Communication in the Global Era & Translanguaging

Foreign Language Acquisition & Communication II

Class 7

Pre-class questions

1. What language(s) do you use in the EMI classes? How about the lecturers?

2. How would you interpret your own class performance in the EMI classes you are taking/have taken?

3. What do you think the lecturer uses a language other than English in the EMI classes?

EMI = English-medium instruction

Neoliberalism

- Ideology and policy model that emphasizes the value of free market competition (Britannica https://www.britannica.com/topic/neoliberalism)

- Neoliberal ideology: linking economic benefits with English proficiency ⇒ *Neoliberal communication competence*

- Exclusively focusing on English!

- Promoting standardization of native-centered English

- Monolingual approach; ignoring diversity of *Englishes* developed through escalating a mobility of people, goods, and information.

- The gap between policy and reality: English *communication competence* which is measurable by tests: grammar, vocabulary, listening comprehension, reading comprehension ⇒ strategic competence, attitudes towards communication, interactional competence including interpersonal and intercultural understanding (≒ mutual understanding)

Assessment emphasizing communication

- [Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) - Common European Framework of Reference for Languages (CEFR)](#)

- *Can-do*-lists: I can _____ in English.
  - The *can-do*-item should reflect what students have learnt in the unit.
  - Grammatical knowledge should be reflected in the can-do-item.
  - There are many ways to complete the *can-do*-item. ⇒ Students may not use a target grammar to meet the requirement.
  - Talk about your childhood.⇒ A target grammar: past tense
    - I was very active. I like to play outside that time. ⇒ Still communicative with the time phrase (i.e., that time)?!
    - Grammatical accuracy ✘ Communication○??

- Conflation of the linguistic knowledge which could be measured by the test and the communication competence.

Government course guidelines [学習指導要領 / *Gakushu-shido-yoryo*]

- English is a necessary skill to survive the global society.
- All Japanese should be proficient in English.

IDEOLOGY: This is what people believe in society!

- Global Human Resources (グローバル人材/*Gurobaru jinzai*)
  - Factor I: Linguistic and communication skills
  - Factor II: Self-direction and positiveness, a spirit for challenge, cooperativeness and flexibility, a sense of responsibility and mission
  - Factor III: Understanding of other cultures and a sense of identity as a Japanese

Internationalization of higher education (HE) in Japan

- Global trend of internationalisation of Higher Education (HE)

- Key strategy: recruiting international students (Maringe, 2010)

- 2008: 300,000 International Students Plan
  - → with aiming to accept up to 300,000 students from overseas by the year 2020 (MEXT, 2008)
  - ➢ 2009: Global 30: fund 13 select universities
  - ➢ 2014: Top Global University Project: fund 30 universities

English-medium instruction (EMI)

- Working definition: "the use of the English language to teach academic subjects other than English itself in countries or jurisdictions where the first language of the majority of the population is not English" (Macaro, 2018, p. 18)

- The primary focus is on learning academic knowledge, but not a language.

English-medium instruction (EMI) in Japanese universities

➢ Increase English-medium instruction (EMI) courses and programs (Dafouz & Smit, 2016; Macaro, 2018; Macaro et al., 2018)

➢ Global 30 & Top Global University Project
   → Removing language barriers: No Japanese required
   → allowing international students to obtain degrees in English only

➢No Japanese required

Another aim: improving Japanese students' English proficiency (Brown, 2017)

EMI impact

Positive

- Student diversity → Exposure to different Englishes
- Intercultural communication

Negative

- Language challenges→promoting L1 use
- Classroom culture: student-centered approaches

Muguruza, B., Cenoz, J., & Gorter, D. (2020). Implementing translanguaging pedagogies in an English medium instruction course, *International Journal of Multilingualism*, DOI: 10.1080/14790718.2020.1822848

1. What is the research purpose?

2. How do they address the research questions?

3. What did they find?

Translanguaging in the English-taught program

Does translanguaging work in the ETP context?

References

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