

# Complexity of Language Choice and Practice in EME: Revisiting the 'E' from ELF and the 'Trans' from Translanguaging

## 全英文教育中语言选择和实践的复杂性： 重新审视英语通用语中的“E” 与超语现象中的“trans”含义

Dr Fan Fang  
College of Liberal Arts  
Shantou University

[ffang@stu.edu.cn](mailto:ffang@stu.edu.cn)

方帆博士  
汕头大学文学院  
副教授

# Outline 概述

- **Background of EME**  
全英文教育的背景
- **ELF, Translanguaging and EME**  
英语通用语、超语与全英文教育
- **Food for Thought 启发**





# Promotion of EME 全英文教育推广

- English has been regarded and is functioned as a lingua franca (ELF) facilitating communication among people from different lingua-cultures (Jenkins, 2014; Seidlhofer, 2011);

英语一直被视为一种国际通用语（ELF），是来自不同语言文化背景的人群进行交流与沟通的有效工具。（詹金斯，2014；塞得霍弗尔，2011）

- A growing number of undergraduate (postgraduate) courses offered by tertiary institutions is required to be conducted in English or other foreign languages in China (MOE, 2007).

在中国，越来越来的高校本科（研究生）课程要求使用英语或其他外语授课。（教育部，2007年）

# Internationalisation and EME

## 国际化与全英文教育

- Internationalisation: ‘the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of HE at the institutional and national levels’ (Knight, 2008: 21).

国际化：“从院校和国家层面，将国际、跨文化或全球化视角融入高等教育的目的、功能和开展过程中”。（奈特，2008：21）



# Adoption of EME 全英文教育的开展

- The characterisation of EME ‘focuses on English-medium education because of the particular role that English plays both as an academic language of teaching and learning as well as a means of international communication’ (Dafouz & Smit, 2016, p. 399)

全英文教育的主要特点：“鉴于英语作为学术教学语言和国际交流工具的特殊作用，使用英语作为教学语言”。（达福斯、斯密特，2016，第399页。）

- ... the adoption of EME as a reform to promote the internationalisation of higher education in China, including the key reason for university rankings (Hu & Lei, 2014; Jenkins, 2014;).

开展全英文教育是中国高等教育国际化发展战略的改革举措之一，其重要作用之一是可以提升院校排名。（胡、雷，2014；詹金斯；2014）





# Features of EME in China and beyond

## 国内外全英文教育的特点

- courses taught by young faculty members;  
课程主要由年轻教师教授;
- the use of textbooks published by Anglo-American universities;  
采用的教材多由英美院校出版
- different English proficiency levels of teachers and students;  
师生的英语语言水平参差不齐
- concerns about students' English proficiency  
对学生英语水平欠佳的担忧

# Challenges of EME

## 全英文教育面临的挑战

- shortages of qualified teachers and instructional materials;  
符合资质要求的教师 and 教学材料不足;
- absence of a sociolinguistic environment conducive to EMI;  
缺乏有利于全英文课程建设的社会语言环境;
- exam-oriented ELT situation;  
考试导向的英语教学环境
- lack of language support;  
缺乏足够的语言支持;
- complexity of language policy and language practice  
语言政策和语言实践的复杂性
- ...  
其他

(Fang, 2018; Galloway & Ruegg, 2020; Hu & Alsagoff, 2010)

(方, 2018; 加洛韦、鲁格, 2020; 胡、阿尔萨戈夫, 2010)

# The Gap 现状与问题

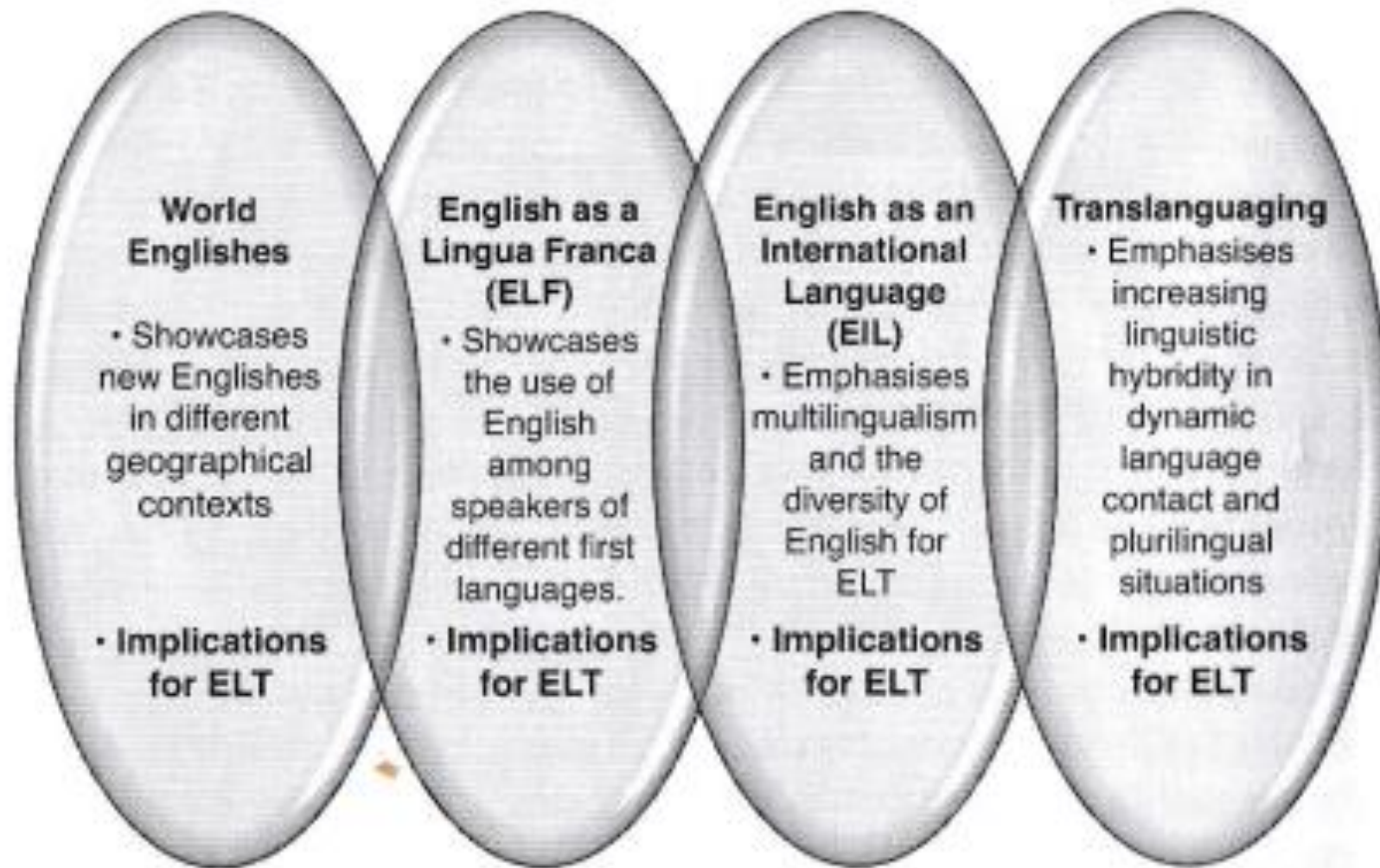
- The ELT field today still largely focuses on 'native' ideology, particularly in many expanding circle settings. Awareness of GE/ELF is generally lacking in EME practices (Rose & Galloway, 2019; Fang & Ren, 2018).

今天的英语教学领域仍然据守“英语本族语”的意识形态，这种现象在扩展圈国家/地区尤为明显。在全英文教育实践中，对通用英语/英语通用语的认识普遍不足。（罗斯、加洛韦，2019；方、任，2018）

- To a large extent, the ELT world today generates a 'false image' between the local and the global and create an 'invisible hierarchy' between the 'Centre' and the 'Periphery' (Lippi-Green, 2012).

从很大程度上来说，如今的英语教学在本土和国际社会之间营造了一种假象，导致使用英语的“中心圈”与“外围圈”国家/地区之间形成了“隐形的等级划分”。（里皮-格林，2012）





*Figure 1.1* The Global Englishes paradigm

# ELF and Translanguaging

## 英语通用语与超语

- English as a Lingua Franca (ELF) is used to refer to ‘any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option’ (Seidlhofer, 2011: 7);  
英语作为一门国际通用语，是指“母语不同的人群使用英语进行交流的功能。对他们而言，英语是可供选择的一种沟通媒介，通常也是唯一的一种选择。”（塞得霍弗尔，2011：7）
- Translanguaging has been adopted to describe bi/multilingual speakers’ complex language practices; it also embraces code-switching, L1 use, multimodal and further trans-semiotic practices (García & Li, 2014; Li, 2018)  
“超语”一词系指双语/多语种人群复杂的语言实践现象，涉及语言代码转换、母语使用、多模式及跨符号等复杂语言行为。

# ELF and Translanguaging

## 英语通用语与超语

- Challenging native-speakerism ideology (Kubota, 2020; Kumaravadiweru, 2016);  
是对本族语主义意识形态的挑战; (久保田, 2020; 库玛拉瓦迪韦鲁, 2016)
- Re-addressing the issue of 'coloniality', power and linguistic racism in ELT (De Costa, 2020; Dovchin, 2020);  
应对英语教学中的“殖民性”、权力与语言种族主义等问题; (德·科斯塔, 2020; 德钦, 2020)
- Recognising speakers' L1 and other multilingual and multimodal resources to empower language learning (Fang, 2020; Jenkins, 2014; Rose & Galloway, 2019)  
认识到母语资源和其他多语种、多模式教学资源的重要性, 对语言学习起到推动作用。  
(方, 2020; 詹金斯, 2014; 罗斯、加洛韦, 2019)



# Questions 思考

- To what extent should EME based on the model of standard English? – Should *ELF* play a role in EME?  
全英文教育应该在多大程度依赖标准英语模型？英语通用语应在全英文教育中扮演角色吗？
- To what extent should language choice and practice of EME based on the English only ideology? – should *translanguaging* play a role in EME?  
全英文教育的语言选择和实践应该在多大程度上遵循“唯英语”思路？——*超语*是否应在全英文教育中发挥一定作用？

# Food for Thought 启发

- Does it mean that mastery of English only would naturally lead to optimal outcomes in terms of content subject learning and enhancement of English language proficiency in EME?

掌握好英语就意味着自然会达到学科内容学习和英语能力提升的最佳效果?

# Food for Thought 启发

- The adoption of English as a language of instruction should be contextualised as language policy makers should reconsider the feasibility and availability of the necessary resources for EME and understand L1s and local cultures as resources in order to promote ELF-informed and translanguaging pedagogies in EME (Kirkpatrick, 2016; Tollefson & Tsui, 2004).

全英文课程建设应充分考虑当地的具体教学环境，而语言决策者应重新审视全英文教育相关资源的可用性，且将母语和本土文化视为重要的教学资源，以期在全英文教育实践中合理融入英语通用语和超语教学法。（基科帕特里克，2016；托尔夫森、崔，2004）



# Towards an ELF and Translanguaging-oriented EME

## 英语通用语与超语导向的全英文教育

- More bottom-up voices and micro-level practices should be recognised with macro-, meso- EME policies;  
在宏观和中观决策过程中，应更加重视自下而上的意见反馈和微观教学实践；
- More systematic and contextualised ELF-informed and translanguaging pedagogical strategies should be developed;  
探索系统化、因地制宜的教学策略，并合理参考英语通用语和超语教学法；

# Towards an ELF and Translanguaging-oriented EME

## 英语通用语与超语导向的全英文教育

- More dynamic cultural and linguistic repertoires of students across contexts should be embraced;  
鼓励培养学生不同背景下的文化和语言技能;
- More language support in EME through EAP and ESP programmes...  
通过学术英语/专门用途英语课程为全英文教育提供更多语言支持。

(Dafouz & Smit, 2016; Fang, 2018; Jenkins & Mauranen, 2019; Tian & Shepard-Carey, 2020)

(达蝠斯、斯密特, 2016; 方, 2018; 詹金斯、毛拉宁, 2019; 田、谢泼德-凯里, 2020)

# Selected References

## 参考文献

- Dafouz, E., & Smit, U. (2016). Towards a dynamic conceptual framework for English-medium education in multilingual university settings. *Applied Linguistics*, 37(3), 397-415.
- De Costa, P. (2020). Linguistic racism: its negative effects and why we need to contest it. *International Journal of Bilingual Education and Bilingualism*, 23(7), 833-837.
- Dovchin, S. (2020) Introduction to special issue: linguistic racism, *International Journal of Bilingual Education and Bilingualism*, 23(7), 773-777.
- Fang, F. (2018). Review of English as a medium of instruction in Chinese universities today: Current trends and future directions. *English Today*, 34(1), 32-37.
- Galloway, N. (2017). *Global Englishes and change in English language teaching*. Abingdon: Routledge.
- García, O., & Li, W. (2014). *Translanguaging: Language, Bilingualism and Education*. Basingstoke: Palgrave Macmillan.
- Hu, G., & Lei, J. (2014). English-medium instruction in Chinese higher education: A case study. *Higher Education*, 67, 551-567.
- Jenkins, J. (2014). *English as a Lingua Franca in the International University: The Politics of Academic English Language Policy*. Abingdon: Routledge.
- Jenkins, J., & Mauranen, A. (2019). *Linguistic Diversity on the EMI Campus*. Abingdon: Routledge.
- Kubota, R. (2020). Confronting epistemological racism, decolonizing scholarly knowledge: Race and gender in applied linguistics. *Applied Linguistics*, 41(5), 712-732.
- Kumaravadivelu, B. (2016). The decolonial option in English teaching: Can the subaltern act?. *TESOL Quarterly*, 50(1), 66-85.
- Lei, J., & Hu, G. (2014). Is English-medium instruction effective in improving Chinese undergraduate students' English competence? *International Review of Applied Linguistics in Language Teaching*, 52(2), 99-126.
- Rose, H., & Galloway, N. (2019). *Global Englishes for Language Teaching*. Cambridge University Press, Cambridge.
- Seidlhofer, B. (2011). *Understanding English as a Lingua Franca*. Oxford: Oxford University Press.
- Tian, Z., & Shepard-Carey, L. (2020). (Re)imagining the future of translanguaging pedagogies in TESOL through teacher--researcher collaboration. *TESOL Quarterly*. <http://dx.doi.org/10.1002/tesq.614>
- Tollefson, J.W., & Tsui, A.B.M. (2004). *Medium of Instruction Policies: Which Agenda? Whose Agenda?*. Mahwah: Lawrence Erlbaum Associates.