

Bilingualism, EMI, & CEFR

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Bilingualism, EMI, & CEFR

Some hidden agenda for this webinar

1. Taiwan government announced that Taiwan will become **a bilingual country in 2030**.
2. Taiwan Ministry of Education (MOE) proposed **EMI (English as a Medium of Instruction) for institutions in higher education** in Taiwan to make universities here more competitive globally to attract talents from all over the world.
Hence, **recruitment of foreign students** as a solution to the increasing shortage of students.
3. **English ability** is regarded as an indicator of a nation's competitiveness in the world.

Development Blueprint for Bilingual Country in 2030

Twofold Objectives of Taiwan's Bilingualism

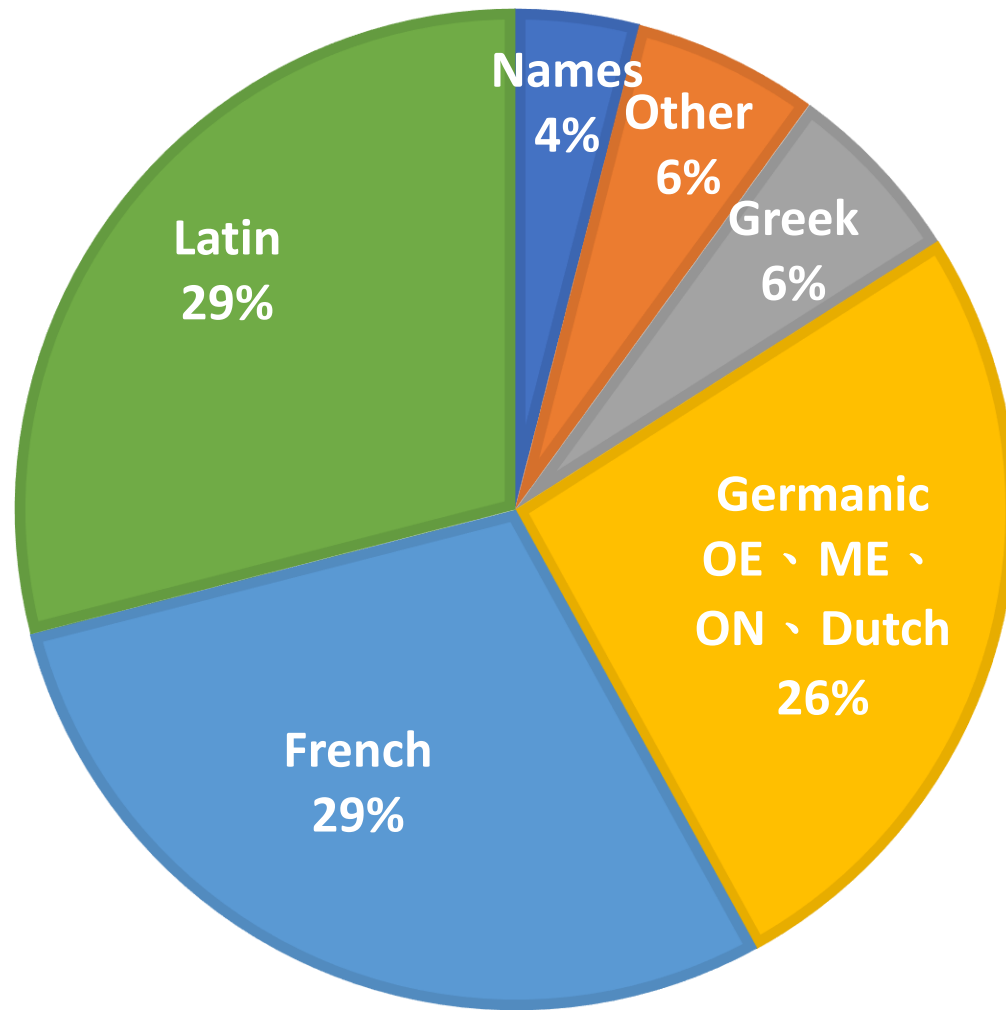
1. English ability of Taiwan nationals (厚植國人英語力):
全面強化國人運用英語聽說讀寫的軟實力
2. Raising national competitiveness (提升國家競爭力):
提高人才國際移動力及產業競爭力

KPI: 2024 25% CEFR B2; 2030 50% CEFR B2



English, a hybrid language

components of
the English
language (see
the pie chart)



Perception of English

English in the Past

Quote from *The Tempest*

Caliban (speaking to Prospero)

“You taught me language; and my profit on’t / Is, I know how to curse. The red plague rid you/For learning me your language” (I, ii, 363-65).

English: hierarchy, representing social status, power relationship



Perception of English (con.)

English Today

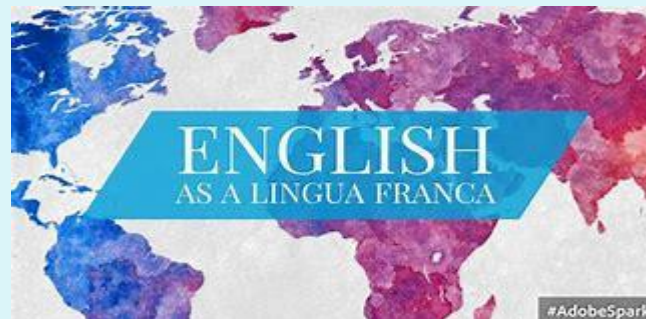
Ownership: **Who owns English?**

English as **a lingua franca** (ELF)

The world has a common language of problem-solving; English represents hope for a better life.

English as a second language (ESL)?

English as a foreign language(EFL)?



Jennifer Jenkin

Explores the **global challenges** presented by **ELF** and their **implications** for **policies and practices** **English language**

Having an **ELF approach** involves:

1. Developing accommodation skills even when they result in “**non-standard**” forms.
2. Familiarizing learners with **a wide range of Englishes**

Awareness-raising: English is only **international** to the extent that it is **not native English speakers’ language**. . . . Other people actually own it.

Not the Queen's English

(Mar 7th, 2005)

Non-native English-speakers now outnumber native ones
3 to 1. And it's changing the way we communicate.



The Triumph of English

A world empire by other means

(Dec 20th, 2001)

The new world language seems to be good for everyone—except the speakers of minority tongues, and native English-speakers too perhaps IT IS everywhere.



ELF (World Englishes)

The widespread use of English as a language of wider communication will continue to exert pressure towards **global “declining” standards**, language change and the loss of geolinguistic diversity.

But **as English shifts from foreign-language to second-language status** for an increasing number of people, we can also expect to see **English develop a larger number of local varieties.**

result of glocalization

ELF (World Englishes)

Tensions arise because English has two main functions in the world: it provides a vehicular language for international communication and it forms the basis for constructing cultural identities. The former function requires mutual intelligibility and common standards. (Here comes **CEFR**). The latter encourages the development of local forms and hybrid varieties.

ELF (World Englishes) Implication in English Teaching

English in its new global form and **the end of “English as foreign language”**

67 nations have English as the primary language of
“official status.”

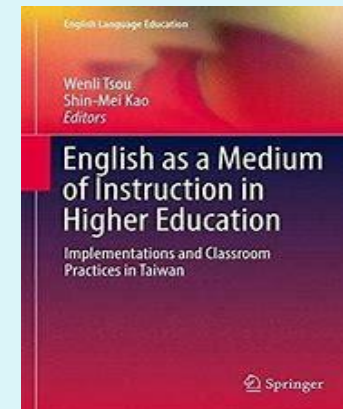
27 countries where English is spoken as a second
“official” language.



ELF (**World Englishes**) Implication in English Teaching

Further development in English teaching:

1. lowering the age of English learners to **primary level**
2. **EMI** for institutions in higher education



The Future of English

by David Graddol



 The
British
Council

The Future of English?

A guide to forecasting the popularity of the
English language in the 21st century

David Graddol

First published 1997
© The British Council 1997, 2000

English Next by David Graddol



Why global English
may mean **the end of**
"English as a Foreign
Language"

(in 2006)

Perception of English (con.)

How do we **perceive** (or conceive) the English Language? The perception has much to do with what we do with English.

English as a discipline, a subject? (literature)

or

English as a vehicle, a tool? (EMI)

Where should English be placed in the **taxonomy of knowledge?**

Bilingualism, EMI, & CEFR

Bilingualism:

Word root: Latin *lingua*, meaning “tongue, language” ; the adjective **prefix bi**, meaning “two,” the adjective **suffix al**, meaning “of the form or character of”

Bilingualism (or Multilingualism) is the phenomenon of **speaking and understanding two or more languages**. The term can refer to **individuals** (individual bilingualism) as well as to **an entire society** (social bilingualism).

—*English Language Smart Words*



Bilingualism, EMI, & CEFR

Bilingualism--Dr. Richard Nordquist--professor emeritus of rhetoric and English at Georgia Southern University) :

the ability of an individual or the members of a community **to use two languages effectively.**

("56% of Europeans are bilingual, while 38% of the population in Great Britain, 35% in Canada, and 17% in the United States are bilingual," statistics referenced in "Multicultural America: A Multimedia Encyclopedia.")



Bilingualism, EMI, & CEFR

bilingualism (by Merriam-Webster)

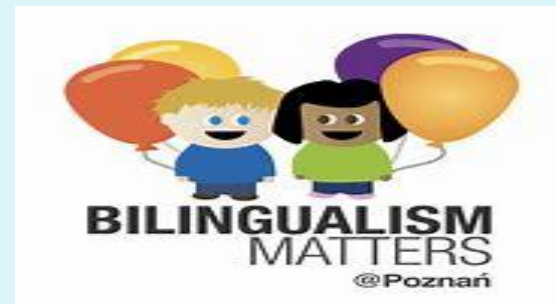
1. the **ability to speak two languages**
2. the **frequent use** (as by a community) **of two languages**
3. the **political or institutional recognition of two languages**



Bilingualism, EMI, & CEFR

Bilingual (by Cambridge English)

- able to use two languages equally well
- (of a group or place) using two languages as main languages
- written, created or done using two languages



Bilingualism, EMI, & CEFR

EMI—Wikipedia

Teach in English, not teach English

An English-medium education system is one that **uses English as the primary medium of instruction**—particularly where English is not the mother tongue of the students. Initially this is associated with **the expansion of English** from its homeland in England to the rest of Great Britain and Ireland, beginning in the sixteenth century. The rise of **the British Empire** increased the language's spread to British Colonies and in many of these it has remained **the medium of instruction**.



Bilingualism, EMI, & CEFR

EMI—Wikipedia

The increased economic and cultural influence of **the United States** since World War II has also furthered **the global spread of English**, as has the rapid spread of Internet and other technologies. As a result, in many states throughout the world where English is not the predominant language there **are English-medium schools**. Also **in higher education**, due to the recent trend towards **internationalization**, an increasing number of degree courses, particularly at Master's level, are being taught through the medium of English.

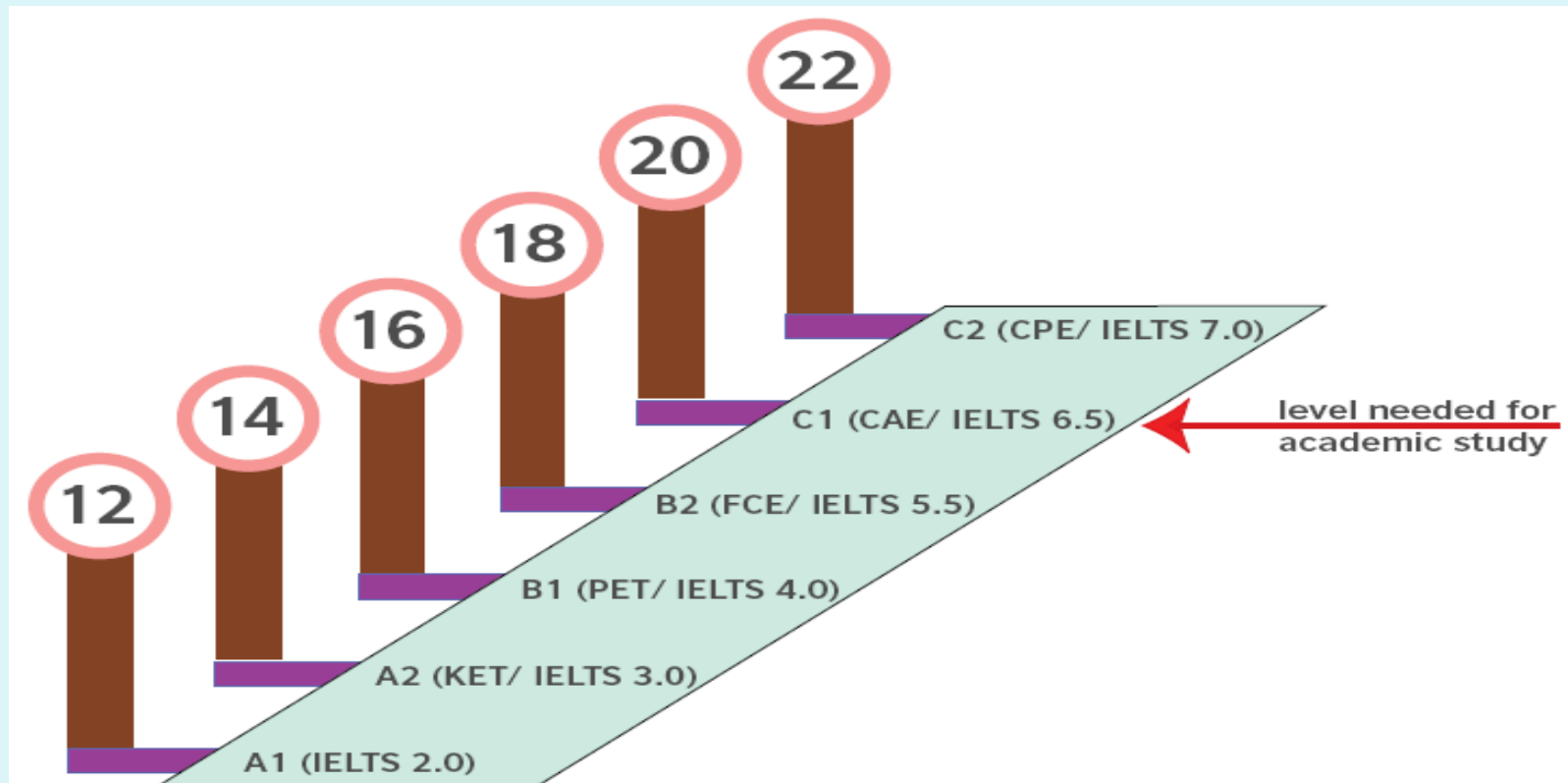
Bilingualism, EMI, & CEFR

- Quite a few number of teachers around the world who **provide English Medium Instruction (EMI)** in higher education, in which the English language is used to teach academic subjects (other than English itself) in countries where the first language is not English.
- A number of studies found that **social sciences** and **natural sciences** are **the most represented disciplines with EMI teachers in higher education.**
- Can **EMI** deal with Humanities, such as History, Philosophy? The limitation of **EMI practice**?

The “World English Project” & CEFR

Traditionally, English belonged to the “foreign languages” curriculum in secondary school and was typically taught from the age of 11 or 12. The age-proficiency relationships, which the traditional EFL model was expected to generate, is shown in the “escalator.” Each step on the escalator matches an age (shown in the circle) against an expected level of proficiency, as expressed in three currencies: the Common European Framework of Reference (CEFR), the relevant Cambridge ESOL exam, and an IELTS level.

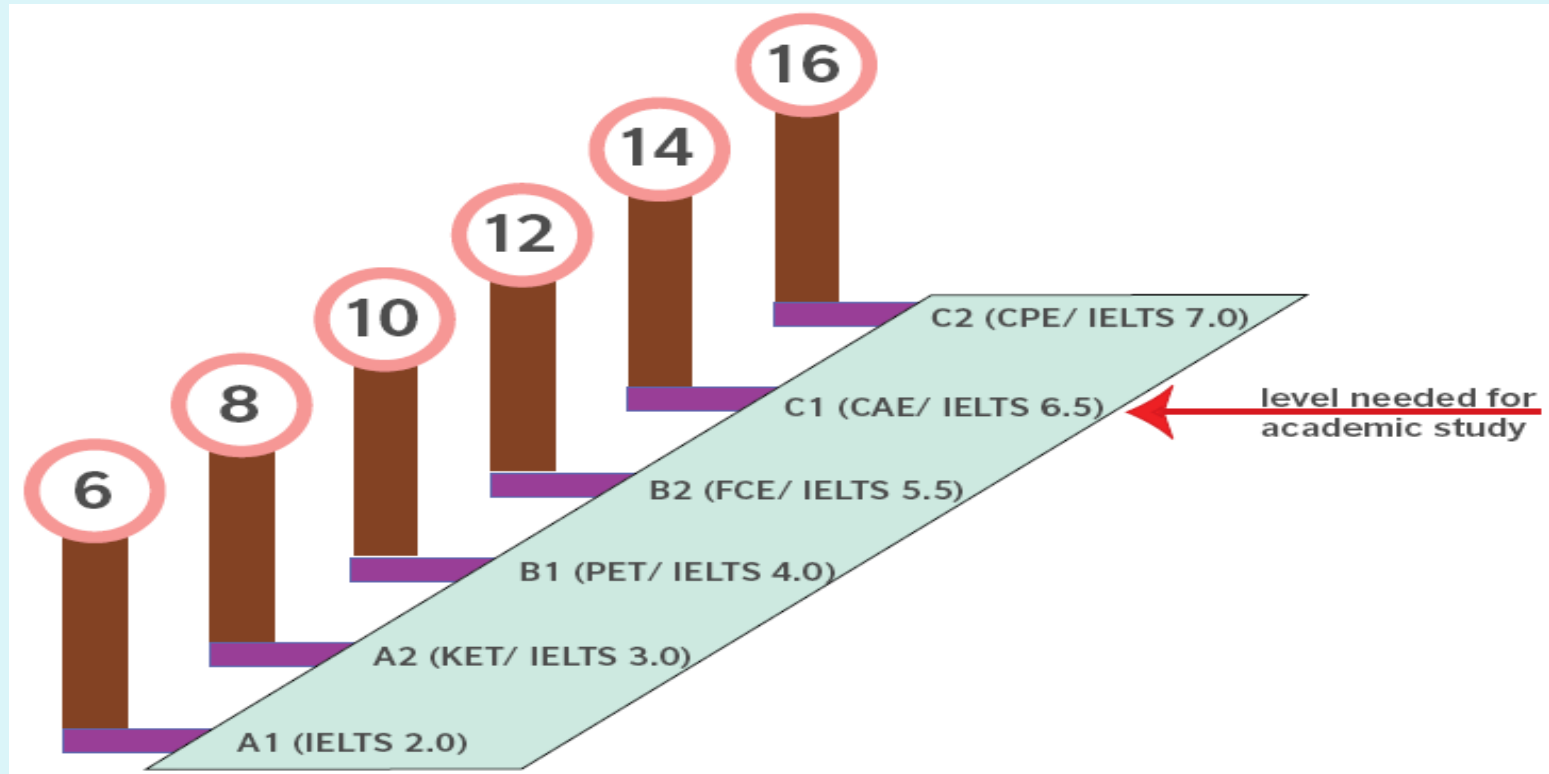
Traditional Model of English Learning



Desirable age-proficiency levels in the traditional EFL curriculum.

(*English Next*, P.97)

A New Orthodoxy has Emerged



Idealized age-proficiency levels in the global English curriculum. In this model, English learning has become “mission-critical.” (*English Next*, P.97)

CEFR

What does **CEFR** stand for? Cf. **US currency**

It refers to **the Common European Framework of Reference for Language: Learning, Teaching, Assessment**

A guideline used **to describe achievements of learners of foreign languages across Europe** and, increasingly, in other countries. In November 2001, a European Union Council Resolution recommended using the CEFR to set up systems of validation of language ability.

The **six reference levels (A1, A2, B1, B2, C1, C2)** are **becoming widely accepted** as the European standard for grading an individual's language proficiency.

CEFR

“Can Do” Statements of CEFR for each level

In order to make examination results easier to understand, ALTE (Association of Language Testers in Europe) members have developed a series of 'Can Do' statements for each of the **CEFR levels (from A1 to C2)**.

These statements **describe what language users can typically do** with the language at different levels and in different contexts (general, social & tourist, work, study).

Thank you for your attention.

