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# EMI, CLIL, EAP: What's the difference?

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# Overview



**Try to answer two questions:**

- 1. What is the difference between EMI, CLIL and EAP?**
- 2. What does it mean to become disciplinary literate in a first, second and third language?**

ROUTLEDGE  
ROUTLEDGE  
HANDBOOKS



# The Routledge Handbook of English for Academic Purposes

Edited by Ken Hyland and Philip Shaw



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# English Medium Instruction (EMI)



# English Medium Instruction (EMI)



In an English Medium Instruction class, the aim is not to learn or acquire the language at all. The language serves only as a tool, as a vehicular language in which content needs to be learned and taught.

Beyza Björkman

# English for Academic Purposes (EAP)



# English for Academic Purposes (EAP)



[...] disciplinary language learning at university level is often relegated in status to a remedial activity carried out in EAP courses outside the standard curriculum.

(Airey 2016:74)

# **Content and Language Integrated Learning (CLIL)**





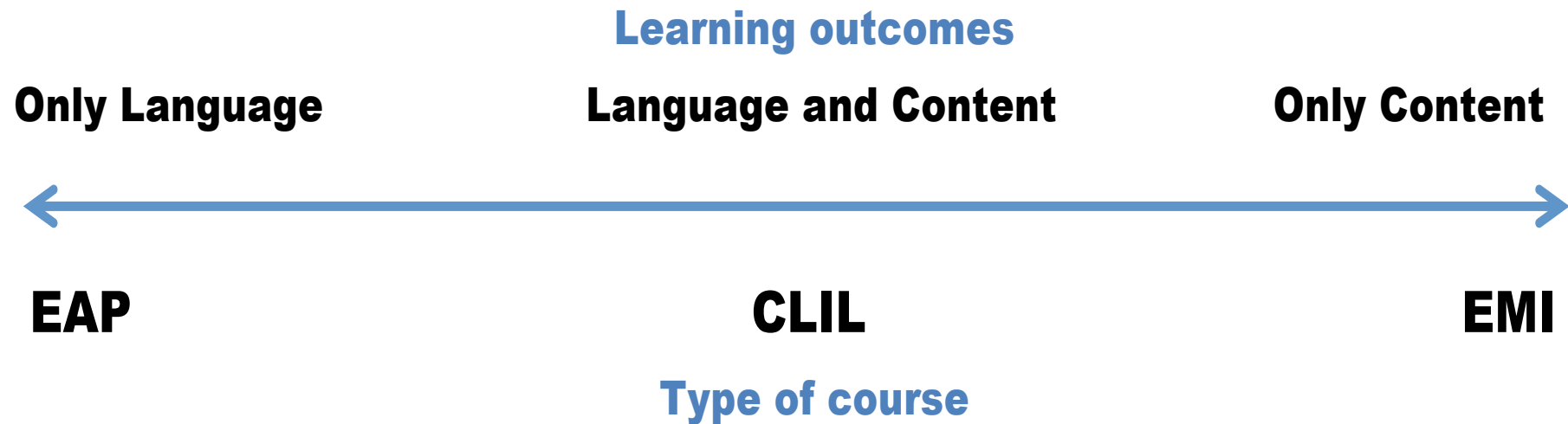
# **Content and Language Integrated Learning (CLIL)**

Content and Language Integrated Learning (CLIL), in which pupils learn a subject through the medium of a foreign language, has a major contribution to make to the Union's language learning goals. [...] It provides exposure to the language without requiring extra time in the curriculum [...]

(European Commission, 2003:8)



# The language/content continuum



Airey 2016:73

# **Content and Language Integrated Learning (CLIL)**



True CLIL is uncommon in higher education

# CLIL in Higher Education



So could CLIL really mean we get “two for the price of one” as claimed by the European commission?

# CLIL in Higher Education



So could CLIL really mean we get “two for the price of one” as claimed by the European commission?

Yes and No.

# CLIL in Higher Education



It is generally accepted that immersion courses at lower levels of education have positive effects ...

# CLIL in Higher Education



It is generally accepted that immersion courses at lower levels of education have positive effects ...

But what about courses at higher levels?

# EMI courses at higher levels





## **EMI courses at higher levels**

Met & Lorentz (1997), and Duff (1997) have both suggested that limitations in L2 may inhibit students' ability to explore abstract concepts in non-language subjects

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Met & Lorentz (1997), and Duff (1997) have both suggested that limitations in L2 may inhibit students' ability to explore abstract concepts in non-language subjects

This appears to have been confirmed by Marsh, Hau and Kong (2000, 2002).

Found negative correlations between EMI and performance on content courses.

**So EMI is bad then?**



## **So EMI is bad then?**



I suggest this is asking the wrong question.

I suggest we should actually be thinking in terms of  
Disciplinary Literacy

# Disciplinary Literacy



# **Disciplinary Literacy**

The relationship between disciplinary learning and our first language is by no means straightforward

Learning is intimately linked to language

## Disciplinary Literacy

The relationship between disciplinary learning and our first language is by no means straightforward

Learning is intimately linked to language

All learning can be viewed as language learning  
**even in a monolingual setting**

From this perspective any university lecturer is a teacher of a disciplinary discourse

## Disciplinary literacy

I suggest the goal of any degree programme is the development of **disciplinary literacy**.

Airey (2011b)



## What is Literacy?

- Gee (1991) suggests that we have **one primary discourse** (the oral language we learn as a child) and **many secondary discourses** (specialised communicative practices used in other sites outside the home).
- Gee defines **Literacy** as 'fluency in' these secondary discourses.
- So literacy depends on the site  
i.e. Where will it used?

# Disciplinary literacy

- So what site does disciplinary literacy refer to?

## Disciplinary literacy

I suggest that the disciplinary literacy goals of any degree course will entail a unique mix of fluency for three specific sites:

- The academy
- The workplace
- Society

# Disciplinary Literacy Triangle

Academy

Society

Workplace

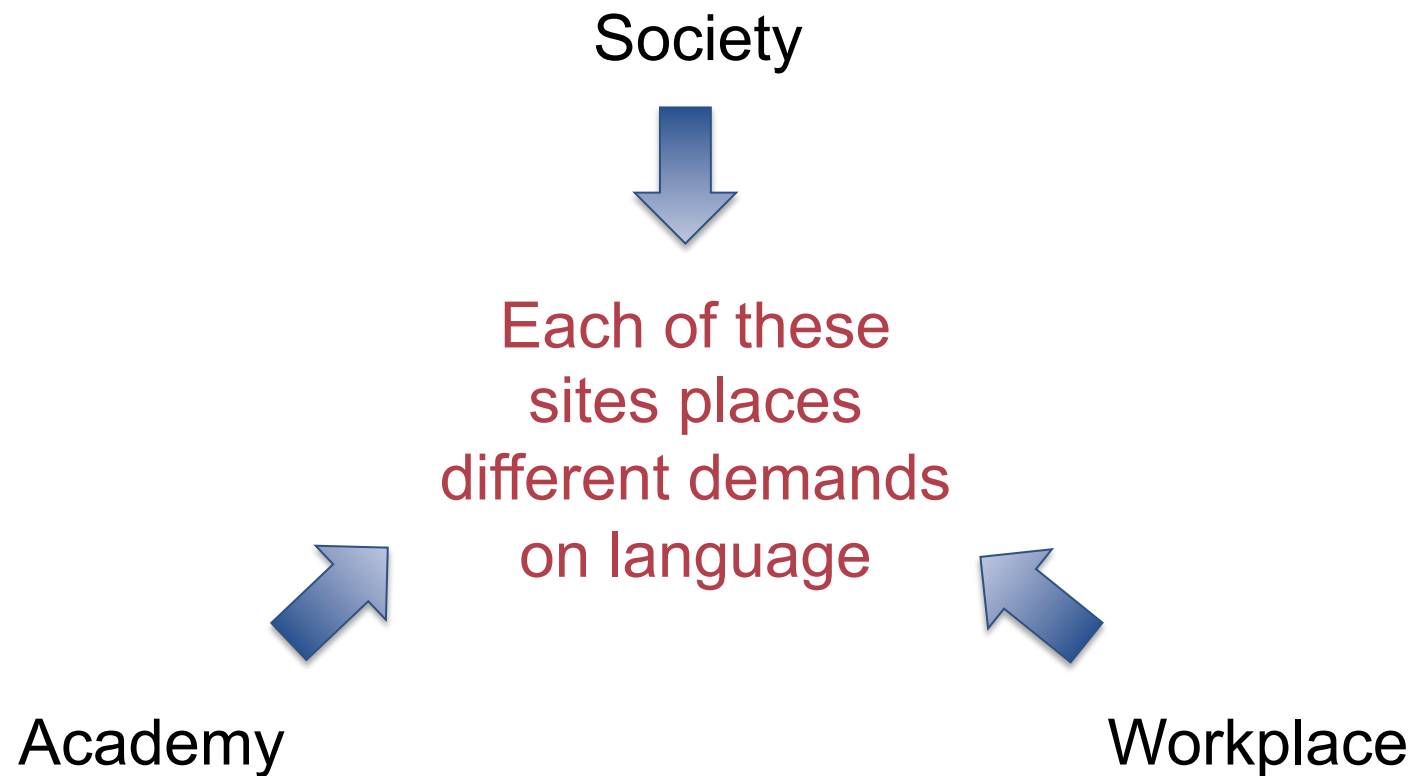
# Disciplinary Literacy Triangle

Society

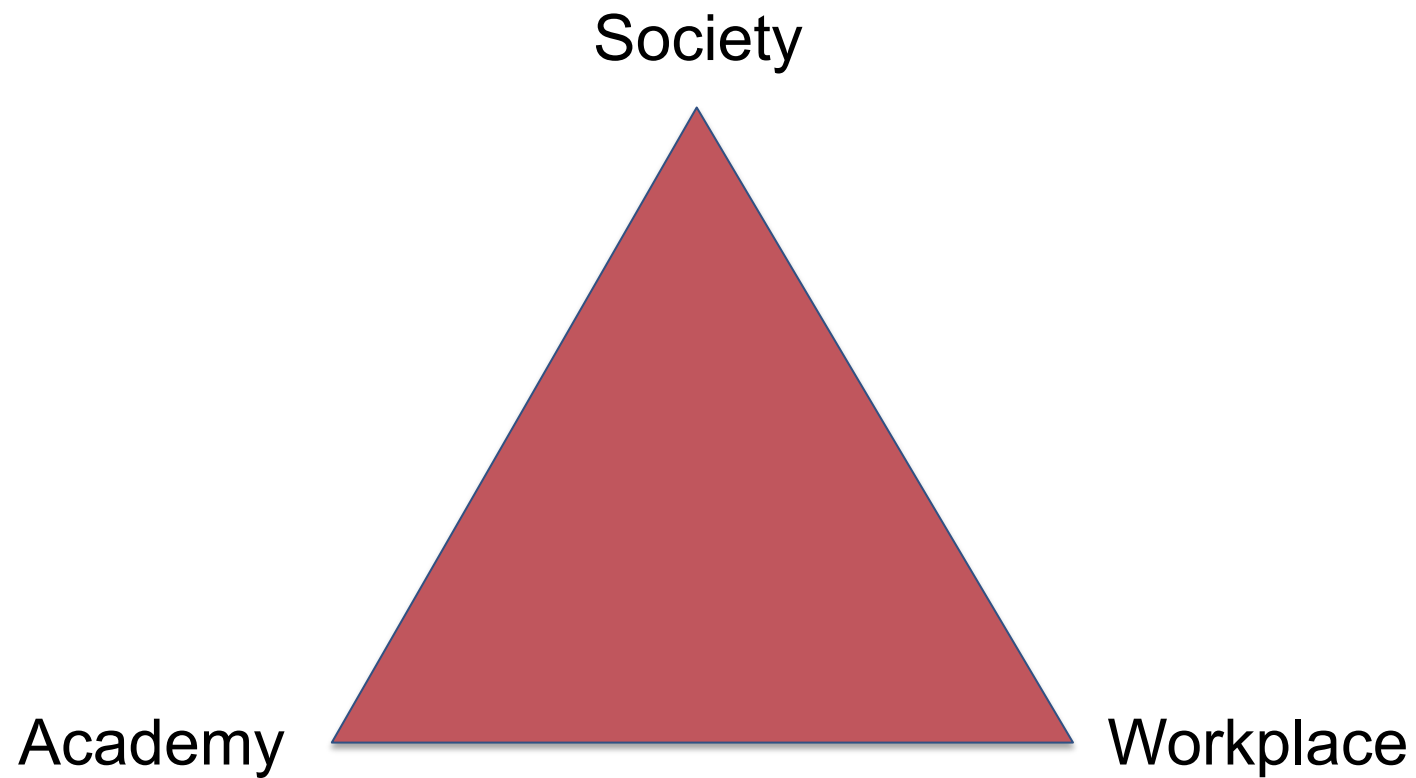
Academy

Workplace

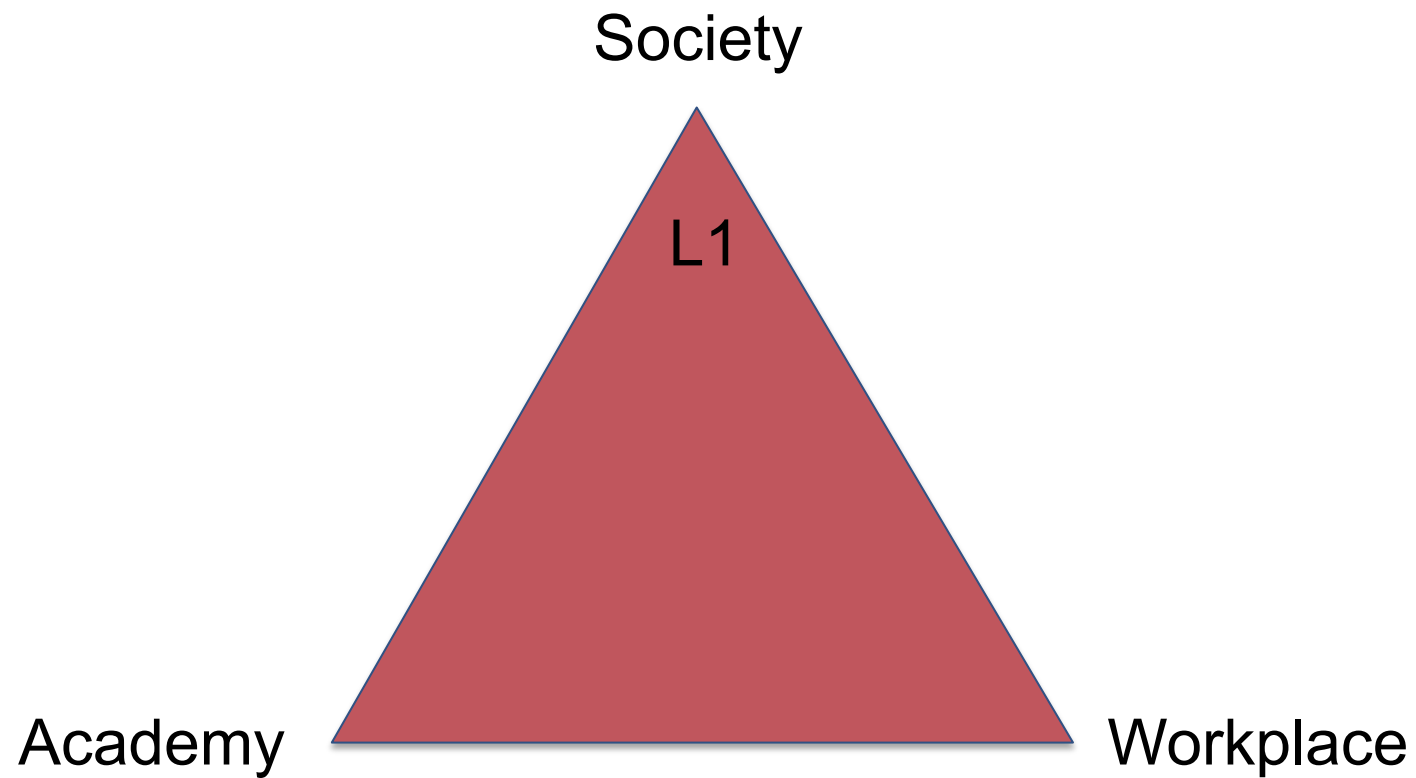
# Disciplinary Literacy Triangle



# Disciplinary Literacy Triangle

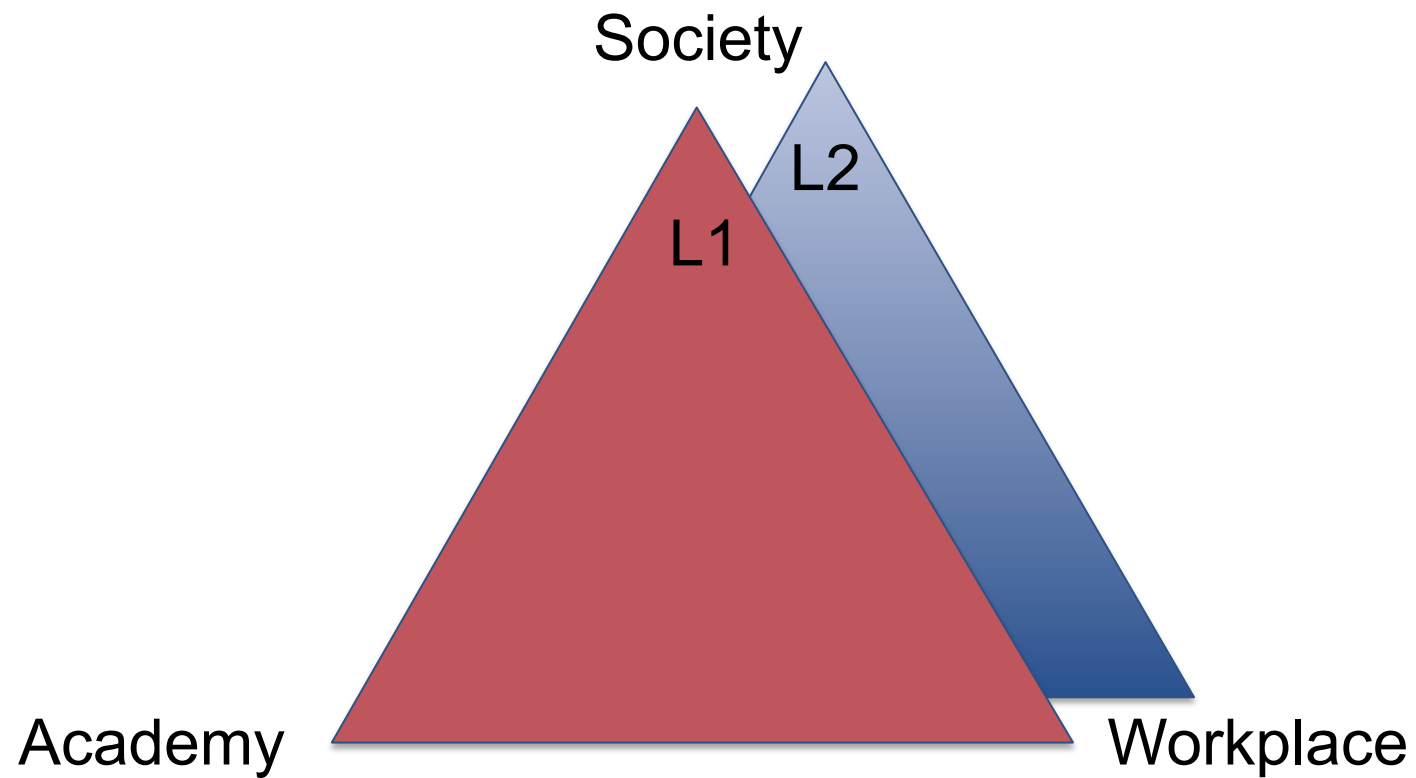


# Disciplinary Literacy Triangle

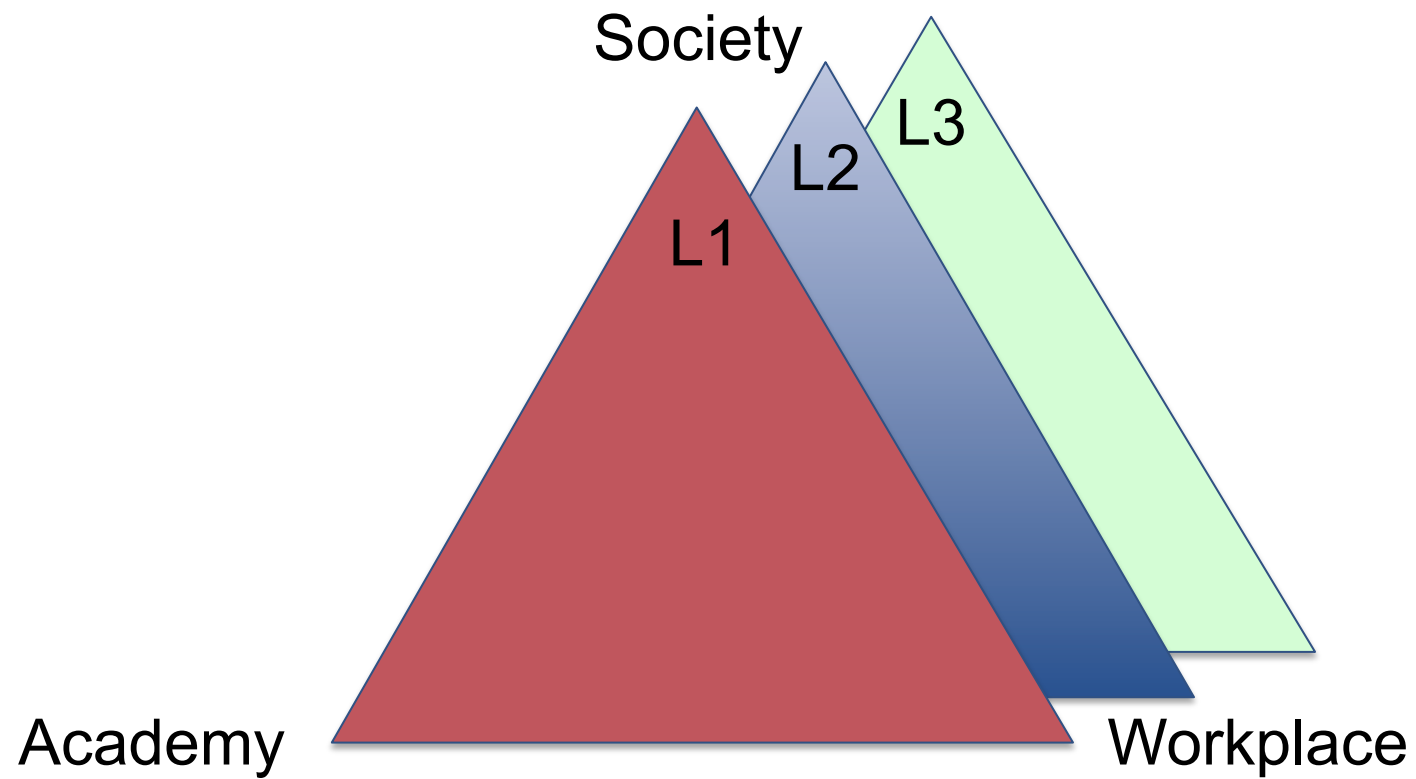




# Disciplinary Literacy



# Disciplinary Literacy



# Disciplinary Literacy Discussion Matrix



Bring together my discussion of disciplinary literacy in a simple heuristic tool—the Disciplinary Literacy Matrix.

The three columns of the matrix correspond to the three sites in which disciplinary literacy may be enacted.

The rows of the matrix relate to languages and other modes that students may need to become fluent in.

# Disciplinary Literacy Discussion Matrix

Where used?

		Academy	Workplace	Society
First language	Reading			
	Writing			
	Listening			
	Speaking			
Second language	Reading			
	Writing			
	Listening			
	Speaking			
Third language	Reading			
	Writing			
	Listening			
	Speaking			

Adapted from Airey (2011a)

# Using the Matrix



Discuss with a colleague.

What are your disciplinary literacy goals for your students?

Go through the matrix describing what you think your students need.

Swap and let your colleague do the same

## Summary

EMI content focused

EAP language focused

CLIL combined focus

CLIL is uncommon at higher levels of education

## Summary

Each discipline fosters a unique form of disciplinary literacy for three sites: **Society, Academy and Workplace.**

The demands placed on languages in these three sites are very different.

# Finally...



Until content lecturers see their role as one of socialising students into the discourse of their discipline, there can be no discussion of disciplinary literacy goals. Without such a discussion lecturers will continue to insist that they are not language teachers and that this should be a job for someone else.

(Airey 2011a; 2012)



# Questions or Comments?

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