Global Views
and
Countries in Focus

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EMI: A Growing Global Phenomenon

1. A survey of 55 countries


2. Online survey of Teachers’ Views
(400 responses).

3. Collaborative planning study (Turkey)
EMI: A Growing Global Phenomenon

55 Countries and territories

<table>
<thead>
<tr>
<th>Afghanistan</th>
<th>Cyprus</th>
<th>Iran</th>
<th>Netherlands</th>
<th>Sri Lanka</th>
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<td>Argentina</td>
<td>Czech Republic</td>
<td>Iraq</td>
<td>Nigeria</td>
<td>Switzerland</td>
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<td>Azerbaijan</td>
<td>Estonia</td>
<td>Israel</td>
<td>Pakistan</td>
<td>Taiwan</td>
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<td>Bahrain</td>
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<td>Bangladesh</td>
<td>Germany</td>
<td>Japan</td>
<td>Qatar</td>
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<td>Bosnia and Herzegovina</td>
<td>Ghana</td>
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<td>Brazil</td>
<td>Greece</td>
<td>Macedonia</td>
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<td>Bulgaria</td>
<td>Hong Kong</td>
<td>Malaysia</td>
<td>Serbia</td>
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<td>China</td>
<td>Hungary</td>
<td>Mauritius</td>
<td>South Africa</td>
<td>Venezuela</td>
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<td>Colombia</td>
<td>India</td>
<td>Montenegro</td>
<td>South Sudan</td>
<td>Vietnam</td>
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<td>Croatia</td>
<td>Indonesia</td>
<td>Nepal</td>
<td>Spain</td>
<td>Zambia</td>
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Findings

1. The growth of EMI as a global phenomenon
2. Official policies and statements on EMI
3. Different national perspectives on EMI
4. Public opinion on EMI
5. Teaching and learning through EMI
1. The growth of EMI as a global phenomenon
In HE EMI is growing rapidly (Dafouz and Guerrini 2009; Doiz, Lasagabaster & Sierra 2013)
Percentage of schools and universities in the public and private sector where EMI is allowed

- Public primary schools: 52.7% Allowed, 38.2% Not allowed, 9.1% Not answered
- Public secondary schools: 70.9% Allowed, 23.6% Not allowed, 5.5% Not answered
- Public universities: 78.2% Allowed, 18.2% Not allowed, 3.6% Not answered
- Private primary schools: 87.3% Allowed, 7.3% Not allowed, 5.5% Not answered
- Private secondary schools: 87.3% Allowed, 7.3% Not allowed, 5.5% Not answered
- Private universities: 90.9% Allowed, 5.5% Not allowed, 3.6% Not answered
2. Official policies and statements on EMI
Official policies and statements on EMI
Do they exist?

- Yes: 49.1%
- No: 40%
- Not known: 10.9%
Government policies and statements

- Globalisation
- International students
- Spread the country’s own culture across the world
- Political reasons
University policies
Are academics aware of a policy in their university?

• You mean that we need a ....? ...we have a masters starting in Fall...Here isn’t a document at least that I know.
3. Different national perspectives on EMI
EMI is being promoted

Policy makers, Administrators, Teachers, Parents

"In Uzbekistan the presidential decree of 10 December 2012 encourages English to be taught, spoken, and used for business communication at all levels and at any institution, be it journalism, economics or ministry staff".
Pakistan

“The Punjab School Education Department has notified the conversion of all its schools from the Urdu medium to English medium. The government decision aims at competing with the globalized world in the field of knowledge”.
“The Government encourages the opening of international and bilingual schools aiming to get students who can speak at least one foreign language well and because we can have exchange programmes".
Japan

“.. enhancing education from the primary and secondary school levels to respond to globalization. Cultivating identity as a Japanese and spreading Japanese culture to the world".
South Sudan

“a number of reasons, including the political heritage issue ....nation building and aligning themselves more closely with neighbours to the east, e.g. Uganda and Kenya".
Why do EMI?

Administrators:

• Internationalisation, globalisation
• Attracting international students.
• Survival
• Funding, ranking
When I teach in English my class includes:

- 100% home students
- Mostly home students with a few international students
- A mix of home and international students
- 100% international students

*Global Views on EMI, 2015. Teacher online survey*
EMI is being resisted

Political reasons
Protect a national identity
Protect a home language and culture
Bangladesh

“this education is gradually fostering western culture that undermines Bangladeshi culture and tradition.”
Taiwan

“Generally speaking, in primary and secondary education, EMI is welcome in some but not all courses as acquisition of the local official language is attached great importance.”
“The Estonian Language Act declares that Estonian medium instruction should be provided in all curriculum fields at all levels. There has been public discussion about protecting Estonian”.

Estonia
“Hebrew could not just be the spoken language of the street or the market. A real language is a language that exists in all fields of life”

(President of the Academy of the Hebrew Language, *The Jewish Daily Forward* 20 April 2012)
“Hebrew is the language of the Jewish people, but if you write your thesis in Hebrew it is buried.”

(Professor at Ben-Gurion University of the Negev)
“Speaking Italian to our countrymen is like watching a movie in colour, high definition, very clear pictures. Speaking English to them, even with our best effort, is like watching a movie in black and white with very poor definition, with blurred pictures.”

EMI policy is being reversed

In both directions:

Sri Lanka has moved towards EMI

Indonesia used to teach through EMI and stopped.
English as the Medium of Obstruction  (Zawdie,1998)

By This Is Africa on October 21, 2015 — Ghana has announced a bold plan to eliminate English as the medium of instruction in its schools.

By Khanyo Olwethu Mjamba on February 19, 2015 — In an audacious move that is to revolutionise Tanzania's primary and secondary education, the country's Ministry of Education and Vocational Training has decided to ditch English as the medium of instruction in its schools.
4. Public opinion on EMI
Public opinion

Brazil:
“It is very much seen at the moment as something for the elite...”
Parental opinion/ pressure

**Nigeria:** “highly supported by parents”.

**Spain:** “a vote winner”

**China:** “provides a noble or elite education”
India:

"Demand for EMI is on the increase, particularly at the school level, in order to access opportunities in the tertiary level and for employment, EMI is equated with good education and learning outcome, but studies don't support this parental assumption".
5. Teaching and learning through EMI
Are there enough qualified teachers in your country to teach through EMI?
What level of English does the lecturer need to teach in EMI?

- Pof...Good question.. I don’t know actually...at least you have to be able to understand the questions of the students

No clear guidelines in 60% countries
Are all teachers capable of teaching in EMI?

*Global Views on EMI, 2015. Teacher online survey*
Which subjects?
What level of English do your students need before they come to study with you?

- Intermediate just to communicate, they don’t need to use special terms, I can teach them

- University-policy-wise, A2. I think it’s not enough
Models of EMI currently being developed

- Preparatory Year model
- Pre-institutional Selection model
- Institutional Support model
- Bury your head in the sand model
At undergraduate and postgraduate level, students need a level of English that enables them to:

- Understand lectures, take notes
- Participate in supervisions, discuss/argue
- Conduct research
- Write academic English (dissertation/thesis)
- Publish academic papers
- Present at international conferences

**how do the students improve their English proficiency?**
Does EMI improve English proficiency?

Global Views on EMI, 2015. Teacher online survey.
Lecturers do not see themselves as English teachers

• I’m not interested in their English, I’m interested in their comprehension of micro-biogenetics.

Can teachers work together? (EMI in Turkey project)
International Universities = A change in pedagogy?

If our aim is to create international universities with inter-cultural communication,
And EMI is a multi-lingual, multi-cultural tool, then a monologic teaching approach will not deliver.
EMI requires an interactive pedagogy

• Assure student comprehension of complex concepts
• Modify input
• Create an atmosphere for dialogue and interaction
Changing role of lecturers & supervisors?

Are EMI lecturers
• language teachers
• content teachers
• both?
Lack of awareness of language issues

• In maths you are saved by the formulae, and the formulae are true or false in any language.

• In science it’s probably easier because the number of words you have to use in English is lower.

Teacher education in language awareness?

(Marsh, Mehisto, Wolff and Frigols-Martin 2012, Ball and Lindsay 2013).
To explore if cooperation between
• Preparatory Year English teachers and
• EMI teachers at university
when preparing lectures will lead to better comprehension by students of content.
Collaborative Planning Tool

Collaborative Session 1

EMI Teacher name: PYP Teacher name:
Academic Subject: PYP & EMI Pair:
Lecture/Session Title: Intervention Lecture No:

Date:

Collaborative (PYP/EMI) planning: Briefly discuss the learning objectives for this session. Do you wish to include any language learning objectives as well as content objectives?

Pre-lecture reading text

Collaborative (PYP/EMI) planning:
Identify potential challenges in this text for your students.

Lexical Level

- What general academic vocabulary is being used?
- Are there any ambiguities in this academic vocabulary?
- Will they be able to distinguish between academic vocabulary and subject-specific technical terms?
- Identify the technical terms: have the students come across them before?
- How are the technical terms explained in the text: through definition, paraphrase, exemplification?
- If students look up general academic or technical terms in a dictionary, will their meaning be clear?
Collaborative Planning Tool

Lecture notes and /or PowerPoint slides

Collaborative (PYP/EMI) planning:

Discuss what you are trying to achieve with the slides you are going to use in your lecture/session.
- Is it to add to the text(s) the students have read?
- Is it to mediate the text(s) they have read?
- Is it to give new information not directly related to what they have read before?

Consider the notes or slides you have chosen to show the students.
- Are you using the same academic vocabulary as in any associated texts or topics?
- Are you using different vocabulary to explain the same thing?
- What difficulties might your students experience in understanding or following your slides?
- What are you highlighting in your notes or slides? What is the purpose of this highlighting?

[insert lecture notes and /or PowerPoint slides]

Your own language use

Collaborative (PYP/EMI) planning:

- What oral language are you planning to use in delivering this class or lecture?
- Discuss how what you say to the students relates to the lecture notes or slides.
EMI Oxford
Centre for Research on English Medium Instruction

Comprehension Questionnaire

Student ID: __________________
Lesson No: __________________

1. Choose the appropriate score for the questions and statements:

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<tr>
<th></th>
<th>Nearly all</th>
<th>A fair amount</th>
<th>Only a little</th>
<th>Hardly anything</th>
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<tr>
<td>How much did you understand of the overall content of the lesson?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How much did you understand of the lecturer’s talk in English?</td>
<td></td>
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<tr>
<td>How much did you understand of the content of any written texts (slides and handouts) in English?</td>
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<th></th>
<th>1 (no, not better at all)</th>
<th>2 (to some extent better)</th>
<th>3 (yes quite a lot better)</th>
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<td>If the spoken part of this lesson had been in Turkish to what extent would you have understood it better?</td>
<td>1 (no, not better at all)</td>
<td>2 (to some extent better)</td>
<td>3 (yes quite a lot better)</td>
</tr>
<tr>
<td>If the written language part of this lesson (e.g. slides or handouts) had been in Turkish to what extent would you have understood it better?</td>
<td>1 (no, not better at all)</td>
<td>2 (to some extent better)</td>
<td>3 (yes quite a lot better)</td>
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2. For the statements below choose one option most appropriate to you.

a. In the first third of the lesson
   - [ ] I followed the talk easily.
   - [ ] I understood the talk but I had to make an effort.
   - [ ] I was struggling to understand the talk.
   - [ ] I hardly understood any of the talk.

b. In the second third of the lesson
   - [ ] I followed the talk easily.
   - [ ] I understood the talk but I had to make an effort.
   - [ ] I was struggling to understand the talk.
   - [ ] I hardly understood any of the talk.

c. In the last third of the lesson
   - [ ] I followed the talk easily.
   - [ ] I understood the talk but I had to make an effort.
   - [ ] I was struggling to understand the talk.
   - [ ] I hardly understood any of the talk.

3. Now in the box below please tell us how you feel about your academic subject being taught through the medium of English:
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Research

Teacher Education courses

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