INTERNATIONALIZING EDUCATION THROUGH ENGLISH MEDIUM INSTRUCTION

Key Theoretic-Pedagogical Ideas

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RESEARCH PROJECT REPORT
October 2014
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Printed at
University of Western Sydney, Kingswood, NSW, Australia
[Print Services]
October 2014

ISBN: 978-1-74108-329-3 (prpt)

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LIST OF ACRONYMS

CLIL: Content and Language Integrated Learning
EFL: English as a Foreign Language
EMI: English Medium Instruction
MAC: Memorandum of Academic Cooperation
STUST: Southern Taiwan University of Science and Technology
UWS: University of Western Sydney
ACKNOWLEDGEMENT

The research team would like to acknowledge the Southern Taiwan University of Science and Technology for the funding to support this project.
EXECUTIVE SUMMARY

The research reported here arises from a Memorandum of Academic Cooperation (MAC) between the Southern Taiwan University of Science and Technology (STUST), Taiwan and the University of Western Sydney (UWS), Australia. The Memorandum aims to develop scholarly interactions between the two Universities. It calls for the development of collaborative research projects; the organisation of joint research activities, including conferences and seminars; the exchange of academic staff for research activities, and the exchange of publications of mutual interest. The STUST-UWS team initiated project, “Internationalizing University Education in Taiwan through English Medium Instruction” is part of this endeavour. Confronted with various challenges, this STUST-UWS team worked to establish specific, concrete academic relations in education research with respect to English Medium Instruction. This provides a sound basis for on-going research co-operation between the two Universities. Together the research team whose research is reported here have done much to promote academic links and collaborations between the two Universities which has subsequently enriched the understanding of the education and research cultures of each.

BACKGROUND

With growing internationalization of higher education around the world, teaching in English Medium Instruction (EMI), as an important component in content and language integrated learning (CLIL), is becoming a dominant pedagogy in those countries who want to be part of the global economy. In the last decade there has been increasing research into EMI and CLIL in European educational settings and there has been a relatively smaller body of research into this field in other English as a Foreign Language (EFL) contexts globally.

In Taiwan, the internationalization of university disciplines using EMI is hindered. Chen and Tsai (2012: 187) found that although students felt that EMI was helpful in improving their English proficiency, they often complained that they had difficulty understanding English lectures and textbooks. Their research also found that by emphasizing teaching using EMI in tertiary education there may be a consequential impact on the quality of the content or subject knowledge delivery due to the lecturers’ or students’ specialist English in the discipline. By EMI teaching, Universities may have to sacrifice the other goals in the internationalization and competitiveness of Taiwan’s higher education system.
Huang (2013) reviewed literature in EMI teaching and found that the existing studies on content and language integrated learning (CLIL) focus on the modes of practice, curricula, teaching materials, and effects of CLIL programs. However, there is sparse research in recent years that has addressed the critical issue of evaluation of CLIL teachers’ performance and assessment models of various CLIL programs. Through his review Huang (2013) distinguished the terminology of CLIL and EMI, in contrast with a range of similar terms in the conventional English-only teaching approaches. He also presented the significance of and challenges faced by, EMI and CLIL programs which have been documented in the literature. He finally showcased the research on EMI and CLIL that has been conducted in Taiwan.

Huang and Singh (2014) examined university students’ perspectives of EMI courses in Taiwan. They investigated students’ motivation, anxiety and achievement in their EMI courses. 157 students (93 local and 64 foreign) completed a students’ self-assessment questionnaire on EMI course experiences. Eight students participated in an interview where their reflections on learning via EMI were documented. The major findings of Huang’s study are as follows:

1. most participants were motivated to take EMI courses to improve English proficiency and subject knowledge,
2. most participants believed that the EMI courses they have taken are helpful,
3. Being able to interact with students of other nationalities motivated their learning in EMI courses,
4. Local participants expressed their learning anxiety due to their self-perceived low English proficiency,
5. there existed significant reverse association between learning anxiety and learning achievement or learning motivation, and
6. significant differences existed between local and international students on measures of learning motivation, learning anxiety, and learning achievement.

Huang and Singh (2014) reported the role of corrective and transformative critiques in producing knowledge through testing teaching in response to the globalisation of EMI. Their knowledge-producing approach to critique starts with a review of current testing models of content and language integrated learning (CLIL) through EMI programmes. Using the Delphi technique, this research involved a panel of 30 experts including teachers, testing experts, and teacher evaluation administrators. Through the analytic hierarchy process, this research
generated practical implications for reframing the internationalization of education using EMI. The analysis of the data by interviewing teachers was employed to critically rework or correct the testing model. Through adopting the practice of critique as a knowledge producing venture, a model of EMI evaluation was developed and can be used to improve the organisation of professional learning, change and certification procedures.

Similarly, in other Asian countries such as Korea, discipline-based EMI teaching has also been confronted by various challenges. Joe and Lee’s (2013) research examined the relationship between medical science students’ English proficiency and their comprehension of and satisfaction with English-medium lectures using pre- and post-tests and survey questionnaires. Surprisingly the pre- and post-test results showed that EMI teaching and students’ English proficiency had little effect on students’ understanding of the lecture. Based on the survey findings, students held negative attitudes toward EMI courses. This study suggests that achieving success in EMI courses needs an effective educational policy in the tertiary institution. This may include implementing strategies to ensure students’ proactive participation in and prolonged positive beliefs in EMI teaching and raising students’ perceptions and awareness of their capabilities to succeed in EMI courses.

Research also indicates that applying EMI teaching in non-English speaking countries was hindered by the low motivation of lecturers to conduct courses delivered in English:

Our results bear out this trend, as the participants highlight that their colleagues are not willing to make the effort required to organise and deliver their teaching in English. Incentives seem to spring to mind when this situation is considered, such as promotion in their professional career or a lighter teaching load (Doiz, Lasagabaster and Sierra, 2011: 357).

This suggests a need to develop a conceptually informed understanding of what might be required, in terms of ‘good educational practice’ for universities to implement EMI across the whole organisation. For universities to establish a rigorous program of collaborative teacher-research, leadership and management teams need to take proactive steps to effect change in university-wide organisational learning. This also means carefully selecting the academic researchers who would participate in such a venture; there are always some whose resistance would result in mechanisms for undermining proposed changes.
Similarly, Yu-Ying Chang (2014) undertook a rhetorical analysis of the EMI lectures presented by Taiwanese non-native English-speaking lecturers and American native English speaking lecturers. Chang was able to research the context in some Universities in Tai Wan, where non-English-speaking (NNES) students at the tertiary level are required to use the English language to learn their subject knowledge. As a result, more NNES lecturers in Tai Wan tertiary education have been required to deliver lectures in EMI. But little research has been done to investigate how this group used EMI in their teaching. Chang (2014) investigated the introduction structure and the use of questions in Engineering lectures by NNES lecturers at Yuan Ze University in Taiwan and lecturers at the University of Michigan in the States. This research found that there are more obvious differences in the two groups’ introduction structures, but there are more similarities than differences in their use of questions. Further, Taiwanese and American lecturers are different at macro-structuring their lectures, but were found to be similar in the use of micro-linguistic features.

THE PROJECT

This project is positioned with the global context, in which President Ma Ying-Jeou in 2011 announced a plan to situate Taiwan as a ‘Key Centre of Higher Education in Southeast Asia’ through international education. Along with China, Japan, Malaysia and Singapore, Taiwan is working to transform itself into a knowledge-based economy through becoming a ‘hub’ for international education. EMI is “a ‘national movement’ in Taiwan, driving the country to become more competitive in the globalized world. … the Ministry of Education [states that] a good command of English is a must, but the ability to use a second/foreign language in Taiwan is an asset for employment in multinational corporations” (Chen & Tsai, 2012: 195, 196).

Aims of the project

The aims of EMI for Taiwanese students include:

1. to provide students with specialised English and access to references in English so as to improve local students’ proficiency in English;
2. to improve students’ work/career prospects;
3. to facilitate local students to pursue postgraduate studies in overseas English countries; and
4. to prepare domestic students for the global labour market.

**The timeframe**

The research process comprises the following general stages:

- Determination of literature review and methodology components,
- Presentation of the initial idea of English Medium Instruction (EMI) and internationalizing education at a two day seminar at STUST, Nantai, Taiwan,
- Presentation of revised ideas at a one week EMI research workshop with a team of STUST academics,
- Presentation of revised ideas at a second one week EMI research workshop with a team of STUST academics,
- Seminar presentation based on report to STUST staff in Nan Tai, at a mutually agreed time and event/s,
- Finalisation, editing and printing of the final report, with provision for an on-line version, and
- Use of the report by STUST and UWS in collaborative endeavours to develop a long-term (5 year program).

The research team are entitled to disseminate all or part of the report as they see as appropriate. The report of the exploratory study provides a useful resource for further planning and for a stronger collaborative partnership.

**Key questions**

This project’s proposed research questions are as follows:

1. How is English Medium Instruction defined?
2. What useful strategies can be identified and suggested for English Medium Instruction to be embedded in discipline teaching?
3. What university structures might be useful or necessary for internationalizing education via English Medium Instruction?
4. How might English Medium Instruction contribute to the internationalization of university education?
The method

This research was first initiated by a STUST EMI team led by research professor, Dafu Huang and a UWS EMI team led by Professor Singh and Dr Han. Through email conversation and Skype conferences, the STUST-UWS collaborative team determined the literature review and shared the UWS’s library and online resources. Each team member was assigned a number of readings in the EMI field, including institutional policy on EMI, and EMI problems and strategies raised in the current literature. The second stage was a two day face-to-face seminar at STUST between the two teams. Informed by the literature, the STUST and UWS team presented and shared the initial ideas of English Medium Instruction (EMI) and policy on institutional reform to internationalize education through EMI. At the end of this seminar, each team member was assigned a subdivided task with particular focii. The next stage was a one week STUST-UWS research workshop at UWS. All the members presented their revised understanding of EMI and strategies on EMI pedagogy. The final stage of this research was finalising, editing and printing the final report at STUST.

Ethics

As this project is not an empirical study involving human subjects, but a conceptual study, there will be no requirements for NEAF (see Singh, Reid, Mayer & Santoro, 2011). The report completed here is to establish an intellectual basis to inform the joint UWS/STUST research team to begin planning further collaborative, empirical research project/s. The necessary ethics procedures (NEAF at UWS) will be processed when proposed research involving human subjects takes effect (possibly 2015).

The outcomes

The outcomes of this project include a comprehensive understanding of English Medium Instruction, in terms of its features and possibilities as:

1. requiring a working definition
2. a proposed bottom-up teacher-research pedagogy,
3. a process to effect University-wide institutionalization of English Medium Instruction,
4. having identifiable strategies for discipline-based EMI teaching, and
5. a method whereby EMI can be imbedded to enhance internationalization of university education.

1. Defining English Medium Instruction

The first objective of this project is to provide a definition of English Medium Instruction. In doing so it examines reasons for English Medium Instruction; explains how English Medium Instruction differs from English-only pedagogies, and provides an introductory orientation to what English Medium Instruction might look like. As a matter of Government policy, English as a medium of instruction (EMI) is being promoted by the Taiwanese Ministry of Education through projects, such as Aim for the Top University, and Teaching Excellence. As a vehicle for academic internationalization, EMI or English Medium Instruction EMI in a narrow sense is “a way of enhancing students’ English ability, promoting the internationalization of the local education system in order to recruit foreign students, and increasing the competitiveness of Taiwanese educational institutes [and] academic internationalization” (Chen & Tsai, 2012: 186-187). More broadly, EMI is an approach to internationalizing university education that requires the structuring of organizational learning of the processes of change; developing the expertise of innovation leaders and skilled teachers committed to researching EMI in their own discipline. Thus, a high quality, success-oriented EMI framework includes the following:

- EMI is a university-wide, multi-level, inter-Departmental team-based approach to internationalizing education,
- EMI is a collaborative evidence-driven approach to organizational learning through making strategic change,
- On-going collection and use of data for EMI decision-making i.e. research-based decision-making at all levels,
- Leadership – Team-based implementation (Systems that support effective practices),
- Continuum of EMI interventions ranging from universal to targeted intensive individual, and
- EMI emphasizes the use of explicit teaching strategies to achieve meaningful and durable learning and organizational outcomes.

Taiwan is a newly emerging competitor host nation in international student recruitment, and it is reworking the national system of higher education to establish its position as an
international education hub. To attract people from around the world to conduct their studies in Taiwan, pedagogically structured activities with EMI embedded in tertiary education represents a critical objective (Roberts, Chou & Ching, 2010).

2. **Bottom-up teacher-research pedagogy in EMI reform**

This research project recognises and gives significance to academics as key actors, their power and intellectual agency in effecting micro level changes in teaching and learning is required by EMI. One essential group of the necessary mechanism required for institutionalizing EMI is the university managers and leaders responsible for EMI policies and plans. The other consists of the intellectual agency of teacher-researchers (and student-researchers). Although this reform is fraught with many difficulties that have to be addressed by university managers and leaders, as Hamid, Nguyen and Baldauf (2013: 11) have found, the positive and productive struggles come from teacher-researchers an their attempts at implantation of EMI.

A well-established principle of educational reform underlying this project is the importance of ‘recognising to create’. EMI reform represents a significant effort by a group of teacher-researchers (student-researchers) to work through some of the pedagogical issues and challenges of EMI teaching. This includes the work of dedicated academics in engaging the EMI agenda; the professional learning of academics themselves in EMI, and working with students, the key beneficiaries of EMI to implement new pedagogies. EMI reform needs support of transnational academics from various disciplines, and as such represents a typical bottom-up academic venture in educational reform through teacher-research. In terms of ‘recognising to create’, it is important for universities to have academic champions to generate and collect evidence of already existing efforts they and their colleagues are undertaking to effect EMI reforms. This is an important and necessary way for university managers and leaders to recognise existing EMI expertise, and create models for extending these research-driven EMI practices across the university.

3. **University-wide institutionalization of English Medium Instruction**

This research project recognises the key role of multiple levels of university management and leadership in effecting the organizational learning and change required for the university-wide institutionalization of EMI. University management and leadership need
to take responsibility for designing organizational operations for university-wide EMI implementation through establishing a standard and also shared framework for action.

One of the important issues at stake in Taiwan tertiary education is the need for the productive marriage of teams of academics (and students), who are constructively engaged in instigating teacher/learner EMI projects. However, their work must be supported by university managers and leaders through EMI policies and plans. Those responsible for university governance must be well prepared with meticulous and robust EMI policies and plans. For example, this includes university managers and leaders organising a coordinated, university-wide statement of the EMI reform; providing necessary funding, as well as negotiating the inevitable efforts to resist and even undermine university-wide EMI reforms. It seems to be a notion among university managers and leaders that EMI is a relatively simple and cheap solution to both the problems of internationalization and upgraded local language proficiency. This may be the case where detailed language planning provisions are made (as in the Vietnam example), but in most other polities insufficient resources and a lack of attention to the language planning details are leading to less-than-desired outcomes. … we know quite a lot about what makes for successful language planning, but we fail when we do not make use of that knowledge (Hamid, Nguyen and Baldauf, 2013: 11).

EMI policy and planning by university managers and leaders has to address a range of linguistic, cultural, socio-political, economic and technological issues. This is because these issues can decisively shape, if not determine the outcome of university managers and leaders’ EMI reform efforts. University managers and leaders, and their designated team of EMI policy-makers and planners, need to understand and engage a series of key issues which are critical to the organisational learning and change, central to EMI reform. At the very least they need:

• an appreciation of the deficiencies in, and the undesirable outcomes of previous university-wide reforms, particularly the confusion and resistance they created among academics and students,
• an awareness of the limitations of EMI applications at given stages of the reform process,
• an understanding of the hierarchy of influential factors that are likely to retard the implementation of EMI,
• a knowledge of internal and external factors that can enable or otherwise influence the EMI reform policy and plans,
• a willingness to provide academics and students a sound, credible rationale for implementing EMI reforms, and
• detailed EMI policy and plans for implementing EMI reforms, and to revise and communicate these often.

For English to become the medium of instruction, or one of the languages for teaching and learning in universities throughout Taiwan, there are many challenging opportunities to be addressed by university managers and leaders. Not talking about these challenges is a guaranteed path to ensuring the failure of Taiwan’s efforts to institutionalize EMI throughout its universities. The lack of university management and leadership, and thus the absence of university EMI policies and plans is a major cause for the failure of this type of university-wide, cross-disciplinary reform agenda. There is a need for high-profile individuals among university managers and leaders, those with the necessary status and power, to provide the management and leadership required for securing the positive outcomes essential to university-wide EMI reforms. Several examples of the key issues, which should be the focus of university management and leaders at all levels of the university are briefly noted below.

Reforms of all kinds, and EMI is no exception in this regard, add to the intensity of academics’ workloads. Universities in Taiwan are not the exception when it comes to the performance-driven increases in academics’ teaching, research and administrative loads. For reasons relating to work-loads and associated health problems EMI teacher-researchers may feel obliged to withdraw from research projects such as this.

There is also a need for university managers and leaders to recognise that efforts to institutionalize EMI university-wide can cause irritation among academics and students alike due to their concerns about the powerful shifts in the world’s linguistic order. The shift from Mandarin Chinese to English as the medium of instruction in universities in Taiwan is necessarily implicated in academics and students’ feelings towards English, the globalisation, and the West. Mandarin Chinese, the existing language of teaching and learning for many
Taiwanese academics and students is also integral to their sense of who they have become, as well as their own nationalist and/or tradition-oriented beliefs and attitudes. These sentiments can drive, and be used as weapons in the drive to counter moves against EMI. Thus, the forces, connections and imaginings created by internationalization and globalisation of Taiwanese education can contribute to renewed emphasis on Mandarin Chinese, Taiwanese educational traditions and nation-centredness. All this can occur despite the promises of university managers and leaders of socio-economic benefits to be gained from introducing EMI.

University managers and leaders responsible for EMI policy and planning must also be prepared for the conflict of forces between those working to move the EMI agenda forward, and the forces of reaction. The risks posed by opposition to EMI cannot be overstated. A major cause for the failure of EMI is the failure of university management and leaders to establish plans for dealing with voices of opposition, especially in ways that recognise and engage the rationality of such disagreements. Some academics have shown themselves to be angered by decrees for introducing EMI, often for a range of sensible reasons. High-ranking academics can be especially significant in undermining EMI reforms. Their grudges, personal aversion to, and attacks on EMI can come in various guises. Their complaints can create a situation of ever-widening dissent. Where the problems created by opponents of EMI are left unresolved by university management and leaders, it must be understood by university managers and leaders that the forces of linguistic conservatism and the processes underwriting educational stasis will win.

The organisation and management of time by the university managers and leaders are key factors in enhancing the successful implementation of EMI. This requires university and School/Faculty-level plans to move from the recognition of existing expertise within the university, to progressively and incrementally scaling up efforts at change among other interested and supportive academics, as well as managers, leaders and students. The advances achieved at each stage should be stabilised by university management through reworking university policies and plans, and celebrating the advances achieved. Importantly, these processes of revision require managers to engage in university-wide deliberations and discussions to build organisational learning and engage innovative sources of critique in order to further the change efforts.
4. **Discipline-based English Medium Instruction Pedagogy**

This research project proposed two strategies that can be built in the Discipline-based English Medium Instruction pedagogy. The first is the *blended learning model for English Medium Instruction* and the second is *conceptualising metacognition and scaffolding for success in EMI classes*.

1) **Blended learning model for English Medium Instruction**

Holley and Oliver (2010) contend that blended learning is particularly suited to students who are far from those at “Oxbridge”–those for whom English language competence is problematic for their study. It enables universities to encourage ‘widening participation’ to include students from different ethnic groups and language backgrounds, and those who possess different qualifications prior to higher education. Blended learning particularly suits institutions with a strong commitment to recruiting students from diverse backgrounds (Holley and Oliver, 2010, p. 693).

Blended learning systems will generally combine in various configurations of face-to-face teaching and the use of Internet platform/s. Blended learning programs guide learners through the learning process, with teachers acting as mentors (McLoughlin & Lee, 2010, p. 30). It opens the possibilities to cover learning that is structured and open; formal and real-life; institutional and lifelong; and providing institutional knowledge as well as personal development. It can empower learners to “actively define, create and shape their own learning content, tasks and hence their own learning trajectories” (McLoughlin & Lee, 2010, p. 31). Tutors play a *supportive* role in guiding the students with new ideas, and a *diagnostic* role in examining students’ learning directions and outcomes (McLoughlin & Lee, 2010, p. 33). Features of a blended learning and assessment model are:

1. Teacher-directed but also Students-centred,
2. A well-integrated face-to-face and online EMI,
3. Interaction could be dual foci, both on the discipline knowledge and EMI knowledge,
4. More opportunities for teacher-student interaction as well as student-student interaction,
5. The full use of information *technology in terms of EMI learning*,
6. Metacognitive process of the EMI learning and teaching, and
7. Discipline and EMI combined outcomes and assessment.

The blended learning model with English Medium Instruction enables students with low English proficiencies to interact with and be supported by others in the cohort whose English competency is much higher. As an online resource, blended learning can also reduce the pressure for the lecturers who themselves may have low English proficiency. This also provides an opportunity for these lecturers to learn and to improve their English without lowering their achievement of EMI learning. In this model, online and face-to-face learning progress through a five step teaching and learning cycle—engaging students’ previous knowledge, building students’ new knowledge, transforming the new knowledge, presenting the learned knowledge, and assessing the learned knowledge and providing feedback.

2) Conceptualising metacognition and scaffolding for success in EMI classes

L1/L2 strategies in EMI class

To scaffold students’ EMI learning, teachers can modify their English instruction to accommodate students’ unique English expressions influenced by the grammar and discourse of their home language. Tailoring EMI to features of students’ home cultures might make them feel more connected to their classrooms and therefore more highly engaged in classroom learning activities. For example, the English greeting “How are you?” can be changed to “Are you good?” which in Mandarin is closer to the Chinese greeting “Ni hao ma?” When EMI is used in teaching students from non-English backgrounds the following points may assist in capturing students’ interest and scaffold their learning in what they are learning:

1. Simplify the language of instruction to suit the students’ language proficiency,
2. Build background knowledge before teaching a lesson. Help students build connections and associations in order to access background knowledge or previously taught information,
3. Make the explanation of the task clear in a step-by-step manner,
4. Use visuals: Supplement EMI text with the use of outlines, charts, graphs, pictures,
5. Graphic organizers can also be used in presentation of information (e.g. maps, graphs, timelines),
6. Direct students’ attention to specific texts (e.g. mark essential concepts, vocabulary and texts with a highlighter and/or use word banks), and
7. Include support materials such as adapted texts (i.e., abbreviated texts) and support texts such as study guides.

*Designing multiple interactions with EMI*

When using EMI to design activities three types of interactions can be nurtured to scaffold students’ learning: student-student interaction, student-content interaction and student-community interaction. Students can be encouraged to interact with their partners in problem-solving or information-gap activities. They can be encouraged to work collaboratively with the teachers and their peers, from both a local community (classmates) and from the global community (international students). The following are some examples.

For *student-student interaction*, teachers can disseminate their discipline (engineering, marketing etc.) lectures as listening materials to guide the students’ learning as they can listen at their own pace after class. Having completed the listening component of the lecture, students could produce written lecture notes and read these to their peers in class and the teacher can guide an after-reading discussion on both the students’ language skills and their understanding of the content. Feedback from both the teacher and peers will be forthcoming and immediate. The final revised version of the lecture notes should demonstrate clear improvement to a higher level of performance both in the subject knowledge and EMI. For *student-content interaction*, an example would be where teachers assist students to generate bilingual glossaries within the subject (e.g. the basic concepts in English to students with a lower proficiency and more complex concepts to the more proficient students). Students can be supported in transforming this conceptual knowledge through online forum activities and face-to face quizzes. For *student-community interaction*, local students could become engaged with international students through classroom activities and bilingual blogs established for reflection on their learning.

**CONCLUSION**

As the power and influence of the forces, connections and imaginings of internationalization grow within Taiwan, so too has the presence of English as central to the debates for internationalizing education. Globalisation and the drive to internationalize
education are major forces energising contemporary EMI reforms in Taiwan. Particularly, due to the internationalization of higher education in English speaking countries such as USA, UK, Australia, Canada and New Zealand, a large percentage of Taiwanese students are attracted to those countries to pursue advanced education. This has led to a decrease in the local student enrolments in Taiwan universities. Through internationalizing its higher education through EMI, it opens a channel for international students to flow in Taiwan for education as well as encouraging domestic students to experience EMI courses without going overseas. It also increases the need to prepare university graduates with disciplinary knowledge as well as specialist English language skills to respond to the requirements of the local/global labour market driven by international and transnational companies in Taiwan.

However, the particularities of the context in Taiwan; the processes employed by its different universities, and the motivations of all the parties involved, make for possible differences in outcomes from what is hoped for, as much as what is–or is not–being achieved in other countries. A comprehensive agenda to internationalize higher education in Taiwan means expanding the application of English (a) across all disciplines and research methodologies, (b) in effecting pedagogical changes; (c) in and through technologies of all kinds, and (d) in possibilities for modernising English itself.

RECOMMENDATIONS

The recommendations through this EMI project are two fold. Firstly, it raises a series of questions for university managers and leaders to consider and answer in their university-wide EMI reform. Secondly, it proposed a plan for evidence driven, in-depth action research in STUST and UWS future collaborations.

1. Managing university-wide EMI reform

University managers and leaders are responsible for managing university-wide EMI reform; its marketing; the key decision-making about university EMI policies and plans, and managing the flows of power (and counter-power) for carrying the EMI reform forward. In effect, university managers and leaders have to answer a series of interrelated questions:

• Who will be the leading EMI policy-makers and planners for the university with the necessary power to carry the reform through?
• What specific behaviours do university managers and leaders want to influence at each stage of the EMI reform and at each level of the university?
• Which key, strategically chosen academics (and students) will be engaged as each stage of the EMI reform process?
• What strategically feasible goals do university managers and leaders want to achieve within each stage of the EMI reform process and at each level of the university?
• What are the means by which university managers and leaders will endeavour to ensure the success of each stage of the EMI reform process? Will university managers and leaders implement a range of strategies, such as: organising conferences and seminars, convening forums, sending out directives, enabling the conduct of teacher-researcher as well as manager/leader and student-researchers investigations, and distributing published reports?
• What are the key results university managers and leaders expect from each stage of the EMI reform process, and how will they make advantageous use of unanticipated, productive outcomes?
• What conditions – by way of their own power and influence, resources and funding – are university managers and leaders prepared to commit to ensure the success of each stage of the EMI reform process?
• What EMI policy and planning process are university managers and leaders committed to employing to ensure the success of each stage of the EMI reform process?

2. Planning for an EMI teacher-researcher action research project

Based on the research outcomes of this project, the UWS-STUST EMI team suggests an evidence-driven study, involving a combined three weeks of basic language skills training with one week of specialist EMI workshop training for STUST EMI academic staff, as a dynamic structure for a future project. The specific schedule for participants in the research would be:

a. Week 1 – UWS College
b. Week 2 – UWS College with 1 day to be conducted by UWS EMI team
c. Week 3 – UWS College with 2 days to be conducted by UWS EMI team
d. Week 4 – the whole week to be conducted by UWS EMI team
Outline of the proposed EMI action research project

Step 1. pre-workshop preparation

- One or two UWS EMI team members will visit STUST during the period when the STUST Language Centre is conducting the internal language training for the STUST EMI team. This is to observe STUST EMI team’s language proficiency and get to know STUST EMI policy, strategic plan and management system to inform UWS EMI team’s new round of program planning.
- UWS EMI team will then provide an initial program including a timetable indicating what will be covered throughout the 2015 EMI research project, and send it to STUST EMI team (led by Dafu Huang) for feedback.
- UWS EMI team will obtain from STUST, the profile of STUST participants (e.g. IELTS results, discipline, and their language training records from their stage 1 training at STUST), and observe some of the STUST language training sessions at UWS College (in week 1) to inform the readjustment of the EMI program plan.

Step 2. EMI workshop

Building on one week of language skills training with UWS College, STUST participants will experience a spiralling increase in time allocation for the EMI workshop training with the UWS EMI team (one day in week 2, 2 days in week 3 and 5 days in week 4).

- STUST participants will be organised in pairs or groups according to their English proficiency and their disciplinary knowledge. This aims to extend participants’ learning through peer scaffolding and mentoring.
- The workshop will use theory and practice combination mode. Specifically UWS team will provide them with theoretical knowledge of EMI, and them organise them to observe local EMI class. This is to make them see how theories and practice are related.
- The workshop will include an integration of the use of their Chinese Medium Instruction and English Medium Instruction. Language as a social practice theory will be introduced to them to help understand language and locality.
Step 3 Evaluation of the workshop and the participants’ achievement

• The STUST participants will prepare a mini-lesson based on the knowledge of EMI they have learned through observation and theoretical study during the workshop. They then will present their mini-lesson to their peers and the UWS and STUST EMI team for evaluation and feedback,

• STUST EMI participants with UWS and STUST EMI team will provide data to evaluate the workshop, and

• UWS EMI team will collaborate with the STUST EMI team and STUST participants to produce a practical EMI framework for implementation by STUST participants in their home Universities.

• All evaluation data will be used to inform further action research projects proposed by UWS EMI team in collaboration with the STUST team.
REFERENCES


Chief Investigator: Dr HAN Jinghe (Jing-her)

Dr Jinghe Han is a Senior Lecturer in the Centre for Educational Research, School of Education, University of Western Sydney. She teaches a sociology subject (Diversity, Social Justice and Equity) and is also an advisor in Academic Literacy for Master of Teaching students. She has an ongoing lecturing role in a ten-year program of research and teacher education with international students from Ningbo (Research Orientated School Engaged Teacher Education Program) and supervises a cohort of Higher Degree Research (HDR) students in this program. Her research interests and publications include: discourse analysis, bilingual teacher education, L1/L2 transfer, internationalization of HDR education, and research information literacy. She is on the Editorial Board of Asia Pacific Journal of Teacher Education and was a member of the Executive Committee of ATEA during 2011 and 2013.

Chief Investigator: Professor Michael Singh

Dr Michael Singh is Professor of Education and key researcher in the Centre for Educational Research, School of Education at the University of Western Sydney. In the field of English Medium Instruction, Professor Singh works with the concepts of post-monolingual language education and internationalizing education through knowledge exchange to generate and analyse relevant evidence from the literature.

In 2006, Professor Singh established Australia’s only Chinese-specific language teacher-researcher education program, the Research Oriented School Engaged Teacher-research Education (ROSETE) Program. In this program international students from China receive research training and teacher education to make Chinese for monolingual English speaking school students in western Sydney. The ROSETE Program is underwritten by an international university/industry partnership involving the University of Western Sydney, the Ningbo Municipal Education Bureau (China), and the New South Wales Department of Education and Communities (Australia), which over the course of a 10 year collaboration, is working to promote professional and institutional development through knowledge exchange and co-production, for mutual benefit through reciprocal, both-ways learning.

From 1998-2003, as Head of the Department of Language and International Studies (RMIT University, Melbourne), Professor Singh established the Globalism Institute, and led the formation of a Bachelor’s degree in International Studies with compulsory Language Studies major, and one semester international internship. From 1993-1998, as Head of Initial
Teacher Education at Central Queensland University, Professor Singh contributed to the Language and Culture Initial Teacher Education Program (LACITEP) through research into Asia literacy.

**STUST RESEARCH TEAM**

**Professor Dafu Huang**

Dr Dafu Huang is an Associate Professor in Applied Linguistics, Southern Taiwan University of Science and Technology. His research interests include theory and practice of English Medium Instruction, language testing and assessment, and statistics in applied linguistics research.