An Evidence-based Approach to EMI: Where Are We, What Do We Know, and What Can We Do?

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Overview

- Where are we?
  - Basics of EMI
- What do we know?
  - An Evidence-based Approach
- What can we do
  - An Evidence-generating Approach
  - Resources

Basics of EMI

Where Are We?

Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. Language Teaching, 51(1), 36-76.

What is EMI?

- English Medium Instruction; English Mediated Instruction; English as ***the*** Medium of Instruction; English as ***a*** Medium of Instruction

- "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., 2018: 37)

Richards, J. C., & Pun, J. (2021). A typology of English-medium instruction. RELC Journal, 0033688220968584.

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Why do we need EMI?

Preparation for the future

For the students	• To improve the learning of English • To promote economic competitiveness • To produce graduates with global literacy skills • To develop students' intercultural communication skills	The Current Policy
For the university	• To enable institutions to attract international students • To raise university rankings • To increase the prestige of an institution • To promote the competitiveness of universities	
For communication	• To provide a common language of instruction • To facilitate regional and international communication	

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Status Quo

- EMI courses are conducted similarly to CMI courses, only different in the working language.
- There is only one correct way or a one-size-fits-all model to implement EMI.
- English should be the only language used in an EMI class.
- EMI courses are usually designed and implemented based on rules of thumb.
- Most EMI research was done by applied linguists or TESOL experts.

Goals of this talk

- To bridge the gap between research and practices
- To promote evidence-based and evidence-generating approaches
- To call for interdisciplinary collaboration

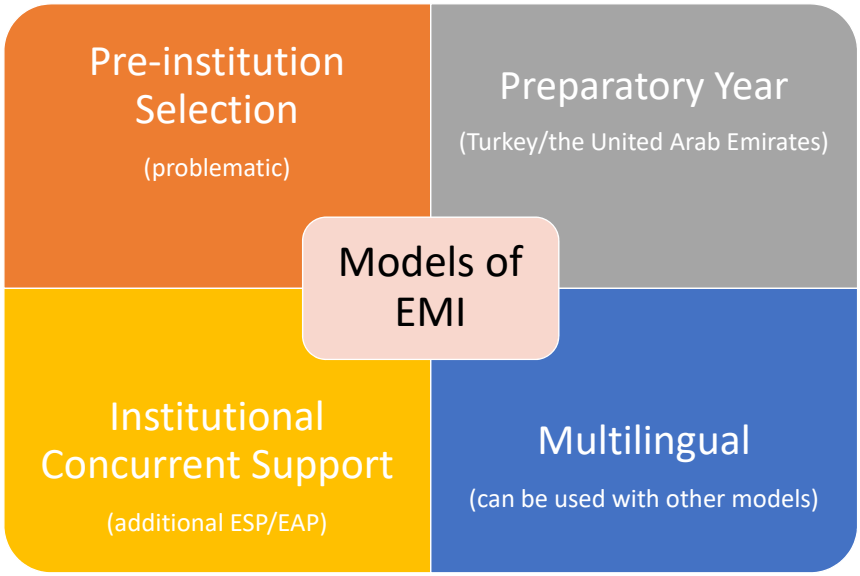
An Evidence-based Approach

What We Know

Topics

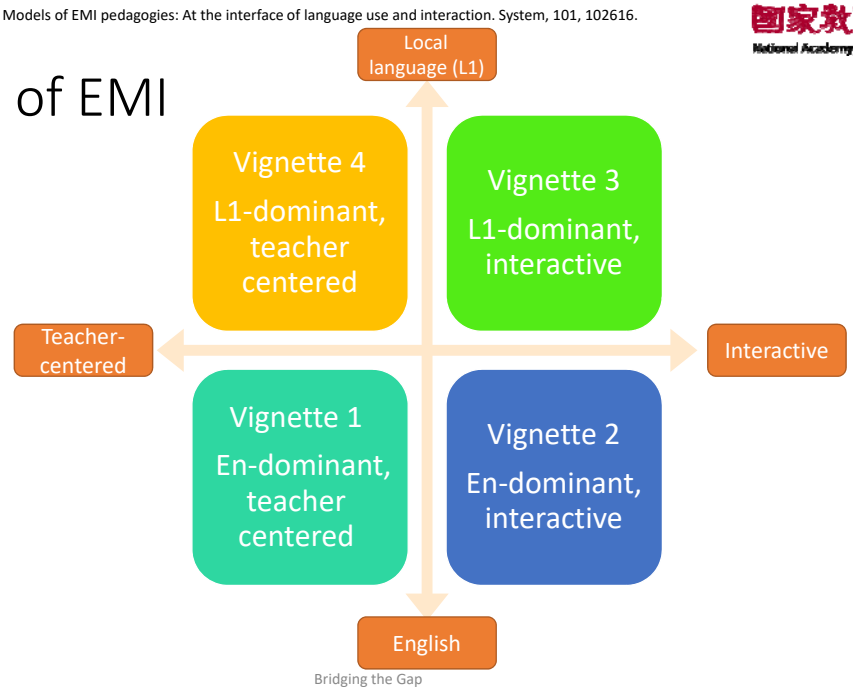
- Models of EMI
- Teaching methods
- Assessments
- Predictors for success
- Teachers' Agency and Professional Development

Macaro, E. (2022). English Medium Instruction: What do we know so far and what do we still need to find out?. Language Teaching, 1-14.



Sahan, K., Rose, H., & Macaro, E. (2021). Models of EMI pedagogies: At the interface of language use and interaction. System, 101, 102616.

Models of EMI



Sahan, K., Rose, H., & Macaro, E. (2021). Models of EMI pedagogies: At the interface of language use and interaction. System, 101, 102616.

Findings

- L1 was commonly incorporated in EMI engineering classes
- Elite universities tend to do EMI differently (less L1).
- L1 can be useful in encouraging student participation and engagement in EMI classes (e.g., asking higher-order questions (Pun & Macaro, 2019)).
- Translanguaging
- Student-centered learning can be an effective approach.

Prabjandee, D., & Nilpirom, P. (2022). Pedagogy in English-Medium Instruction (EMI): Some Recommendations for EMI Teachers. *rEFLections*, *29*(2), 421-434.

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Teaching methods

"[T]ransforming monolingual disciplinary classes into EMI is not simply about changing the language of instruction; instead, it requires teachers to re-evaluate their existing pedagogy and change it to a learner-centered approach." (Prabjandee & Nilpirom, 2022: 424)

Morell, T., Beltrán-Palanques, V., & Norte, N. (2022). A multimodal analysis of pair work engagement episodes: Implications for EMI lecturer training. Journal of English for Academic Purposes, 58, 101124.

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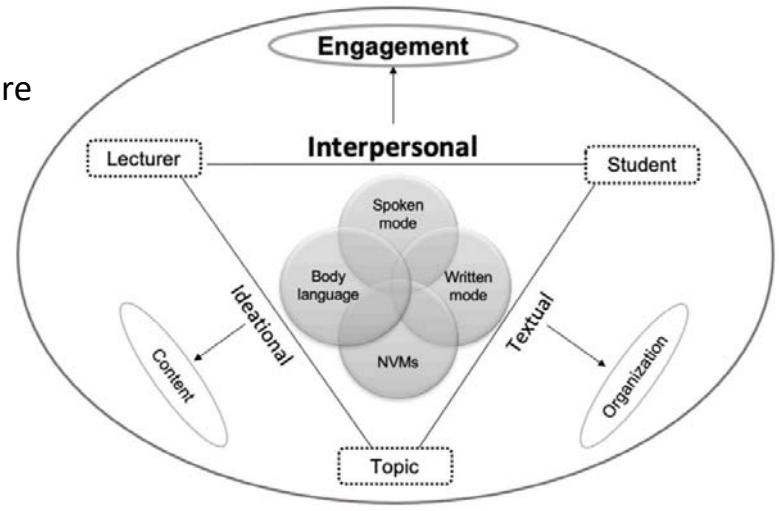
Teaching methods

Multimodal and interactive strategies are effective tools for EMI.



11'00" - 11'18"	1-5 (D)	all students, group A, board		T: Sorry, I have to interrupt here. Let's gather some information. You have some ideas to define cultural stereotypes. What about you guys? S (group A): We think it's a common characteristic that join a group of people. T:Ok. So we are talking about a group of people. Right? S (group A):Yeah	*Cultural Stereotypes -group people*
11'20" - 11'55"	6-8 (D)	all students, group B, board		T: Alright? Any new ideas over here? S (group B): We mention some ideas like exaggerated traits of people with negative… T: Alright, probably negative, not real S (group B): I made a similarity like a cartoon. With a cartoon you exaggerate the traits. T: I like that, not real. I like that. Ok not real.	*Cultural Stereotypes -group people -negative (not real)*
11'56" - 12'29"	9-12 (D)	all students, group C, board		T: Alright you guys? S (group C): When you define a group usually they have some features geographical T: Geographical? S (group C): position T: Alright. Very good. Excellent. Ok, I would say some place, origin. Alright something like that.	*Cultural Stereotypes -group people -negative (not real) -place / origin*
12'30" - 12'45"	13-14 (D)	group D, board		T: Alright? S (group D): What a group of people think about another person only for the fact to belong. T: So, thinking. So we are talking about ideas. What ideas we have of other people.	*Cultural Stereotypes -group people -negative (not real) -place / origin -ideas*

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Assessments

- Assessment **for** learning is key (grading criteria, dynamic assessment, self/peer assessment, etc.) (Li & Wu, 2018; Hultgren et al., 2022)
- Assessments should be aligned with **learning objectives** (Li & Wu, 2018).
- Is **English** one of the learning objectives (Li & Wu, 2018)?
- **Multilingual** and **multimodal** practices can and should be used (Hultgren et al., 2022).

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Predictors of EMI Success

- **Language learning motivation** → not so much (Rose et al., 2019; Xie & Curle, 2022)
- **General English proficiency** → mostly yes, but sometimes mixed (disciplines matter) (Altay et al., 2022; Rose et al., 2019; Soruç et al., 2022)
- **Academic or discipline-specific English skills** → yes (Xie & Curle, 2022)
- **Academic success in L1** → mostly yes (Altay et al., 2022; Curle et al., 2020)
- **Self-efficacy** (Soruç et al., 2022)
- **Self-regulation skills** (Soruç et al., 2022)

Implications

- Provide students the **language support** that they need.
- Focus on **EAP** or **ESP** education.
- Some **previous learning experience in L1** can be helpful, especially for STEM students.
- Enhance students' sense of **self-efficacy.**
- Teach or share **self-regulation skills**.

Dang, T. K. A., Bonar, G., & Yao, J. (2021). Professional learning for educators teaching in English-medium-instruction in higher education: A systematic review. Teaching in Higher Education, 1-19.

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EMI Teacher Professional Development

- Support teacher **agency** (Dang et al., 2021)
- Seek opportunities to improve **linguistic** and **pedagogical** competencies (Dang & Vu, 2020)
- Engage in **reflective** practice (Farrell, 2020)
- Involve in both **formal** and **informal** professional learning (Dang et al., 2021)
- Collaborate with **language specialists** (Chen & Peng, 2019; Macaro & Tian, 2020) or **mentors** (Chen, 2018)
- Participate in **university teacher learning community** (Yu et al, 2020)

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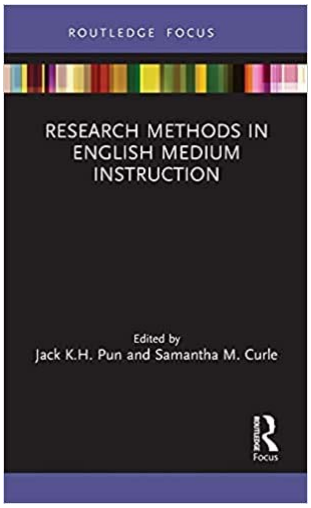
An Evidence-generating Approach

What We Can Do

Pun, J. K. H., Curle, S. M., & Margaret, S. (Eds.). (2022). Research Methods in English Medium Instruction. Routledge.

Research Methods

- Class data (pre- and post-assessments, assignments, presentations, etc.)
- Questionnaire surveys
- Interviews (individuals, focus groups)
- Discourse analysis (lectures, activities, group discussions, etc.)
- Narrative analysis (teacher/student reflections, journals, etc.)



Integrating BOPPPS with EMI

- A Teacher Professional Development Program in collaboration with National Yilan University

- Bridge-in
- Objective
- Pre-assessment
- Participatory learning
- Post-assessment
- Summary

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Surveys about Student Emotions and EMI

- EMI research in collaboration with National Tsing Hua University

- Motivation
- Curiosity
- Self-efficacy
- Performance in EMI

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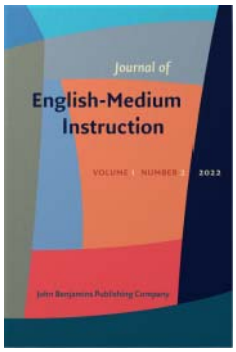
Resources

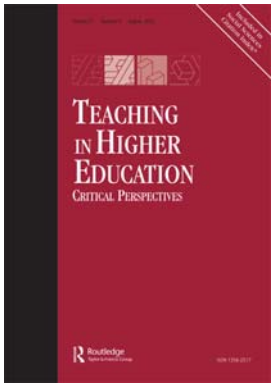
What Can We Do?

Oxford research group

- http://www.emi.network/

EMI journals





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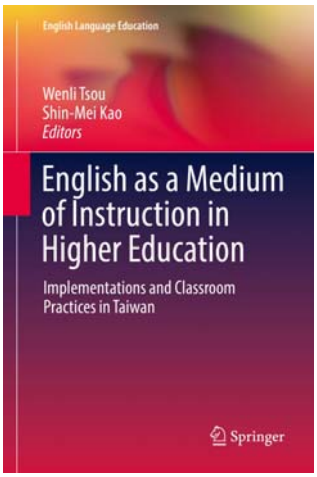
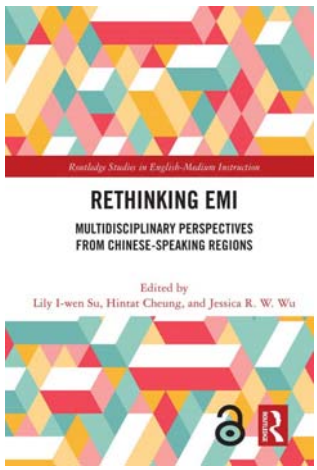
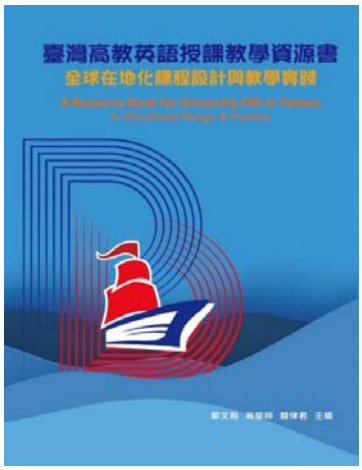
EMI books







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To wrap up

- EMI is difficult but not impossible.
- There are many reasons for conducting EMI.
- There are always choices. It's not either-or or all-or-none.
- EMI is not only about the change in language but also about the change in ways of teaching and learning.
- Empirical findings can and should inform EMI practices.
- EMI practices can in turn support EMI research.
- Collaboration is desperately needed in both teaching, research and teacher professional development.

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Thank you!

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