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| Institution: University of Southampton | | |
| Unit of Assessment: 26 Modern Languages and Linguistics | | |
| Title of case study: 26-03 Transforming attitudes, policies and practices in English-medium-instruction Higher Education | | |
| Period when the underpinning research was undertaken: 2011 – 2019 | | |
| Details of staff conducting the underpinning research from the submitting unit: | | |
| Name(s): | Role(s) (e.g. job title): | Period(s) employed by submitting HEI: |
| Prof Jennifer Jenkins | Chair of Global Englishes and Founding Director of the CGE | June 2007 – November 2019 |
| Dr Will Baker | Associate Professor | February 2009 – present |
| Dr Julia Hüttner | Associate Professor | October 2009 – January 2018 |
| Dr Sonia Morán Panero | Lecturer | October 2017 – present |
| Dr Ying Wang | Lecturer | March 2015 – present |
| Period when the claimed impact occurred: June 2014 – December 2020 | | |
| Is this case study continued from a case study submitted in 2014? N | | |
| <p>1. Summary of the impact</p> <p>Researchers at the University of Southampton's Centre for Global Englishes (CGE) have for some time investigated language-related policies and practices at international universities adopting English as a Medium of Instruction (EMI). Their research demonstrates that with the global spread of EMI, universities' existing language policies and practices discriminate against their diverse student and staff populations and need rethinking. CGE has run a range of research-informed training courses and workshops which have reached thousands of Higher Education (HE) agents (staff, students, policymakers). These activities have led to: 1) Changes in <u>attitudes</u> at all levels, with HE agents displaying more positive orientations towards non-native English variation and the use of languages other than English; 2) Changes in <u>classroom practices</u> towards more inclusive approaches to diversity in language use and assessment; 3) Changing <u>institutional investment</u> and <u>staff training</u>; and 4) Changing <u>curriculum</u> and <u>institutional policies</u> in international universities. These have benefited non-native staff and students by increasing their confidence and participation and ensuring that the latter are assessed more fairly. They have also helped native English staff and students gain global citizenship awareness and become better intercultural communicators which is at the core of the internationalisation agendas in HE.</p> | | |
| <p>2. Underpinning research</p> <p>In her seminal research into the global use of English as a Lingua Franca (ELF), Professor Jennifer Jenkins reconceptualised the variable speech of non-native speakers (NNSs) of English as <i>different</i> rather than inherently <i>deficient</i> use. This research demonstrates that ELF communication is fluid and variable in nature, and that it does not depend on idealised standard English norms to succeed. It shows that dismissing non-native speakers' use as inferior can lead to linguistic discrimination and may suppress the identity-expression potential of these speakers. ELF research has developed into an established international field of studies over the last twenty years, becoming a mainstream perspective in much English language teacher education globally. The work of the Centre for Global Englishes (CGE), founded by Jenkins, has now turned to English in HE, and particularly English as a Medium of Instruction (EMI) programmes. These sites of ELF communication are experiencing exponential levels of growth in Higher Education settings across the world; for example, universities in mainland Europe tripled their EMI programmes between 2003 and 2007, and EMI provision was estimated to have increased tenfold by 2013 (Wachter and Maiworm 2014). This positions English as a gatekeeper to HE in contexts where it is not spoken as a first language, further affecting NNSs' chances to obtain a degree. CGE mainly investigates how approaches to English in EMI admissions, teaching and assessment affect non-native speakers of English in these programmes. Jenkins' 2014 monograph, a three-pronged investigation of EMI policies and practices across 24 countries, targets HE agents both within and beyond Anglophone university settings [3.1]. This study, developed by Jenkins and supported by Dr Sonia Morán Panero as a research assistant, led</p> | | |

to further EMI projects. Dr Will Baker and Dr Julia Hüttner undertook a similar smaller-scale project in 2016 that included institutions in Thailand and Austria [3.2]. Jenkins 2017 and 2019 are conceptual developments of Jenkins 2014 [3.3; 3.5]. These projects exposed a widespread attitude among university management, staff and students that idealises standard native English as the only 'acceptable' medium of academic communication, and which leaves little or no room for linguistic diversity. The key findings of these projects were:

- Universities claimed to be preparing students for life in a multicultural world but did not consider what this meant concerning English or other languages.
- Internationalisation was assumed to go hand in hand with English/native English. Universities took for granted that it was superior and more intelligible to NNSs' diverse English use.
- Positive orientations to diversity on campus rarely extended to NNSs' English variation.
- There was little awareness that native English staff and students may lack intercultural communication skills and linguistic accommodation strategies (i.e. the ability to adjust language for the benefit of the addressee/s).
- Native English-speaking management/staff showed little awareness of difficulties experienced by NNSs operating in a 2nd (or 3rd or 4th) language in requiring them to defer to a standard native English, and of the resulting unfairness in admissions and assessment.
- The situation in Anglophone universities was worse (e.g. UK, US) than non-Anglophone settings.

Two further projects extended the depth/reach of Jenkins's 2014 monograph. Jenkins & Mauranen (eds) (2019) [3.4] was the product of a three-year Diamond Jubilee Fellowship project, 'Linguistic Diversity on the EMI Campus' (2014-17) set up between Jenkins and Mauranen (University of Helsinki). This expanded to include seven other EMI universities from Turkey, Malaysia, Australia, Spain, China, Italy, and Japan. Each research team investigated the language policies and practices of their institution. The findings supported Jenkins 2014 [3.1] vis-à-vis top-down language policy, but also found a growing bottom-up acceptance of multilingualism and more relaxed orientation to non-native English. The one exception was the UK institution, where little had changed since Jenkins' 2014 research [3.4]. Drawing on the findings of ELF research in HE settings, Jenkins & Leung (2019) is a conceptual piece on assessment that proposes new ways of evaluating international students' suitability for university study through English medium [3.6].

3. References to the research

3.1. Jenkins J. (2014). *English as a Lingua Franca in the International University*. London: Routledge, ISBN 9780415684644. Available on request.

3.2. Baker W. & J. Hüttner (2016). English and more: a multisite study of roles and conceptualisations of language in English medium multilingual universities from Europe to Asia. *Journal of Multilingual and Multicultural Development*, 38(6), pp. 501-516.
<https://doi.org/10.1080/01434632.2016.1207183>

3.3. Jenkins J. (2017). Mobility and English language policies and practices in higher education. In A.S. Canagarajah (ed.) *The Routledge Handbook of Migration and Language*. London: Routledge. *Shortlisted, BAAL Book Prize 2018 * ISBN 9781138801981. Available on request.

3.4. Jenkins J. & A. Mauranen (eds.) (2019). *Linguistic Diversity on the EMI Campus*. London: Routledge. * Partly sponsored by the University of Southampton through the Diamond Jubilee Fellowship [GBP6,515] ISBN 9781138570535. Listed in REF2.

3.5. Jenkins J. (2019). English Medium Instruction in Higher Education: the role of ELF. In Gao A., C. Davison & C. Leung (eds.). *Second Handbook of English Language Teaching*. Springer International Handbooks of Education. ISBN 978-3-030-02898-5. Available on request.

3.6. Jenkins J. & Leung C. (2019). From mythical 'standard' to standard reality: The need for alternatives to standardized English language tests. *Language Teaching* 52/1: 86-110.
<https://doi.org/10.1017/S0261444818000307> Listed in REF2.

4. Details of the impact

Centre for Global Englishes (CGE) research has helped international HE agents to move towards more inclusive language attitudes, policies and practices in their academic institutions. More than 30,000 university staff and students have engaged with our work on EMI. We have collected direct

reports of impact from more than 500 HE professionals, and identified ELF-informed changes to HE policies, staff training and curricula across 9 international universities located in a variety of American, European and Asian settings. We achieved this through three main pathways:

P1 - International Face-to-face EMI training courses: The Academic Centre for International Students (ACIS) at the University of Southampton (UoS), has run four bespoke EMI training courses since 2014 for teachers in/from Chile, Colombia, Denmark, France, Mexico, Nizhny Novgorod, Norway and Tomsk. Two ACIS teaching fellows who are also CGE members, Rob Baird and Mary Page, drew from CGE's research to design the training materials, and made our ELF-informed approach the main guiding perspective in the courses.

P2 - FutureLearn MOOC: A UoS MOOC, '*EMI for Academics*', launched in June 2017 and has so far run ten times. This MOOC is also taught by Mary Page and Rob Baird. The MOOC is specifically tailored to non-native academics who teach or seek to teach their content subjects through the medium of English. It addresses multiple dimensions involved in EMI module design and implementation, and an ELF-informed approach to the role of language in international academic settings. It includes numerous readings and videos where CGE researchers discuss key insights from ELF research for EMI settings. The content addresses a wide range of topics (e.g. defining EMI, describing linguistic diversity observed in EMI settings, expectations of staff's and students' English use, the relative importance of native-like grammatical accuracy vs. meaning accuracy in EMI; how to adjust language use to improve intelligibility in multilingual ELF settings) [3.1, 3.3].

P3 - UK universities awareness-raising workshops and talks: An '*Intercultural Connections*' project (2014-16) and other staff development workshops (2017-2020) were led by another ACIS tutor at UoS, Jill Doubleday. Doubleday, also a CGE member, integrated our ELF-informed approach into these workshops. They raised awareness of critical perspectives in intercultural communication and linguistic accommodation strategies for academic ELF communication [3.1]. In addition, the publication Jenkins and Leung (2019) [3.6] led the University of the Arts London (UAL) to invite Jenkins to give a talk on linguistic diversity and assessment.

These ELF-informed activities challenged assumptions of what counts as 'good' academic English and explored how multilingualism, transculturality and variability in English use should be approached in international HE. Changes in pedagogical practice and official policy followed.

1. Changing Minds

The interventions outlined above led to a change in attitudes towards the nature of *good/correct* English, academic communication, and linguistic priorities in EMI. In their course evaluation sheets, participants from face-to-face EMI training courses described changes in how they conceptualise non-native intelligible uses of English. The in-house courses run at the University of Chile (UoC) with 25 academic staff and management were especially significant from this perspective. In an article published on the UoC's website, participating lecturers and management expressed a shift towards favouring communication and intelligibility through English rather than adhering to native-like English. They now seek to prioritise the precision of content expression over native grammatical accuracy. Lucía Stecher, Latin American Studies Professor, claimed that the course "*demonstrated how it is possible to use English as a tool for communication without having to aim necessarily to become a native-speaker*" [5.1, 5.3].

The FutureLearn '*EMI for Academics*' MOOC also succeeded in shifting attitudes about diversity in English use. It reached a total of 29,960 learners based in an average of 145 countries per run. In 2018 the MOOC incorporated optional end-of-course evaluations. These show that out of 456 learners who completed one, 97.2% had gained new knowledge and skills, 71.8% had begun to apply this knowledge, and 76.8% had shared it with others in their background [5.4]. To identify the nature of emerging changes, Morán Panero invited MOOC participants from the latest runs to complete a follow-up survey in the Spring of 2020 [5.5]. Despite the disruptive effects of Covid-19, 67 academics and EAP university tutors responded from Europe, Asia, Africa, North and South America. 77.6% of these respondents confirmed changes in their attitudes to English. Many reported moving from a focus on native-speaker imitation and grammatical conformity, towards prioritising contextual and disciplinary meaning-making in academic ELF communication. Others gained awareness of diverse Englishes as acceptable. Several reported feelings of relief and self-confidence in their English abilities or developing a sense of English ownership/authorship and

belonging to a shared community of NNSs. A few more stated that they view IELTS and classroom-based assessment through new multilingual and decolonial perspectives. Ana Luiza de Oliveira Melo, English for Academic Purposes (EAP) teacher at Federal University of Minas Gerais (UFMG), Brazil, said: *“Previously I used to think that we were all looking for grammar correction in lectures performed in English. I used to think people would judge me as a professional because of my language. Now I know that our goal is mutual understanding and to share knowledge and the language is just a means to an end.”*

2. Changing Classroom Practices (bottom-up policy)

The analysis of the 2020 follow-up online survey for past MOOC takers also revealed evidence of classroom-based change. Despite facing challenges in implementing shifts without support from institutional policy, 41% of the 67 respondents reported having transformed their pedagogical practice. A quarter had modified their assessment criteria and feedback practices to value successful content expression over narrowly defined linguistic correctness. Over a fifth also revised learning objectives in their courses, substituting the attainment of native-like English competence by broader and more dynamic notions of communicative competence. Several academics adapted their classroom speech to ensure international intelligibility following ELF research on the need for linguistic accommodation. Meanwhile, a few had started welcoming the use of other languages to make sense of module content and abandoned an English-only approach or had increased student exposure to diverse English input in their lectures [5.10]. MOOC takers reported seeing concrete benefits emerge from these bottom-up policy changes: increased student participation and improved staff and student self-confidence [5.5].

3. Changing Institutional Investment and University-wide Training (top-down policy)

The research findings have also begun to influence HE decision-making at management level, with institutions starting to support their staff through the provision of ELF-informed training. In the UK, two HE institutions are engaging in novel forms of top-down policy transformation after engaging with CGE research. University of the Arts London (UAL) invited Jenkins to talk on assessment and then asked her, along with Leung, to consult on two new projects [3.6]. The first examines ongoing evaluative practices in the institution (2019-21). UAL has invested GBP45,000 in the appointment of a research assistant for this project. The aim is to establish the extent to which international students at UAL are gaining lower marks than home students due to their diverse uses of English and to provide policy recommendations to reduce inequality in student attainment [5.7]. The second project is an extensive online programme on linguistic diversity in HE that went live across UAL from 28 September 2020. Its stimulus was again Jenkins & Leung 2019 [3.6], and Jenkins and Leung both served as advisors during its development. The programme aims to raise awareness among both international and home students of language diversity issues, and UAL plan to offer the course to other UK institutions after its first run.

Since 2017, the Centre for Higher Education Practice (CHEP) of UoS has also provided resources for Jill Doubleday to offer ELF-informed CPD staff training on how to treat intercultural and linguistic diversity on campus. This training evolves from the success of the previously funded project “Intercultural Connections” (2014-2016). Between the Intercultural Connections and the CHEP activities, we reached out to more than 200 staff and 70 students. After participating, many UoS staff and students reported becoming more accepting of linguistic diversity on campus and more sensitive to cultural differences [5.6]. Taking the evaluation form of one of the CHEP CPD workshops as an example (Nov. 2018), 14 out of 19 participants (73%) reported changes in understanding and an intention to transform their teaching approach [5.6].

Two universities from Spanish-speaking settings are also engaging in top-down transformations. The University of Zaragoza (Spain) participated in the research directed by Jenkins and Mauranen (2019) [3.4]. The leader of the University of Zaragoza team reported a recent investment in CPD training for their staff because of the project: *“The exchange of ideas in the ELF conferences and the comparison across universities ... has been very helpful to us to engage and support our managers in setting up an EMI teacher training programme.”* The University of Chile (UoC) has sponsored the development of an explicitly ELF-informed EMI online training course that launched in September 2020 [5.1]. In addition to financing two in-house face-to-face courses by UoS and supporting their Head of Postgraduate studies, Alicia Salomone, to train through the CGE’s MA in Global Englishes, UoC has funded the appointment of CGE MA alumna Mila Kalasnikova as CPD course co-designer alongside Alicia. Further evidence of new ELF-informed training occurred in

Brazil as well. The Universidad de Minas Gerais arranged university-wide participation of their staff in UoS's *EMI for Academics* MOOC as CPD training. UoS and the British Council signed an educational agreement with this Brazilian institution, with some of their EAP tutors joining as official MOOC 'mentors' [5.5].

4. Changing Curriculum and Institutional Policies

At a policy level, the University of Chile (UoC) is taking ELF research as a baseline for their language policy development, as stated by their Vice-Chancellor of Academic Affairs in a document in 2018. Their director of Postgraduate Studies, Alicia Salomone also directs their language policy development and, as indicated above, completed the CGE's MA in Global Englishes as training. She has begun to incorporate CGE research in their official institutional policy: "*The course showed me a new approach to teach our subjects through English by maximising our communicative abilities and linguistic repertoires*". UoC have reframed their postgraduate English learning programmes, and their public-facing website now states that they teach students to become expert *ELF* academic communicators. Alicia has also submitted an official position paper to UoC's internationalisation strategy team, outlining the need for a university-wide official language policy and a critical and multilingualism-friendly approach to HE internationalisation through English. Alicia states: "*Learning about ELF and EMI transformed my everyday professional practice as a teacher and as a university administrator. I started to reorganise the postgraduate English language programme upon those perspectives*" [5.1; 5.5].

Another six respondents to the 2020 follow-up survey reported CGE-research related changes in policy documents, materials and curriculum. These show that changes in attitudes have led to sustained institutional change. For instance, after participating in the *EMI for Academics* MOOC, Elisangela Marques from the Universidad de Minas Gerais has engaged with other colleagues in the creation of a biliteracy policy for an educational network of 30+ private schools in Brazil. Some colleagues have also transformed the syllabus in their institutions. Mabel Diaz Franco from Universidad Minuto de Dios (Colombia) reports changes in the English syllabus designed by her college, which decentres a previously existing focus on grammar accuracy and favours the development of students' meaning-making strategies. Similar syllabus reforms are reported by Mariangela Picciuolo from the University of Bologna (Italy). Other content lecturers and English language tutors have reported the implementation of ELF-informed changes to the design of course materials. For instance, these have been applied in English for Specific Disciplinary Purposes courses by Hastowohadi from the Polytechnic of Mitra Global in Banyuwangi (Indonesia) and another anonymous participant. Meanwhile, Farhat Naz (Preston University) adapted materials for IELTS test preparation to better suit the communicative needs of local students in Pakistan [5.5]. At UoS, ELF-informed changes were introduced in the policies of the pre-session English courses by Rob Baird. New syllabi, assessment criteria, and EAP teacher training moved away from a superficial focus on language accuracy towards disciplinary communication. Around 4,200 students seeking to gain access to content programmes across all UoS Faculties benefited from this new system during the 2019 and 2020 programmes [5.6].

The benefits of these changes in attitudes, teaching and policy display a shift towards treating linguistically and culturally diverse students and staff more equitably in HE. Recognising and accommodating differences without penalising them has increased the confidence and participation of staff and students and has generated fairer attainment/scoring measurements for the latter.

5. Sources to corroborate the impact

5.1 University of Chile (UoC) data: Comments from face-to-face courses participants; ELF-informed EMI CPD course outline.

5.2 UoC II: Report from head of Postgraduate Studies; Letter from the UoC VP; Policy Position.

5.3 Report on UoS EMI face-to-face training with participants of the Nizhny Novgorod course.

5.4 MOOCs data: Sample comments evidencing changes in attitudes and practice intention by EMI MOOC takers; evidence of CGE researchers' role in the MOOC.

5.5 2020 Follow up Survey: reported changes in attitudes, practices and policies.

5.6 University of Southampton data: Intercultural Connections Outcome Report, CHEP courses provision and evaluation; new English pre-session assessment guidelines.

5.7 University of Arts London data: investment of GBP45,000+ for assessment project.