Teaching Effectively in the English-Medium Classroom

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Roadmap

What do we mean when we say EMI?

The challenges of EMI.

How can we add value in the EMI environment?

Some lessons from the research literature.

Conclusion and questions.

At the intersection of content and language

- cognitive academic language learning approach (Chamot & O'Malley, 1987)
- content-area language instruction (Cantoni-Harvey, 1987)
- content-based instruction (CBI)
- content-based second language instruction (Brinton, Snow & Wesche, 1989)
- dual language instruction; enriched education (Cloud, Genesee, & Hamayan, 2000)
- sheltered content instruction (Echevarría & Graves, 1998)
- sustained content teaching (Pally & Bailey, 2000)
- theme-based and adjunct language instruction (Brinton, Snow, & Wesche, 1989)
- **content and language integrated learning (CLIL)**
- **English-medium instruction(EMI)**
- **immersion**

Integrating Language and Content: Contrasting Approaches

Immersion is "a form of bilingual education that aims for additive bilingualism by providing students with a sheltered classroom environment in which they receive at least half of their subject-matter instruction through the medium of a language that they are learning as a second, foreign, heritage, or indigenous language." (Lyster, 2007)

"CLIL is about using a foreign language or a lingua franca, not a second language. Students will encounter the language of instruction mainly in the classroom, since it is not regularly used in the wider society they live in." (Dalton-Puffer & Smit, 2013)

EMI is "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." (Dearden, 2015)

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Contrasting ICL

	IMMERSION	CLIL	(post-secondary) EMI
support for L1	●	●	
support for English (or other L2)	●	●	
curricular objectives for language leaning	●	●	?
curricular objectives for subject learning	●	●	●
aspirations of language development			●

(cf. Pecorari & Malmström, 2018)

BORN TO BE CHEAP.

Det är inte var dag man får chansen att slå sig för bröstet. Det anses ju dessutom vara opassande. Men vi är inte som alla andra. Det har vi aldrig varit.

1993 startade Jan Stenbeck Tele2. Ett bolag med rötterna bland helt vanliga människor med helt vanliga inkomster och helt vanliga jobb. Det var på den tiden då det kostade skjortan att ringa utomlands och man behövde en plånbok tjock som en finansvalp för att kunna köpa mobiltelefon. Det hade sin enkla förklaring i att det inte fanns någon konkurrens. Överhuvudtaget.

Uppdraget var glasklart: Utmana det svenska telemonopolet och pressa priserna till anständiga nivåer. Bland det första vi gjorde var att sänka kostnaderna för samtal till utlandet med 95%. Jo, du läste rätt. 95%. Och det är bara ett exempel på vilka hiskeliga överpriser kära gamla Televerket höll sig med på den tiden.

Nästa steg var att subventionera mobiltelefoner så att de kunde bli var mans egendom. Vi sålde dem för en krona. Idioti, tyckte konkurrenterna. Vi tyckte det var ganska smart. Om ingen hade råd att köpa mobiler, skulle vi ju aldrig kunna tjäna pengar på samtal.

På den vägen har det varit. Femton år efter Stenbecks intåg på telekomscenen har vi lanserat kontantkortet (långt före alla andra såklart), bonus när du blir uppringd, Comviq Kompis, Bredband, Mobilt bredband och Gud vet allt. Oavsett vad, har det alltid handlat om en och samma sak: Att pressa priserna och göra ny teknik tillgänglig för alla.

Nästa steg blir att göra precis som vi alltid gjort. Fast mycket snabbare. Och på nätet. Från och med nu kommer vår butik på tele2.se att vara den ultimata platsen för dig som vill hitta smarta abonnemang, billiga lurar eller bara få allmän koll på läget. Idag mellan kl 18 och 20 kör vi Happy Hour och du är förstås hjärtligt välkommen dit.

Nu har vi skrutit färdigt för den här gången. Men när du minst anar det gör vi något annat som inte passar sig. För sådana är vi.

TELE2

"Alla kan ju engelska."
                (After all, everyone can speak English.)
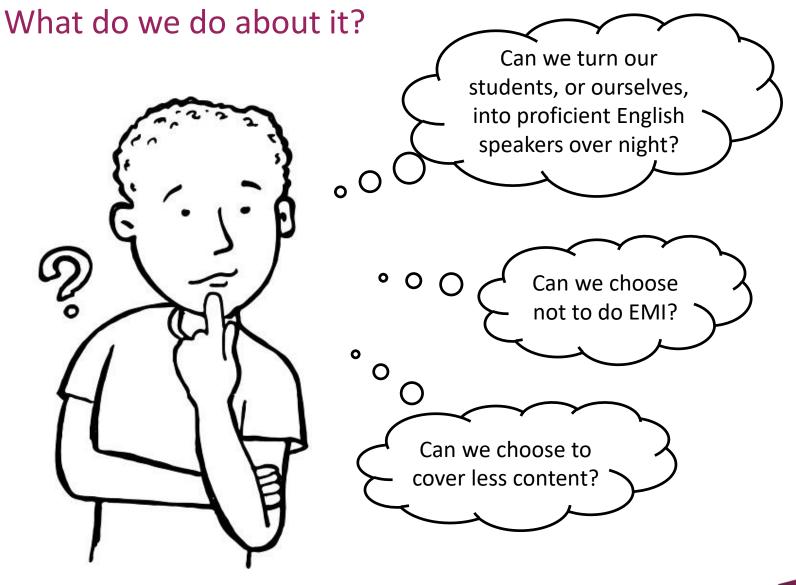
What's challenging about EMI?

- Students are less motivated (Li and Wu, 2017).

- It takes more time and effort (for students and teachers) (Aguilar & Rodríguez, 2012; Helm & Guarda, 2015; Li & Wu, 2017; Vinke, Snippe, & Jochems, 1998).

- Less material is covered in class (Dafouz et al., 2007; Li & Wu, 2017; Zonneveld, 1991, cited in Vinke et al., 1998).

- Students refuse to engage with assigned reading (Pecorari et al., 2011; Ward, 2001).

- Students (or teachers) lack the necessary skills in English (Dafouz et al., 2007; Flowerdew & Miller, 1996; Fortanet-Gómez, 2012; Helm & Guarda, 2015; Jensen & Thøgersen, 2011; Jensen et al., 2011; Jensen, Denver, Mees, & Werther, 2013; Li & Wu, 2017; Miller, 2007; Tange, 2010; Tatzl, 2011; Vinke et al., 1998; Vinther & Slethaug, 2015).

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What's challenging about EMI?

- Teachers experience difficulty in being spontaneous (Helm & Guarda, 2015; Tange, 2010; Vinke et al., 1998) or using humour (Flowerdew & Miller, 1997; Tange, 2010). Students, in their turn, may be more likely to sit in the classroom passively and quietly rather than being active participants (Li & Wu, 2017; Miller, 2007; Tatzl, 2011; though some of the students in Dafouz et al., 2007, dispute this).

- There may be a threat to local languages, either by causing a loss of prestige or of domain (Fortanet-Gómez, 2012; Jensen & Thøgersen, 2011; Phillipson, 2006; Sercu, 2004) or because students lose the opportunity to hone their academic or professional literacy skills in their L1 (Li & Wu, 2017).

What do we do about it?

Can we turn our students, or ourselves, into proficient English speakers over night?

Can we choose not to do EMI?

Can we choose to cover less content?

Some ideas from the research

- Select key points to emphasise them.
- Use slides for structure, with minimal, targeted text.
- Prepare lists of key vocabulary and terminology.
- Increase redundancy of new terms.

(Airey, 2011)

Address the EMI paradox head-on:

every teacher is a language teacher.

Some ideas from the research

- Acknowledge students' belief that EMI demands more of them.
- Have realistic and appropriate expectations of language use.
- English as a lingua franca is functional (Björkman, 2008).

(Pecorari et al., 2011)

Abandon the native speaker model.

Some ideas from the research

- Use multilingual strategies (Creese & Blackledge, 2010; Van der Walt, 2013).
- Provide bilingual lists of terms?
- Introduce terms in two languages?
- Permit question-asking in Cantonese?
- Assign reading in Cantonese?

Embrace translanguaging pedagogies.

Some ideas from the research

- Acknowledge the time constraints (Hincks, 2010) and work around them.
- Prioritise content (Airey, 2011).
- Be clear that classroom coverage doesn't define the parameters of assessment (cf. Pecorari et al., 2011).

Flip the classroom.

What would it take. . .

. . . for every teacher to be a language teacher?

- A willingness to engage with language questions.
- Cross-subject collaboration.

. . . to abandon the native-speaker model?

- An acceptance of lingua franca English.

. . . to incorporate multilingual strategies?

- Abandoning the native speaker model.
- Identifying appropriate strategies for the context.

. . . to flip the classroom?

- A sense of agency in students.
- Clear administrative objectives to avoid mission creep.

THANK YOU FOR YOUR ATTENTION!

ANY QUESTIONS?

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