



英国文化教育协会
英国大使馆文化教育处

In partnership with



中国教育国际交流协会
CHINA EDUCATION ASSOCIATION FOR INTERNATIONAL EXCHANGE

Supported by



The 2020 International Symposium on Quality Assurance of
English Medium Higher Education (EMHE)

Symposium 2: EME Research in Higher Education

Summary – Round Up John Knagg FAcSS

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19 November 2020

EMHE Symposium 2- Research

1. Ann Veitch. British Council. EMHE literature review.
2. Fang Fan. Shantou U. English as ELF & translanguaging.
3. Zhang Xiumei. Shandong U. Quality in MBBS curriculum.
4. Cai Jigang. Fudan U. Improving EAP teaching in EMHE.
5. Nicola Galloway. Glasgow U. From research to policy & practice.

Conclusions

总结

- **Implementation outstrips research** 落实开展胜于纸面研究
- **Responding to research** 关注相关研究，及时应变
- **Vibrant and active research community and field** 活跃积极的研究团体和领域



Report: English in Higher Education – English Medium¹²

September 2020. Part one of a two-part publication outlining the British Council's perspective on English Medium in higher education.

English in HE - English Medium Literature review

高等教育中的英语——全英文课程文献综述



Report: English in Higher Education – English Medium¹³



Report: The multicausal role of English in the Argentine higher education system¹³



Video: Going Global - English Medium: During and post Covid-19¹⁴



Report: Investigating policy and implementation of EM in HE in China¹⁵

British Council global EM in HE research

英国文化教育协会全球高校全英文课程研究

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？

一、调研评估，全面了解情况

I. Research and Evaluation to Gain a Comprehensive View

2017年书面调研108所高校

A research paper on 108 higher education institutions completed in 2017

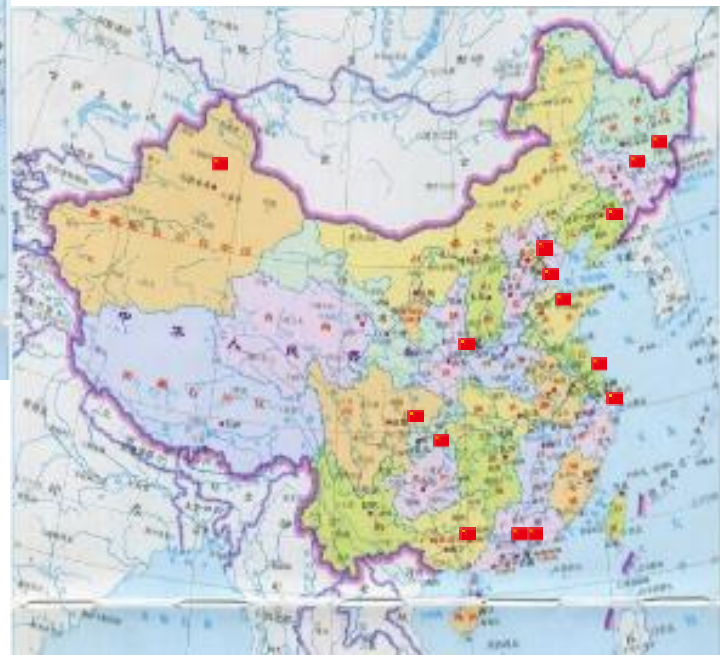


2018年实地调研52所高校

**A field research conducted at 52
higher education institutions in 2018**

2019年实地调研40所高校

**A field research conducted at 40
higher education institutions in 2019**





六、提高来华医学留学生教育质量的思考

VI. Proposals to Boost the Quality of Education for International Medical Students

质量优先，规范管理，构建MBBS课程体系，实现来华留学内涵式发展，打造来华医学留学生教育国际品牌。
To advance education for international medical students with quality and standardized MBBS curriculum system, while building an international education brand to attract foreign students

1

控制招生规模，严格审查招生学校资质
To control enrollment and follow strict procedures in university accreditation

2

探索招生录取考试制度，把好入口关
To develop an entrance exam system to ensure students enrolled are up to par

3

实施MBBS质量认证
To implement quality assurance in MBBS programs

4

贯彻质量标准，构建保障体系
To adhere to quality assurance standards to ensure high quality

5

强化监督机制，做好专项调研及督查工作
To improve supervisory mechanism to ensure the effectiveness of inspection and supervision

4. Thoughts on strengthening EM research and collaboration

关于加强全英文课程研究与合作的若干见解

- From EGP to EGAP to ESAP

高校英语教育要从通用英语过渡到通用学术英语教育，并进一步过渡到专门学术用途英语教育。

- Effective EME needs teaching discipline-specific language skills which require 1) ESAP and 2) a sustainable system for the collaboration with subject teachers.

有效的全英文教育要求教师能够培养学生特定学科的语言能力，这就要求：1) 专门学术用途英语教育；且2) 与学科教师之间建立一套可持续的合作体系。



EMI research and impact 全英文课程的研究与影响

- Strong, simple messages to influence practice & policy
简洁有力的信息影响实践和政策
- Bring different approaches together
汇集不同的理念和方法
- Researchers with various skills & backgrounds
具有各种技能和背景的研究人员
- Interdisciplinarity
跨学科

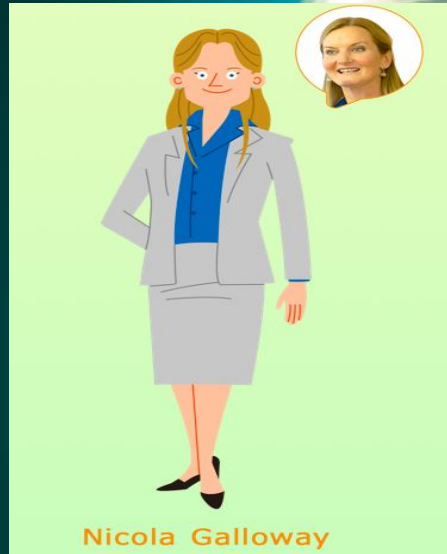




University
of Glasgow

Routes to
impact?
影响路径?

What could my
research change?
我的研究可以改变
什么?



How do I make
this happen?
我如何做到这一点
?

Whom could my
research benefit?
我的研究能让哪些
人受益?

EMI Stakeholders – who can benefit ?

全英文课程建设相关方——受益群体

1. Policy Makers 政策制定者
2. Programme Managers 全英文课程项目管理者
3. Teachers 授课教师
 - content specialists 内容（学科）专家
 - EL specialists 英语语言专家
 - CLIL practitioners 内容与语言融合教育教学实践者
4. Students 学生
5. Researchers 研究人员

EMI Contexts – some variables

全英文课程建设的环境 — 部分可变因素

1. Drivers: Internationalisation; foreign student & faculty recruitment; local students; ranking & prestige...
驱动力：国际化；国际留学生和教师招录；本土学生；院校排名和声誉……
2. Students: international; local; mixed; English proficiency; group size; support...
学生：国际留学生；本土学生；综合招生；英语水平；群组规模；支持体系……
3. Teachers: English proficiency; local language proficiency; pedagogical skill level; enthusiasm for EMI vs reluctance; support ...
教师：英语水平；本土语言（母语）水平；教学技能水平；对全英文课程的态度（热情/排斥）；教师支持体系……
4. Learning mode: listening to teacher; speaking in discussion group; reading independently; writing assignment...
学习模式：听老师讲课；小组讨论发言；独立阅读；书面作业……

EMI Contexts – some variables

全英文课程建设的环境 — 部分可变因素

5. Course: subject; high vs low-stakes; optional vs compulsory...
课程设置：学科科目；高利益vs低利益；选修课vs必修课……
6. Level: postgrad; undergrad; secondary; primary; professional...
教育阶段：研究生；本科；中学；小学；职业教育……
7. Policies, regulations, linguistic environment....
政策、法规、语言环境……

What is lacking in EMHE research ?

目前EMHE研究还存在哪些缺口？

1. The impact of EME on content learning and English proficiency

对于学科内容的学习和英语能力的提高，全英文课程的影响/有效性

2. Comparisons between countries or institutions or courses

跨国、跨校、跨课程的比较研究

3. Transition from secondary to HE

中学教学和高等教育之间的衔接和过度

4. Teacher and student language proficiency – nature and level

教师和学生的语言能力 - 本质和水平

5. Effective teacher – student interaction

有效的教师/教学 – 高质量的学生互动

6. More non-linguists involved on equal terms with linguists

非语言学家更多的参与研究

7. Policies with resources for research built in

对研究的配套支持性资源的相关政策

Does EMHE work ?

高校全英文教育的成效如何？

Sometimes it works 有时候能产生积极效果

Sometimes it doesn't work 有时候成效甚微

We need to know what factors make it work and what factors stop it working

我们需要了解哪些因素可以促进全英文课程的有效实施或阻碍全英文课程的成功

That is why we need more good collaborative RESEARCH in EMHE

这就是我们为什么需要在高校全英文教育领域开展更多的高质量的合作研究。

English Medium Higher Education Symposia

- *27 October, Tuesday. 16.00 – 19.00. Quality Assurance.*
- *19 November, Thursday. 16.00 – 18.00. Research in EMHE.*
- **16 December, Wednesday. 16.00 – 18.00. Supporting environments and systems in EMHE.**

Closing – Thank you

You will be able to:

- 📎 Download the speakers' [PowerPoints](#) after today's event.
- 🔍 Review the [report](#) and check out the [webinar recording](#) within the next 7 days.
- 📅 Preview the [programme](#) and [speaker bios](#), and access [registration link](#) of 2020 EMHE Symposium #3 (16 December).

These can all be found on our British Council China website:



Scan to browse website

We also kindly ask you to complete our [online survey](#) after today's event. This will also be sent to your email address by Zoom!

Thank you to our speakers today!



🔗 Follow us on Weibo for more latest information!
@英国大使馆文化教育处英语教学

Closing – Thank you

Thank you very much for joining us for the Symposium #2 on EME Research in Higher Education.

Special thanks to

- **China Association for International Exchange (CEAIE)**



中国教育国际交流协会
CHINA EDUCATION ASSOCIATION FOR INTERNATIONAL EXCHANGE

- **China EAP Association**



- **The Chinese Association for ESP**



- **Participants from China and other countries around the world**

Thank you