English as a Medium of Instruction (EMI)

Prof. Anita Lie, Ed.D.
Unika Widya Mandala, Surabaya

www.anitalie.com
English as a medium of instruction—a growing global phenomenon

Julie Dearden
5 FALLACIES in English Language Teaching

1. English is best taught monolingually ("the monolingual fallacy")

2. The ideal teacher is a native speaker ("the native-speaker fallacy")

3. The earlier English is taught, the better the results ("the early-start fallacy")

4. The more English is taught, the better the results ("the maximum-exposure fallacy")

5. If other languages are used much, standards of English will drop ("the subtractive fallacy").
English as a Medium of Instruction (EMI)

English for Specific Purpose (ESP)

Content and Language Integrated Learning (CLIL)
Context related to the use of English as Medium of Instruction (EMI) in Indonesia:

- A high power language such as English is promoted as a language of modern communication while the national language is regarded as a force of unifying the nation and local languages as carriers of ‘tradition’ or ‘historical’ identity.

- English has been taught as a foreign language in the formal curriculum in Grades 7 through 12 as well as at the university level.

- Many private schools have added English in their curriculum as early as pre-Kindergarten.

- English-medium formal schools and after-school English courses have been flourishing and attracting children of middle class families.

- Yet, the majority of Indonesians do not demonstrate an adequate command of English.
Related Issues in EMI at the national level:

- Nationalism or internationalism
- Balance in achieving a mastery of both Indonesian and English equally
- Development of English used in Indonesia.
• CURRICULUM = what is taught.
• INSTRUCTION = how it is taught.
MATERIALS

What is taught

Curriculum

Approach

Policy Level

Syllabus

Implementation/Classroom Level

Method

Technique

How it is taught

Instruction
Types of English Syllabi
(Karl Krahnke)

1. Structural Syllabus
2. Functional/notional Syllabus
3. Situational Syllabus
4. Skills-based Syllabus
5. Task-based Syllabus
6. Content-Based Syllabus
• ESP is usually associated with the Content-Based Syllabus/Instruction, although Ann Johns (2015) suggests there’s more to ESP than content.
• Content and Language Integrated Learning (CLIL)
• Corpus linguistics has revolutionized ESP in many ways.
• ESP should incorporate multimedia and multi-modalities
• ESP specialists must be open, flexible, sensitive to context—and very good learners!
Advantages of Courses based on Content-Based Syllabus:

• They facilitate comprehension.
• Content makes linguistic form more meaningful
• Content serves on the best basis to teach the skill areas.
• They address learners’ needs.
• They allow for integration of the four skills.
• They allow for use of authentic materials.

(Brinton, Snow, and Wesche, 1989; Mohan, 1986)
Content-Based Approach (CBA)
Suggested Activities:

• Language Skills Improvement
• Vocabulary Building
• Discourse Organization
• Communicative Interaction
• Study Skills
• Synthesis of Content Materials Grammar
5 underlying concepts of ESP
(Swales, 1990)

1. authenticity
2. research-base
3. language/text
4. need
5. learning/methodology
3 common features of ESP (Dudley-Evans, 1997)

1. authentic materials
2. purpose-related orientation
3. self-direction
The Future Trends of EMI

- More varied World Englishes
- Researcher and Teacher Roles
- Content and Language Expertise
- Content and Language integration
- Varied Methodologies and Triangulation
- Multi-Modalities
Issues in EMI at the college level and Suggested Responses

• Changing Needs of the Learners in the 21stC
  • employ effective, on-going, needs assessment
• Poor Teacher Quality
  • improve pre-service teacher education and in-service programs
• Multi-Modalities
  • in-service teacher PD sessions
Issues in EMI at the college level and Suggested Responses

• Required Skills in the Workplace (Reading, Writing, Numeracy, and Problem Solving)
  • employ target situation analysis.
  • interview subject specialists in the field
• Balance of Skills, Content, and Worldviews
  • employ effective needs assessment & target situation analysis.
  • provide all three
• More research in ESP classrooms
  • teachers as researchers