

# English Medium Instruction Practices in Higher Education: International Perspectives

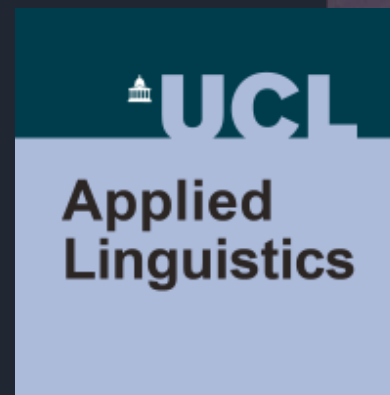
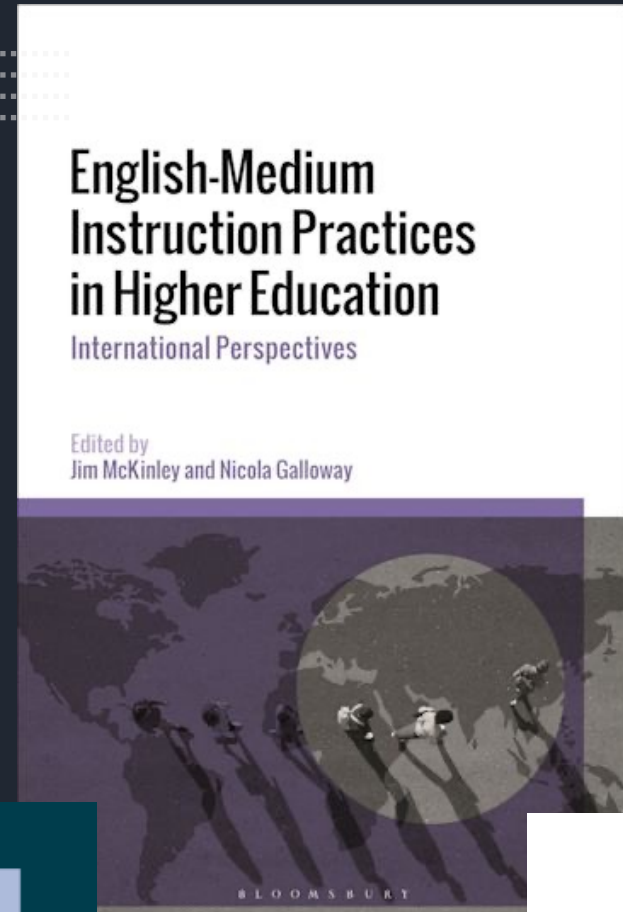
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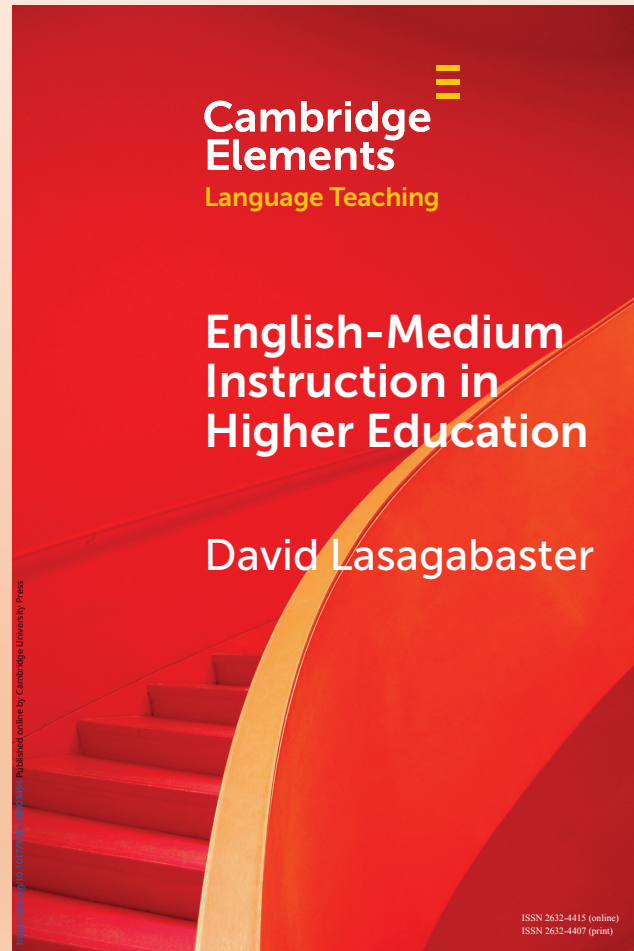
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# English Medium Instruction in Higher Education: ELINET 2023 promotions



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English-Medium Instruction Practices in Higher Education  
International Perspectives

Edited by Jim McKinley & Nicola Galloway

"McKinley and Galloway successfully gathered together an international team of English Medium Instruction researchers who have analysed the global and local contexts, as well as policies and practices, of EMI in a diverse range of geographical locations. The result is a most up-to-date account of EMI across the globe, with significant and far-reaching implications for the internationalization of higher education." *LJ Wei, Director and Dean, Institute of Education, University College London, UK*

"This book is a must-read for anyone who seeks to understand the extraordinary complexity of programmes which come under the general label of EMI and the multifaceted contexts in which they are being implemented. The volume provides multiple case studies conducted at different levels of analysis from all over the world which allows us to see the diversity of what is really happening in these different EMI contexts." *Andy Kirkpatrick, Professor Emeritus, Griffith University, Australia*

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With the exponential growth of English-Medium Instruction (EMI) provision in higher education, which is rapidly outpacing empirical research, this book outlines approaches to EMI in a range of regional contexts to exemplify different interpretations of implementing EMI policy in higher education. The book provides an in-depth understanding of evolving interpretations, challenges and current policies on a global level, through the exploration of case studies from Armenia, Austria, Azerbaijan, Bangladesh, Brazil, China, Colombia, Denmark, Estonia, Ethiopia, Georgia, Hong Kong, Italy, Japan, Kuwait, Mexico, Nepal, the Netherlands, Poland, South Africa, Tunisia, Turkey and Vietnam. The case studies, which outline how EMI policy is implemented, are presented in three sections, at the national, institutional and classroom levels (macro, meso, and micro), using a variety of research tools, including policy analysis, stakeholders' conceptualisations of EMI, observations of EMI in practice and context analysis.

Jim McKinley is Associate Professor of applied linguistics and TESOL at University College London, UK, specialising in L2 writing and internationalised higher education, especially regarding EMI.

Nicola Galloway is Publications Lead, Senior Lecturer and Programme Director in Education (TESOL) at the University of Glasgow, UK, specialising in Global Englishes and implications of English medium instruction in international higher education.

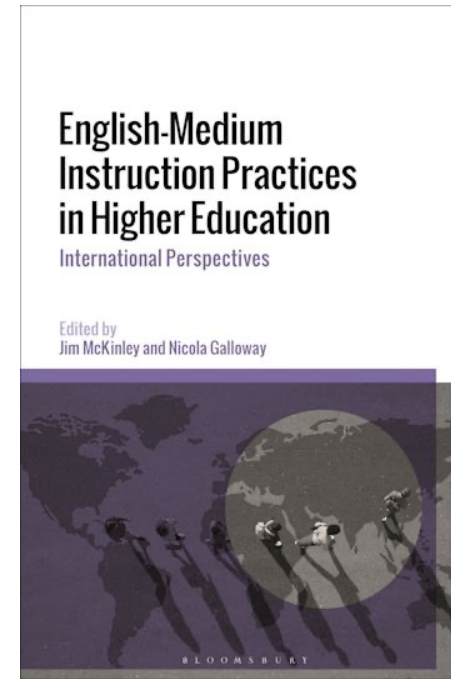
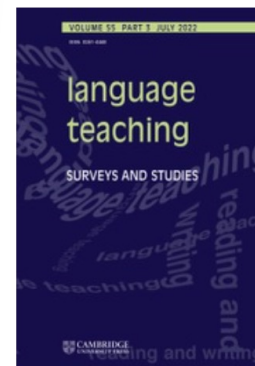
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# Why *international perspectives* of EMI?

- EMI is in **non-Anglophone** settings
- EMI should not uncritically adopt practices from Anglophone universities
- EMI research should identify **comparable contexts** for understandings of best practice



## Defining English Medium Instruction: Striving for comparative equivalence

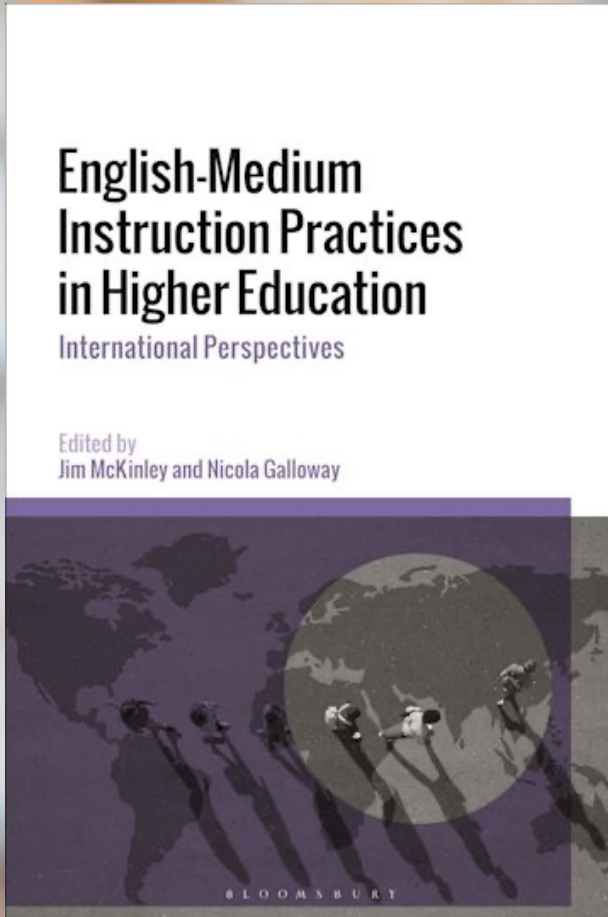
Published online by Cambridge University Press: 27 December 2021

Heath Rose , Ernesto Macaro, Kari Sahan, Ikuya Aizawa, Sihan Zhou and Minhui Wei

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# Foreword (Macaro)




- Why is there currently such a burgeoning endeavour by researchers to describe the phenomenon of EMI?
- Are we just following a trend and jumping on a bandwagon?
- Or are there such important issues arising from EMI in higher education that it would be a manifest failure on the part of the research community to ignore them?
- Is there something particularly extraordinary and new about content subjects being taught through the medium of English in settings where one would ‘normally’ expect them to be taught in the first language of the majority population?

# EMI practices – playing catch up?

- “...there are indeed many issues arising from the EMI phenomenon that are of major educational importance, and the reason for the surge in academic interest is that the research community has, to a large extent, been playing ‘catch-up’” (Macaro, 2022: xii).





## EMI Literature Review (Curle et al., 2020)

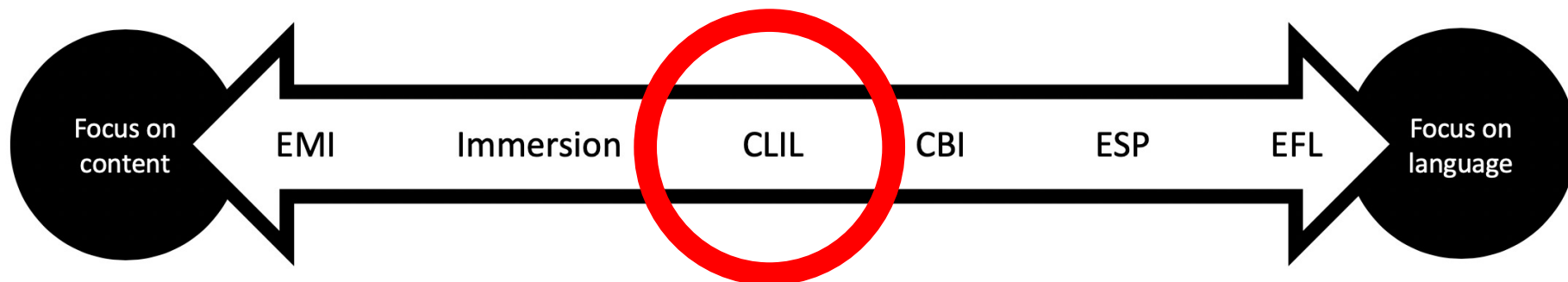
- “Factors which influence the implementation of EMI include the **driving forces behind its introduction, language education policies, provisions for language support, and language proficiency requirements for students and staff.** EMI programmes can also vary in terms of how much English is used for teaching and learning in the curriculum.”

# EMI practices and models (Galloway & McKinley, 2022: 3-4)

- Macaro's (2018) three models of EMI: the preparatory year, the institutional support and the pre-institutional selection model
- Brown's (2014) six types of EMI programmes (based on how the programmes were organized and implemented)
- Kudo and Hashimoto's (2011) categorization of EMI programmes (based on the university's approach to internationalization)
- Richards and Pun's (2021) typology of EMI (based on fifty-one features across ten EMI curriculum categories)
- Shimauchi's (2012, 2016) categorization of EMI implementation (based on the students served by the programmes)

# EMI as a policy vs. EMI practices

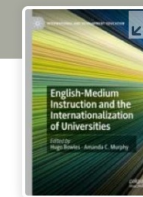
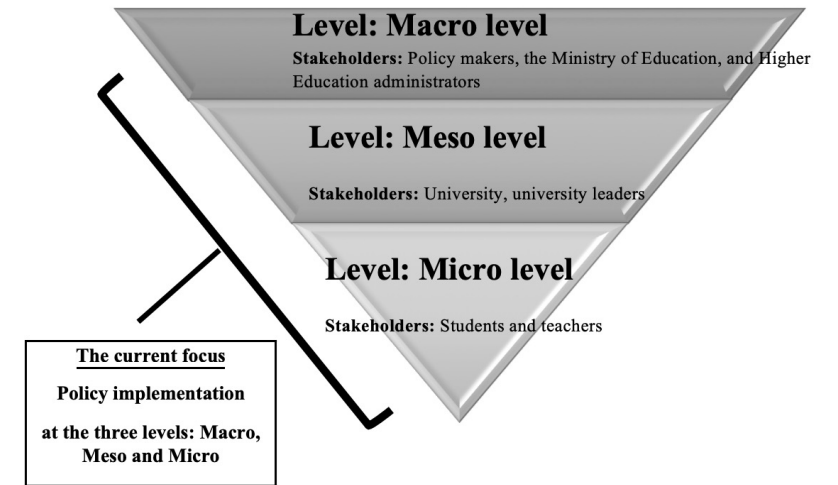
- Different definitions for different EMI contexts
- The EMI continuum (adapted from Thompson and McKinley, 2018: 3 – see Rose & Galloway, 2021; Richards & Pun, 2021)





# EMI challenges (e.g., Aizawa & McKinley, 2021)

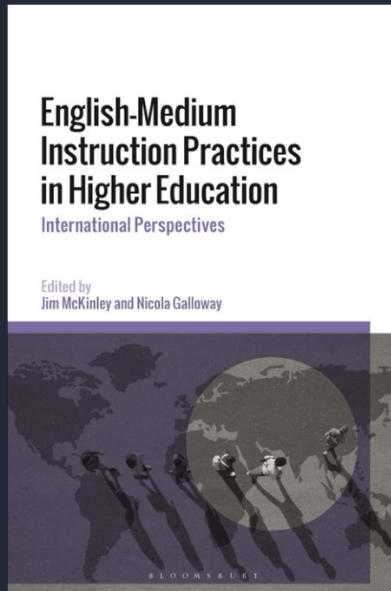
- Macro: students are expected to improve English through content learning
- Meso: policy guidelines do not provide specific plans to facilitate students' learning, such as English language support
- Micro: content and language teachers do not communicate with each other sufficiently to discuss their roles as to whether they are solely responsible for content or/and language teaching



**English-Medium Instruction and the Internationalization of Universities** pp 27–48 | [Cite as](#)

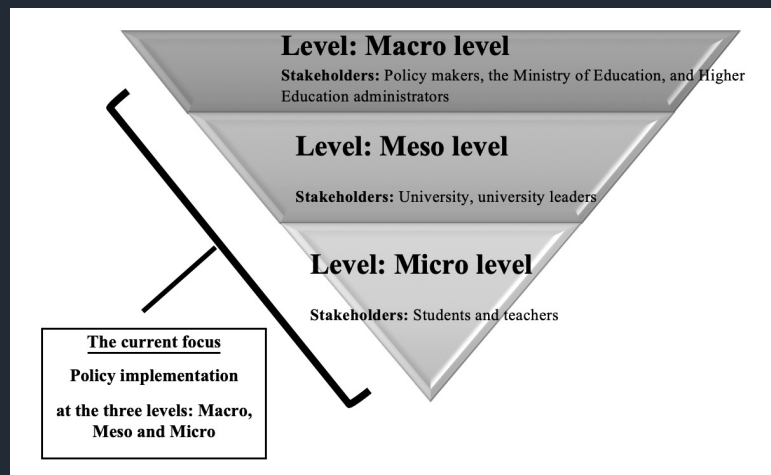
EMI Challenges in Japan's Internationalization of Higher Education

[Ikuya Aizawa](#) ✉ & [Jim McKinley](#)



# Diversity in EMI around the world

- Different EMI practices, different EMI concerns
- Macro, meso, micro: seven chapters at each level
- Chapter focus regions:
  - Europe (EMI strongholds Denmark and the Netherlands, but also Austria, Estonia, Italy and Poland),
  - Growth areas in South, Southeast, Central and East Asia (Bangladesh, China, Hong Kong, Japan, Nepal, the South Caucasus and Vietnam),
  - Under-explored areas in the Middle East and Africa (Ethiopia, Kuwait, South Africa, Tunisia and Turkey) and Latin America (Brazil, Colombia and Mexico).



## Diversity at macro level

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Post-colonial expansion & private universities  
(Bangladesh, Nepal)

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Influences of existing policy, current demographics,  
and emerging trends (Brazil)

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Exponential growth of EMI programmes & learner  
development, needs and agency (China)

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Accidental rise and *not* a good EMI model (Denmark)

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Injustices of EMI (Ethiopia, Nepal)

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Partial-EMI programmes (Turkey)

# Macro key themes

EMI policies may be believed to do far more than they could possibly do, for several important reasons:

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## Unrealistic expectations concerning...

- Education ministry objectives
- Both content and language learning objectives
- Employability skills

## Low English proficiency of students and staff

- Poor quality of English language education at pre-tertiary level
- Insufficient English language support for students and staff

## Investments that ignore socio-economic status

- EMI disadvantages those who don't already have proficiency in English
- Investment is lacking in poorer regions/contexts

## Diversity at meso level

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EMI as a matter of course in need of critique  
(Austria, Colombia)

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Ideological critique and politicization of EMI  
(Estonia)

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EMI teacher training (Italy)

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Lack of EMI research (Poland)

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Integrating local language despite negative  
attitudes (South Africa)

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University response range to government policy  
(Vietnam)

# Meso key themes

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EMI practices based on institutional initiatives fare better than those based on broader policy initiatives

- Policy adoption without adaptation is problematic
- Bottom-up practices may lack cohesion

EMI practices may be influenced by agendas

- Political initiatives tend to be impractical, resulting in inconsistencies
- Teacher training may promote native-speakerism
- Local language integration may raise further inequalities

# Diversity at micro level

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Students' positive voices about EMI (South Caucasus)

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EMI students' and teachers' creativity and trans-semiotic agency (Hong Kong)

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EMI challenges and content knowledge gains (Japan)

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Realistic limitations to EMI content knowledge (Kuwait)

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Immersion for a sustainable university (Mexico)

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EMI, Englishization, and commodification of HE (Netherlands)

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Employability and unrealistic expectations of EMI (Tunisia)

# Micro key themes

## Students' and teachers' positive attitudes toward EMI

- Exposure to / ownership of English
- Creativity and agency

## Content knowledge debate

- Is English just a 'by-product'?
- Is content knowledge necessarily limited?

## Students' vs. policy objectives

- Needs based sustainable models
- Learning objectives met despite marketization of HE
- Does Englishization necessarily lead to employability?

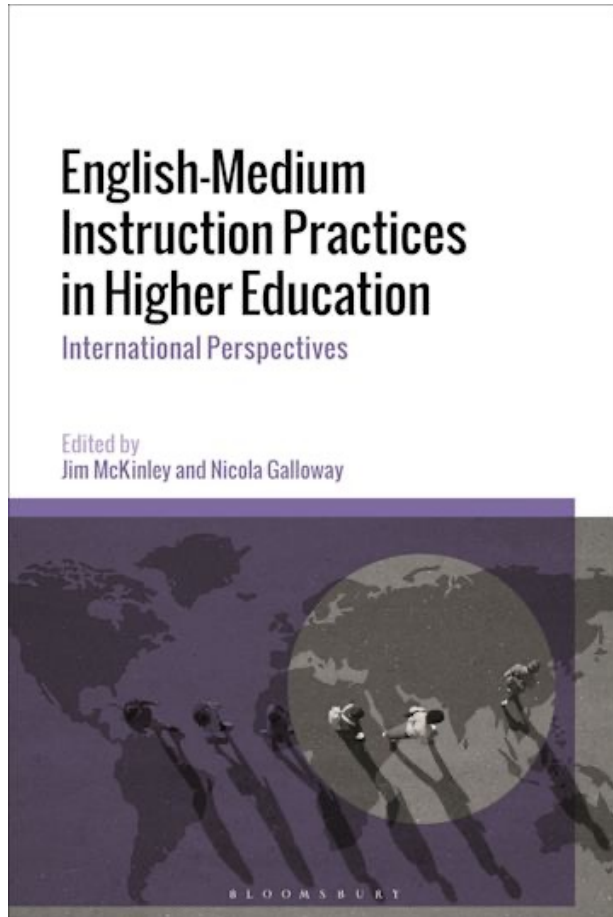


# Diverse EMI practices – a welcome situation?

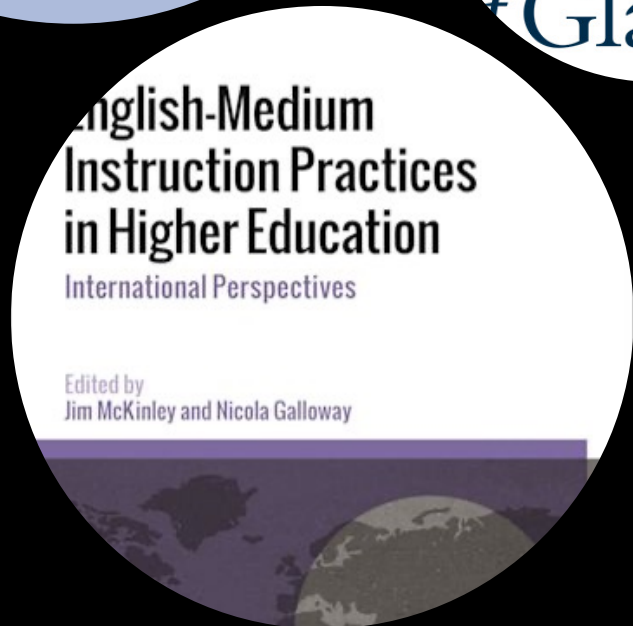
- EMI policies and practices vary globally
- ‘EMI practice’ is context dependent
- Macaro et al. (2021: 2): diversity in policy and practice is ‘potentially a **welcome situation** given the complexity of the different contexts in which EMI is being promoted’
- commonalities in EMI policy implementation
- evolving interpretations and current EMI policies



## To conclude: this volume is...



- a response to the need for evolving understanding of current practices and conceptualizations of EMI policies
- an example of various methods used in EMI studies\*
- an attempt to embrace interdisciplinarity beyond applied linguistics
- evidence of how provision is still outpacing research
- a collection of complexities across contexts and common denominators in 'EMI in practice'...



# Thank you

- McKinley, J. & Galloway, N. (Eds.). (2022). *English-Medium Instruction Practices in Higher Education: International Perspectives*. Bloomsbury.



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