English Medium Instruction in Scandinavian Higher education: issues and controversies

Conference or Workshop Item

How to cite:

For guidance on citations see FAQs.

cc [not recorded]
https://creativecommons.org/licenses/by-nc-nd/4.0/

Version: Version of Record

Link(s) to article on publisher’s website:

Copyright and Moral Rights for the articles on this site are retained by the individual authors and/or other copyright owners. For more information on Open Research Online’s data policy on reuse of materials please consult the policies page.

oro.open.ac.uk
English-Medium Instruction in Scandinavian Higher Education: Issues and Controversies

Dr. Anna Kristina Hultgren
The Open University

English Medium Instruction: Global Views and Countries in Focus
Department of Education, University of Oxford

Wednesday 4 November 2015
Outline

• Definition of EMI
• EMI in European higher education
• Scandinavia: the EMI debate
• Conclusions: problems and solutions?
Definitions of EMI
EMI programs

Official language use

Mono/bilingual

De facto language use

Multilingual

Exogenous  Endogenous

(Söderlundh 2012; Hultgren et al. 2014; Preece and Martin 2009)
EMI programs

Official language use

Mono/bilingual

De facto language use

Multilingual
EMI programs

Official language use

De facto language use

EMI operationalised as:

1. Proportion of HEI offering English-taught programs
2. Proportion of English-taught programs
3. Proportion of students enrolled in English-taught programs

(Wächter and Maiworm 2014)
EMI in European higher education
EMI in European higher education

(Wächter and Maiworm 2014)
North-south divide in EMI

(Wächter and Maiworm 2014)
Scandinavia: the EMI debate
Scandinavia: the linguistic context

- Officially monolingual: Swedish, Danish, Norwegian
- English first foreign language
- English proficiency levels high

(European Commission 2012)
North-south divide in EMI

(Wächter and Maiworm 2014)
EMI debate in Scandinavia

Pro-national language

- Ministry of Culture
- Language Councils
- Intellectual left
- Far-right politicians
- Some researchers

Pro-English

- Ministry of Science and Education
- University administrators
- Right-wing and centre politicians
- Some researchers
EMI debate in Scandinavia

Pro-national language
- Ministry of Culture
- Language Councils
- Intellectual left
- Far-right politicians
- Some researchers

Pro-English
- Ministry of Science and Education
- University administrators
- Right-wing and centre politicians
- Some researchers

The affected?

(Jensen and Thøgersen 2011; Dimova et al. 2014; Hultgren et al. 2014)
Central to the solution to the challenges faced by universities is the concept of parallellingualism. The purpose of a parallellingual strategy is to ensure the opportunity for researchers, graduates and students to operate internationally, while continuing to develop a scientific language and terminology in all areas, which is usable in a Danish-medium context.

(Danish Ministry of Culture 2008: 47, my translation)
The parallel use of language refers to the concurrent use of several languages within one or more areas. None of the languages abolishes or replaces the other; they are used in parallel.

(Nordic Council 2007: 93)
EMI debate in Scandinavia

Pro-national language
- Ministry of Culture
- Language Councils
- Intellectual left
- Far-right politicians
- Some researchers

Pro-English
- Ministry of Science and Education
- University administrators
- Right-wing and centre politicians
- Some researchers
“Pro-English” policies: key words

Knowledge-Based Economy

Human Capital

Competition

Innovation

Internationalization

(Holborrow 2013)
"Pro-English" policies: key words

Knowledge-Based Economy

Human Capital

Competition

Innovation

Internationalization

(Holborrow 2013)
“Pro-English” policies: trickle down

Supranational
• OECD

National
• Ministry of Education

Institutional
• Internationalization strategies

(Holborrow 2013)
“Pro-English” policies

Deliberate EMI
Norway (Ljosland 2015)

Non-deliberate EMI
Denmark (Hultgren 2014)

(Costa and Coleman 2012; Hultgren 2014; Piller and Cho 2013)
Growth of EMI in European higher education

239% growth
(Wächter and Maiworm 2014)
Conclusion: is EMI a problem?

Yes
EMI is a ‘pandemic’
(Phillipson 2009)

Neutral
EMI is ‘still a rare option for the student population as a whole’
(Wächter and Maiworm 2014)

No
‘The international services must be strengthened’
(University of Copenhagen 2012)

The jury is still out…
…and don’t wait for it to come in!
Conclusion: solutions to EMI?

Pain relief  Cure
Conclusion: solutions to EMI?

Pain relief

• ‘Translanguaging’
• English language support
• Better preparation

Cure

• What education systems do we want?
• What is its role in the nation state and in the globalized society?
• What role should rankings and other performance indicators play?
• How can change be brought about in a globally interconnected system?

(Thøgersen et al. 2014; Klaassen 2010; Garcia and Wei 2013) (Piller and Cho 2013; Ricento 2012; Block et al. 2012)
Thank you!
Selected References


