

Shifting the Institution from L1MI to EMI

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(Macaro et al. 2017) “The use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English.”

(Macaro et al., 2017): “We found that the labels given to the phenomenon of EMI and their definition are inconsistent and problematic.”

**1995, Maastricht University
in the Netherlands was one of the first institutions
in Europe to extensively adopt EMI.**

English as a medium of instruction
English as the medium of instruction
English medium education
parallel-language education
English as a lingua franca
partial English medium
English content-based instruction
English medium and Spanish as a first language English taught programmes
Integrating content and language in higher education (ICLHE)
CLIL instead of EMI
CLIL in HE

....

ESP → EAP (1970s) → CLIL/EMI

(Macaro et al., 2017)

“First, is the improved English competence of students a reality? For this we need to establish theoretically what kind of competence outcomes we would be looking for. What kind of English are we talking about?”

“Second, there should be no long-term negative impact on content learning – the last thing... any policy maker or teacher would want is engineers, doctors and lawyers unable to do their job properly because they have misunderstood and/or poorly internalised the content they have attempted to learn.”

- **English Medium Instruction (EMI):
Call for a new approach to enable the
institutional shift from L1MI→EMI**
 - **Redefining EMI**
 - **A holistic approach to EMI**
 - **Change Management**

re-defining “EMI”

Instruction through the medium of English within educational settings where English is not the first language (L1).

"instructional context" of EMI

VS

"social context of" ESL

EMI Context: an instructional context that possesses the below characteristics

- * English is chosen as the medium of academic subject instruction.
- * EMI students and EMI teachers are involved.

EMI University: chooses to instruct academic subjects through EMI regardless of L1 of the majority of the population of the country or province. Their common characteristics are:

- * Competition in the international Higher Education context
 - Preparatory Year Programs (PYP) or Pre/In-sessional Programs for EMI students

EMI Student: a tertiary level student whose L1 is not English yet chooses to study academic subjects through EMI at an EMI university program.

EMI Teacher: a university teacher, regardless of his/her L1, who instructs academic subject through EMI at an EMI university program.

Why institutionalise EMI

there is a choice behind the decision of, mostly dictated by an educational policy, that requires a shift from L1 to English.

Essentially, this choice of favouring for English as medium of instruction is not a simple shift from one instructional language to another in fact it is a formidable one.

Primarily, this shift brings about a change in the mind-set which needs to be change-managed

National educational policy makers and senior leadership of universities make a strategic choice of EMI, not only to join and remain within the global academic league, but also to empower their citizens, hence students, to have access to whole new possibilities offered by globalization.

In fact, research shows that students, parents, and wider society perceive EMI as the gateway to internationalization.

EMI should be institutionalised in order to achieve the targets which in fact motivate the decision of national educational policy makers and senior leadership of universities, students and parents, and the wider society.

To fully institutionalise EMI, universities should embrace a profound paradigm shift from instructing academic subjects through L1 (native language) to L2 (English).

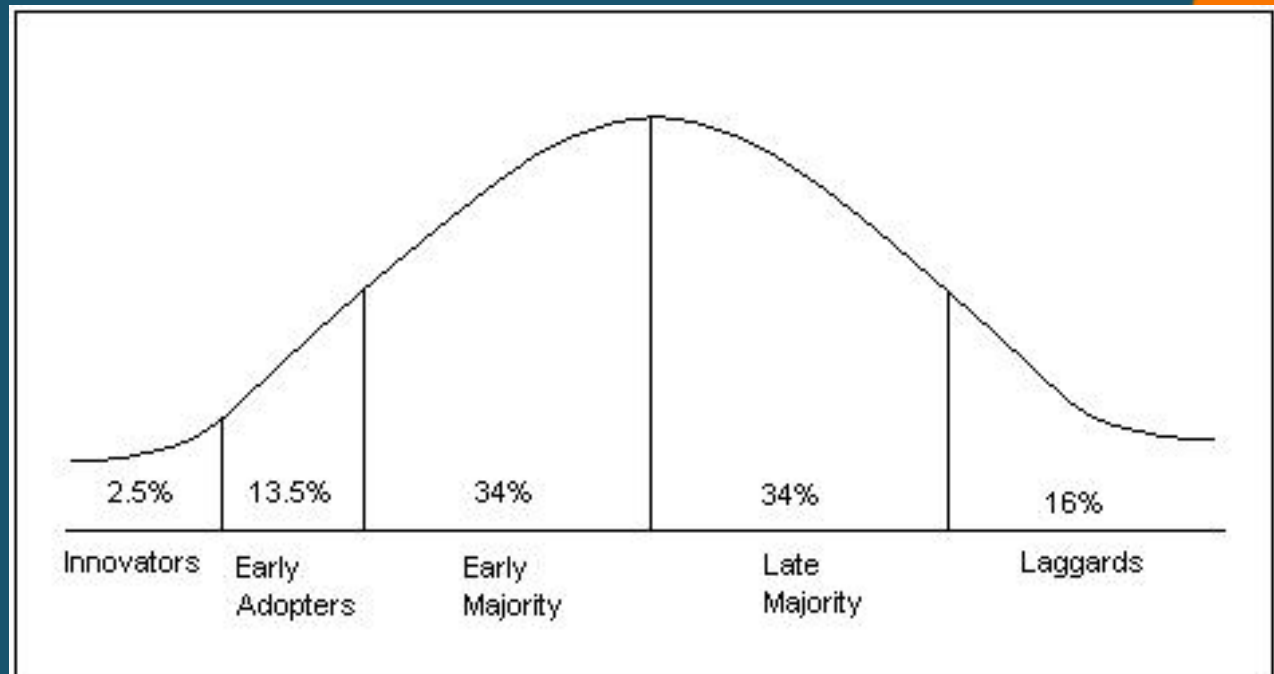
Institutionalized EMI: each stake holder of EMI University (namely students and their parents, teachers, managers and leaders, and wider society) has internalized that English is the medium of academic instruction in order to achieve the strategic targets set by the leadership of a university.

This internalization must be evident within university's vision statement, strategic plans, policy documents, program and course designs and all EMI relevant teaching and learning activities.

Institutionalized EMI has four intertwined components:

- 1- Institution's EMI related policies, strategic plans and documents.
- 2- EMI Research
- 3- EMI Continues Professional Development (CPD)
- 4- Integration of PYP and EMI academic subject departments

- Resistance for change' is a sociological concept for human resistance against innovation defined by Everett Rogers (1962) in his book The Law of Diffusion of Innovation



- **Registering Change**
- **Taking ownership of change**
- **Managing change**
- **Institutionalising change**
- **Continues improvement**

1. How does collaboration in planning evolve between PYP & EMI teachers?
2. Is there mutual benefit to both teachers from these collaborations?
3. To what extent do students in the classes of the EMI teacher engaged in the intervention (the introduction of collaborative planning) feel that they are comprehending more of the subject content?

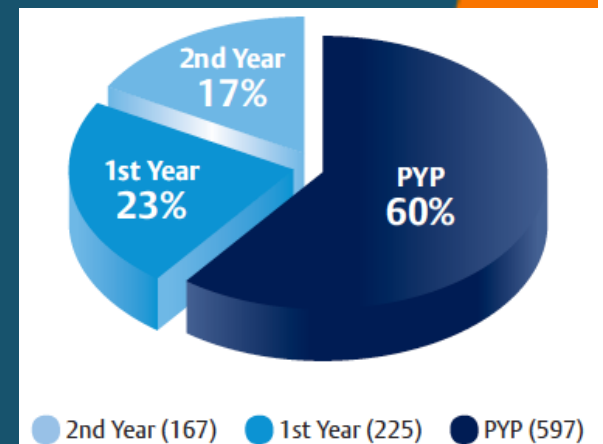
- * A quasi-experimental research
- * 6 universities (4 experimental and 2 control group)
- * 9 pairs completed, each planned and delivered 8 lectures using **CPT**
- * Pre/Post intervention interviews
- * Audio recorded planning sessions and materials used
- * Student self estimation of comprehension questionnaire

- 1) What are the attitudes and beliefs of students towards EMI? Particularly what motivates them to study through EMI?
- 2) To what extent do these attitudes and beliefs change from PYP year to 1st to 2nd year of study and why?
- 3) What are their attitudes and beliefs with regard to their peers (both non/EMI?)
- 4) To what extent are attitudes and beliefs related to English language proficiency?

* 997 Students from 18 Turkish Universities (14 private / 4 govt)
(48% / 52%)

* 54% Male, 46% Female

* Online Questionnaire



This is a survey study designed to explore respondents' views on certification for teachers who teach their academic subject through EMI in Higher Education.

Both EMI teachers and university managers were surveyed.

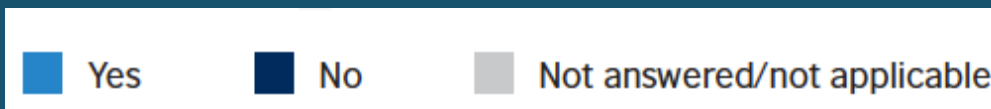
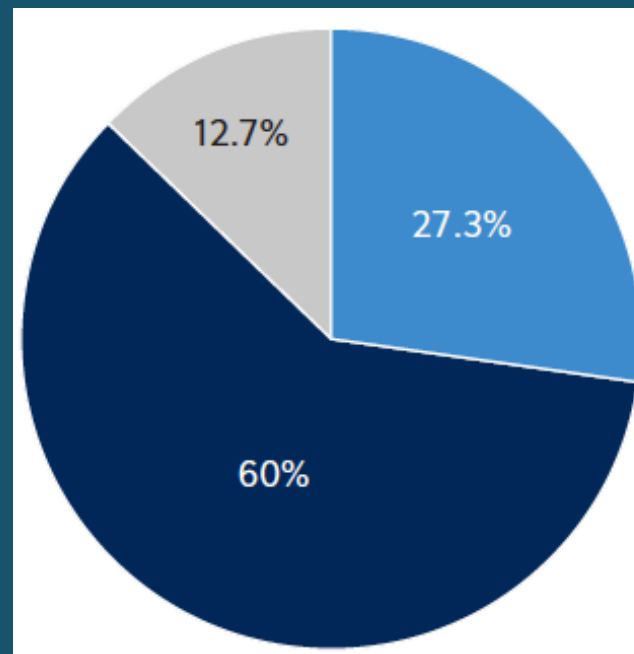
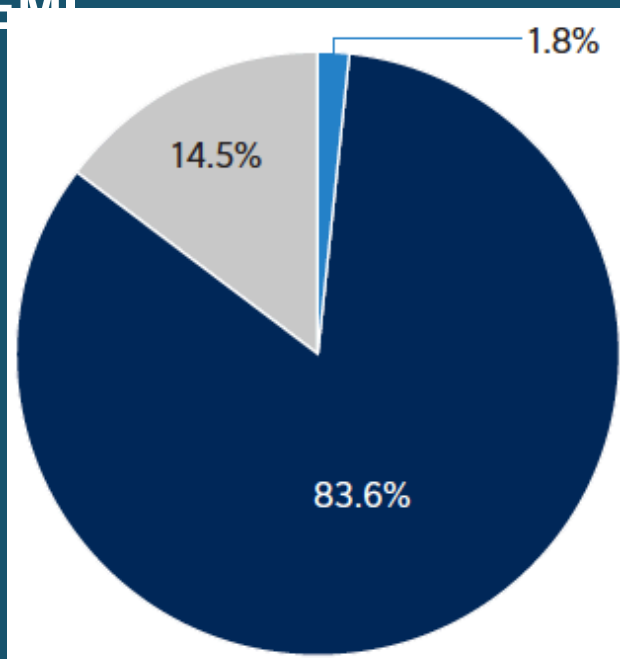
Our definition of 'certification' is: "An official qualification given to an individual which provides evidence of a competence to teach a particular subject through EMI".

This survey asked questions about:

- * the level and type of English language proficiency that EMI teachers need;
- * the institutional support available for them
- * what kind of professional development and certification might be possible
- * who might provide professional development and certification.

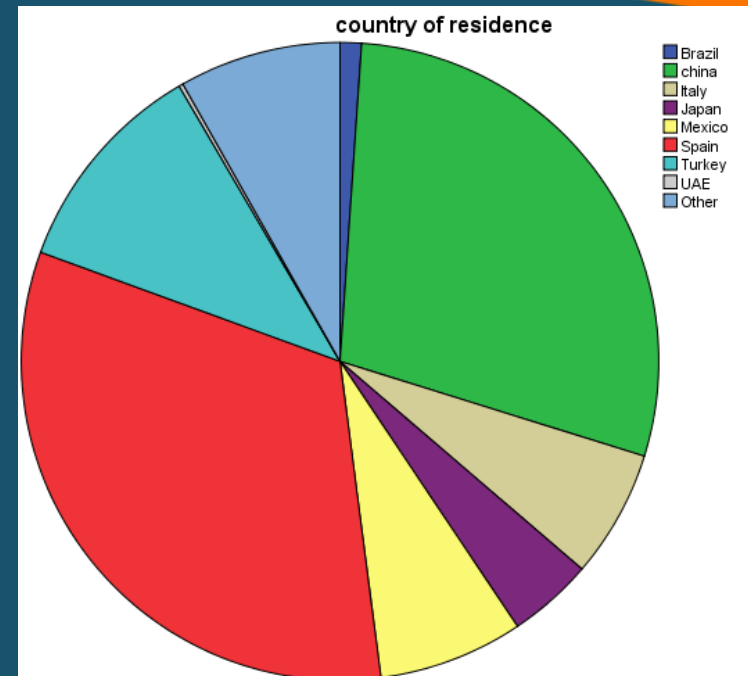
1- 'Are there enough qualified EMI teachers?' (Y/N)

2- Written guidelines about how to teach through EMI



Key Findings (463 EMI Teachers)

- * Most had been teaching though EMI for less than 5 years
- * Majority of institutions did not have certification
- * Majority of teachers had not taken part in in-service training
- * Most felt certification was important
- * Most were interested in how learners learn English
- * Most were (fairly) interested in research on EMI
- * Most felt 'teaching has to change' in an EMI context



THANK YOU!