



第21届中国国际教育年会 —— CACIE 2020 ——

English Medium Education research: what do we know so far and what do we still need to do?

全英文课程的研究： 我们目前知道什么，我们还需要做什么？

Ernesto Macaro
University of Oxford

埃内斯托·马克罗，牛津大学



英国文化教育协会
英国大使馆文化教育处



中国教育国际交流协会

CHINA EDUCATION ASSOCIATION FOR INTERNATIONAL EXCHANGE

A definition of EMI

全英文授课的定义

- **The *use of the English language* to teach *academic subjects* (*other than English itself*) in countries or jurisdictions in which the majority of the population's first language is not English**

在多数人口母语为非英语的国家或地区，使用英语教授各学科（英语学科除外）

Controversial!
颇有争议!



What subjects classify as EMI?

全英文授课包括哪些科目?

‘Hard-core EMI’ (e.g.) 全英文授课--硬课程 (举例)

- Physics 物理
- Engineering 工程学
- Geology 地质学
- Geography 地理
- Economics 经济学
- Sociology 社会学
- Mathematics 数学
- International relations 国际关系
- Politics 政治
- Medicine 医学
- Law 法律

‘Soft EMI’ (e.g.) 全英文授课--软课程 (举例)

- International business 国际商务
- Internet studies 互联网研究
- Journalism studies 新闻学
- Applied linguistics 应用语言学
- English philology?? 英语语言学??
- Anglophone literature?? 英语语系文学??
- TESOL?? 对外英语教学??

Drivers for EMI growth: 全英文授课的发展动力：

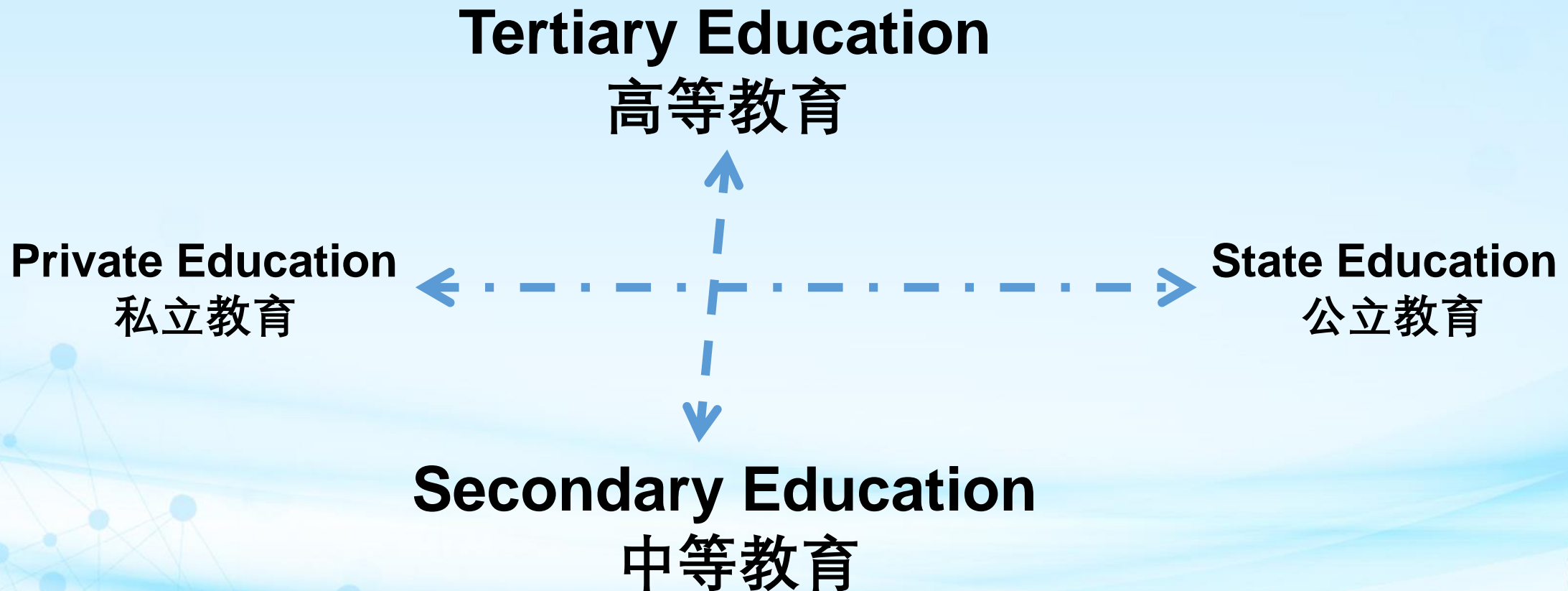
- increasing the **international profile** of the institution;
提升教学机构的**国际知名度**
- **increasing** a university's **income** by attracting international students and/or compensating for falling domestic enrolment;
吸引国际留学生或弥补国内下滑的入学率， **增加高校创收**

Drivers for EMI growth: 全英文授课的发展动力：

- improving **students' English** proficiency;
提高**学生的英语水平**;
- enhancing home **student mobility**; Seven million students studying away from their home country by 2025? English as the international lingua franca of academia increases
增强本土**学生的流动性**；到2025年，预计将有700万学生选择出国留学？英语正逐渐成为学术界的国际通用语言；
- using English as a '**neutral language**' in contexts where the national language(s) is/are in dispute.
在民族语言有争议的情况下，英语可作为“**中立语言**”使用。



Relationships and Influences 关系和影响



- **Growth** of EMI in HE is evident **in all geographical areas of the world.**
全球各地高校的全英文授课规模明显扩大
- Implementation: **top-down policy** driven
实施：自上而下的政策推动

- switching the MOI to English 'is a **relatively simple and cheap solution** to both the problems of internationalisation and upgraded local language proficiency'

将授课语言转变为英语是解决国际化问题和本土语言升级问题的一项简单经济之举。

- Hamid, Nguyen & Baldauf 2013
参见Hamid、Nguyen & Baldauf (2013)

What are the different models of EMI currently being developed? 当前实行的全英文授课有哪些不同模式?

The Preparatory
Year Model
预备学年模式

The Institutional
(concurrent)
Support Model
院校（并存）支
持模式

The Pre-
institutional
Selection Model
院校预选择模式

The Multilingual
Model
多语种模式

Countries (or Institutions) need to first decide: 国家（或院校）首先需要确定：

- Why do we want to **introduce/increase** EMI?
为什么要**引入/增加**全英文教学？
- What **model of EMI** is the most appropriate for us?
哪种全英文**授课模式**最适合我们？
- What is the current **expertise available**?
当前**具备的专业技能**有哪些？
- What **level of resourcing** are we prepared to dedicate to EMI?
我们准备为全英文授课模式投入**多少资源**？
- What is **the research** telling us?
质量保障体系研究对我们有什么启示？

Summary of research to date

既往研究总结

- Research is **dominated** by teacher and/or student **beliefs and attitudes** (e.g. Wang, Yu & Shao 2018; Yuan, Chen & Peng 2020)
研究多以师生**观点和立场为主**（如 Wang, Yu & Shao 2018; Yuan, Chen & Peng 2020）
- Some research on **classroom interaction** (Hu & Duan 2019; Macaro, Tian & Chu 2020) but still limited in scope
部分研究涉及**课堂互动**（Hu & Duan 2019; Macaro, Tian & Chu 2020），但范围有限

Summary of research to date

既往研究总结

- Very little research on **impact of EMI** on: (1) improving students' English proficiency. (2) content learning.

关于**全英文授课影响**的研究很少：(1) 提高学生的英语水平。
(2) 内容学习

- **cost-benefit evaluation** difficult.
投入成效难以评估。

Summary of Research to date

既往研究总结

- **Teacher/student beliefs, positive motivations** are:
师生观点, 正面反馈包括:
- compensating lack of resources in L1;
弥补第一语言学习资源匮乏的问题;
- improving English of home students;
提高本土学生的英语水平;
- opportunities to study abroad;
获得出国留学的机会;

Negative reactions: 负面反馈:

- levels of English **proficiency too low** for students to thrive;
学生**英语水平低**，跟不上课程；
- The creation or consolidation of **socio-economic elites/anti-egalitarian** outcomes for students;
在学生群体中产生或加强**精英主义/反平等主义**的现象；
- additional workload for teachers;
为教师带来额外的工作负担；
- lack of teacher professional development and support.
教师群体缺少专业发展支持。

Summary of Research to Date

既往研究总结

- Too many **case studies of single institutions**. Almost total absence of any comparative studies among institutions in the same country (but see Sahan 2020)
针对单所高校的研究案例过多。同一国家高校之间的横向对比研究几乎空白（不过请参阅 Sahan, 2020）。
- Not enough studies of **comparisons between countries**.
国家之间的比较研究不足。

Future Research....

未来研究方向

- We need more studies which document **transition from secondary education to HE** (especially as undergraduate EMI is increasing) (see Macaro et al 2020; Evans & Morrison 2011)

我们需要针对**中等教育到高等教育的转变**这一课题做进一步研究（尤其是在高校全英文授课逐渐增加的背景下）（参见Macaro等，2020；Evans & Morrison，2011）。



Future Research: 未来研究方向:

- **More classroom interaction** in HE needed
需要进一步增强高校课堂互动
- The relationship between quality of interaction and language proficiency is under-researched
互动质量和语言水平之间的关系研究不足

Future research: 未来研究方向:

- Teacher and student proficiency
教师和学生的英语水平
- The concept of '**proficiency needed to teach through EMI**' is not clear.
全英文授课对**师生英语水平要求**尚无明确定义。

Big statement! (SLA & Education)

重点说明! (第二语言习得 & 教育)

- **interaction** between teacher and learners and among learners is probably **the most significant pedagogical resource** which contributes to learning.

师生之间和学生内部的**互动**可能是**最重要的有效教学手段**。

INTERACTION

互动

quality of interaction might consist of: 高质量的师生互动 可能包括:

- A high **variety of teacher language functions** instead of limited language functions;
多种多样的教师语言功能（教学语言），而非很有限的语言功能；
- **Extended I-R-F sequences** instead of rigid ones;
灵活的提问—回答—反馈流程，而非是固定死板的顺序；
- Teacher **question types** that require **high level cognitive responses** not low-level demonstrations of knowledge already shared;
教师的提问须能引发高层次的认知反应，而非对公共知识进行低层次的简单展示；
- **Long student turns** instead of short ones to allow the student to express higher level concepts;
延长留给学生的回答时间，让他们能表达出更高层面的概念；
- Students **using verb phrases** instead of single words (usually nouns)
鼓励学生使用动词词组，而非单个词（通常是名词）；
- **Sufficient wait time** to allow the thinking processes to occur prior, during, and after the student turn.
在学生陈述前后和陈述过程中，留出足够时间让学生去思考。

The EMI Phenomenon to Date

目前全英文授课的现状

Impressionistic assessment:

整体评价:

- 95% of EMI research is published in 'Applied Linguistics' Journals
95%的全英文授课研究成果发表于应用语言学期刊
- 98% of EMI research authors have an applied linguistics background
98%的全英文授课研究作者都有应用语言学背景
- 95% presenters at EMI conferences have a background 😊
参加全英文授课研究大会的演讲者95%都有.....背景😊
- Almost all 'EMI Professional Development Providers' have a language background
几乎所有的全英文授课专业发展培训主体都是语言院校
- 99.9% of EMI content classes are taught by 'non-linguists'
99.9%的全英文授课内容课堂由非语言学专业人士讲授



Future research: 未来研究方向:

- **Collaboration** between language experts and content specialists for **professional development** (Macaro, Akincioglu & Dearden 2016; Pavon-Vasquez et al 2015)
语言专家和-content专家之间**合作**，共同推动**专业发展** (Macaro, Akincioglu & Dearden 2016; Pavon-Vasquez et al, 2015)

Collaboration on equal terms? 平等合作?

Future Research: 未来研究方向:

- EMI Teacher Professional Development
全英文授课教师的专业发展
- What approach works best?
哪种方法最有效?
- Does it depend on who “owns” the Professional Development?
其成效是否取决于参加专业进修的个人?



Future Research 未来研究方向

- **Collaboration** between language experts and content specialists For **RESEARCH**
语言专家和-content专家**合作研究**

- THANK YOU FOR LISTENING/VIEWING/PARTICIPATING....
感谢听讲/观看/参与.....
- AND STAY SAFE!
注意安全!