

ROAD-MAPPING English Medium Education
in the Internationalised University

Emma Dafouz · Ute Smit

ROAD-MAPPING
English Medium
Education in the
Internationalised
University

palgrave
macmillan

Emma Dafouz
Department of English Studies
Complutense University of Madrid
Madrid, Spain

Ute Smit
Department of English Studies
University of Vienna
Vienna, Austria

ISBN 978-3-030-23462-1 ISBN 978-3-030-23463-8 (eBook)
<https://doi.org/10.1007/978-3-030-23463-8>

© The Editor(s) (if applicable) and The Author(s) 2020

This work is subject to copyright. All rights are solely and exclusively licensed by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use. The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, expressed or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

Cover credit: John Rawsterne/patternhead.com

This Palgrave Pivot imprint is published by the registered company Springer Nature Switzerland AG
The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

FOREWORD

In the 1980s when Maastricht University started with English-medium instruction, I served on the management team which recognised that the programmes affected students, teachers and administrators, that English served not only specific and academic purposes, but also communication with speakers of other languages, that myriad academic disciplines were implicated with their vast diversity of styles, conventions, mental models and conceptual approaches, and that we were concerned with broader classroom discourse.

Of course, I did not see the institutional world then in terms of English-Medium Education in Multilingual University Settings (EMEMUS). Now it is easy to see how the factors influencing my early EME context can be crystallised within the dimensions and concepts that Emma Dafouz and Ute Smit elaborate profoundly in this book. It is precisely a pragmatic, global and holistic framework that Emma and Ute have expounded for researchers who investigate higher educational settings.

Here is a book that forces us to recognise that in any context where English is used as the medium of instruction and learning, a wide range of factors play a role. The dimensions that Emma and Ute have crystallised in their ROAD-MAPPING framework provide a dynamic framework for the analysis of every iteration of EME. The book not only succinctly describes the six dimensions, but clearly illustrates its application in applied linguistics research into EME at institutional, national and programme levels.

My research work in the late 1980s and early 1990s tended to take a relatively narrow language for specific purposes analytical approach to EME. Only towards the end of the 1990s did I realise that something much more fundamental in university education was occurring, which led to my initiation of the ICLHE conference series in 2003.

Using Emma and Ute's framework, my colleagues and I faced a challenge in terms of how economic and management classroom discourse would be conceived through the Agents involved, the Roles of English, and the Academic Disciplines in question. We did not see these dimensions at the time. Emma and Ute would have made us aware of the powerful effect of factors subsumed in the other three dimensions too, Management, Practices and Processes, and Internationalisation and Glocalisation. Today, in hindsight, it is easy to see how factors within all these dimensions affected the success of our early EME programmes. It would be insightful to reinterpret my own work through the ROAD-MAPPING framework.

Emma and Ute's book demonstrates how the fundamental change in university education that is EMEMUS cannot be assayed from only limited perspectives. Research needs to be holistic and take all dimensions into account. The book advances a framework for analysis that transcends its applied linguistics origins and is applicable to higher education inquiry generally. Its strength lies in its recognition of the dynamic and diverse nature of university settings. The objective is not to enable researchers to establish comparisons that could be ranked. Rather, the EMEMUS framework aims to allow researchers to identify diversity in settings and to highlight aspects that may have been overlooked.

Maastricht, The Netherlands

Robert Wilkinson
Integrating Content and Language
in Higher Education (ICLHE)
Association, Chair
Maastricht University

ACKNOWLEDGEMENTS

One may initially think that writing a book this length is a reasonably short process. And yet this text is the result of almost a decade of research collaboration on the use of English for educational purposes in higher education. With the editing of the *AILA Review* in 2012, we came to realise the diversity of situations where English-medium education could be found and the pressing need for more critical theoretical thinking. A year later, the Conceptualising Content and Integrated Learning (ConCLIL) project, coordinated by Tarja Nikula, gave us the precious time and space to work side by side on developing the conceptual framework described in this book. We are thus indebted to Tarja as well as the international group of ConCLIL researchers (in alphabetical order): Richard Barwell, Angela Berger, Eveliina Bovellan, Christiane Dalton-Puffer, Teppo Jakonen, Ana Llinares, Fran Lorenzo, Pat Moore, Tom Morton and Kristiina Skinnari—all of whom acted as critical friends and engaged enthusiastically in providing feedback and comments on our preliminary thoughts. Our gratitude also extends to the colleagues at the Centre for Applied Language Studies at the University of Jyväskylä, and especially to Taina Saarinen who, realising the size of our undertaking even before we had, already suggested a book.

Further feedback, insights and critical comments on the framework were collected at various conferences in different settings across Europe, the USA and Australia, strengthening our thinking and enriching the original work. We are very grateful to all those participants who voiced their critical thoughts, raised probing questions and generally shared

our view that conceptualisations were indeed very much needed. In particular, we owe a great debt to the AILA CLIL ReN (<http://clil-ren.org/>) and to ICLHE (<https://iclhe.org/>) as the two interest groups organising the relevant meetings that offer highly important possibilities for exchange. If there is one individual who we would like to acknowledge in particular in this context, then it is Robert Wilkinson. Not only has he given us a lot of personal support, but, as organiser of the early Maastricht conferences and of the ICLHE association, he has also been the ‘researcher with foresight’, initiating and lastingly shaping this area of research.

As we are both applied linguists, application has always been our guiding interest, and in this respect, our professional responsibilities have given us ample opportunities to try out the value of our framework in diverse settings, from managing the internationalisation process of a university to coordinating international networks focusing on this very topic. Responsibilities include, of course, the supervision of young researchers who have added their intellectual abilities and enthusiasm to make our own work grow further. In addition, we would like to thank colleagues across the globe who shared their reflections, research findings and unpublished materials with us, in particular, Jocelyne Gacel-Ávila, Cecilia Jacobs, Kara McKeown and Diane Schmitt. A special thanks also for Isabel Durán, Vice-rector for International Affairs at Universidad Complutense de Madrid for her understanding when time was needed to write the book.

Our team writing effort was augmented by the useful support of Cathy Scott and the whole team at Palgrave, who accompanied the project from start to finish with great efficacy. Our thanks also go to the external reviewer for insightful and critical suggestions. For the production stage, we acknowledge the helpful assistance of Alice Green.

Although lots of people have undoubtedly contributed to this book—and we apologise for not being able to name each of them—we would like to thank two colleagues individually: Julia Hüttner, for her immense encouragement and critical feedback in the initial stages of our framework, and Miya Komori-Glatz, for her valuable expertise and thorough reading of the entire manuscript. Miya’s own work with our framework and her careful rewording of lengthy passages have greatly contributed to the final state of the book. Many thanks also go to Michaela Pasterk and Dominik Steinkellner for their substantial help formatting and proofreading the text. It goes without saying, though, that any shortcomings remain our own.

Needless to say, our families have played an essential part in making this book come true. *Muchas gracias* and *baie dankie* to our husbands, Carlos and Ivan, who have willingly helped with computer issues and been highly supportive in moments of distress. A huge thanks go also to our sons, Xavier and David, Eric and Leon, for putting up with our work, showing a genuine understanding that their mothers have other intellectual ‘babies’. We realise now that this whole project has taken up some of their childhood and adolescence, and we are indebted for their understanding.

Finally, we would like to thank each other for our teamwork, revealing discussions and long-lasting friendship in the hope that our work together continues for another decade at least!

Madrid and Vienna
May 2019

Emma Dafouz
Ute Smit

CONTENTS

1	Introduction: Setting the Scene	1
1.1	<i>Higher Education in the Twenty-First Century</i>	2
1.2	<i>Conceptual Considerations</i>	3
1.3	<i>Aims and Overview of the Book</i>	5
	<i>References</i>	6
Part I Conceptualisations		
2	English-Medium Education in International Higher Education Settings	11
2.1	<i>Introduction</i>	12
2.2	<i>EME in the Expanding Circle—A Quantitative Sketch</i>	13
2.3	<i>EME Cases in the Expanding Circle</i>	15
2.4	<i>A Reflection on the Reasons and Issues for Implementing EME</i>	27
2.5	<i>Implications for Conceptualisation</i>	31
	<i>References</i>	32
3	The ROAD-MAPPING Framework	39
3.1	<i>Introduction</i>	40
3.2	<i>Conceptualising English-Medium Education</i>	40
3.3	<i>The ROAD-MAPPING Framework and Its Theoretical Anchoring</i>	43

3.4	<i>Conclusions</i>	59
	<i>References</i>	61
Part II	Applications	
4	Researching EMEMUS	71
4.1	<i>Introduction</i>	72
4.2	<i>Research into EME Stakeholder Beliefs</i>	72
4.3	<i>Researching EME Classroom Discourse</i>	82
4.4	<i>Conclusions and Implications</i>	98
	<i>References</i>	99
5	Managing Policies in EMEMUS	103
5.1	<i>Introduction</i>	103
5.2	<i>On Managing Policies in EMEMUS at the Institutional Level</i>	105
5.3	<i>On Managing English-Medium Education at the National Level</i>	113
5.4	<i>On Managing EMEMUS at the Continental Level</i>	119
5.5	<i>Closing Remarks, Limitations and Implications</i>	130
	<i>References</i>	131
6	Conclusions and Further Research	137
6.1	<i>Purpose of the Book</i>	137
6.2	<i>Strengths and Limitations of the ROAD-MAPPING Framework</i>	139
6.3	<i>Moving Forward with EMEMUS Research</i>	140
	<i>References</i>	142
	References	143
	Index	161

ABBREVIATIONS

CLIL	Content and Language Integrated Learning
CPD	Continual Professional Development
EAIE	European Association of International Education
EAP	English for Academic Purposes
EDs	Educational Developers
EFL	English as a Foreign Language
EHEA	European Higher Education Area
ELF	English as a Lingua Franca
ELT	English Language Teaching
EME	English-Medium Education
EMEMUS	English-Medium Education in Multilingual University Settings
EMI	English-Medium Instruction
EMPs	English-Medium Programmes
EQUiP	Educational Quality at Universities for inclusive international Programmes
ESP	English for Specific Purposes
HEIs	Higher Education Institutions
IaH	Internationalisation at Home
IAU	International Association of Universities
ICLHE	Integrating Content and Language in Higher Education
IoC	Internationalisation of the Curriculum
IoHE	Internationalisation of Higher Education
LP	Language Policy
UAE	United Arab Emirates

UBC	University of the Basque Country
UCM	Universidad Complutense de Madrid
WU	University of Business and Economics in Vienna

LIST OF FIGURES

Fig. 3.1	The ROAD-MAPPING framework for EMEMUS (Dafouz & Smit, 2016, p. 404)	47
Fig. 4.1	The research focus of study 1, embedded in ROAD-MAPPING	78
Fig. 4.2	The research focus of study 2, embedded in ROAD-MAPPING	78
Fig. 4.3	Contents of Chapter 2 of Komori-Glatz (2017)	85
Fig. 4.4	Dimension-specific questions guiding the research synthesis (based on Komori-Glatz, 2017, pp. 251–278)	88
Fig. 4.5	Key Finding 10: supportive reasons presented in relation to ROAD-MAPPING (based on Komori-Glatz, 2017, pp. 289–290)	89
Fig. 4.6	Study of interactive explaining as reframed with ROAD-MAPPING	97
Fig. 5.1	Dimensions prioritised during stage 1 at UCM	110
Fig. 5.2	Dimensions prioritised during stage 2 at UCM	112
Fig. 5.3	EMI in Japan using the ROAD-MAPPING perspective	118
Fig. 6.1	Further research from a ROAD-MAPPING perspective	141
Activity 5.1	On the types of communicative functions in the classroom	126
Activity 5.2	Reflecting on linguistic and genre differences across disciplines	127

LIST OF TABLES

Table 3.1	Factors relevant for Roles of English (based on Dafouz & Smit, 2017, p. 299, Table 1)	49
Table 3.2	Working definitions of the six dimensions of ROAD-MAPPING	60
Table 4.1	Roles of English (RO) codes as used in studies 1 and 2 (based on codebooks)	80