![Maastricht University — Leading in Learning!]

English-medium instruction:
Implications and consequences for multilingual policy

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English-medium instruction
Implications & consequences

1. Reasons for introduction
2. Impacts on university
3. EMI 'challenges'
4. Conclusions: practice

1. Reasons for EMI

- Harmonization
- Comparability
- Competition

Michael Heseltine. Talking (n.d.)

- Globalization
- Internationalization
- Bologna
- Erasmus
- Nation-state governments
- Individuals

Phases of EMI at Maastricht

Motivations	Cross-border 1987	European-ization 1991	Consolidation 1995	Globaliz-ation 2002	Monetization 2007
Practical	geography	recruitment (internat. & exch. students)		recruitment (student expertise)	recruitment (money)
Idealist	multi-lingualism		international.-at-home		
Educational	new programmes	new programmes		new programmes	
Survival		home market (small/ saturated)	profile (bilingual)	profile (internat.)	profile (rankings)
Financial			cost of biling. options		recruitment (bring in money)

University wide: multinationalism at Maastricht

Country of origin: Bachelor's students 1st year 2011

Latvia 21
Finland 21
Italy 25
Bulgaria 26
France 37
Poland 48
United Kingdom 95
Belgium 179
Germany 1182
Austria 19
Lithuania 15
Spain 15
Greece 14
Sweden 12
China 12
Czech Republic 10
Romania 10
Other 49 countries 106
unknown 6
Netherlands 1801
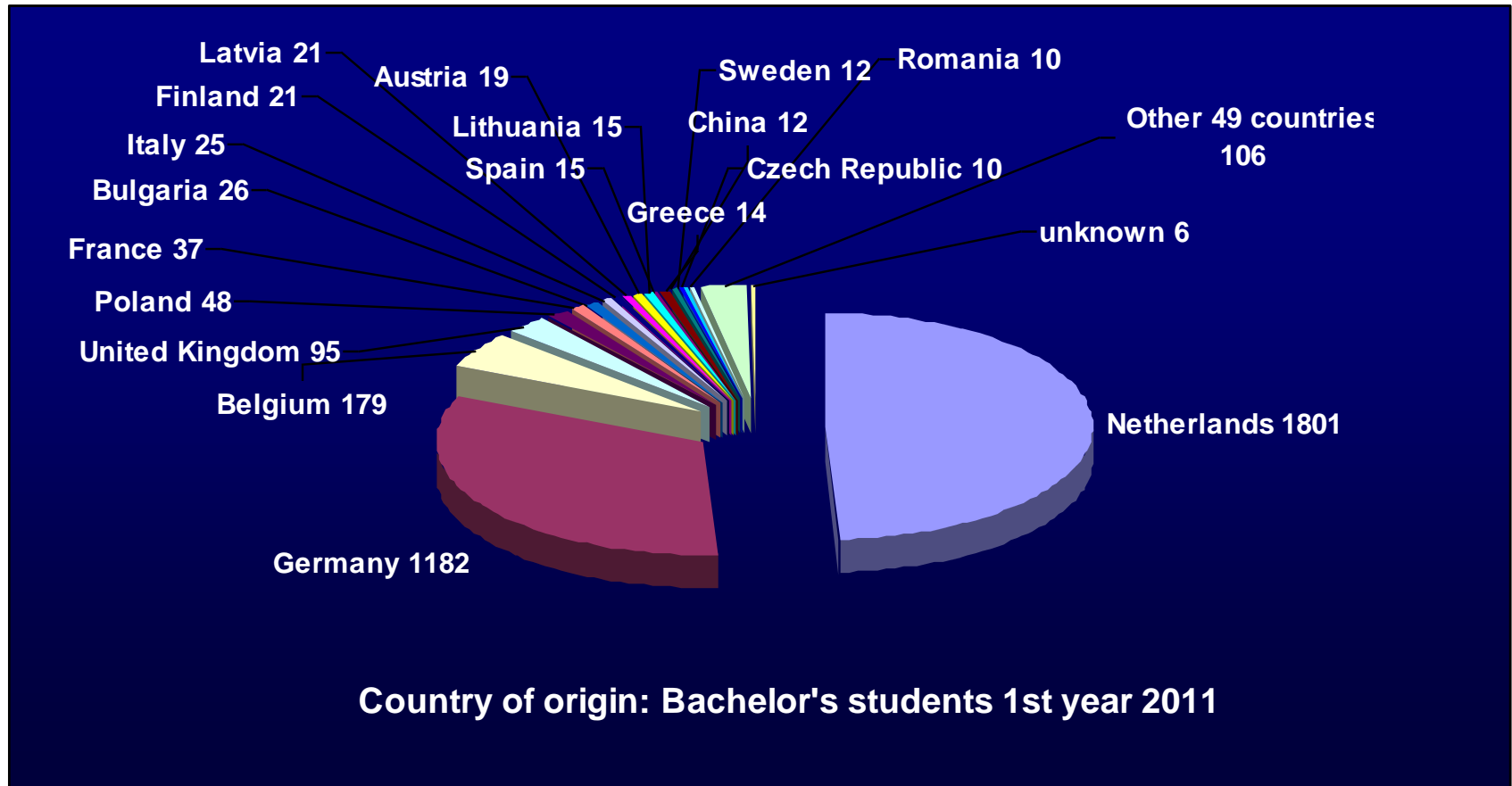
2. Impacts on the university
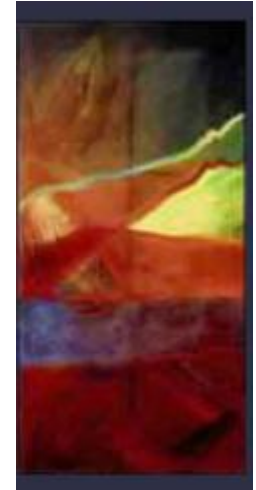
2. Impacts on the university

- Decisions, e.g.
  - Programme
  - ts
  - academic administrative
  - des

Joyce Blair (title). Volcano Suite, Turkey.

A. Impact on programmes

- Decisions:
  - full EMI or partial
  - at Bachelor's or Master's level
  - bilingual, trilingual, or English-only

Staff in Faculties: changes ethos

– staff become more international

– elicits cultural tensions

B. Impact on students

- Recruitment (institutional)
  - Broader markets (which?)
    - current UM focus on markets where standard of English & quality of prior education would predict fewer problems during university study
  - Focus on international/European dimensions of UM
  - Usually conducted in English
- Enrolment (student)
  - From immediate hinterland ('home' area)
  - Problem-based learning (PBL) approach

C. Impact on staff

- Academic staff:
  - Instructional competencies, not just giving lectures
    - Guiding/monitoring tutorials/seminars, writing instructional materials, devising tests/exams, giving effective feedback (content & language) incl. on written work, handling meetings
    - Test staff competencies in English?
      - Use talent pool among PhD students
      - Use appraisal system
    - Need for new professional profile

C. Impact on staff, cont.

- Administrative staff

Often neglected until serious problems arise

- – Key contact points
  - For admissions regulations, exam regulations, registrations for courses, phone calls, e-mails, etc.
  - Front office & external face of university
  - Back office
    - – Salary administration, allowances, pension regulations, sick leave, maternity leave, etc.
- – Ability to understand 'defective' English, respond politely and tactfully

D. Programme & course design

- Impact of medium of instruction
  - Shared instructional culture cannot be assumed
  - Different cultural backgrounds
    - Different expectations of channels of communication & information systems
  - Rules & regulations:
    - Academic conventions, e.g. plagiarism

©Stephen Gill. Untitled, 2006

3. EMI 'challenges'

- EMI → domain loss for L1 (e.g. Ammon, 2008; Brock-Utne, 2007; Phillipson, 2003; etc.)
- EMI: prestige functions of social communication
- Spread to other social spheres (e.g. Janssens & Marynissen, 2005)
- Reduced creativity in L1
- Exclusion or inclusion?
- Institutional monolingualism

EMI 'challenges'

- Favourable treatment of English/inequitable treatment of L1 (e.g. Brock-Utne, 2007; van Parijs, 2004)

- Employability issues: can EMI graduates function in L1? (e.g. Melis, 2010)

EMI 'challenges'

- Arises because of hegemony of nation-state (e.g. Brutt-Griffler, 2008)
- Nation-states promote advance of English (foreign language teaching in schools) (e.g. Grin, 2002)
- National vs. individual institution

EMI criticism

- Lack of competence in other languages
  - Limited resources in other L2s
  - "Vicious spiral" of decline?
  - Pragmatic market-driven approach:
    - private language providers
    - "cheap" courses, spoken language

Dan Christiansen. Untitled. (1968).

Commodification

- EMI – positive outcomes if well designed
- EMI – economic benefits to institution and to student (e.g. Grin, 2002; van Parijs, 2004)
- English as commodity
- Differentiation need will grow: other languages, other skills

EMI quality assurance: what research tells us

- EMI: initial negative effect on understanding, no long-term effect
- No effect on learning outcomes
- Signs of positive effect on learning process

- Slight negative effect on teachers' teaching, no relation with student outcomes
- Time-consuming and tiring on teaching staff
- Quality of students' English related to amount of time in English
- Minor pronunciation problems can lead to strong negative reactions from students

(Vinke, 2010; de Bot, 2011)

4. Conclusions: EMI practice

- Little steps: gradualism
- Student-centred learning approaches
- Training
- Benefits of multilingual/multicultural environment
- Ripple effects – environment

Steve Rubin. Crowd control. 2000

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