

# Getting below the Surface: the ‘Lived Reality’ of using English in Internationalised Higher Education in Uzbekistan

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# English-Medium Instruction

- EMI
  - CLIL
  - ICLHE
  - Immersion...

“The use of English to teach academic subjects (other than English itself) in countries or jurisdictions in which the majority of the population’s first language is not English” (Dearden 2015).

English as a medium of instruction  
– a growing global phenomenon

Julie Dearden



# English-Taught Programmes

- Europe
  - 725 in 2002
  - 2389 in 2007
  - 8089 in 2014 (2100 in Netherlands + Germany)  
(Wächter & Maiworm 2014)
- Japan
  - ¼ of HEIs offer undergraduate EMI (2014)
- China
  - 2001 Ministry of Education directive → up to 10% of UG curricula in English = 'excellent university'  
(Hu et al. 2014)

# English-Taught Programmes

- UK
  - 71% of FT PGT students from international backgrounds (2013)

“...EMI is a relatively new but rapidly growing field of academic endeavour” (Macaro et al. 2018).

Furthermore:

“...To date there has been little research exploring the lived experiences and views of international students, let alone any in-depth research on the subject” (Jenkins 2017).

# Driving forces for EMI policies

- Global competitiveness
- Increasing income
- Enhancing mobility
- Enhancing employability
- Improving English proficiency
- Reflecting developments in English Language Teaching
- Using English as a ‘Neutral’ language
- Altruistic motives

(Galloway et al. 2017)

# Dominance of English

- Domain Loss
- Parallel Language Use



# Challenges of EMI in HE

- Language-related issues
  - Impact on national languages
  - Proficiency issues
    - Impact on learning
    - Time constraints
    - Drop-out
    - Less engagement
    - Communicating subject content
- Cultural issues (westernization)
- Social issues (inequalities)
- Management, administration and resources

(Galloway et al. 2017)

## **‘A Systematic Review of EMI in HE’ (Macaro et al. 2018)**

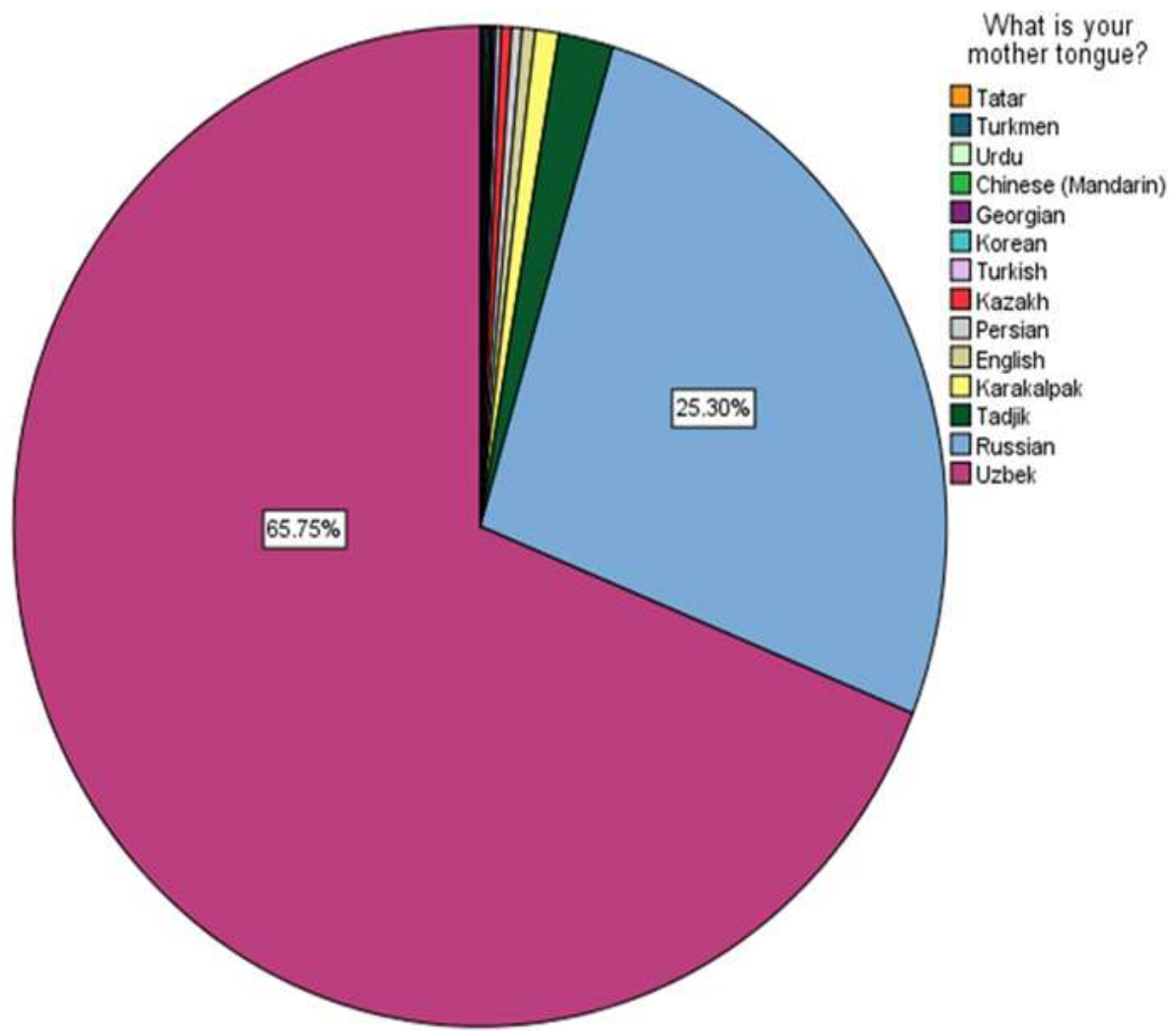
- “... a number of deep concerns have been expressed by lecturers and students and in virtually all studies consulted” (52)
- “...we find lecturers deeply concerned about their students’ inability to survive, or better still thrive, when taught through English” (52)
- “In Korea...lecturers considered...that nearly a third were ill equipped linguistically to benefit from an EMI programme” (53)
- “...English played a significant role in marginalising the students who did not have adequate competence in English” (53)



## **‘A Systematic Review of EMI in HE’ (Macaro et al. 2018)**

- “...more studies reported lecturers as identifying that they [themselves] had linguistic problems than those that did not” (54)
- “...in a Swedish study...only a minority of teachers considered they had language problems whereas a sizeable proportion of students were less enthusiastic about their teachers’ level of English” (55)
- “Nearly all studies...allude to... the extra work involved...and the generally laborious nature of EMI...” (55)





# International recommendations

“This study calls for a critical investigation into the language policies of EMI programmes and HEIs are urged to provide staff and students with a clear rationale of both the purpose of the programme...and also the **policy on the use of language(s)**”.  
(Galloway et al., 34)

“*Every university should have a language policy...* It should be the result of a wide-ranging debate conducted at all levels and involving all groups affected, so that the principles and consequences are generally accepted”. (Gregersen et al. 2018, 17)

## WIUT Language Policy project

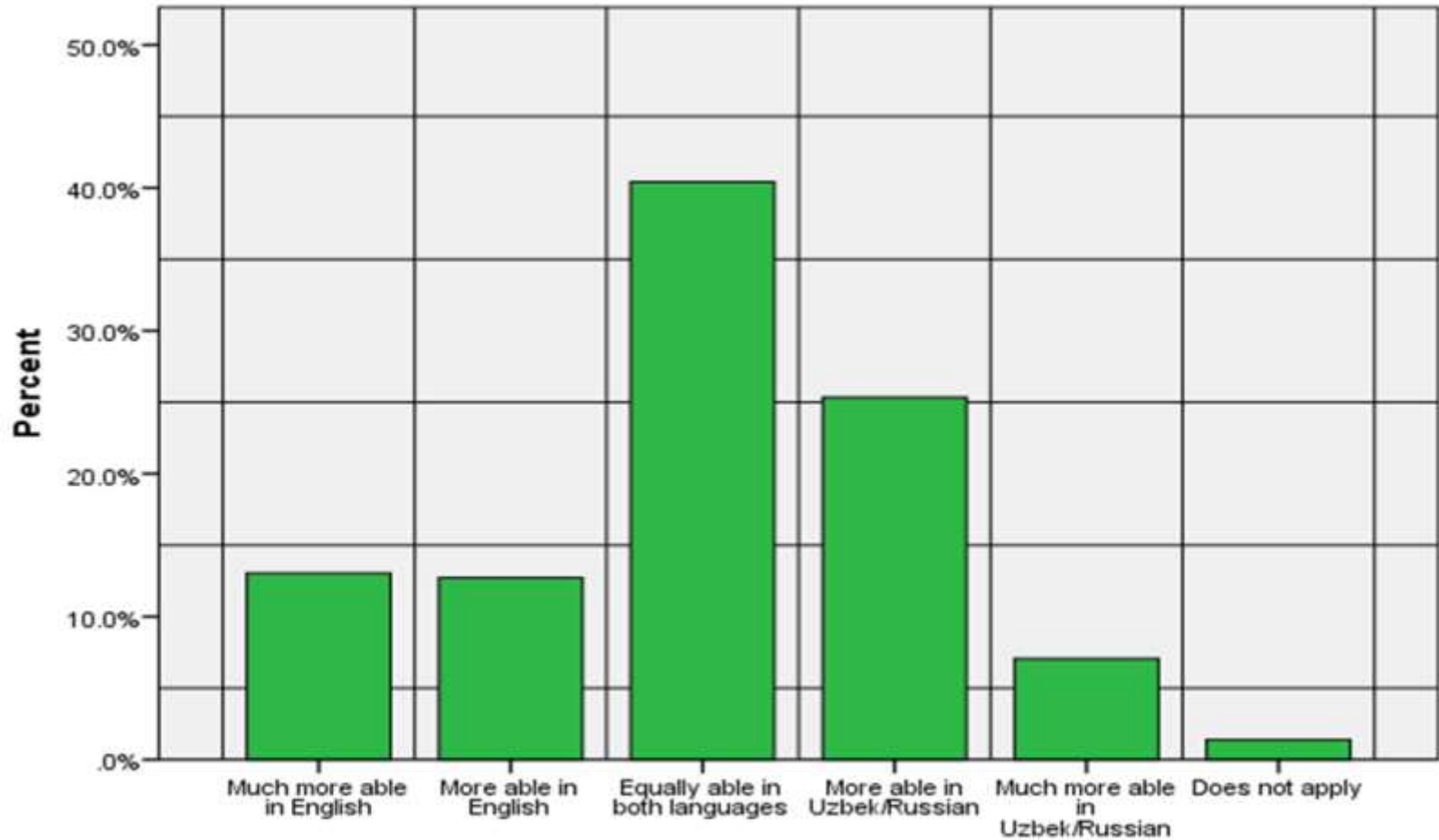
- Andrew Linn with Anastasiya Bezborodova & Saida Radjabzade
- Initial workshop and mid-project public lecture
- Away day
- Presentation of research in the UK and Kazakhstan
- Questionnaire survey (n=1114)
  - 935 students / 73 teachers / 58 admin staff / 48 maintenance staff
- Semi-structured interviews (n=43)
  - 27 students / 16 staff

## How well does your proficiency in English meet your needs at WIUT?

	Very poorly	Poorly	Acceptably	Well	Very well	Don't know
<b>Students</b>	0.5%	2%	19.4%	45%	31.3%	1.8%
<b>Teaching staff</b>	0%	0%	8.2%	39.7%	50.7%	1.4%
<b>Administrative staff</b>	3.4%	8.6%	20.7%	43.1%	13.8%	10.4%
<b>Maintenance staff</b>	25.0%	18.8%	12.5%	6.3%	4.2%	33.2%



## Students



**How able are you to discuss your academic / professional interests (having to do with your area of study or teaching) in English compared to your native language?**

## If you were offered additional professional support in English, how likely would you be to sign up?

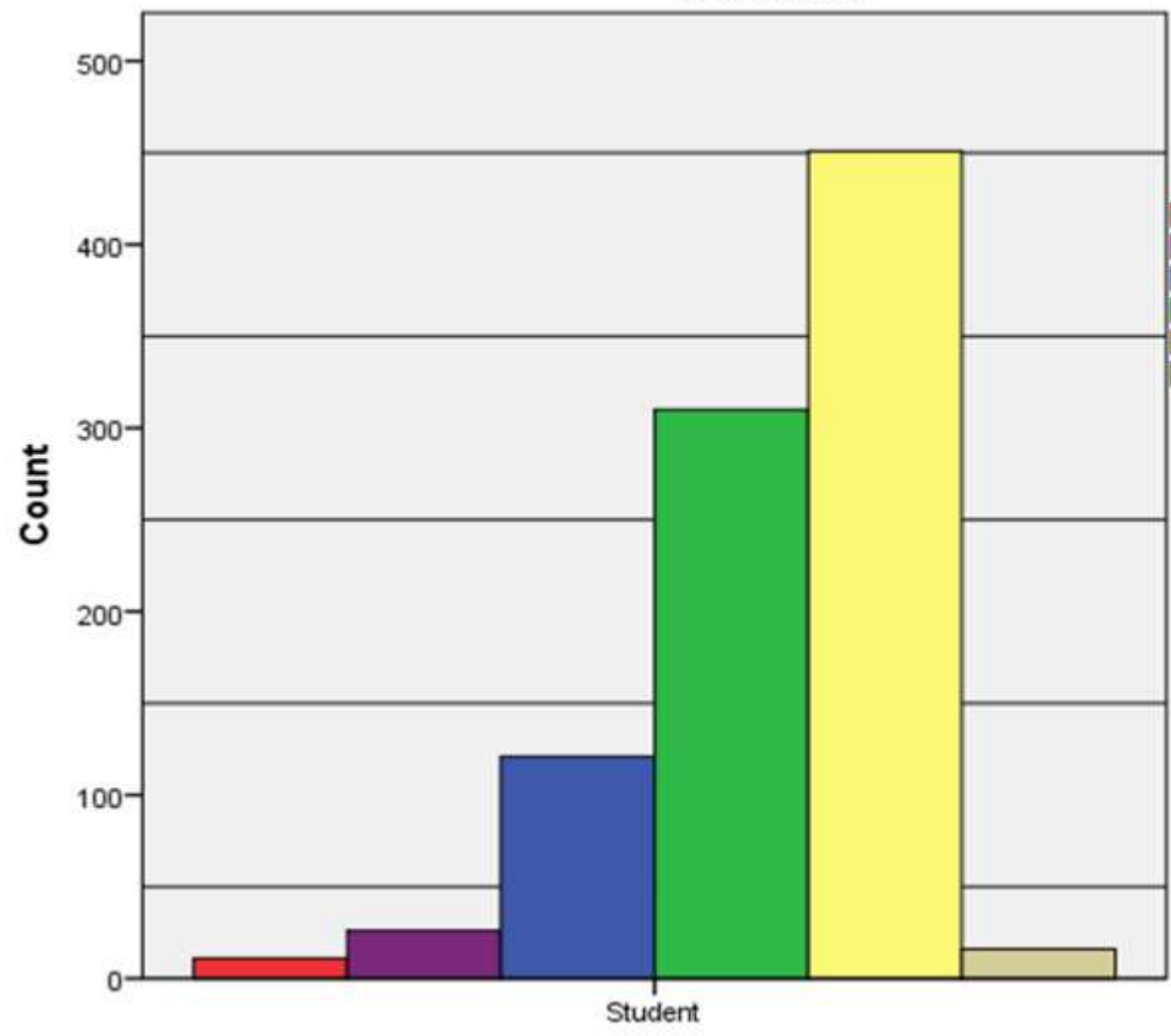
	Very unlikely	Somewhat unlikely	Somewhat likely	Very likely	Don't know
<b>Students</b>	6.8%	6.2%	26.4%	54.4%	6.1%
<b>Teaching staff</b>	19.2%	19.2%	23.3%	32.9%	5.5%
<b>Administrative staff</b>	3.4%	6.9%	15.5%	69%	5.2%
<b>Maintenance staff</b>	8.3%	10.4%	31.3%	43.7%	6.3%



Bar Chart

In general, how good is the English of the following people at WIUT? [the teachers]

- Very poor
- Poor
- Acceptable
- Good
- Very good
- I prefer not to answer



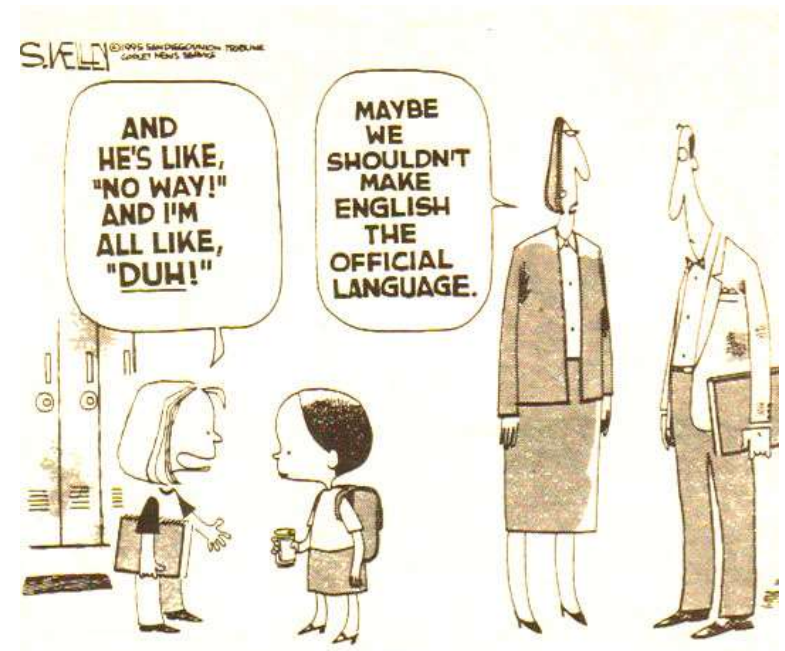
# Implementing a language policy @ WIUT

Fundamental to this policy is the value of **tolerance** (cf. Angouri 2014):

- All staff and students commit to using English whenever and wherever possible, but the world is multilingual and all must respect the need for pragmatism
- Language is a key expression of an individual's identity
- All staff and students do their best to use the language resources available to them
- Individuals' actual or perceived level of language ability is not a reflection of their academic ability or their worth as a human being
- Language use and attitudes should be discussed openly and freely and any misunderstandings dealt with in an open, positive and accepting spirit

## Baleful conclusion...

“One thing is clear: policy makers and particularly university managers are not going to be swayed by sociolinguistic and sociocultural objections to the implementation of EMI as proclaimed in books on the subject” (Macaro et al. 2018, 68)



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