

ICLHE Symposium 21-22 October 2021

“Englishization of Higher Education: A phenomenon of glocalization?”

Abstracts

All times: Central European Time (CET) unless otherwise indicated

Thursday 21 October 2021: 10.30

Anna Kristina Hultgren (Open University, UK) (UK time -1 hour)

Multilingualism vs English: are they reconcilable?

In European higher education, there has since at least the turn of the millennium been a tension between multilingualism and English. On the one hand, linguistic diversity and multilingualism have been actively promoted (Council of Europe 2000) while, on the other, there have been strong pushes for globalisation, internationalisation and regionalisation, through initiatives such as the Bologna Declaration and the Lisbon Treaty, which promote or necessitate the use of English as a Lingua Franca. This session focuses on this apparent tension, inviting questions about its underlying drivers, the extent to which it is reconcilable and about future scenarios.

Thursday 21 October 2021: 11.30

Robert Wilkinson (Maastricht University, Netherlands)

Englishization of higher education in Europe: Glocalized perspectives

The introduction of English as a medium of instruction (EMI) has changed higher education enormously in many European countries, a development encapsulated under the term Englishization. Englishization is not undisputed, nor is it uniform. Institutions embrace Englishization but in their own way, balancing concerns such as the quality of education, cultural identity, inequality of opportunities, and questions of justice and democracy.

Kwok-kan Tam (Hang Seng University, Hong Kong) (Hong Kong time +6 hours)

Englishization - hybridization in identity, cultural awareness and literary sensibility

Englishization occurs in countries where English has replaced the native language, which is not English, and becomes more widely used in government, law, business, education, and to some extent creative writing. Linguistically, it refers to a phenomenon where non-English native language is Englishized to the effect that its syntactic structures, lexical items and styles are replaced by those in the English language. Studies have been conducted on this phenomenon from a linguistic

perspective. However, what is more interesting is to analyse how the subjectivity of the speakers is Englishized. In this introduction, I will probe issues of hybridization in identity, cultural awareness and literary sensibility as a result of Englishization in selected Asian countries where English is used in cross-cultural contexts.

Thursday 21 October 2021: 13.30

Svetlana Suchkova (Higher School of Economics, Moscow, Russia) (Moscow time +1 hour)

Is English a lingua franca or an economic instrument in Russia?

English is gradually becoming a lingua franca in business and at universities, but the term Englishization does not seem to be applicable in the current situation in Russia. The presentation offers an overview of attitudes to English, in particular in Russian academia. The spread of English at universities has resulted from governmental and institutional top-down initiatives and financial stimuli, which led to a rise in English-medium publications and English-taught courses. However, the overall picture is varied in different regions of Russia. On the whole, the findings show that both academics and students consider English as an instrument for professional development.

Josep Soler (Stockholm University, Sweden) and **Kerttu Rozentalde** (University of Tartu, Estonia)

Englishisation and internationalisation in Estonia and Latvia: Language ideological debates and the state

The progressive expansion of English-medium instruction (EMI) in non-Anglophone countries has brought with it an increase in language ideological debates. We discuss the different positions that have emerged in these debates in Estonia and Latvia: some have taken a worrying stance against English and in favour of the protection of the national languages, others have seen English as a resource to enhance universities' quality of education and global reach. We discuss the position of the state as well in all this: should the state be an active agent, intervening in universities' language policy, or should it stay away from it?

Frank van Splunder (University of Antwerp, Belgium)

Beyond English-Only in Higher Education

In spite of efforts to promote multilingualism, English emerged as the *lingua franca* (and sometimes *lingua unica*) in European higher education. While the importance of English cannot be denied, it may be time to shift the emphasis on English to an approach which takes into account today's multilingual reality. Focusing on Belgium/Flanders, a crossroads of languages and cultures, this paper argues that students should graduate as proficient multilinguals. This can be achieved by means of,

for example, multilingual trajectories (e.g. nursing in urban areas, where languages other than English may be needed). The bottom line is that multilingualism is more than English only.

Thursday 21 October 2021: 14.15

Rias van den Doel (Utrecht University, Netherlands & Trinity College Dublin, Ireland) and **Rick de Graaff** (Utrecht University & University of Applied Sciences Utrecht, Netherlands)

Co-authors: Catherine van Beuningen, Alison Edwards

All quiet on the language front? The role of language focus and support in Dutch EMI contexts

In the Netherlands, English is increasingly being used as a medium of instruction in higher education, but concerns about this have been raised by politicians and in society at large. In Dutch universities, 28% of all Bachelor's programmes and in 76% of all Master's programs use English as medium of instruction (EMI); in universities of applied sciences, this is true of 6% of all Bachelor's programmes and 24% of all Master's programmes (2018).

The Dutch Ministry of Education has made clear that EMI should not have a negative effect on the quality of education. However, no systematic study has been undertaken to investigate any effects of EMI on subject knowledge development, nor of factors either positively or negatively affecting the teaching-learning process. Moreover, little is known about the way in which EMI programmes in the Netherlands have been designed, implemented and facilitated.

Based on a systematic review study of EMI effects on students' subject knowledge development, on learning and interaction processes, on pedagogical approaches and on professional development, an inventory was made of EMI in Dutch universities and universities of applied sciences. This is illustrated by four case study descriptions of Bachelor's and Master's programmes from different universities and universities of applied sciences in the Netherlands, including structured interviews with programme coordinators, lecturers and students.

The results show that while EMI is widely used in Dutch higher education, and facilities are routinely made available to lecturers and students, insufficient systematic attention is being paid to academic and professional language focus and support. The study provides recommendations for EMI policy and practice in the Netherlands and elsewhere, and may contribute to a discussion on risks and opportunities, and to further policy development.

Thursday 21 October 2021: 14.15

Aisha Siddiq and **Patrick Studer** (Zurich University of Applied Sciences (ZHAW), Switzerland)

English in Swiss multilingual landscape

This paper reports on current discourses surrounding English focusing on the impact of Englishization on language policy-planning in Swiss higher education institutes (HEIs). As English is in direct competition with national languages (i.e., German, French, Italian, Romansh) in Switzerland, the debate surrounding English is evident (Demont-Heinrich, 2005; Lüdi, 2007; Pfenninger & Watts, 2019). This paper thus revisits the state of English in Swiss HEIs by analyzing key legal, strategy and policy documents at the national and institutional levels. The underlying goal is to explore how the language question has been addressed by policymakers in these contexts.

David Lasagabaster (University of the Basque Country UPV/EHU, Spain)

EMI and multilingualism at university level: The Spanish perspective

The increasing presence of English in Spanish universities has encountered some resistance and generated linguistic strains in Spanish bilingual regions. Although EMI tends to be highly valued by all members of the university community, linguistic tensions arise as some regard English as a predator language that can threaten the development and normalization of minority languages such as Catalan, Galician and Basque. Conversely, others believe that too many resources have been put into minority-language normalization and this has impeded the much needed development of English. The impact of these different viewpoints will briefly be examined in this presentation.

Beatrice Zuaro (Stockholm University, Sweden)

Reframing “internationalization” and “Englishization” in Italian Higher Education

Internationalization has become an explicit goal among European Higher Education (HE) institutions; however, conceptually this phenomenon often remains broadly defined. In this talk I aim to shed some light on the use of the term “internationalization” in academic literature, discussing, in particular, its relation to the idea of Englishization. In order to do so, I retrace the analysis conducted by Murphy and myself (forthcoming) on three corpora of academic publications about Italian HE. Via a corpus-assisted discourse analysis, we investigated the use of the two terms in research about this context, to establish whether internationalization is understood principally as Englishization, or whether there are differences in their conceptualization.

Thursday 21 October 2021: 15.15

Alma Maldonado-Maldonado (CINVESTAV, Mexico City, Mexico) (Mexico time -7 hours)

Social disadvantages and English: the perspective from Mexico (and Latin America)

For many decades, the poor proficiency of English in the Mexican population has been the subject of social complaints, despite the fact that the country is a US neighbor. Governments come and go, and

nothing changes. Is this a disadvantage in this global world? Some Mexicans refuse to learn English for ideological reasons. Others, simply because they do not have the opportunities to do it. But for this reason, people lose opportunities, especially in the context of higher education (i.e. scholarships, access to international academic mobility, or international grants). I will discuss these issues from a historical and contextual point of view, but also consider how becoming proficient in English from a young age creates more inequality in a country like Mexico and others in Latin America and amplifies the gap between advantaged and disadvantaged social groups. In line with this dynamic in the country, only teaching English to small kids who attend to private schools is not contributing to reducing this gap.

Friday 22 October 2021: 09.30

Eun Gyong (E.G.) Kim (Korea Advanced Institute for Science and Technology (KAIST), South Korea)
(S. Korea time +7 hours)

The Englishization at a Korean science and engineering school

This presentation will examine the extent of English use in KAIST, a well-reputed science and engineering university in Korea. KAIST introduced an all-out EMI policy that required almost all undergraduate classes to be taught in English for the first time among Korean universities and has maintained a high percentage of EMI classes (over 70%). However, English is far from achieving the status of a lingua franca; the use of English is limited in the classroom. Also, the degree of linguistic and cultural sensitivity to the international population is fairly low. The presentation will attempt to explain these Englishization-related phenomena.

Tho Vo (University of Economics Ho Chi Minh City, Vietnam) (Vietnam time +5 hours)

EMI implementation and the promotion of English use in a Vietnamese higher education context

Internationalisation and globalisation have gained much attention in higher education (HE). Developing students' competency in English as a global language is viewed as an essential step towards achieving the strategies for internationalisation. In response, more and more universities are using Englishisation to internationalise their programmes and EMI has become synonymous with internationalisation. This worldwide trend includes multilingual Asian countries such as Vietnam. This presentation first shows how English use has been promoted in the policies of a Vietnamese HE institution, and then discusses the reality of EMI implementation in that context.

Keiko Tsuchiya (Yokohama City University, Japan) (Japan time +7 hours)

English Education Policy in Japan

This presentation provides a brief history of the language education policies from modern (since the Meiji era, 1668-1912) to present Japan, and highlights the recent major changes in the educational system. English in primary education was introduced in the new *Course of Study* (MEXT 2017), and lectures in English medium instruction (EMI) at tertiary education have been promoted in the national educational policies in the last decade. It then ends with a description of the current state of Content and Language Integrated Learning (CLIL), English as a Lingua Franca (ELF) and EMI in the Japanese context.

Friday 22 October 2021: 10.30

Philippe Van Parijs (Université de Louvain-La-Neuve & Katholieke Universiteit Leuven, Belgium)

Englishization as trap and lifeline

In today's Europe, internationalization is driven by three mutually reinforcing mechanisms: EU funding, rankings and commodification. And it calls for Englishization because in most cases the learning of the local language by foreign students is too much to expect, whereas a powerful bottom-up 'maximin' dynamics generates such a wide dissemination of English that prior knowledge of it can be taken for granted. Is Englishization a problem? Of course it is, for several reasons. Yet, there is no responsible path away from internationalization, nor any reasonable hope of achieving it without Englishization. We must therefore aim at a fragile balance between giving enough place to English not to fall behind and protecting the local languages against slow agony.

Friday 22 October 2021: 11.30

Emma Dafouz (Complutense University, Madrid, Spain) and **Ute Smit** (University of Vienna, Austria)

Englishisation in Higher Education: Insights from the ROAD-MAPPING framework

Two decades into the 21st century, it is fair to say that the internationalisation of higher education and, concurrently, the use of English to achieve such internationalisation is an indisputable reality. While the notion of Englishisation foregrounds the process of change from national language to English, often topicalising enforced homogenisation and highly diverse repercussions for the participants and the institutions more generally, we find that what is subsumed under English-medium education (EME), as a leading Englishisation strategy, is a wide range of complex and highly situated phenomena that come in different shapes and forms. To examine these multi-faceted EME realities in a comprehensive and holistic way, we argue for the use of a conceptual framework known under the acronym of ROAD-MAPPING, which is anchored conceptually in sociolinguistic and ecolinguistic approaches as well as language policy research. After briefly introducing the ROAD-

MAPPING framework, we will illustrate its potential usage, both for description as well as critical evaluation of EME policies and practices.

Friday 22 October 2021: 11.30

Maria Sabaté-Dalmau (Universitat de Lleida, Spain)

The management of Englishisation policies through local multilingual practices and dissenting identities in the EMI classroom

Taking a critical sociolinguistics perspective on Englishisation, I explore the interplay between ‘top-down’ English-language policies and ‘bottom-up’ multilingual practices in an EMI biotechnology course at UdL. Drawing on videorecorded interactions and interviews, I provide a Goffman-inspired micro-analysis of how the lecturer and students display compliance with content transmission/acquisition via English only. I then provide contrasting instances of breaches of this monolingual norm, showing how educational agents use Spanish/Catalan, mostly in backstage learning/teaching episodes. I analyse these local-language choices by approaching them as ‘whispers of resistance’: ‘made normal’ non-disruptive oppositional behaviour whereby interactants question the EMI project which they, in fact, operationalise. I conclude that these interactional dynamics challenge, but simultaneously reproduce, unrealistic language-in-education policies guided by educational neoliberalism.

Ofra Inbar (Tel-Aviv University, Israel) (Israel time +1 hour)

Englishization in higher education institutions in Israel: Transcending the linguistic barriers

The language of instruction in the K-12 educational system in Israel is either Arabic (for the Arab sector), or Hebrew (for the Jewish sector), while academic studies for all take place in Hebrew. This complex linguistic situation presents a greater challenge for Arabic speakers, as they are required to function academically in a dominant Hebrew environment, as well as in instances where English, their fourth language, is becoming more prevalent. What happens when Hebrew and Arabic speakers study together in courses where English is the language of instruction? How are linguistic issues negotiated, and how does meaning transcend within and across language groups? This short talk will present the issues and challenges involved and describe practices that support and mediate learning and instruction in EMI contexts.

Christa van der Walt (Stellenbosch University, South Africa)

Southern African Englishes and English language teaching

It is challenging to be a teacher of English when you are using it as a second language in contexts where the majority of the population uses it as a second, but high-status language. In this paper we discuss perceptions of local Englishes and compare it to Nigeria, where efforts at standardization seem to be further advanced. Perceptions of correctness and appropriacy often militate against the acknowledgement of local varieties of English, but we have to admit that research efforts in this area are also lacking. Descriptions of these varieties need to be done from teaching *and* research perspectives to raise awareness.

Friday 22 October 2021: 12.30

Aminata Cairo (The Hague, Netherlands)

Holding Space for Englishization

In her book *Holding Space: A Storytelling Approach to Trampling Diversity and Inclusion*, Aminata Cairo explores the relationships and dynamics of human relations in a context of the dominant and the other divide. According to her theory, divisions according to a dominant and the other paradigm contribute to inherent inequalities and obstacles to relating to each other in harmony. How can this understanding help us when we look at the implementation of English in our higher education institutions? What are we missing? What are our opportunities?