English-medium education in multilingual university settings:
A sociolinguistic examination of interactive explaining in the classroom

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Outline

A. A new conceptual framework for English-medium education in multilingual university settings
   – rationale & theoretical orientations
   – description

B. Interactive explaining (INTEX)
   – conceptualisation & study
   – summary of findings

C. Apply framework to INTEX study
A. A new framework

Rationale

- applied linguistic relevance
- fast growing research scene
- need for holistic conceptualisation

(Doiz, Lasagabaster, Sierra 2013; Jenkins 2013; Smit & Dafouz 2012)

ConCLIL

Language and content integration: Towards a conceptual framework

Academy of Finland 2011-2014

http://conclil.jyu.fi/
Re-labelling the object of interest

• EMI (English medium instruction)
• ICL (Integrating content and language)
• EMI/ICL (Smit & Dafouz 2012)
• LoLT (Language of learning and teaching) in multilingual universities
• International university

NEW: EMEMUS (English medium education in multilingual university settings)
Existing frameworks

• 4 Cs (Coyle 2007)

• CLIL scaffolding framework (Hansen-Pauly et al 2009)

• ECML framework for CLIL teacher education (Marsh et al, n.d.)

• LanQua project: CLIL subproject (Greere & Räsänen 2008)
Conceptual orientations

• Ecology of language (Hult & Hornberger 2008)
• Language and super-diversity (Blommaert & Rampton 2012)
• Expanded language policy (Spolsky 2004, 2009; Shohamy 2006)
• Ecolinguistic language policy (Hult 2010)
• Multisited language policy (Halonen, Ihalainen & Saarinen forthc.)

• Discursive construction of EMEMUS
Discourse analysis

• supports the dynamic nature of framework
• as methodology: discourse acts as ‘lens’ to move between ‘scales’
  (i.e. relationships among discourse processes across dimensions of social organisation)

(Blommaert 2007)
Teacher interview:

My view of the bilingual groups comes from a wider perspective – as a bridge towards internationalisation. I understand that English is the language of business and trade but if it were French, we would teach in French. This is not a group in EFL [...] University authorities need to hire teachers with a good command of English and research stays abroad so that internationalisation becomes natural. It’s also important that society sees this need. I am a world citizen. With internationalisation you realise that things can be done differently.
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“ROAD-MAPPING” framework for EMEMUS (Dafouz & Smit forthc.)

- Roles of English
- Internationalisation & Globalisation
- Practices & Processes
- Agents
- Discourses
- Academic Disciplines
- Management
- Language
ROles of English
(in relation to other languages)

EFL
EAL
ELF
ESP
EAP

other lgs

e.g. Jenkins 2013, Smit 2013; Leung & Street 2012;
Academic Disciplines

'applied'

e.g. engineering

'e.g. education'

'hard' / vertical

e.g. physics

'e.g. history'

'pure'

'soft' / horizontal

=> different academic literacies; specific genre requirements

e.g. Neumann, Parry & Becher 2002; Bernstein 1999; Airey 2009
(Language) Management

• decisions & regulations on language use, incl. curriculum specifications (language & content aims) (Spolsky 2004, 2009; Shohamy 2006)

• at various levels:
  – supranational
  – national
  – regional
  – municipal
  – institutional
Agents
( theoretical appr.: structure – actor – agent – network )
(Saarinen & Ursin 2012)

individual

- teachers
- students

institutional

- researchers
- faculty
- student reps
- admin
- management
- policy makers (external)
- funding bodies
Practices & Processes

• social practices: “cultural conception of particular ways of thinking about and doing [teaching and learning] ” in HE contexts (Leung & Street 2012: 9)
  – ways of thinking about: teacher beliefs
  – ways of doing: construction of classroom talk (link to ELF)
  – both: transdisciplinary collaboration (Jacobs 2007)
Internationalisation & Glocalisation

**Internationalisation:** ‘the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education’ (Knight 2004: 11).

**Glocalization** (Robertson 1995): describes the ‘tensions and synergies’ (Scott 2011) between multifaceted roles HEIs play in society (international, global, national, local)
Strengths of framework

• **dynamic**:
  – conceptualisation
  – application

• **holistically oriented**:
  – EMEMUS > \( \Sigma \) components
  – allows for interdisciplinary collaboration

• **discursive**
  – gives access to EMEMUS as social constructs
  – conceptualises EMEMUS as discursively mediated social action
  – allows for interplay of micro & macro levels (‘lens’)

19 Feb. 2014
B. Interactive explaining (INTEX)

- INTEX of terms and expressions in an international tertiary classroom (Smit 2010a: ch. 7.4.5, Smit 2010b)
- Ethnographic, longitudinal study of 4-semester Hotel Management Programme, set in Vienna (Smit 2010a);
  - 28 students, 11 teachers
  - Open-ended questionnaires; semi-structured interviews with all participants
  - Classroom data: 45 lessons covering 3 phases (T1, T2, T3)
  
  **Used here:** 12 lessons/9 hours (88,000 words), 7 Ts
INTEX (= interactive explaining)

Classroom Discourse = Social Activity

- Teacher
- Student

Student 2
- discourse topic
  - interactively turned into
- explanandum

Student
- explanantia
  - interactively developed (in loops)

Student 3
- interactively realized shared knowledge
- sanctioning

Student
- explanation

- Teacher
- Student

Sanctioning
Extract 1. *(Marketing, T1)*  
‘stewarding’

1. NER: even the stewarding (.) department  
you know what the stewarding department is, (1) in a hotel  
2. Kosk: for dish-washing (.)  
3. NER: washing dishes (2)
## INTEX – quantitative findings

<table>
<thead>
<tr>
<th>Phase</th>
<th>INTEX in total</th>
<th>on lexical items</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(semi) technical</td>
<td>general</td>
</tr>
<tr>
<td>T1 (first 2 weeks)</td>
<td>30</td>
<td>18</td>
<td>17 1</td>
</tr>
<tr>
<td>T2 (sem 1, 2\textsuperscript{nd} half)</td>
<td>57</td>
<td>19</td>
<td>13 6</td>
</tr>
<tr>
<td>T3 (sem. 3)</td>
<td>38</td>
<td>8</td>
<td>3 5</td>
</tr>
<tr>
<td>Sum</td>
<td>125</td>
<td>45</td>
<td>33 12</td>
</tr>
</tbody>
</table>

- ✓ lexical items become less relevant for INTEX
- ✓ INTEX of general lexical items starts after intro phase

Smit 19 Feb. 2014
INTEX on lexical items – qualitative findings

• **overall**: increase in student participation in verbalising explananda and developing explanations => interactional ‘principle of joint forces’

• different INTEX patterns regarding *(semi) technical terms vs. general terms*
Extract 2. (Hotel Operations, T1)
‘room(night)s sold & available’

1. OUL: <expl. difference between ‘room (nights) sold’ and ‘room (nights) available’> rooms sold, (.) and rooms available. but rooms and room nights (.) are in our term the same, (.) yeah? (2) clear,
2. Anle: rooms and room nights is the same
3. OUL: pardon
4. Anle: rooms and room nights is the same?
5. OUL: yeah
6. Anle: (wouldn’t it be) rooms and rooms available
   the s- the same,
7. OUL: no we have two
8. Anle: @@
9. OUL two words
10. Anle: yeah
11. OUL: rooms sold, rooms available. room nights sold, room nights available. so always put this two together yeah? (2)
Extract 3. (Austrian Law, T2) ‘testimony’

1. XEN: (4) we need a testimony, who is a testimony? who is testimony? (3)
3. XEN: that’s what does a testimony do?
4. Crek: attended the (.) happening and has to say the truth in front of the court. (.) <1> testimony </1>
5. Jenz: is this <1> a (xxxx) </1>?
6. XEN: no. (. ) testimony. testimony, you for example, you have been out there (. ) while the other guy crashed his car into the other car. (1) and you where there just waiting for the bus and you say, <QUOTATIVE squeaky voice> oh terrible, terrible, </QUOTATIVE> (1) and you saw the whole thing, with police came
7. Jenz: witness
8. XEN: =to witness it.
9. Jenz: is called testimony,
10. XEN: you come and give your testimony. [exemplifies the practice] (1) so you’re, [...]  
11. Jenz: mhm testimony
12. XEN: yeah testimony
INTEX on lexical items – qualitative findings

• **overall**: increase in student participation in verbalising explananda and developing explanations => interactional ‘principle of joint forces’

• **(semi) technical terms**: INTEX always includes the teacher sanctioning the explanation => (semi)technical words as part of subject expertise

• **general terms**: explained and ‘sanctioned’ jointly => shared ‘ELF expertise’
Extract 4. (Hotel Management, T3)
‘painter’

1. LER: (.) and there there where these huge paintings from a very modern Austrian (.) erm (2) bro-?  
2. SX-m: (xx)  
3. LER: <GERMAN> was ? </GERMAN>  
4. SY-f: artist  
5. LER: artist yeah. @ I was thinking about <GERMAN> Maler </GERMAN>  
6. US: <1> painter </1>  
7. SY-f: <1> painter </1>  
8. LER: painter. even if he is an artist he is a painter. @@
The findings in relation to the ROAD-MAPPING framework

- **overall: interactional principle** of joint forces
- **teachers** ‘sanctioning’ (semi) technical terms
- shared ‘**ELF** expertise’ when explaining general terms
AD (+ ING)
academic disciplines / internationalisation & glocalisation

(semi)technical terms:
generally vs. locally established, e.g.:
Extracts 1+2 (‘stewarding department’, ‘rooms sold = rooms’) vs.
Extract 3 (‘we need a testimony’)

=> “this might lead to potentially confusing situations in subject-related conversations elsewhere” (Smit 2010a: 407)

REALLY?
➢ take differences betw. ADs on board!

OUL: the hotel business is an international industry with local differences in organisation and management, [...] it’s very interesting to learn [...] how things work in various places

XEN: to put it mildly it’s complete nonsense to teach erm Chinese [legally untrained students] the Austrian legal system (.) in English
M (+ ING)
management / internationalisation & glocalisation

INTEX results: orality reigns!; no instances of INTEX that relate to written mode (≠ Hynninen 2013)

WHY?

- (g)local language management entails no prerequisites of individual professional writing

US: do they have to write things?
T1: no I try to avoid it.

T2: [a student] has real problems writing so that basically I can’t understand any of it […] but I always think that all right I won’t assess the written bits

Headmaster: [the aim of the HMP is] to make students fit for a job in [international] tourism in the shortest time possible [with the help of] Austrian tourism know-how
The findings in relation to the ROAD-MAPPING framework

- overall: **interactional principle** of joint forces
- **teachers** ‘sanctioning’ (semi) technical terms
- shared ‘**ELF** expertise’ when explaining general terms
- potential link betw. status of (semi)technical terms and glocal version of disciplinary standards
- language managerial decisions reflected (and constructed by?) INTEX practices
In conclusion

✓ **Analysis of INTEX** (and classroom discourse in general?) profits from taking ALL dimensions as constitutive and interrelated (instead of handling them as ‘independent’ variables)

✓ **‘ROAD-MAPPING’ framework** allows for ‘dynamic’ and ‘holistically oriented’ investigations of EMEMUS

• **Next step:** apply & test framework across various EMEMUS sites (Dafouz, Hüttner & Smit in progress)
References


References cont.


