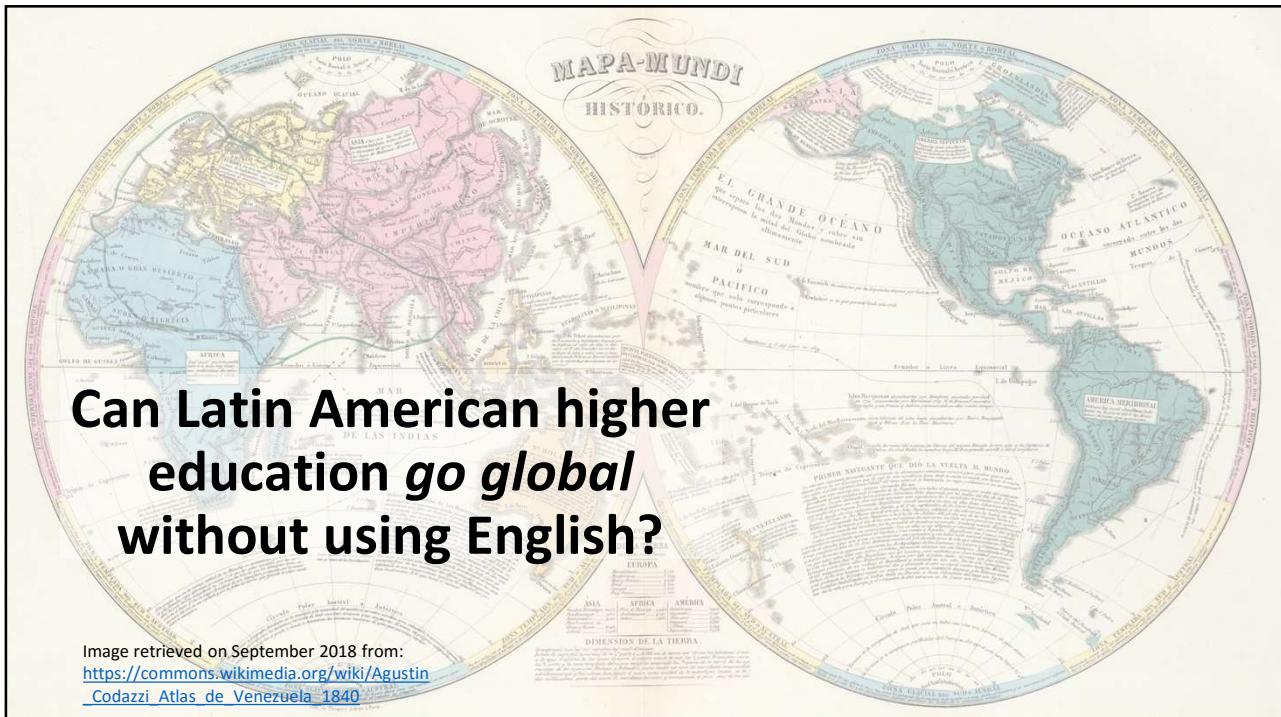


English as medium of instruction and the internationalization of Higher Education in Latin America: A case study from a Colombian University

Pensando Educación – Facultad de Educación
Enero 2019

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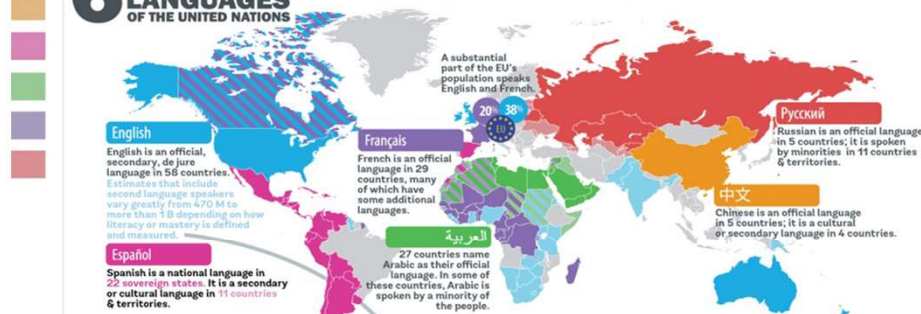
“Unless Latin American universities understand the importance of English as *lingua franca* in the globalised academic world **their possibilities of internationalisation will remain limited...**”

(Leandro Tessler, 2013, [the Guardian Blog](#))

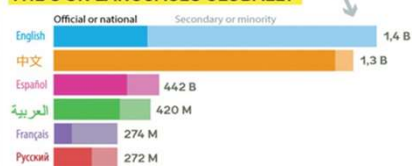
Photo retrieved on September 2018 from: http://noticias.uem.br/index.php?option=com_content&view=article&id=886:professor-mostra-experiencia-da-unicamp-com-dupla-diplomacao&catid=96&Itemid=101

6 OFFICIAL LANGUAGES OF THE UNITED NATIONS

The six official languages of the United Nations: Arabic, Chinese, English, French, Russian, and Spanish.



THE 6 UN LANGUAGES GLOBALLY



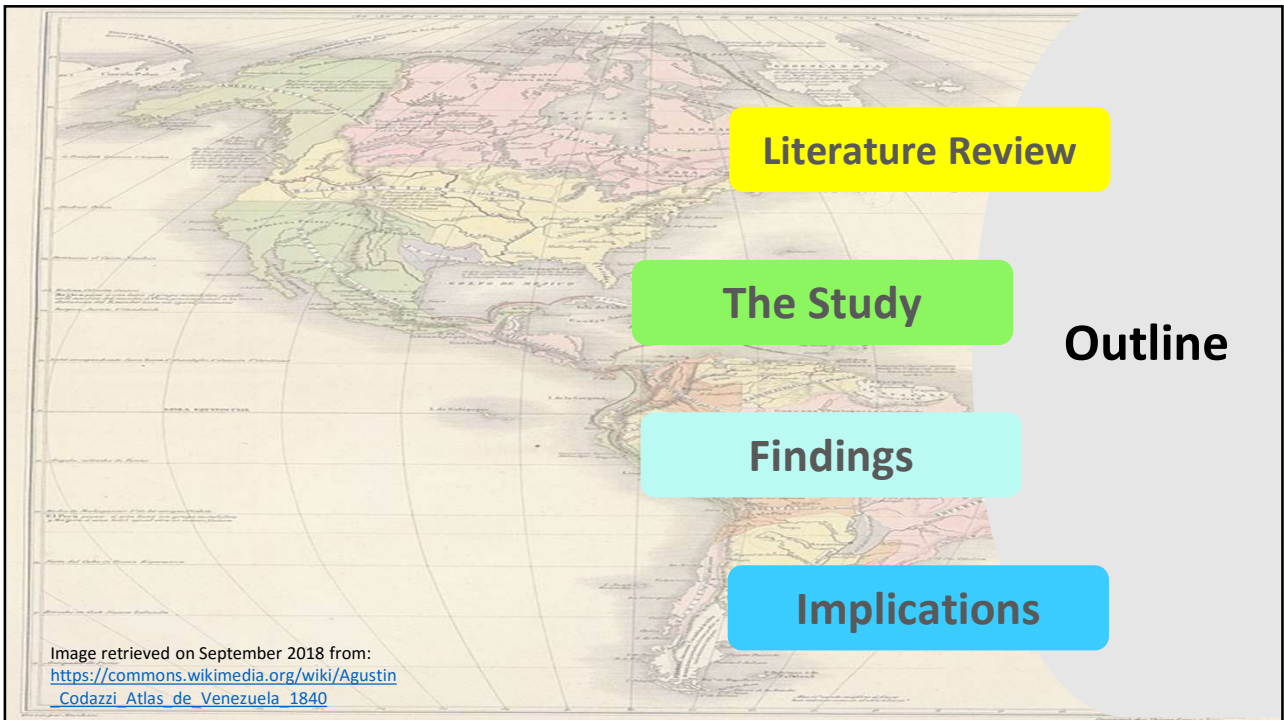
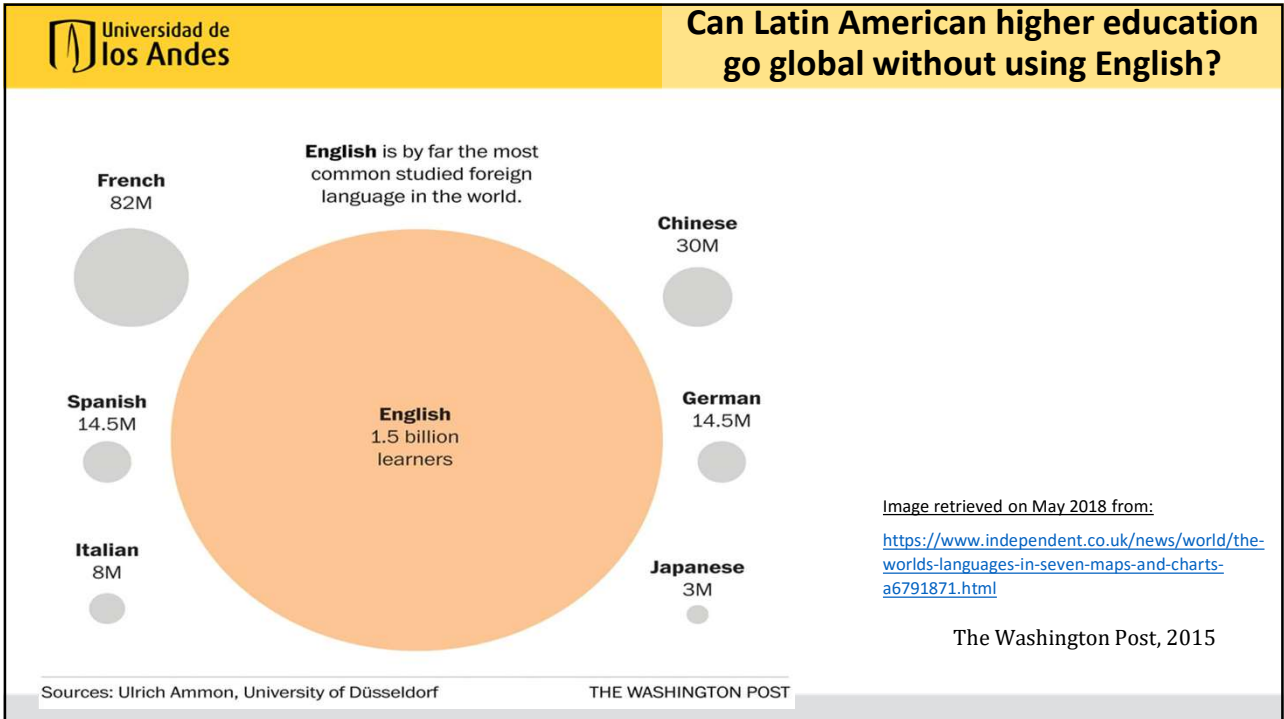
GLOBAL ONLINE PRESENCE



Image retrieved on May 2018 from: <https://visual.ly/community/infographic/other/6-un-languages-world-wide>

Visually, 2014

Sources: W3Tech, national statistics data, Wikipedia





Globalization is “the flow of technology, economy, knowledge, people, values, ideas . . . across borders [*which affects*] each country in a different way due to a nation’s individual history, traditions, culture and priorities”

Internationalization is a global phenomenon that strengthens the relationships between nations through a specific strategy or action.

(Knight and de Wit, 1997 in Knight 2005, p. 6)
 (Maringe and Foskett, 2010)

In Higher Education Internationalization implies:

- A Process-oriented action rather than an activity-oriented one
- Reaching comparable standards (rankings).
- Fostering mobility of faculty & staff, creating a community.
- Institutional cooperation and exchanges (tangible and intangible).
- Promoting cross-sectional curriculum, competencies & interculturality.
- **Having a common language (Lingua Franca, often English).**

Leading to :

- Innovating practices
- Increasing pedagogic reflexivity
- Curricular flexibility
- Increasing support
- Transforming mindsets (the role of what's local and global)

Altbach & Knight (2007)

De Wit (2011)

Knight (2005)

In terms of English language learning, these highlight:

- A **categorization** of universities according to international goals in relationship to the need for a lingua franca (*domestic, imperialist, internationally aware or internationally engaged*);
- LatAm as a **homogeneous region** in terms of proficiency, compared to Asia, but the level is **rather low**;
- The need to **strengthen** teachers' L2 proficiency, but this goes beyond the mere linguistic instruction: it refers to **ensuring continuity, monitoring, and addressing the lack of 'sufficient quality teachers'**



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English as a symbol of internationalization in higher education: a case study of Vietnam

Van Anh Duong & Catherine SK Chua

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To link to this article: <https://doi.org/10.1080/07294360.2015.1137876>

They describe how a government university (Vietnam) implements **strategies to enhance teachers' English proficiency engaged in EMI practices.**

They found that **introducing new supporting** systems, criteria, and strategies, concerning assessment, recruitment training, monitoring and motivation **fostered a cultural change** within the teacher community.

English Medium Instruction (EMI)

Image retrieved on January 2019 from <https://pixabay.com/es/libro-abierto-la-colecci%C3%B3n-de-1428428/>

EMI (English Medium of Instruction) refers to “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, 2014, p. 2)

EMI has been referred to as an **umbrella term for the integration of content and language**, particularly in higher education (HE), in different geographical locations.

(Briggs, Dearden, and Macaro, 2018)

EMI in HE around the Globe

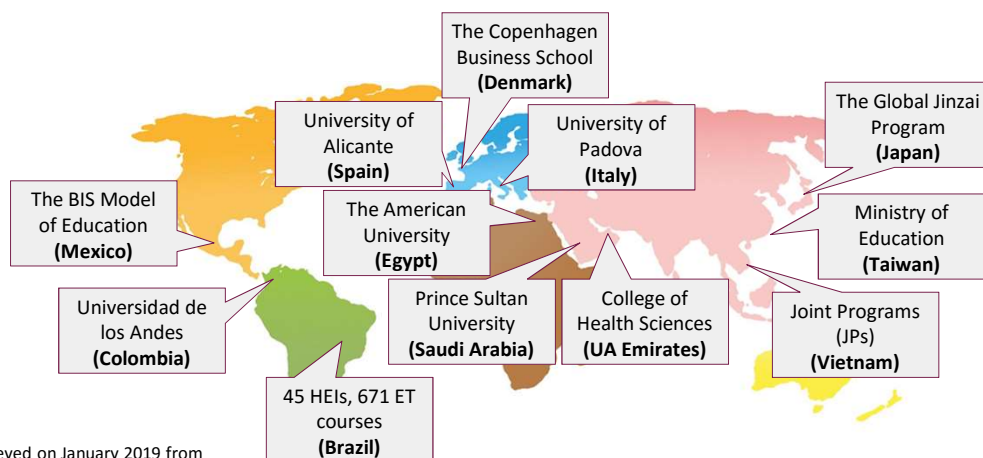


Image retrieved on January 2019 from <https://es.freeimages.com/photo/continents-world-map-1578021>

Rationales behind EMI in HE

Attaining internationalization and prestige

Offering opportunities in both the public and private sector

Enhancing the use of English, especially in research

Preparing local students for a globalized world

Attracting *lucrative* foreign exchange students

Macaro, Curle, Pun, An & Dearden (2018)

Realities of EMI in HE

Inadequate implementation of EMI policies university-wide

Poor human and financial resources

Low awareness of intercultural, pedagogical, and assessment issues

Insufficient language skills of faculty members and students

Lack of evidence about the benefits of EMI in language

Mendoza (2017)

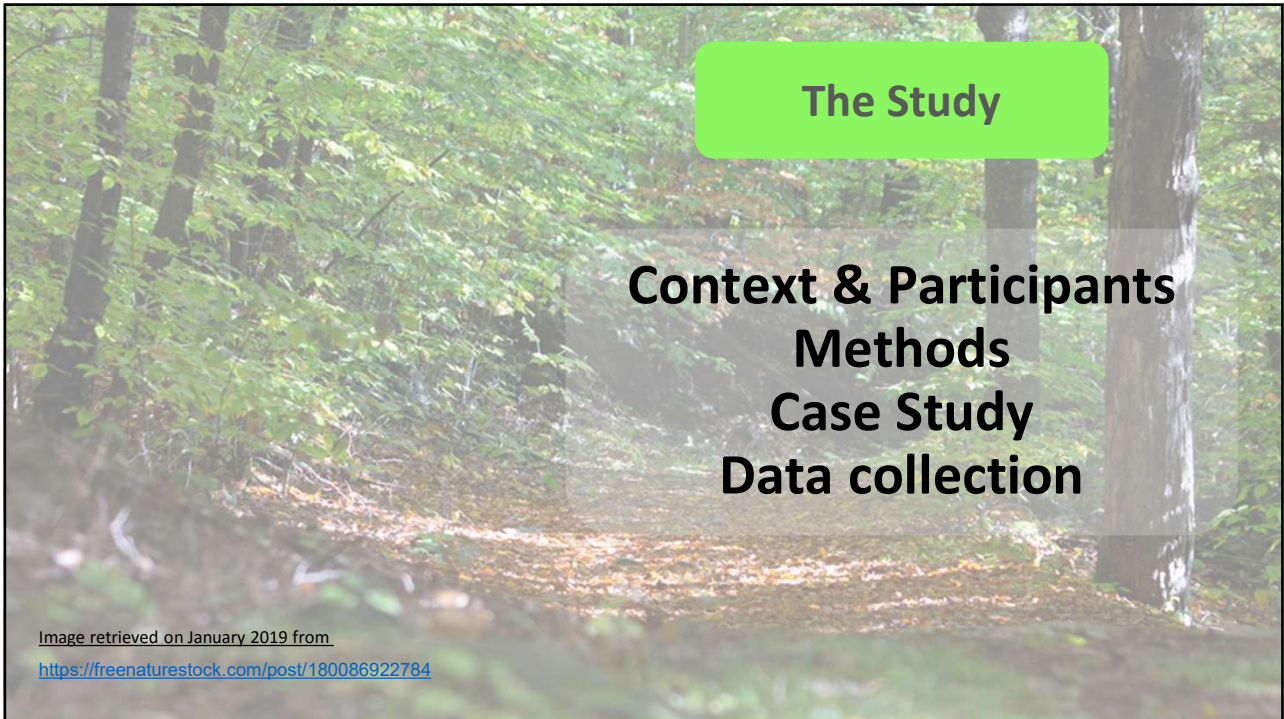
...in the case of HE, and unlike CLIL in the secondary phase, **EMI** is much **less motivated by a desire to trial a new approach in language teaching** and more a university managerial decision to boost the prospects of the institution for the reasons already outlined...


Naidoo 2006 (as cited in Macaro et al, p. 39, 2018)

...It is for this reason that we deem it necessary to give special attention to **EMI** in HE whilst at the same time recognising that HE is inevitably linked with **provision and practice in previous phases of education.**

(Macaro, Curle, Pun, An & Dearden, 2018, p. 39)


The issues and challenges facing any institution adopting EMI are considerable . . . Nevertheless my understanding of the current situation is that it is an **unstoppable train**. Better therefore that we do everything we can to keep it on the rails and allow its passengers to reach their destination safely than try to block its progress. **(Macaro, 2015, p. 7)**






Universidad de los Andes


Context



PRIVATE INSTITUTION
FOUNDED IN 1948


8 QS LATAM
UNIVERSITY RANKINGS






15,921 STUDENTS
2% INTERNATIONAL

OVER 100
UNDERGRADUATE
AND GRADUATE
PROGRAMS






OVER 30 EMI
COURSES

Context & Participants

“Fortalecer la presencia del **idioma inglés en los programas** de la Universidad, de acuerdo con la naturaleza de estos.” (1.4.4, p. 14)

“Alcanzar un mayor nivel de internacionalización con programas y proyectos conjuntos con universidades y organizaciones internacionales de la más alta calidad...” (2.1, p. 18)



PDI 2016-2020

Context

EMI Courses Guidelines (2017-present)

DESCRIPTION

- Content knowledge and communicative skills in English

OBJECTIVES

- Academic and professional communication
- Academic and content language
- International and intercultural interactions

METHODOLOGY

- Experts in different areas
- Support from Language Department

EVALUATION

- Formative assessment (language component)

The Study

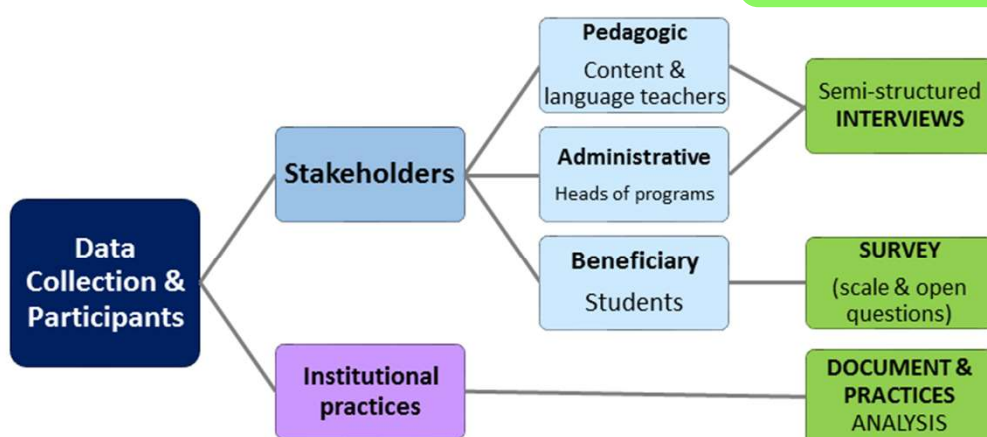
Qualitative research Small-scale case study

- In-depth exploration of a given situation, activity or process (Creswell, 2013; Stake 1995)
- **It aims at providing an overview about the stakeholders' involvement, understanding and reception of the current policy (Yin, 2003; 2009).**
- Collect data from a wide range of sources (Yin, 2003; 2009).

Research questions

RQ1) How does a Latin-American HEI **foster** English language learning to **fulfill** internationalization objectives and contribute to students' long-term academic and professional purposes?


RQ2) What are the stakeholders' **perceptions** of an EMI policy and implementation at a Latin-American HEI?



Data processed (transcribed and analyzed) using MS Excel, Google forms.

Thematic analysis & Triangulation

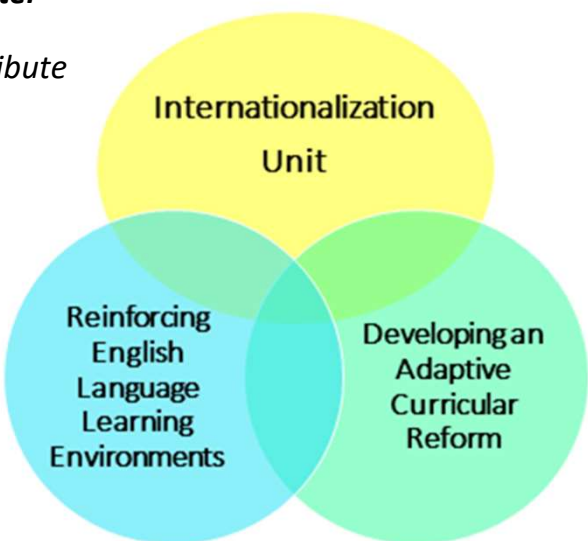



 Universidad de los Andes

Findings

RQ1) How does a Latin-American HEI foster English language learning to fulfill internationalization objectives and contribute to students' long-term academic and professional purposes?

Three actions were identified:



```

    graph TD
      A((Internationalization Unit)) --- B((Reinforcing English Language Learning Environments))
      A --- C((Developing an Adaptive Curricular Reform))
      B --- C
  
```


Internationalisation Unit

*Facilitate the construction of a **broad vision of the national and international context**, in the education and research processes of the University, through the promotion of **intercultural competences and knowledge transfer thus enhancing the social and international impact** of the quality and innovation of the University*

Adaptive curriculum reform

***Flexible** scheduling, adaptive to different academic calendars worldwide; adjustments and **innovation** in general education courses; and the development of 21st century skills across the curriculum*

Reinforcing English language learning

"strengthen the presence of the English language within the University programs according to the nature of these"

RQ2) What are the stakeholders' *perceptions* of an EMI policy and implementation at a Latin-American HEI?

- 1) Beneficiary Stakeholders Group (survey)
- 2) Administrative & Pedagogic Group (semi-structured interviews)

Beneficiary stakeholders group

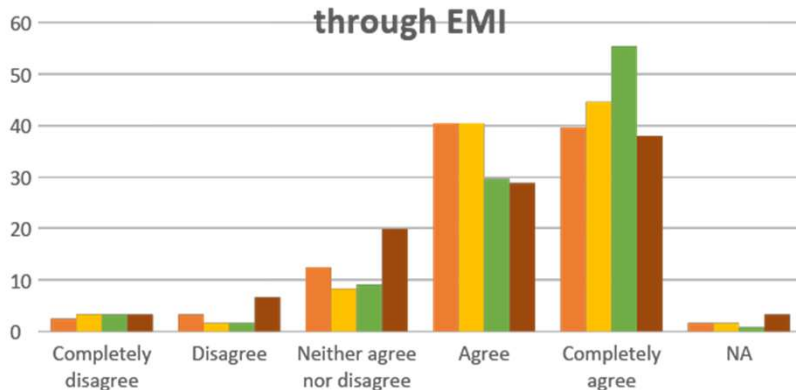
n = 121 (20% total population taking EMI course in 2018-2)

93.5% took the survey **in Spanish**

20 item Likert scale questionnaire **based on EMI's university guidelines**
(Cronbach's $\alpha = 0,970$):

1) Content knowledge development through EMI	4
2) Critical thinking through EMI	2
3) English development & use through EMI	8
4) Belonging to an academic international community	6

Content knowledge development through EMI



Ampliar y/o reforzar mi conocimiento sobre discusiones, procesos, técnicas y/o metodologías en el campo de especialidad estudiado en inglés.

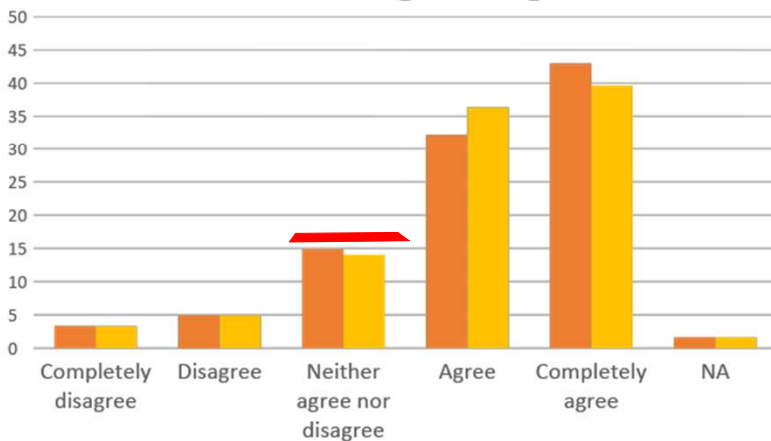
Ampliar y/o reforzar nociones teóricas en el campo de especialidad estudiado en inglés.

Aprender y/o reforzar vocabulario propio del campo de especialidad estudiado en inglés.

Empoderarme para tomar decisiones e iniciativas académicas y/o disciplinares en inglés

Findings

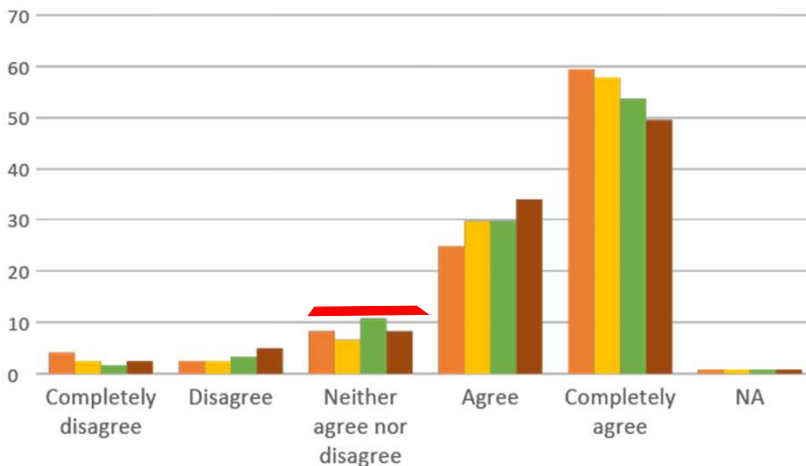
Critical thinking through EMI



Desarrollar mi competencia intercultural (reflexionar, adoptar, indagar, relacionar, cuestionar posturas diferentes) a través del conocimiento y contacto con otros contextos o culturas.
Desarrollar mi competencia académica (problematizar, discutir, argumentar, desarrollar procesos) a través del conocimiento y contacto con prácticas en otros contextos o culturas.

Findings

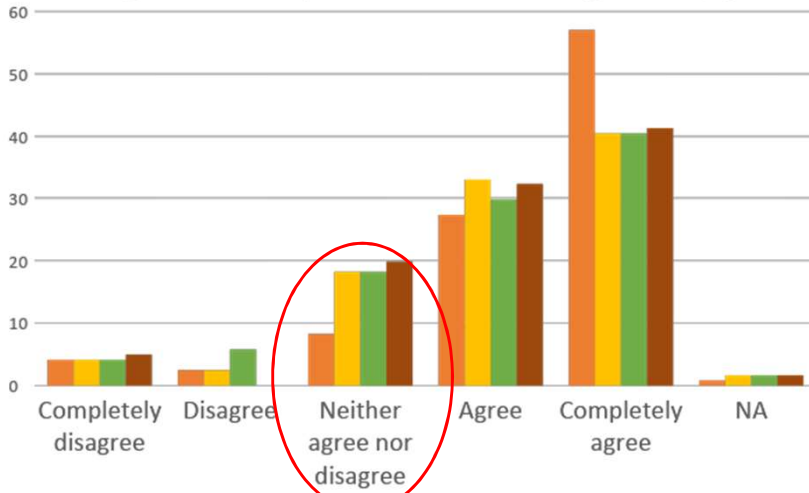
English development & use through EMI (1)



Fortalecer/practicar la ESCUCHA en inglés en contextos académicos, especialmente en la disciplina estudiada en inglés
Fortalecer/practicar la LECTURA de textos académicos en inglés, especialmente en la disciplina estudiada en inglés
Fortalecer/practicar la ESCRITURA de textos académicos en inglés, especialmente en la disciplina estudiada en inglés
Fortalecer/practicar el HABLA en contextos académicos en inglés, especialmente en la disciplina estudiada en inglés

Findings

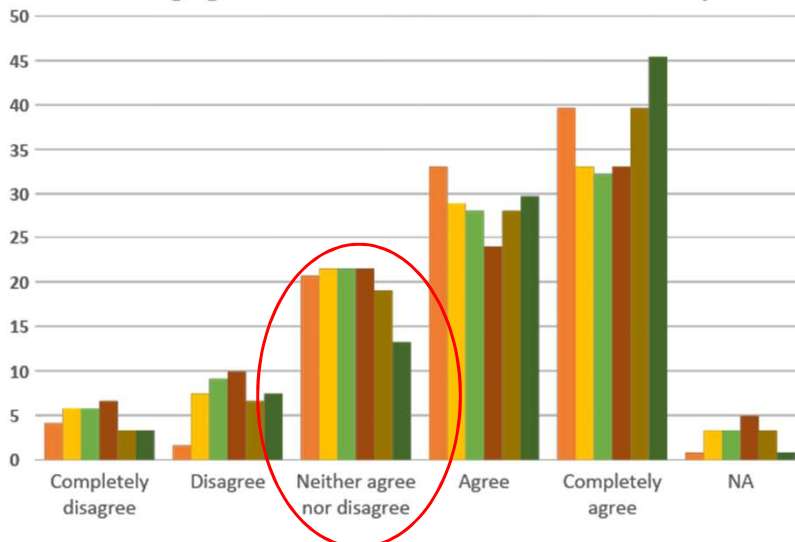
English development & use through EMI (2)



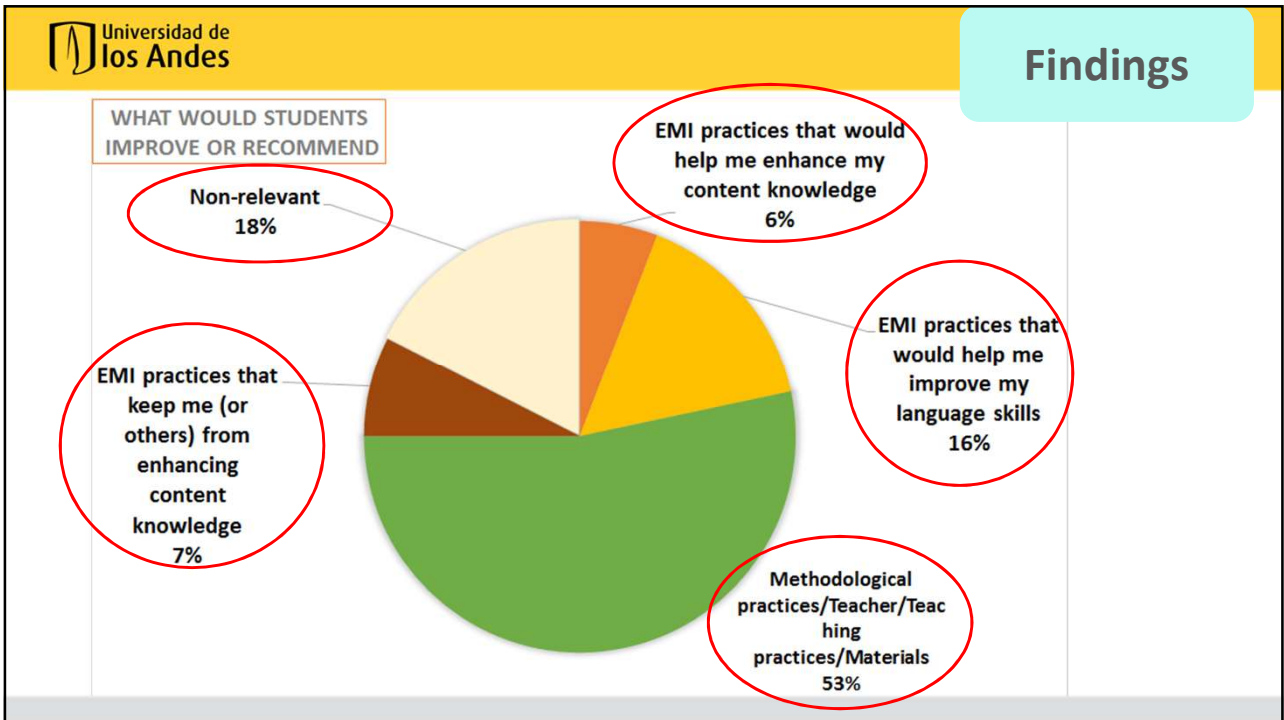
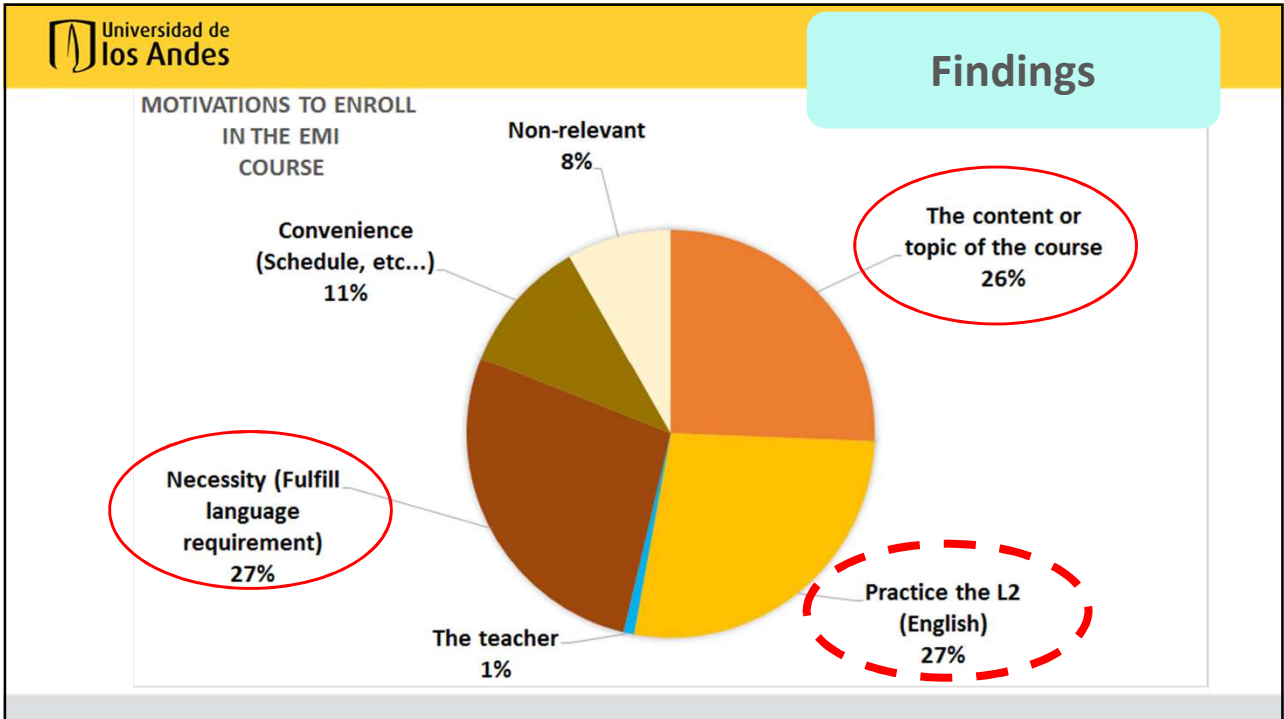
Orange	Fortalecer mi nivel de inglés general (expresión, conversación, interacción o comunicación formal e informal)
Yellow	Promover y fortalecer mi práctica autónoma del inglés en general (disciplinar y no disciplinar)
Green	Promover y fortalecer mi práctica colectiva del inglés por medio de interacciones dentro y fuera de clase; trabajos en grupo, revisión entre pares, etc.
Brown	Aumentar el uso del inglés en mi vida cotidiana (lectura, escucha, habla, escritura, búsqueda de fuentes).

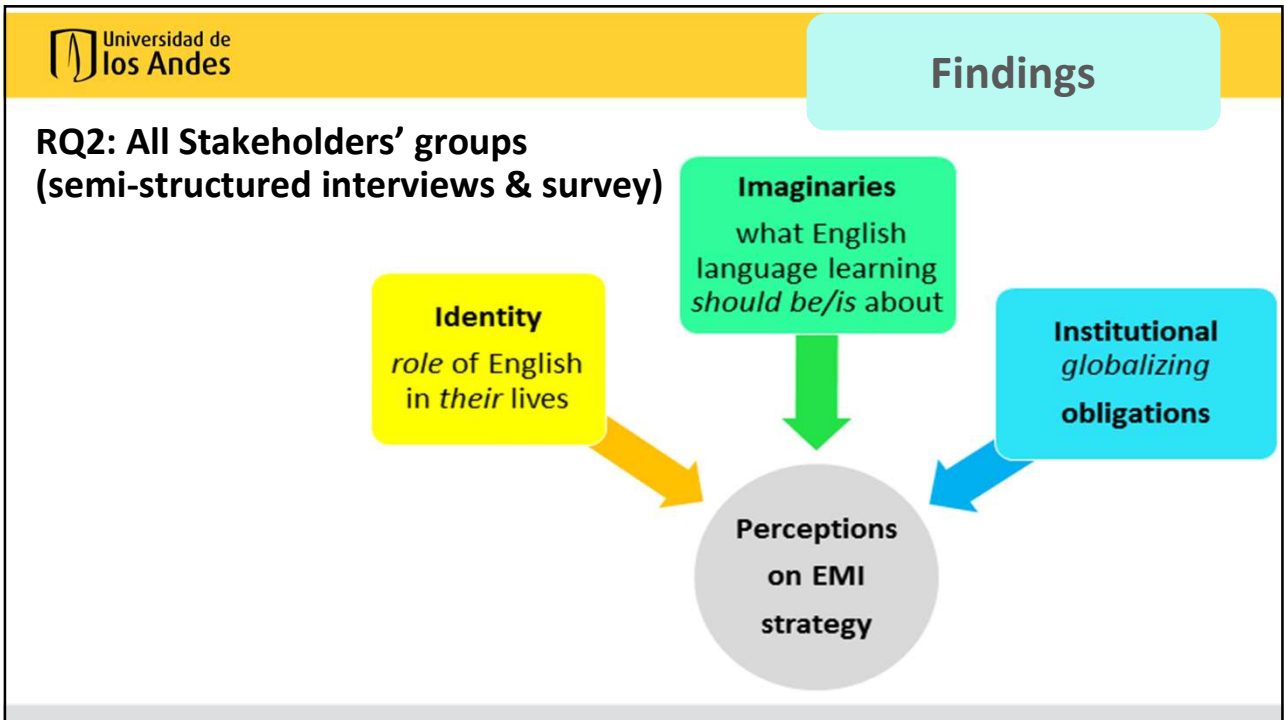
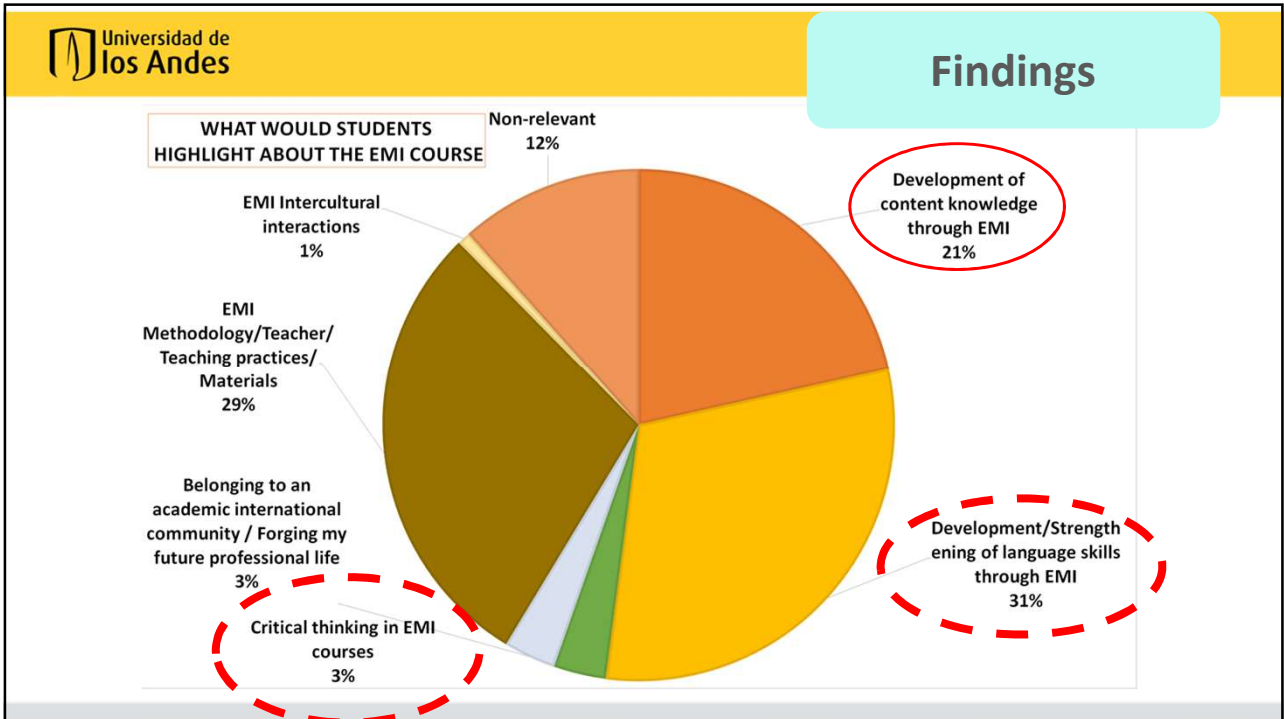
Findings

Belonging to an academic international community



Orange	Potencializar mi conocimiento acerca de la comunidad académica y desarrollo de la disciplina estudiada en inglés
Yellow	Incrementar las oportunidades de participar en eventos o experiencias académicas internacionales tales como conferencias, intercambios, coloquios, estancias.
Green	Fortalecer mi sentido de pertenencia o de relación con la comunidad académica internacional de la disciplina estudiada en inglés
Brown	Forjar o promover lazos de intercambio académico con estudiantes, pares y/o contextos o universidades a nivel internacional en mi disciplina o en un ámbito interdisciplinar
Dark Green	Concebir/afianzar mis aspiraciones profesionales tanto en Colombia como en otros contextos (trabajo, posgrado, cursos avanzados, etc.)
Dark Green	Prepararme para mi proyecto profesional con un perfil de calidad académica e interdisciplinar





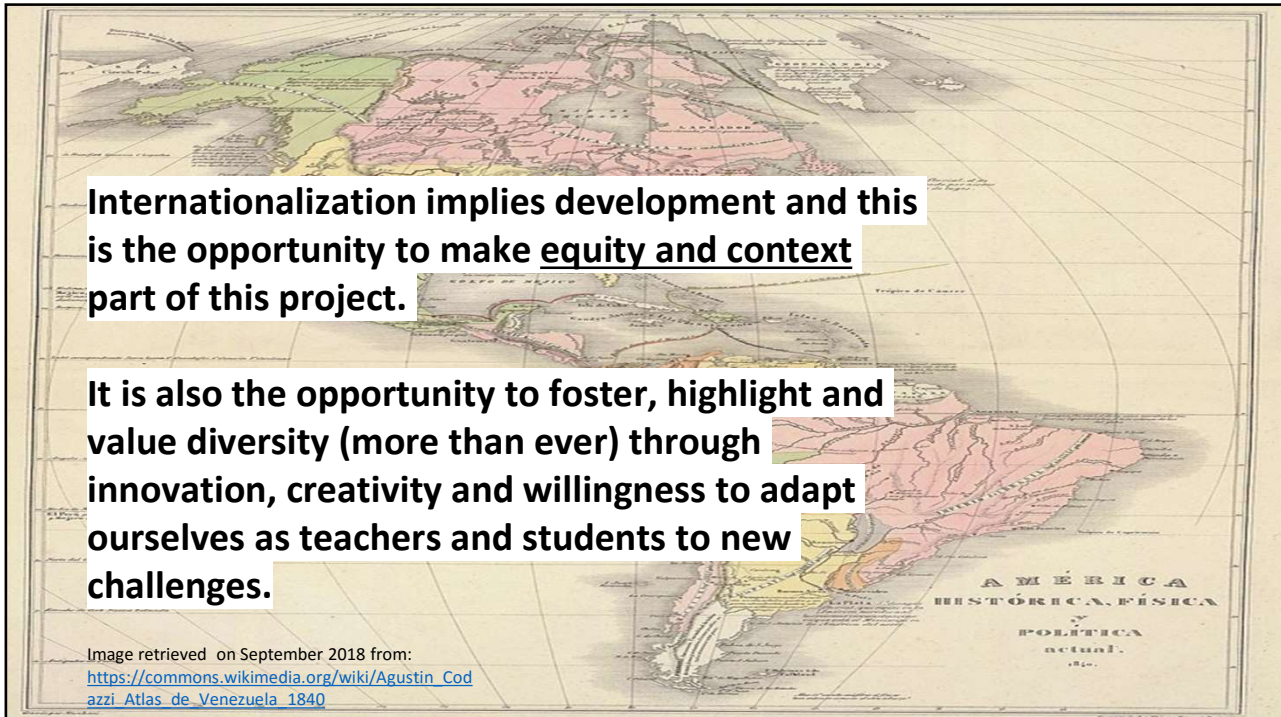
*A **growing and challenging** relationship between EMI and internationalization of Higher Education*

*EMI perceptions as **shaped by** imaginaries, identities, experiences and obligations (contextualized)*

Internationalization opens the doors to (new) multiple opportunities in our region, and a *lingua franca* is needed to tackle common intercultural problems and inquiries (Jenkins, 2015; Deardorff, 2006, 2009). It refers to a **situated process** more than just an activity-based approach (De Wit, 2011).

This is not yet perceived **as such** in the beneficiary stakeholders (students) (analogous to Huang, (2018) where resistance is reported). They are currently seeing EMI as a strategy set apart, or yet another L2 learning device.

Critiques and concerns towards EMI include: inadequate implementation of EMI policies; low awareness of intercultural, pedagogical, and assessment practices; insufficient language skills of faculty members and students; lack of evidence about the effectiveness of EMI in both content and language learning; inequalities in the status and use of languages (Mendoza, 2017; Shohamy, 2012).



Thank you!

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