English for professional contexts and international mobility: EMI and intercultural awareness

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Highdale Consulting

QUEST Conference, Iasi
October 2016
• The Global IHE Context
• English is not enough – multilingual issues
• Language Policy
• The world of EMI
• Intercultural Awareness
• Innovation
• Teacher education
• Future policy & practice
Excellence in English needed

Aspirations:
• Access to Education
• Access to Employability
• Access to Social mobility

Challenges:
• High demand for English
• Short time in class
• Large class sizes
• Non-communicative school leaving examinations
• New generational learning styles
English as a lingua franca

- English is the de facto lingua franca for professional work

- ‘English’ here is the lay term, not the narrow academic sub-niche ‘ELF’

- English as a Global Language is a better title

- 400 million native speakers
- 750 million EFL speakers
- 375 million ESL speakers
- 1.5 billion learners of English

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“this…reflects the current status of English in academic and professional contexts, above all as a lingua franca of international communication in science, education, and business.”

Why English is needed...

Peru

• In 2014, President Ollanta Humala announced that bilingual education was a priority and set the goal of achieving bilingualism, with English as the priority language, by 2021

• More than three quarters of surveyed employers (78%) believe that English is an essential skill for managerial staff, while a similar share (77%) feel that English is essential for Peru’s growth and progress.

Mexico

• The value of the linguistic capital gained by English competence in Mexico is estimated at around US$27 billion each year via growth in the services sector

• To achieve its goals for teaching English across the country the Mexican government needs to recruit and train over 80,000 additional English teachers.
21st century skills

The 7 Cs:
• Critical thinking & problem solving
• Creativity & innovation
• Collaboration & teamwork
• Cross-cultural understanding
• Communications, media literacy
• Computing and ICT literacy
• Career & learning self-reliance

• PLUS – the 8th C:
• Competence in English
# Need for LSP/E4P – Medical English

<table>
<thead>
<tr>
<th>Area of practice</th>
<th>% of trainees reporting being underprepared (n=102)</th>
<th>% of supervisors reporting problems (n=59)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills</td>
<td>33%</td>
<td>76%</td>
</tr>
<tr>
<td>Cultural understanding of multicultural London</td>
<td>50%</td>
<td>66%</td>
</tr>
<tr>
<td>Confidence in use of English</td>
<td>15%</td>
<td>66%</td>
</tr>
</tbody>
</table>

Dr Nigel Carter, of the Oral Health Foundation, said: “There are many excellent dental professionals coming to work in the UK from the EEA but some are hindered by an initial misunderstanding of clinical English language skills which could lead to communication issues and misinformation in the dentist/patient relationship.

The GMC’s observations that, despite requisite IELTS scores, overseas doctors experience “difficulties with subtleties of language and dialect […], misunderstandings of the nuances of non-verbal communication and social and behavioural norms”

“We are concerned that poor English skills may lead to mistakes and misunderstandings between healthcare colleagues or when patients are trying to explain their problems.”
Lost in medical translation

• Specific needs of medical communication - clarity, simplicity

• Problems with euphemisms, understatement, idiolect

• Limited understanding of patient references for medical conditions:
  – Spend a penny
  – Pinch an inch
  – Problems with waterworks
  – Pushing up daisies

Jan Middleton was in hospital recovering from brain surgery, and was woken up in the night by an eruption of infected fluids coming from her face.

She said the nurse on duty had poor English.

"I was saying, 'look, this is serious. I've had emergency surgery. The doctors need to know about this now'.

"I was getting very, very distressed and in quite a panic. Which is why in the end I said 'I'm dialling 999 for an ambulance,' and she seemed to understand at this point that she did need to do something about getting a doctor.” [http://www.bbc.co.uk/news/health-14921565](http://www.bbc.co.uk/news/health-14921565)
English alone is not enough

“If I’m selling to you, I speak your language. If I’m buying, dann müssen Sie Deutsch sprechen!”

Willy Brandt

Kolik jazyků znáš, tolikrát jsi člověkem

(As many languages you speak, as many people you are)

Czech proverb
It’s a multilingual world

• “It’s a multilingual world – 94% of the world does not speak English as a first language, and 75% speak no English at all” CILT

• Wikipedia has articles in 288 languages
• Google Translate does translations in 90 languages

• 34% of the 76 million blogs & websites on WordPress are not in English

• A Eurobarometer survey shows that 83% of citizens of the EU believe that knowing foreign languages is useful for them

“it is... a principle of fundamental significance that multilingualism is the normal human condition...

Speaking 2 or more languages is the natural way of life for three-quarters of the human race”

David Crystal
# The Trilingual world

<table>
<thead>
<tr>
<th>Country</th>
<th>L1</th>
<th>L2</th>
<th>L3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peru</td>
<td>Quechua</td>
<td>Spanish</td>
<td>English</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>Kazakh</td>
<td>Russian</td>
<td>English</td>
</tr>
<tr>
<td>Malaya</td>
<td>Bahasa Malay</td>
<td>Chinese</td>
<td>English</td>
</tr>
<tr>
<td>Rwanda</td>
<td>Kinyarwanda</td>
<td>French</td>
<td>English</td>
</tr>
<tr>
<td>Switzerland</td>
<td>German x 2</td>
<td>French, Italian</td>
<td>English</td>
</tr>
<tr>
<td>Senegal</td>
<td>Various local</td>
<td>French</td>
<td>English</td>
</tr>
<tr>
<td><strong>Globalised middle class</strong></td>
<td><strong>Home</strong></td>
<td><strong>School &amp; Community</strong></td>
<td><strong>Higher education, world of work</strong></td>
</tr>
</tbody>
</table>
Can English undermine local languages? MTB-MLE?

A new school of thought emphasizes MTB-MLE: *Mother Tongue Based Multilingual Education*.

- Use of EMI in primary & secondary school has had mixed results in some regions. Some governments have had to reverse early EMI programmes (e.g. Rwanda, Malaysia).
- Employing EMI before children are literate in their mother tongue causes learning and achievement problems.
- In many countries the school language is already an L2 or L3 for children in multilingual communities, so English is a further learning load.
- English now taught as a subject in early years, gradually increasing proficiency, until learners can cope with some subject teaching in English medium alongside mother tongue or school language.

“It is definitely unhelpful for Africa to continue viewing English or any other international language as the language of colonialism or imperialism. In spite of their historical association ….the former colonial languages are useful now in several ways”

*Nigussie Negash, Dreams & Realities*
Language Policy
When do children start languages?

The age of beginning compulsory first foreign language varies across Europe:
- Spain - 3
- Austria - 6
- Italy - 6
- Norway - 6
- Portugal - 6
- Germany - 6-8
- France - 7
- Finland - 7
- Poland - 7
- Sweden - 7
- Czech R. - 8
- Belgium - 8
- Denmark - 9
- Hungary - 9
- Netherlands - 10

Source: Eurydice
Policy Implications

Netherlands: primary languages implementation
- Optional 4-8 yrs
- B2 minimum
- Very little provision
- Generalist with B2 FL
- Substantial
- Varies, 60-180 mins per week
- Mainly online platform for materials
- Mainly guidelines - teacher design
- Free choice - mainly English

Poland: primary languages implementation
- Compulsory 6-7 yrs
- B2 minimum
- Good provision
- Mainly English, some German
- National guidelines - teacher design
- Mainly specialist with FL, some generalist
- Rather limited
- 2 x 45 mins per week
- Mainly coursebook - funded by parents
"The use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English."

Julie Dearden, EMI Oxford
EMI is about empowering HE faculty to:

• teach through the medium of English
• develop the specialised language skills needed for classroom interactions
• better prepare for seminars and classroom management
• build their soft skills competence to help them deal with students' issues
• deal sensitively with student evaluation
The main conclusions are:

- The general trend is towards a rapid expansion of EMI provision.
- There is official governmental backing for EMI, but with some interesting exceptions.
- Although public opinion is not wholeheartedly in support of EMI, especially in the secondary phase, the attitudes can be described as ‘equivocal’ or ‘controversial’ rather than being ‘against’ its introduction and/or continued use.
- Where there are concerns these relate to the potentially socially divisive nature of EMI because instruction through English may limit access from lower socio-economic groups and/or a fear that the first language or national identity will be undermined.

*Julie Dearden, EMI Oxford*
Growth of EMI

StudyPortals.eu:
---EMI programmes tripled since 2007 survey
---Over 35,000 masters degrees being taught in English in 1600 universities across Europe

Regional EMI Policies

Spain:
‘Today, more and more universities in Spain are starting to design language policies, usually including Spanish and English.

The University of Alicante’s new language policy has promoted the use of English as the medium of instruction in Biology, Law, Telecommunications engineering and Computer Science engineering” (Fortanet, 2012: 48)

Scandinavia:
“A comprehensive Norwegian Language Policy summarizes the dichotomy of a peripheral nation wanting the benefits of internationalization, but realizing the tension and stresses involved for their own language and culture. It strongly endorses the support and maintenance of using Norwegian in all areas of society: “Norwegian when you can, English when you have to” (“Norsk, når du kan engelsk når du må”) and maintains that the richest communication comes when using one’s mother tongue, but pragmatically appreciates that for international communication English is vital.” (Griffiths, 2013)

In Copenhagen University all Danish teachers go through an accreditation course for using EMI (Kling, 2012).

Taiwan:
• “Among teachers, insufficient English proficiency or training to teach an EMI class was one of the most common challenges. Senior professors especially are more reluctant to teach EMI classes, leaving it to junior professors who can sometimes take on the responsibility. “You can speak the language, it doesn’t mean you can teach in it. It’s two different things,” said Kun-Liang Chuang, dean of the College of Humanities and Social Sciences at Feng Chia University in Taiwan.”

• Complaints from the students centered on poorer communication with professors: “There is no in-depth communication between professors and students”, said one respondent, “Professor’s English pronunciation is so poor that I have problems following his teaching” said another.” PieNews, 2015
The growth in English as a Medium of Instruction (EMI) brings benefits and challenges both to the university and the student body:

- Growth in EMI benefits students who can have access to global knowledge, mobility and employment
- EMI benefits HEIs in terms of internationalising the campus
- EMI benefits HEIs in generating new income streams
- EMI brings opportunities for enhancing faculty skills and training
- EMI brings opportunities for partnerships with HEIs in other countries, with a common teaching language

**Benefits for Faculty:**

- improve your English language proficiency
- develop communication skills for effective teaching in English
- discover new best practices in methodology and pedagogy
- advice on your pedagogical practices
- develop appropriate approaches to teaching in English
- develop sound conceptual underpinnings for teaching and supporting your students
- Get a more level playing field for research and employment opportunities
Challenges

- Problems for staff and students with low English proficiency
- Reduction of research & teaching in local language
- Resentment of non-English speakers/faculty
- Resistance from faculty with low English proficiency
- Danger of a two-tier faculty hierarchy
- Dangers of faculty recruitment bias
- Reduction of equity of access to higher education

Key policy challenges:
- Education system issues
- Language issues
- Inclusion issues
- Innovation issues
Policy issues

Education Policy:
• What is or should be the impact of EMI on national education policies and practices, considering:
  – the impact of the backwash effect on secondary school English language teaching and assessment, and
  – the impact of a language policy that sets clear international standards for all students to reach in English in higher education?

Innovation policy:
• Which innovations in technology will help students and teachers improve their skills in English and to reach international standards?
  – MOOCs
  – SPOCs
  – Mobile
  – VR/AR
  – ASR
• Which innovations in Study Abroad & mobility structures will enhance future outcomes?

*British Council*
Language Issues

- Deficits in **student** proficiency mean that they will face difficulty in studying complex content and may suffer low grades in assignments and outcomes.
- Deficits in **lecturer** proficiency mean that students may struggle to follow the classes, and student-teacher interactions may be less rich than needed.
- Each institution needs to have a **language policy** that addresses its goals and principles, and a **language support strategy** that ensures both students and faculty have the right skills to make EMI successful, and **target levels** of language thresholds.
Inclusion issues

• How can we find new ways to get disadvantaged and diverse students prepared for studying their academic subjects in English?

• Many students may not have had the opportunity to reach high levels of English proficiency during their secondary schooling, and therefore to help them gain access to EMI-based courses in HE institutions – in their own country or abroad – we will need to find new ways to help them improve their language learning outcomes in secondary school or pre-sessional preparation.

• This can be done in a variety of ways – online, blended and mobile learning – using methods (such as the flipped classroom) that increase time on task, support learner autonomy and provide wider access to learning content for less advantaged students.
EMI implementation

- Benchmarking
- Language upskilling
- Competence Assessment
- EMI-specific competences
- Impact study
Intercultural education

- Culture
- Language
- Identity
Multilingual identities

"I think I do present a bit of a different personality when I'm speaking in English and when I'm speaking in Japanese..... ....when I'm speaking in Japanese, I really have to think about all the things, what's the proper style...and try to adjust myself to the identities, what the other person is projecting on me ...whereas in English, I mean, I don't really feel that much...it's a lot easier that way" (Akira)

“And sometimes I say to myself, Oh my God, she's so rude...and in fact it's because I'm used to the English way of talking and sometimes when I go back to France, in the supermarkets, for example, I say to myself 'they are so rude' because they never say 'sorry' etc” (Laure)

“I think I'm considered to be rather, erm, assertive in Japanese terms, but I don't really care” (Motoko)

“When you speak a different language......you immerse yourself into a completely different person” (Lucy Liu)

“I think in both languages English and Bengali, together they make me truly me”
Cultural skills required for work

Competencies for managing differences

• Interpersonal (relationship) skills
• Linguistic ability
• Motivation to live abroad (cultural curiosity)
• Tolerance for uncertainty and ambiguity
• Flexibility
• Patience and respect
• Cultural empathy
• Strong sense of self (or ego strength)
• Sense of humour

“Managers who readily accept that the cuisine, the literature, the music and the art of other countries run parallel to one another, must also learn to accept that the art of management differs in other countries”

Andre Laurent, Professor INSEAD

“Japanese and American management practices are 95 percent the same, and differ in all important respects”

Takeo Fujisawa, cofounder Honda Motor Company
Hofstede’s Cultural Value categories

**Individual**
- Personal goals over group goals
- Values autonomy
- Few obligations to others
- Confrontation acceptable

**Group-oriented**
- Group goals over personal goals
- Values inter-dependence
- Many obligations to others
- Harmony expected

**Power Distance Index:**

**Egalitarian**
- Few status differences
- Informal social relations
- Superior can be questioned
- Little respect for old age

**Hierarchical**
- Many status differences
- Formal social relations
- Deference for superiors
- Great respect for old age
Culture at work - Hofstede, Trompenaars, Tomalin
### Teaching Culturally:

#### 4 Cultural Analysis Frames

<table>
<thead>
<tr>
<th>Relationship-focused</th>
<th>Deal-focused</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does business depend on building good relationships?</td>
<td>Is getting the job done the prime criterion?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are business relationships formal and respectful?</td>
<td>Is the business style egalitarian?</td>
</tr>
<tr>
<td>Is the business style top-down?</td>
<td>Are business relationships informal and casual?</td>
</tr>
<tr>
<td>Are reporting lines strict and respected?</td>
<td>Is a matrix system of reporting in operation?</td>
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<th>Monochronic</th>
</tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expressive (emotional)</th>
<th>Reserved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crisis management</td>
<td>Don't show emotion</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Long-term planning</td>
</tr>
<tr>
<td>Unpunctuality</td>
<td>Tight scheduling</td>
</tr>
</tbody>
</table>

- **Reserved**
  - Don't show emotion
  - Long-term planning
  - Tight scheduling

- **Expressive (emotional)**
  - Show emotion
  - Crisis management
  - Flexibility
  - Unpunctuality

- **Monochronic**
  - Are reporting lines strict and respected?
  - Are business relationships formal and respectful?
  - Is the business style top-down?

- **Polychronic**
  - Is the business style egalitarian?
  - Are business relationships informal and casual?
  - Is a matrix system of reporting in operation?
Adding Interculture to EMI

• For students:
  • Awareness of learning culture of fellow IHE students – eg classroom interactions
  • Awareness of cultural issues for future work environments: conceptual understanding of Hofstede-style work culture issue

• For Faculty:
  • Sensitivity to students’ cultural backgrounds and expectations of interaction with authority
  • Sensitivity to cultural differences in learning styles, problem solving etc
  • Intercultural approaches to pastoral care, evaluation, sanctions
Innovation
New approaches in education

**The Flipped Classroom**

*In Class*

*Before Class*

*After Class*

**The Inversion**

The traditional classroom versus the flipped classroom.

<table>
<thead>
<tr>
<th>Informal learning</th>
<th>Formal learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructivist content creation</td>
<td>Teacher-led (inc. remote)</td>
</tr>
<tr>
<td>Self-directed digital</td>
<td>1:1 device groups</td>
</tr>
</tbody>
</table>

Group-oriented

Self-study
New Technology
New HE models - LectureCapture

- Flip your class
- Build a Campus YouTube
- Record Lectures
- Student Recording
- Train Faculty
- Record Lab Demos
- Broadcast Events
- Build a MOOC

Panopto
MOOCs – democratising learning

Teaching EMI programmes via MOOCs:
• Promoting the HEI
• Widening the catchment group for recruitment
• Generating new income streams
• Training faculty to teach online

<table>
<thead>
<tr>
<th>Provider</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursera</td>
<td>10.5M</td>
</tr>
<tr>
<td>edX</td>
<td>3M</td>
</tr>
<tr>
<td>Udacity</td>
<td>1.5M</td>
</tr>
<tr>
<td>MiriadaX</td>
<td>1M</td>
</tr>
<tr>
<td>FutureLearn</td>
<td>800k</td>
</tr>
</tbody>
</table>
LSP & ASR

MEDICAL REPORT

Subjective:
This 42-year-old patient complains of pain in the lumbar region after injuring her back, gardening 3 days ago. The patient is stiff and unable to walk and is not sleeping very well. The patient has a history of COPD and a hiatus hernia, she also has been treated for depression and anxiety.

Objective:
Temperature 37°C - Respiration: 24 breaths per minute, Blood pressure 160/98 mmHg, Vital signs are stable. Afebrile.
Teacher/faculty education
What do IHE educators need?

- Deficit analysis
- Language issues
- Presentation issues
- Communication issues
- Assessment issues

Faculty need to:
- Improve their communication skills in the English-language classroom
- Develop greater confidence teaching in English
- Improve their knowledge of different pedagogical techniques and activities in EMI
- Improve their ability for communicative teaching
- Improve their awareness of student learning processes in English-medium classrooms
- Develop personal techniques and strategies to implement in their classroom practices
- Understand cross-cultural issues in learning and dealing with authority
EMI language skills

- Core Language competences
- Language for teaching
- Language for student management
- Language for professional development
Faculty resistance

University of Alicante (UA) survey:

• 32% of faculty ‘unwilling to teach EMI courses’
• Main reason was’ lack of English competence’ but also ‘not useful for students’, ‘negative effect on content’, ‘negative effect on student outcomes’ (Morell)

• Most lecturers believe that EMI courses should be promoted in the UA to create more academic and professional opportunities for the students and to foster international relations.
• However, many of them are not willing to carry them out themselves and the main reasons given are their need for further linguistic and pedagogic training. Most lecturers claim to be upper B2, though the range is wider
Faculty career issues

• “EMI has substantial implications for staff recruitment, & mobility options among academics and raises the fundamental question of a new professional order in higher education, where the role of (and potential struggles with) language will occupy centre stage.

• This sharp shift in the internationalisation of higher education is being documented in the studies coming out of Asian countries, which have been experiencing the EMI drive ... and with it international competition becoming much more of a core value in policy decisions.” Madhavan

• “UK institutions are beginning to offer training courses on teaching in English to faculty (both locally and internationally) who intend to use EMI.

Jenkins (2014), in a recent public debate, commented on the irony of teachers who have never taught in a second language instructing other teachers how to do so.

She argued that general intercultural training for all involved would be more desirable in moving towards further internationalisation, as opposed to focusing on specific language imbalances.” Madhavan

Bilingual work?
Should EMI lecturers who are Anglophone give their students a good example of multilingualism by using the students’ mother tongue, for example for social or organisational communication?

“the administration should make clear that English monolingualism is unacceptable, and that bilingualism is the default position (Phillipson, 2009a).”
Cambridge Intercultural Competence Framework

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>FOUNDATION</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>EXPERT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CULTURAL AWARENESS SKILLS</td>
<td>1 Shows curiosity and interest in learning about students' cultures and the culture of the local environment</td>
<td>2 Can respond appropriately to cultural issues in a clearly defined context, such as greetings, leaving-taking, gift-giving and hospitality</td>
<td>3 Can recognize areas of possible difficulty caused by cultural differences and can respond appropriately to avoid or repair the situation.</td>
<td>4 Is able to evaluate and improve own intercultural competency and can support others when required</td>
</tr>
<tr>
<td>APPLICATION OF CULTURAL AWARENESS TO LANGUAGE EDUCATION</td>
<td>5 Deals with students and colleagues from different cultures with openness and respect without judging</td>
<td>6 Is flexible and patient in dealing with different approaches in cultural communication or behaviour</td>
<td>7 Is able to operate successfully and sensitively in different cultural and diverse minority environments</td>
<td>8 Is able to use ideas from other cultures creatively, while showing appreciative enquiry, empathy and understanding</td>
</tr>
<tr>
<td>KNOWLEDGE OF PRINCIPLES AND THEORIES OF INTERCULTURE</td>
<td>9 Understands the cultural difficulties experienced by students and their effect on language learning</td>
<td>10 Incorporates information taken from world cultures into language education</td>
<td>11 Systematically includes an intercultural component in the exploitation of dialogues and texts.</td>
<td>12 Is able to compile and exploit intercultural information for students and clients</td>
</tr>
<tr>
<td>UNDERSTANDING OF CULTURAL SYSTEMS</td>
<td>13 Shows knowledge of and interest in student's countries of origin, festivals and name days</td>
<td>14 Can recognize and exploit intercultural information included in texts and dialogues under study by students</td>
<td>15 Understands and responds empathetically to language and cultural difficulties experienced by students, colleagues and clients.</td>
<td>16 Selects and develops culturally appropriate language teaching material for delivery to students.</td>
</tr>
<tr>
<td></td>
<td>17 Develops self awareness of own cultural background and identity</td>
<td>18 Builds knowledge of students' countries of origin and cultural backgrounds and identities</td>
<td>19 Understands and can use the key theories of intercultural relations.</td>
<td>20 Can apply understanding of cultural differences to study of other disciplines</td>
</tr>
<tr>
<td></td>
<td>21 Can relate this awareness of students' and colleagues' cultures to teaching</td>
<td>22 Understands and applies the principles and practice of assessment of cultural knowledge and skills.</td>
<td>23 Can interpret current events in the light of cultural theory and practice where appropriate.</td>
<td>24 Can apply the understanding of cultural principles and theory to the resolution of difficulties in class or in students' and client's professional lives, if requested.</td>
</tr>
<tr>
<td></td>
<td>25 Understands the difference in principle between national, regional and organizational cultures</td>
<td>26 Understands and can respond empathetically to gender, race, religion and other issues affecting students and language learning</td>
<td>27 Is sensitive and careful to avoid national stereotypes and to deal with students and colleagues as individuals.</td>
<td>28 Is able to evaluate and interpret the intercultural concepts and ideas behind documents and events</td>
</tr>
<tr>
<td></td>
<td>29 Can understand the differences in individual students' cultures and relate these differences to own culture</td>
<td>30 Is sensitive to potential intercultural issues between students</td>
<td>31 Understands and can teach the law and practice of cultural diversity regulation to students and teachers</td>
<td>32 Is able to reconcile apparent differences between conflicting interpretations of intercultural events</td>
</tr>
</tbody>
</table>
Cambridge Digital Competence Framework

- Knowledge related to the digital world
- Skills and knowledge for digital language teaching
- Professional development
- Designing learning
- Delivering learning
- Evaluating learning

Knowledge related to the digital world
Skills and knowledge for digital language teaching
Professional development
Designing learning
Delivering learning
Evaluating learning
EMI skills development

- **EMI Oxford** - EMI summer school
- **British Council** – EMI course
- **University of Gothenburg** - Professional Teaching Skills course: EMI
- **Cambridge English** - Certificate in EMI skills
EMI Competence Framework

**Expert**
- Has a sophisticated understanding of the nature and principles of EMI, & consistently applies EMI strategies in teaching and professional practice, acting as a model for colleagues.

**Proficient**
- Has a good understanding of the nature and principles of EMI, and regularly applies EMI strategies in teaching and professional practice.

**Developing**
- Has a reasonable understanding of the nature and principles of EMI, with occasional experience of applying EMI strategies in practice.

**Foundation**
- Has a basic understanding of the nature and principles of EMI, but with little or no experience of applying EMI strategies in practice.
EMI course design

Course Objectives:
• to improve faculty’s ability to deliver academic courses in English
• to improve language needed for professional development
• to encourage reflection on issues of tertiary level teaching via English
• to provide experiential learning opportunities eg. experience of online learning

Course Modules:
1 Language for lectures
2 Language for seminars
3 Language for small groups
4 Language for tutorials
5 Language for online tutoring
6 Language evaluation & feedback
7 Language for developing professional roles
8 Language for professional responsibilities
Course design

**Issues to consider:**
- Major issues and theoretical framework for teaching content in a foreign language
- Teachers’ views and students’ views on EMI
- Teaching strategies and methodologies
- Intercultural aspects of EMI
- Material design and resources
- Lesson planning in EMI
- Assessment in EMI
- Intercultural communication
- Use of ICT

**Activity types:**
- trainer presentations
- exemplary case studies
- group discussions
- microteaching sessions
- online tools and resources

**Current assessment approach:**
Language Skills
Communication Skills
Intercultural skills
*All assessed online*

**Future extended assessment:**
Portfolio
Written assignments
EMI Language preparation

Language for lectures

Content:
different ways to structure lectures and make them more interactive,

Language:
• language for different stages of a lecture (e.g. opening, digressing, resuming topic, holding attention, recapping, closing, looking forward)
• talking about visuals (graphs, charts, diagrams, maps, info graphics) and using technology (PowerPoint, blackboard, interactive whiteboard)
• grammar: use of logical connectors, pronouns and other cohesive devices, Use of tenses when referring to statistics, research or current developments
EMI Language preparation

Language for seminars

**Content:**
Criticality in academic thinking; creating a positive learning atmosphere; managing turntaking & optimizing student participation

**Language:**
• enhancing critical thinking, higher order vs. lower order thinking (asking generative questions to help students synthesize, evaluate etc)
• asking for clarification and examples, checking comprehension (including intonation)
• validating and affirming students' opinions
• correcting misunderstandings, responding to correct, incorrect and partially correct answers
• grammar: different types of direct / indirect questions (& question intonation)
EMI Communication & intercultural skills

Language for online tutoring

Content:
devloping online communication skills; strategies for maintaining students' participation

Language:
• language for using email, forums, text chat, tweets
• getting feedback from students
• responding to feedback
• grammar: paraphrasing

Language for professional development

Content:
dissemination of academic research

Language:
• giving a conference presentation
• writing an article
• evaluating a research proposal
• writing a grant application
• grammar: nominalization, causatives
Future policy & practice

Trends:

• Much more IHE and TNE
• Growth of EMI
• Incorporate multilingual approaches
• Integrate intercultural content
• Innovate in technology use
Radical change......?
Take Aways

1. English skills are at heart of TNE and access to global knowledge
2. English for Professional Contexts is a central skill for 21st century professionals
3. EMI is here to stay – we need to prepare HEIs for it
4. We need detailed Language policies for HEIs and for society – eg washback on secondary education
5. Faculty language & communication skills need rigorous evaluation & extension
6. Student language skills need rigorous evaluation & extension
7. International communicators must be trained in intercultural awareness
8. We need to use technology, adaptive learning, online learning to provide equity of access
9. We need to develop new forms of assessment for global communicators
10. We need to acknowledge we live in a multilingual world
Thank You!

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Multilingual identities in a global city
Language Strategies for Trilingual Families
Language Rich Europe
EMI-a growing global phenomenon
SurveyLang
How language works
English Next
Cultures and Organisations
Translation & Own language activities
The place of translation in language teaching
The World of Business Culture
Riding the waves of Culture