening comprehension skills. Therefore, this study explores the effect of phonological-based instruction on improving young EFL learners' English connected speech perception. 68 10-to-11-year Chinese EFL learners participated in the pre-and-post-tests of connected speech perception before and after five teaching sessions. Statistical analysis showed that phonological-based instructions significantly improved young learners' connected speech perception skills; however, the effect of enhancing different types of CSPs varied. These findings may provide pedagogical implications for future primary school foreign language teaching and learning.

Lessons from three studies on learners' challenges in EMI courses at a Japanese University

Dale Brown, Kanazawa University, Japan
(co-authored with Michiko Yaguchi, Kana Oyabu, Lewis Murray, Mami Kanno, Tomoaki Morikawa, Jacob Runner (all Kanazawa University))

This presentation will summarise and synthesize the findings of three studies undertaken at a Japanese university into the challenges learners face in EMI courses. Study 1 was based on a survey of instructors of EMI courses, Study 2 surveyed students enrolled in EMI courses, and Study 3 used interviews with students from several academic departments concerning their experiences of English use within the university. In all three studies, it was found that the EMI courses primarily required listening and reading skills, but that when productive uses of English were required, learners found it challenging. Likely in part as a result, productive language use in EMI courses was reported to often take place in Japanese. At the same time, it was found that some uses of English occurred within courses that were primarily taught in Japanese. In addition, it was found that the extent of students' difficulties in EMI courses was correlated with their English proficiency. Finally, the presentation will detail how although the studies were conducted to advance understanding of students' needs in order to develop the university's EAP programme, the findings have been of interest across the university leading to interaction with EMI instructors through faculty development sessions."

Introducing a New Multimodal Corpus of L2 Academic English from an EMI University in China

Yu-Hua Chen, Coventry University, UK

This paper aims to provide the theoretical, practical, and empirical background to the design and construction of a corpus of written, spoken and multimodal L2 English language samples at a Sino-British university in China, where English is used as the Medium of Instruction (EMI). The Corpus of Chinese Academic Written and Spoken English (CAWSE) was created during 2016-20 with the primary aim of documenting Chinese students' L2 academic English use at different levels of proficiency and in a variety of teaching and learning settings from a preliminary-year programme at an EMI institution, including elicited language samples in authentic English for Academic Purposes (EAP) assessment and real-life group discussion in classrooms. The corpus currently consists of 2,149 pieces of exam scripts and written coursework (nearly 1.7 million words), 184 presentations (30 hours of audio recording), 122 teacher-student interviews (20 hours of audio recording), and 94 sessions of students' group discussion (35 hours of video recording), and the selection and transcription of multimodal data is still ongoing. This open-access corpus is designed to help shed light on Chinese students' academic English language use in an EMI setting, and some of the corpus data is available for download at https://cawse.transcribear.com.

The Bilingual Education Italy (BEI) Project: Results from a Standardised National Test

Francesca Costa, Università Cattolica del Sacro Cuore, Italy
Cristina Mariotti, Università di Pavia, Italy

This study aims at determining the effectiveness of the BEI project in Italy, a country with low exposure to English as a foreign language. The BEI project stems from a collaboration between the Directorate-General for Educational Systems and School Autonomy of the Ministry of Education and the British Council and is carried out through literacy activities from the start of primary school, with science, geography, art being taught with English as a medium of instruction (EMI). The research questions focus on the difference in the performance in English, oral mathematics and oral Italian between BEI (experimental group) and non-BEI (control group) primary school students (n=898) in two schools in Northern Italy longitudinally during the period 2017-2019. A descriptive analysis of the performance in a national standardised English test (INVALSI) for the BEI and non-BEI classes was statistically compared, followed by the analysis of the correlation between the scores in English, Italian and mathematics, and a linear regression considering all the relevant variables. The results show that BEI classes have a significant advantage in many areas, not only in English, as was to be expected given the qualitatively and quantitatively different input.

EMI with a dash of CLIL: Can we improve language learning through SFL-based pedagogy?

Eowyn Crisfield, Crisfield Educational Consulting/Oxford Brookes University, UK

EMI is a form of immersion education, although many (most?) EMI schools do not characterise themselves as immersion schools. Drawing on research on immersion education, we can expect that a sink or swim model, where students are expected to learn English by being taught through English does not lead to the best results (Lyster, 2007). Stronger results would be expected from model that teaches through English, and teaches about English (Genesee & Hamayan, 2016). This paper reports on a small-scale study in an international primary school, in which the language of instruction is English but few of the students are native or fluent speakers. The classic immersion approach was enhanced across four Grade 6 classes by the inclusion of language objectives, including language functions and vocabulary. A writing pre-test was used to establish students' current level of argumentative language. This was followed by a 6-week unit with a focus on argumentation across multiple contexts. Student development was assessed by means of a post-test at the end of the unit, and a delayed post-test six weeks later, to measure retention. Initial findings and further directions will be discussed.

Critically drawing on EMI systematic reviews: a call for more responsible research

Jim McKinley, University College London

With the rapid expansion of EMI research, there is an inherent need for more critical reflection on basing this research on systematic reviews, such as the oft cited one by Macaro et al. (2018), and other secondary research. I argue that there is cause for concern in the EMI research that cites systematic reviews as sources of research agenda or methodological advice without explicit criticality. EMI research should identify specifically how and why the calls made in these systematic reviews were made and construct their research accordingly. I conclude with suggestions for future EMI research, particularly that researchers take a holistic view of what EMI research is in terms of methodology, researcher identity, and which questions are important.

EMI in Saudí STEM programmes

Shahd Quotah, King's College London

Since 2014, English has been the mandatory medium of instruction for all STEM courses in Saudi Arabian higher education. The Kingdom offers a particularly interesting case of EMI implementation because practically all students share the same mother tongue, the internationalisation of education is largely absent, and the relationship between the national religion and language renders EMI particularly controversial; nevertheless, EMI there remains underresearched. This presentation addresses that through a qualitative case study of STEM programmes at a Saudi university, exploring the experiences and perceptions of female students, lecturers and managers regarding EMI, the pedagogical, social and cultural challenges encountered, and the strategies employed to overcome them. The findings show that the implementation of the university's unwritten EMI policy is highly variable, with much evidence for Arabic's continued use in teaching. Further, the stakeholders hold ambivalent views of EMI, with all expressing support in principle but most identifying challenges regarding academic and social outcomes, with students generally fostering collaborative social networks to overcome learning challenges. Finally, the study reveals significant differences between the experiences of state and private school graduates, which threaten to exacerbate inequality in Saudi society, and identifies the potential benefits of introducing translanguaging pedagogies in Saudi Arabia.

EMI lecturer training: content, delivery, ways forward

Katrien Deroey, University of Luxembourg

This paper presents a survey of EMI lecturer training in 18 countries worldwide. To this end, 25 articles were analysed to reveal the components, delivery, challenges and recommendations of such initiatives. This analysis found four main content components: language, pedagogy, communication and EMI awareness. Although language work was often expected and most programmes were developed by English language professionals, quite a few initiatives increased their focus on teaching strategies in response to participants' needs. Most training was done face to face through group classes, individual support and peer learning. Microteaching with reflection, feedback and observation was greatly valued. Reported challenges included contextualisation, group heterogeneity, lecturer confidence and incentivisation. Amongst the conclusions that can be drawn from this survey, I will suggest that the multi-faceted nature of many EMI training initiatives warrants a collaboration between language, didactic, EMI and disciplinary experts. Such training can usefully be integrated into broader professional development programmes which reflect a 'multilingual and multicultural vision of teaching and learning' (Dafouz, 2021, p. 34) and which are embedded in the local and disciplinary context (e.g. Herington, 2020).

Investigating EMI students' academic writing through a vision enhancement programme

Chengcheng Guo, University of Reading, UK

This longitudinal research aims at exploring how EMI students' academic writing motivation and writing self-efficacy change over the 15 months of their MA study journey, and whether a six-step vision intervention programme could help those MA students improve their motivation and self-efficacy in academic writing. 26 participants were sampled from an MA language teaching joint programme between UK and China. Qualitative research methods were employed during this phase and data were gathered from interviews, qualitative data during intervention such as participants' written journals, academic writing plans, and the researcher's reflective journals. The results revealed that EMI students' academic writing motivation and self-efficacy could be strongly influenced by both positive and negative feedback attributes from teachers, EMI teachers' classroom teaching contents, and EMI students' role models. In addition, the research found that vision intervention might help MA students improve their self-efficacy both in their future EMI related career pursuit after graduation and boost their academic writing motivation in Transnational education context. These findings shed new lights on how EMI students' academic writing motivation and self-efficacy would change with EMI classroom teaching and writing feedback, provides insights for how EMI students' academic writing motivation can be promoted with relevant vision intervention approaches.

The exploration of multimodal higher education digitally-mediated EMI classrooms: the assessment of embodied resources for interactional competence.

Katie Halley, University of Bedfordshire, UK

This presentation reports on part of a large-scale project investigating communication in digitally mediated Higher Education (HE) English as a Medium of Instruction (EMI) classrooms in Malaysia and Japan. In particular, the research focuses on how Embodied Resources (ERs) are utilised by teachers and students to display Interactional Competence (IC) in such classes. The study targets the emerging construct of digital EMI, and sub-themes of language teaching/learning and assessment. The project consists of a preliminary investigation and a three-phased exploratory sequential mixed-methods design on 12 recorded classroom interactions. This presentation reports the results of the Preliminary Investigation (PI) and Phase 2 (P2). The PI entails inductive coding, and P2 provides a descriptive examination of the language functions displayed based on O'Sullivan et al.'s (2001) language function checklist and other multimodal resources. From the PI, and further rating activity, 21 ERs were recognised as 'Useful/Very Useful' for classroom interaction. The multimodal transcriptions and descriptive statistics of the language functions analysis will also be reported, to understand what functions and modes are represented in HE EMI classes. The presentation will conclude with a discussion on the extent that ERs can be measured as part of learners' IC in digital EMI settings.

EMI higher education in the UAE: Neoliberal expectations and sociolinguistic complexities

Sarah Hopkyns, University of St Andrews, UK

This presentation reports findings from a case study of an English-medium instruction (EMI) government university in the United Arab Emirates (UAE), involving students' (n = 100) and teachers' (n = 7) perspectives. Ideologies surrounding EMI and translingual practice are explored via open-response questionnaires and a researcher journal, with critical social inquiry and intersectionality used as lenses in which to frame the study. Findings revealed that dominant neoliberal ideologies resulted in EMI being associated with academic success, employment opportunities, and worldliness. This led to high hopes for future and imagined selves as EMI graduates. However, vulnerabilities experienced in EMI classrooms often negatively impacted linguistic identities, confidence levels and learning outcomes. Far from a homogenous group, the experiences of privately educated Emiratis who had attended EMI international schools varied dramatically from those who had attended mainly Arabic-medium instruction (AMI) government schools. Schooling background thus had a polarizing effect on the student body by benefitting those already privileged and disadvantaging those with less access to English. Furthermore, the study revealed mixed attitudes toward translingual practice in EMI contexts ranging from it being seen as helpful to transgressive. The presentation concludes with recommendations on how EMI discourses can be altered to better suit students' sociolinguistic realities.

Translanguaging practices and attitudes among home and international students at an EMI university in Turkey

Hessam Khorassani, The University of Nottingham, UK
(co-authored with Renata Seredynska, University of Nottingham)

This qualitative study investigates translanguaging practices and attitudes among home and international students at an EMI university in Turkey. Non-participant observations, semi-structured interviews and focus groups were employed as data collection methods. The findings reveal that Turkish and international students engage in different sets of translanguaging practices, fulfilling affective and pedagogical functions. Most Turkish students employ translanguaging to ask content-related questions and engage in casual conversations. Translanguaging also plays an important role in the co-construction of their identities. The international students' translanguaging practices, on the other hand, appear to be mostly pedagogically oriented, accomplished through peer scaffolding and aiming to fulfil similar functions as those provided to the Turkish students by the lecturers. Significantly, the study also found a sharp contrast between the local and international students' attitudes towards translanguaging. While most Turkish students have a positive view of translanguaging, almost all international students find lecturers' translingual practices distracting and discriminatory. Additionally, the lecturers' and Turkish students' exclusive use of their shared L1 outside of class leaves international students feeling isolated and disappointed. The presentation concludes with implications and recommendations.

Exploring Career Progression for Female Engineers: Insights into the Influence of English Medium Education (EME) on Career Progression in the UK and the Palestine

Rachid Khoumikham, University of Northumbria, UK
(co-authored with Dr. William Guarriento, Northumbria University, Dr. Caroline Burns, Northumbria University, Prof. Roger Pelington, Northumbria University, Prof. Hatem Al-Aedi, Islamic University of Gaza (IUG)/ Eng, Amani El-megadma, IUG)

This paper explores the multifaceted challenges and opportunities associated with the impact of EME on the career advancement of female engineers in the United Kingdom and Gaza. Despite the integration of EDI policies in Higher Education and employment, the underrepresentation of women in engineering remains a pressing concern (Engineering Council, 2020). In the UK, only 11% of the engineering workforce consists of women, with a mere 5% of registered engineers and technicians being female (WISE Campaign, 2017). Gaza faces similar disparities (Enshassi, Ihsen, and Al Hallaq, 2008). This study, funded by the British Council, aims to enhance the career progression of female engineers by focusing on intercultural competencies and addressing the perceived obstacles posed by EME. The research employed Story Circles (Deardorff, 2020) and later conducted semi-structured interviews (reflections) with participants from both the UK and Gaza. These interviews revealed a complex interplay between EME, cultural identity, and career advancement. The results underscore the necessity for a balanced approach that acknowledges linguistic diversity and promotes inclusive pedagogies. This study contributes to the discourse on equitable engineering education and practice by recognising the significance of linguistic diversity and cultural sensitivity.

Fostering collaboration through advanced technologies: A case study from Japan

Hisayo Kikuchi, Aoyama Gakuin University, Japan

Despite the advancements in globalization and technology leading to distributed information required to foster collaboration, EMI in Japan has yet to fully leverage these developments. This presentation explores a new paradigm for EMI by examining its evolution through three pivotal phases in Japan. These phases are: traditional EMI practices, EMI during the COVID-19 pandemic with a focus on classrooms comprised solely of Japanese students and a Japanese teacher, and the post-pandemic era featuring hybrid (online and in-person) environments. Each phase presents specific challenges and difficulties, particularly in the areas of student learning strategies, teacher academic support and language usage, as well as summative assessment methods. In this presentation, I will propose that advanced technological tools—such as generative AI (e.g., ChatGPT), online translation (e.g., Google Translate), and online writing support (e.g., DeepL Write)—offer solutions to these challenges by effectively capitalizing on distributed information while fostering collaboration. This argument is supported by pilot semi-structured interviews conducted with nine EMI students and seven EIM teachers, which indicate that while these advanced technologies present their own challenges and difficulties, they also offer numerous opportunities, including the potential to enhance student motivation and assist teachers' tasks, in particular, formative assessments.

Policies, perceptions, practices: Drawing connections and fostering collaboration between EMI and EAP

Maria Kuteeva, Stockholm University, Sweden

University stakeholders across the world perceive and use English in various ways: as a standard language, as a lingua franca, and as part of translingual practices. In multilingual EMI settings, English is often surrounded by tensions, from the bending and renegotiation of language norms to the emotional strain related to its increasing use. My talk zooms in on various facets of this tension-filled English through an analytical lens based on Bakhtin's theory of language. The theoretical framework I propose offers a novel way of tracing the links between university language policies, stakeholders' perceptions and practices, and the forces and processes which govern these practices. Drawing on examples from Swedish universities, my analysis will show that the idea of what English is considered acceptable is not static: the same university stakeholders can simultaneously act as regulators enforcing language norms, use English as a lingua franca, and engage in translingual practices as they participate in different spoken and written genres. I will discuss the creative potential of 'tension-filled English' and consider implications for students and faculty. The talk will conclude by looking at facets of English as an object of study as a way to foster collaboration between EMI and EAP.

English Medium Instruction or English for Specific Purposes? A view from Spanish universities, with a focus on the degree in Tourism

Cristina Lastres-Lopez, Universidad de Sevilla, Spain

English Medium Instruction (EMI) and English for Specific Purposes (ESP) have been two approaches employed in higher education institutions worldwide to enhance internationalization and improve students' competence in the English language. This paper presents ongoing research on the application of EMI and ESP in Spanish public universities, examining the spread of both approaches across different degrees. The aims are to find out which approach dominates the Spanish scenario and which one results in students' better academic performance. For this purpose, I examine undergraduate degrees from various disciplines across a wide range of Spanish universities. Preliminary results show variation in the adoption of EMI and ESP courses across disciplines and unveil differences among Spanish universities. In particular, I delve into the findings from the degree in Tourism as a case study, analysing the differences across universities on the implementation of EMI and ESP courses and showing preliminary results on a pilot study that examines students' academic performance.

Exploring the intersections of research themes in EMI, EAP, and ESP

Ernesto Macaro, University of Oxford, UK
Ikuya Aizawa, University of Nottingham, UK

English medium instruction (EMI) is now a well-established field of education research, yet its distinction from English for Academic Purposes (EAP) and English for Specific Purposes (ESP) remains a subject of debate. This study investigates the overlap and divergences between these fields. As well as using raw data from a previous systematic review of EMI, we identified research questions published in five selected journals between 2017 and 2022: Journal of English for Academic Purposes, English for Specific Purposes, International Journal of Bilingual Education and Bilingualism, Language and Education, and Journal of Multilingual and Multicultural Development. Utilising a systematic coding system, we examined research themes, settings, and participants across these studies to understand the convergence and divergence in academic interest areas. Initial findings revealed a spectrum of research questions with both distinct and overlapping research aims in EMI, EAP, and ESP. This study contributes to the academic discussion by offering an objective overview of the current research landscape, emphasising the need for both collaboration and distinction between EMI, and EAP/ESP.

Introduction of academic literacy practices to higher education: a case study from Sri Lanka

Nadee Mahawattha, Sabaragamuwa University of Sri Lanka
(co-authored with Romola Rassool, The Open University of Sri Lanka)

Recognizing that Academic Literacy (AL) in English is vital for the success of students in English Medium Instruction, Sri Lankan academics have been paying attention to the concept over the last few years. As a result, four state universities have implemented AL courses and AL related practices in their universities, aligning content and language lecturers towards a shared goal of improved comprehension. This paper examines the newly introduced AL curricula, materials, lesson plans, and Support Programmes (SP) developed to enhance the AL of undergraduates in four specific academic contexts. Data were gathered from one department and three faculties by consulting coordinators, four representative academics, and four course/material designers. In addition, the relevant official documentation was studied in detail. The triangulated data were analyzed through qualitative content analysis. The findings indicate that the level of AL integration into the disciplinary context was relatively high and that collaboration between content and language lecturers was key to the success of the initiatives. Moreover, the introduction of SP such as Peer Assistant Writers (PAW) was identified as highly beneficial to AL development and solving specific challenges i.e., the lack of human resources and the absence of writing assistant programmes in Sri Lankan Higher Education.

The role of reflective learning in collaborative online international faculty development for EMI

Olivia Mair, Università Cattolica del Sacro Cuore, Italy

This paper focuses on the role of reflective learning in a collaborative online international faculty development programme for EMI. The programme involves higher education institutions in six countries and is run over seven months. It embeds critical reflection at each stage and aims to enhance the pedagogical, linguistic and cultural competencies of university teachers in EMI settings. Several reflective tools are used, including dialogic reflection, a forum and written assignments. A review of academic learning opportunities for EMI instructors worldwide revealed few examples of training that offers pedagogic and linguistic support together (Dang et al., 2021), while research on how integrated training can be carried out online is scarce (Teräs, 2016). This study focuses on participants' final written assignments in order to investigate the learning processes that teachers engage in. It uses qualitative content analysis to examine reflective processes, with reference to Farrell's (2015; 2020) framework for holistic reflective practice and Mezirow's transformative learning theory (1990; 1997). Findings reveal that participants engage in critical analysis of their teaching behaviour and beliefs and re-examine their approach to teaching practice in EMI contexts. Analysis of their reflective writing suggests that they undergo what Mezirow (1997) defines as transformative learning.

Exploring the current EME agents' beliefs and practices of language policy (official and non-official) in the Saudi medical school

Hind Mashrah, University of Southampton, UK

Due to the spread of EMI/EME worldwide, the Saudi Ministry of Education views EME as a tool to internationalise its HE, helping Saudi citizens to be involved in the global market and develop their English. One way is to transfer the medium of education of public universities in some departments from Arabic to English. Several studies explore only students' and teachers' attitudes in the MENA region by looking at the opportunities and drawbacks of EME implementation. The data collection was limited to mostly questionnaires, few chances of interview and no classroom observation. However, exploring how LP of EME is perceived and negotiated by grassroots in the MENA region is still under-researched. Therefore, this study helps to understand: 1) Whether un/official LP is promoted by the medical EME administration, and what their expectations are, 2) How bottom-up agents view the current LP of EME, what LP they have, and how they know about it, 3) How EME has been implemented in the classrooms, and what motivates de-facto LP-making. This study was conducted in the Saudi EME medical school. I applied an online qualitative case study and collected documents, having interviews with students and teachers and classroom observation. I used thematic analysis.

Critically drawing on EMI systematic reviews: a call for more responsible research

Jim McKinley (see page 16 for abstract)

Investigating EMI students' study related challenges and strategies used to make their learning effective

Erkin Mukhammedov, Westminster International University in Tashkent, Uzbekistan
Co-authored with Mrs. Feruza Akhmedova, Westminster International University in Tashkent)

EMI is a growing global phenomenon in all phases of education and educational settings' (Shao and Rose, 2022; Macaro, Akincioglu and Han, 2020). A number of research studies is increasing as well. However, there is a limited amount of research on EMI students' learning challenges and strategies to learn effectively. Macaro and Rose (2023) believe that more research should be done on content learning strategies of EMI students in Higher Education. Therefore this study aims to explore the EMI students' strategies employed to meet the challenges and make their learning more effective. A qualitative data collection method has been employed. A questionnaire with open-ended questions and focus group discussions have been conducted with 100 students (of different levels) to triangulate the results and to increase reliability of the obtained data. Findings have indicated that students faced various study related challenges such as misunderstanding various non-native lecturers' speeches, feeling stigmatized of their speech. On the other hand, some findings suggest that EMI has led students to the improvement of their language skills. It also motivated students to use many different strategies to learn the content of the modules. Based on the findings, it can be recommended that on-going language support should be provided for students; and professional development activities should be organized for lecturers to deliver the EMI content successfully.

Towards developing practical resources based on empirical evidence from digitally-mediated EMI courses in higher education

Prof Fumiyo Nakatsuhara, CRELLA University of Bedfordshire, UK
(co-authored with Dr Chihiro Inoue, CRELLA University of Bedfordshire, Prof Parvaneh Tavakoli, University of Reading, UK)

This is a work-in-progress presentation of the 3-year project (2022-2025) that aims to investigate the emerging construct of digitally-mediated academic communication in EMI classrooms and to gather a range of higher education stakeholder voices in Malaysia and Japan. More specifically, this study investigates the nature of spoken communication in digitally-mediated EMI classes, identifies the English language support needed for students and teachers, and explores the implications of moving to digital for a range of higher education stakeholders at present and in future. The study takes a multiple-case-studies approach to analysing virtual EMI interactions and stakeholder perceptions in two universities in Malaysia and Japan. We have completed collecting data, which include video-recordings of 24 online EMI classes, interviews with 6 senior management staff members, survey responses from 20 teachers with 8 follow-up interviews, survey responses from 16 support staff members with 6 follow-up interviews, survey responses from 240 current students with 12 follow-up interviews, and interviews with 18 prospective students. In this presentation, we will share early indications of our results and our plans to develop useful resources that can be readily applied by a range of stakeholders involved in teaching, learning, and testing in digitally-mediated EMI contexts."

Imagined identities and language investment: Investigating the role of English in Chinese undergraduate students' English-medium learning experiences

Yiming Ren, University of Glasgow, UK

Students' insufficient English proficiency has been reported to impede their overall learning success in various English-medium instruction (EMI) contexts (Dearden, 2018; Phuong & Nguyen, 2019). Although research has brought up the need for collaborations to emerge among various research fields and teaching practices in search of effective supports to enhance students' learning experiences (De Costa et al., 2021; Galloway & Ruegg, 2020; Rose, 2021), the extent to which students are responsible for their own learning has not been discussed in-depth (Macaro & Rose, 2023) to reflect on how and why students enact their agency in accepting or rejecting certain forms of support. This research is designed in hope of reflecting on the effectiveness of current language supports provided for students in multiple EMI contexts and programmes from students' perspectives, so to discuss possible future support systems, such as content and language collaborations, that better draw on students' academic learning needs. In detail, this PhD research project starting in October this year is a longitudinal mixed-method study which involves Chinese students studying both in mainland China and abroad EMI programmes. By combining applied linguistics and sociology theories of identity, ideology, capital and investment into investigating students' EMI experiences, the research aims to investigate the extent of responsibility taken and methods employed by students in both academic and language learning to achieve academic goals in diverse EMI contexts. The project also aims to holistically examine the impact of higher education internationalization, both at home and abroad, on students from the same ethnic group with similar cultural and linguistic upbringings with a specific focus on the global implementation of EMI as a higher education curriculum and its effect on students' learning."

The emotional effects of EMI: Narratives of graduates from engineering programs in Turkey

Özgür Şahan, Unıversıty of Southampton, UK
Kari Şahan, University of Reading, UK

With growing trends toward the internationalization of higher education, English medium instruction (EMI) has become increasingly common at higher education institutions worldwide. The decision to introduce or expand EMI programs is often accompanied by neoliberal discourses without considering emotional effects of this on the individual. Through the lens of linguistic entrepreneurship, this study investigates the emotional impact of EMI on graduates from engineering programs in Turkey. Using a narrative inquiry design, we collected stories from four EMI graduates about their experiences regarding their academic studies and professional careers during and after EMI study. The results revealed that, although participants experienced different emotional reactions to EMI, including frustration over teaching practices, anxiety about the quality of their learning, and pride at their accomplishments, the interviews were characterized by feelings of obligation to develop English skills to secure a job in the sector. The findings contribute new understandings to the role of EMI on students' emotional wellbeing and graduate outcomes. Results are discussed with respect to English language learning, neoliberalism, and higher education policy.

Exploring Emotion, Agency and Translanguaging Pedagogies in EMI Classrooms: A Teacher–Researcher Collaboration in Japan

Kana Seki, Graduate School of Arts, Letters and Sciences, Waseda University, Japan (co-authored with Davis Leland Eugene, Gunma International Academy, Japan)

Despite the growing need for EMI education in secondary education as a connection to higher education, there are still only a few studies on this topic in Japan. This multiple case study investigated (1) how translanguaging as a pedagogical strategy enables Japanese emergent bilingual students to develop their learning in 9th-grade Japanese history classes and (2) how the teacher demonstrated agency to scaffold students' multiple linguistics resources in an EMI instruction policy in the classrooms. The researcher employed a one-year linguistic ethnography and conducted a video-recorded classroom practice and semi-structured interviews with a teacher at one English immersion secondary school in the suburbs of Tokyo. The video-recorded data were transcribed and examined through Multimodal Conversation Analysis, and the thematic analysis was used to investigate the interview data. The study implied that translanguaging strategies were effectively used for meaning-making to create dynamic classroom interactions. However, behind such classroom instruction existed the complex emotions of teachers who supported the well-being of their students. The researcher argues for adaptive pedagogies and flexible bilingual strategies to meet the demands of emergent bilingual students in Japan and will discuss the need for new teacher training support in the future to develop EMI teachers in secondary education in Japan.

Shahd Quotah

EMI for All?: Exploring the Potential of Self-Regulation in Achieving EMI Success in Hong Kong Secondary Education

Alfred Weng Tat Lo, University of Oxford, UK

Research has extensively investigated EMI through product-oriented (learning outcomes) and process-oriented (classroom interactions) approaches, revealing inherent shortcomings despite its perceived dual content-language benefits. However, the learners' perspectives have received insufficient attention, hindering a comprehensive understanding of the underlying issues. This study, drawing on Zimmerman's (2000) theoretical framework of self-regulation, delved into the intricacies of EMI by examining the students' linguistic challenges, their self-regulation levels, and the strategies they employed. The mixed-method study involved 167 junior secondary EMI students in Hong Kong. Findings demonstrated a holistic cyclical self-regulatory process within EMI that aligns with Zimmerman's model. Moreover, a positive relationship was observed between students' self-perceived language challenges and their self-regulatory levels. The study also explored predictors of EMI outcomes, finding that higher levels of self-regulation and increased motivation were associated with success in L2 proficiency and content subject performance. These findings underscore the significance of self-regulation in achieving both content knowledge and L2 proficiency within EMI. The study contributes to the existing body of EMI research and offers theoretical and pedagogical implications applicable to international researchers and educators within their specific contexts.

Exploring teachers' perceptions on the potential of EMI to promote students' deeper learning in Chinese higher education

Yanru Xin, Moray House School of Education and Sport, University of Edinburgh, UK

Prof. Do Coyle, University of Edinburgh "To embrace the opportunities and challenges of a globalized and multicultural world, individuals need to engage in deeper learning through disciplinary literacies in order to successfully internalise conceptual knowledge and automate subject-specific procedures, skills, and strategies. One effective way to achieve this is through English Medium Instruction (EMI), which involves using the English language to teach academic subjects so that students could have chance to develop both academic content knowledge and English language skills simultaneously. Accordingly, the last decade has witnessed the rise and boom of EMI-based courses in Chinese higher education. However, there remains a paucity of empirical studies on how EMI-based approaches can contribute to the development of students' transferable knowledge and skills, especially from the perceptions of teachers. Therefore, my study aims to close the gap through an exploratory single case study that includes analysing available documentation related to prevailing discourses about EMI in China and conducting semi-structured interviews with teachers recruited through purposive sampling at the investigated university. Following data collection, thematic analysis is done to identify key themes and patterns. The findings from this study will then be used to adapt a Chinese-based model for EMI, which can be further explored on a larger scale.

Capital, Identity and Ideology: An Investigation of Chinese Students' Investment in English-mediated Practices in EMI Transnational Universities in Mainland China

Shurui Yin, University College London, UK

Globalisation has accelerated the internationalisation of Chinese higher education. The increasing number of transnational universities in mainland China with the implementation of the English medium instruction (EMI) policy attracted a large number of Chinese students. Despite growing research on these students' English (L2) learning experience in EMI transnational universities through the sociopsychological lens, studies that consider social dynamics and learners' agency remain scarce. Grounded in the poststructuralist paradigm, this qualitative study draws on Darvin and Norton's (2015) Model of Investment to explore Chinese students' investments in English-mediated practices in an EMI transnational university in mainland China, with particular attention to the mediating role of capital, identity, and ideology. Data were gathered from week-long solicited diaries and follow-up semi-structured interviews with seven mainland Chinese students recruited through criterion sampling. Based on thematic analysis, findings showed the complexity and dynamics of students' L2 investments. Their differential levels of investment in varieties of English-mediated practices appeared to be mediated by the capital they possessed and negotiated, shaped by their non-static and imagined identities, and driven by multiple ideologies in relation to the value and role of English. This study holds pedagogical implications for supporting Chinese students' English learning in EMI transnational universities.

***English Medium Instruction: Collaborative Paths
towards Richer Insights***
A Symposium

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For any questions, please contact emisymposium@gmail.com

**EMI Oxford: Centre for Research and Development in English Medium Instruction
University of Oxford, Department of Education, 15 Norham Gardens, Oxford OX2 6PY**