



*Routledge Research in Language Education*

# **ENGLISH-MEDIUM INSTRUCTION FROM AN ENGLISH AS A LINGUA FRANCA PERSPECTIVE**

**EXPLORING THE HIGHER EDUCATION CONTEXT**

Edited by  
Kumiko Murata



# English-Medium Instruction from an English as a Lingua Franca Perspective

English is increasingly used as a lingua franca (ELF) in communicative situations the world over with the acceleration of globalisation. This is in line with the increased introduction of English-medium instruction (EMI) to higher education institutions in many parts of the world to further promote both students' and faculty's mobility to make them competitive and employable in the globalised world, and to make their institutions more attractive and reputable. EMI and ELF, however, are rarely explicitly investigated together despite the fact that the spread of EMI cannot be separated from that of ELF. This volume tackles the issue head on by focusing on EMI in higher education from an ELF perspective. The volume includes contributions by Asian, European, Middle Eastern, South American and Anglo-American scholars. It discusses language policies, attitudes and identities, analyses of classroom EMI practices, case studies and finally, pedagogical implications from an ELF perspective, incorporating also theoretical and empirical issues in conducting EMI courses/programmes. The volume will be of great interest and use, not only to those who are conducting research on ELF, EMI, CLIL, language policy and related fields, but also to classroom teachers and policy makers who are conducting and/or planning to start EMI courses/programmes in their institutions or countries all over the world.

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# English-Medium Instruction from an English as a Lingua Franca Perspective

Exploring the Higher Education  
Context

Edited by Kumiko Murata

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# 1 Exploring EMI in higher education from an ELF perspective

## Introduction

*Kumiko Murata*

### **Research on ELF in EMI settings in higher education (HE): language policies**

English used as a lingua franca (ELF) in academic contexts (cf. ELFA, Mauranen 2012) is one of the major areas of investigation for ELF researchers as increasingly more universities the world over are introducing English-medium instruction (EMI) to attract students from all over the world. EMI has quickly spread now with the acceleration of globalisation. European countries, where the mobility of both students and faculty is very high (Björkman 2016; Jenkins 2014, this volume; Kuteeva, this volume; Mauranen 2012, 2016; Murata 2016a; Murata and Iino 2018; Smit, this volume), in particular, are in the forefront of this trend. EMI is also an issue dealt with by Jenkins (2014) and Mauranen (2012); the former focusing more on language policies and attitudinal aspects in EMI settings in HE, while the latter investigates the characteristics of English as a lingua franca in academic contexts (ELFA) from grammatical, lexical and discoursal perspectives on the basis of its actual use in EMI settings based on the ELFA corpus Mauranen and her colleagues compiled (Mauranen 2012, 2016).

Since ELF is a relatively new research field, most of the existing or ongoing research on ELF so far has concentrated either on the detailed description of ELF features observed during interactions in various contexts (see Ehrenreich 2009, 2011, 2012; Firth 1996; House 2009 2016; Jenkins 2000; Kaur 2009, 2011a, 2011b, Mauranen 2006, 2012, 2016; Seidlhofer 2011; Seidlhofer and Widdowson 2009 among many others) or analyses of attitudes and identities behind the use of ELF (Jenkins 2007, 2014, this volume, see also works by her colleagues and research students) as well as its conceptualisation (Jenkins 2015; Mauranen 2012; Seidlhofer 2001, 2004, 2011, 2016; Widdowson 2016).

Under these circumstances, this volume aims to explore the development of ELF research, paying special attention to EMI contexts, which is relevant to further deepen our understanding of the meaning of ELF research, its role, possibility and implications in real-world contexts; that is, language pedagogy in EMI contexts in higher education (HE). This is all the more important as ELF is still relatively unknown territory despite the fact that ELF research is now thriving not only in the European context, where the first ELF research projects were initiated (see, for example, Jenkins 2000; Mauranen 2012; Seidlhofer 2011 among

many others), but also in the Asian context, where a major project like Asian Corpus of English as a Lingua Franca (ACE) as well as various other projects are currently being (or having already been) undertaken (Kirkpatrick 2010, 2012, 2017) nearly 15 years after Seidlhofer (2001) voiced her opinion about the need for ELF descriptive research.

EMI has been promoted in Europe under the ERASMUS project (Björkman 2016; Bolton and Kuteeva 2012; Coleman 2006, Cots, Llorca and Garrett 2014; Dafouz and Smit 2016; Doiz, Lasagabaster and Sierra 2013; Jenkins 2014, this volume; Kuteeva, this volume; Kuteeva and Airey 2014; Smit 2010, this volume, *inter alia*). This tendency is also widely observed in East Asian countries such as China and Korea (see Cheng 2012, Cho 2012, Hu 2005, 2009, Hu and McKay 2012, Park, J-K 2009, this volume, Park, K-J 2009, Wang, this volume). In Japan as well, EMI is now officially promoted by the government's various policies, and the number of university courses which offer EMI is also on the increase (MEXT 2011, 2014, see also Iino 2012, this volume, Murata 2016 a, 2016b, Murata and Iino 2018). The Japanese government, in line with other Asian and European countries, is now also very eager to encourage EMI in order to promote students' exchanges, both by inviting more overseas students to Japan and sending more Japanese students abroad (Iino 2012, this volume, Murata 2016a, 2016b, Murata and Iino 2018). The government, suggesting that more courses be conducted in the medium of English to realise this, has taken the initiative in providing selected universities with special funding for this purpose, starting, in 2009, with 'the Project for Establishing University Network for Internationalisation' (Global 30), in which 13 universities were provided with funding for five years to promote students' exchanges and to encourage the universities to offer EMI courses (JSPS 2009, 2011, see also D'Angelo, this volume, Hino, this volume, Iino 2012, this volume, Iino and Murata 2016, Jenkins 2014, this volume, Murata 2016 a, 2016b, Murata and Iino 2018 and Oda, this volume). Along with this project, in 2012, it initiated another project entitled 'The Project for Promotion of Global Human Resource Development', in which 42 universities in total were chosen to promote the 'internationalisation' of university education and educate students to be active in the globalised world (MEXT 2012). These two projects were followed in 2014 by another big project entitled 'Top Global University Project', in which 13 Top Type universities and 24 Global Traction Type universities were given special funding to enhance their 'international competitiveness' in the globalised world (MEXT 2014). It is also worth noting here that these moves were initiated under the strong influence of Japanese industries to have more 'competitive human resources' to compete with their counterparts in the globalised world, as also reported in Murata (2016 a, 2016b) and Murata and Iino (2018). Even outside this programme, more universities have started offering EMI courses to keep up with the urge for internationalisation of universities by the Government, industries and society in general (see also Iino 2012, this volume).

Under these circumstances, EMI research from an ELF perspective in the Japanese context has also made great progress. Additionally, the number of

researchers who are interested in ELF research has steadily increased, particularly young scholars, but also some established scholars in the field of World Englishes (WE) are paying more attention to incorporating an ELF perspective into their WE paradigm (see D'Angelo, Hino, this volume, for example), in particular, in the EMI context, which is the focus of the current volume. This volume therefore specifically focuses on ELF communication in EMI academic contexts. It explores, both theoretically and pedagogically, what is going on globally in the use of ELF in the EMI context, although more case studies are introduced from East Asian contexts. For this purpose, the volume is divided into three parts. Part I, entitled *ELF in higher education – from the perspective of language policies at institutional and governmental levels*, mainly explores language policies regarding EMI at both institutional and governmental levels, while Part II, *ELF in EMI settings – attitudes, identities and classroom practices*, investigates both students' and teachers' attitudes towards 'English' used mainly in EMI classroom settings and their identity formation in its use. The final part, Part III, *ELF in EMI – policy, practice and pedagogy: focus on case studies*, mostly introduces case studies, dealing with institutional EMI policies and practices as well as ELF pedagogy. In what follows, I shall briefly introduce these three parts in relation to the existing research in the field.

## Contributions in the volume

Part I of this volume, entitled *ELF in higher education – from the perspective of language policies at institutional and governmental levels*, includes five chapters by Jenkins, Jordão, Kuteeva, Park and Iino (Chapters 2–6). It focuses on English language policies from the perspective of the use of ELF in EMI in higher education (HE) settings. The first contributor of Part I, Jenkins, scrutinises 'international' universities' degree of 'internationalisation' in terms of their language policies, in particular, those of English or rather ELF, as English used in these universities is naturally expected to be ELF used by international students and staff from diverse lingua-cultural backgrounds. Jenkins investigates this, utilising three research methods: 1) university websites search of 60 universities from all over the world for their language policies, 2) questionnaires administered to academic staff from wide-ranging countries and 3) interviews or rather in-depth 'conversation' with international postgraduate students at a university in the UK (see also Jenkins 2014).

On the other hand, the second contributor of Part I, Jordão, critically explores the notion of internationalisation from a Brazilian, or 'Global South' perspective. Although Jordão does not explicitly subscribe to the term 'ELF' in explaining her practice of running '*the English for Internationalization course*' for professors, conducting EMI at her university, what she advocates by using the expression, such as 'construct[ing] more equalitarian practices around English', actually shares its spirit with that of ELF research. It is an invaluable contribution to the volume as we do not have many chances to hear voices from South America in this field.



Next, in Chapter 4, we move from the Global South to the North. The third contributor in Part I, Kuteeva, introduces language policy and practices in the Swedish context, where EMI has been firmly established as a way to opening university courses to international students as well as encouraging domestic students and faculty to be internationally mobile. Sweden is one of the countries which is very successful in introducing EMI, attracting a great number of international students from both inside and outside Europe (Bolton and Kuteeva 2012, Kuteeva, this volume, Kuteeva and Airey 2013). The chapter thus is of great relevance to the researchers, policymakers and practitioners of ELF the world over who are planning to introduce or have just introduced EMI-related courses and programmes.

We then move from the North to Far East. The fourth contributor in Part I, Park, explores EMI situations in Korean HE. In so doing, she discusses the Korean government-initiated EMI policy implementation and its consequences, and details the problems both students and faculty have to face in order to cope with this drastic transition. Finally, Park lists issues to be dealt with in this situation, which could be informative and applicable to similar situations worldwide.

We then move further east. The final contributor in Part I, Iino, discusses the changes made by the Japanese government in recent years regarding the use of English as a medium of instruction (EMI) to teach content courses at university. This, Iino asserts, is to attract international students as well as to make their domestic students more globally minded, promoting both students and faculty's mobility on international markets in line with globalisation. Iino critically analyses this tendency from a political economic perspective, critiquing the trend, which is influenced by the recent surge of neo-liberalism. He further critiques the ways in which these recent changes are also affecting English education at secondary level, discussing the issues at both institutional and governmental policy levels.

The five contributions in Part I thus all explore EMI policies at institutional and governmental levels in HE contexts. They, at the same time, persuasively reveal the extent to which English native speaker (NS) norms are prevalent and deep-seated in students', academic staff members' and policymakers' minds, and critique the practices particularly from an ELF perspective, revealing these stakeholders' lack of awareness of the reality of ELF use.

Part II (Chapters 7–11), *ELF in EMI settings – attitudes, identities and classroom practices*, explores students' and teachers' attitudes towards 'English' and their identity formation in EMI settings, as well as actual classroom practices and accompanying attitudes and identities in these classroom settings. Attitudes towards English from an ELF perspective in general are explored by many scholars, most notably by Jenkins (2007, 2009, 2014), followed also by her colleagues and students, e.g. Galloway (2011), Karakaş (2015), Takino (2015), Wang (2015), in both academic and business settings. The same issue is also addressed by Iino and Murata (2016). While students' attitudes towards English or ELF have generally attracted more attention in academic settings, Part II also contains Ng's contribution (Chapter 8), which has investigated teachers' and students' attitudes towards a 'non-native' teacher (Ng himself) from an Outer Circle country in an Expanding Circle setting, which is unique and intriguing.

The first contributor in Part II, Smit, on the basis of her longitudinal EMI investigation from an ELF perspective at a specialist (tourism) college in Austria, elaborates on students' and teachers' interactions in which translanguaging and code-switching practices are often observed. This is a global phenomenon often reported in recent research results of ELF interactions in both academic (Iino and Murata 2016) and business settings (see, for example, Cogo 2012, 2016a, 2016b, Ehrenreich 2009, 2011). Smit classifies these practices into different types in analysing her findings, utilising a discourse analytic approach supported also by quantification.

On the other hand, the second contributor in Part II, Ng, as touched on earlier, focuses on teachers' and students' attitudes towards 'non-native' teachers and their English as well as non-native-speaking teachers' identity formation in this context. Through the method of autoethnography, Ng details the journey of one teacher from the Kachuruvian Outer Circle, conducting EMI in the Expanding Circle, namely, in Japan.

The third contributors in Part II, Kriukow and Galloway, with Galloway's teaching and researching experiences in Japanese contexts, investigate Japanese PhD students' attitudes towards the use of English and their conceptualisation of EMI (in particular, in writing their PhD theses in English at a Japanese university, supported also by their supervisors' opinions), thus incorporating the two different perspectives on the same issue. The investigation has been conducted through interviews of students and their supervisors, and the recorded data has been qualitatively analysed, both authors critically examining ideologies and institutional policies behind the interviewees' narratives. The analysis is thus also of interest and informative from a methodological perspective to those who conduct narrative analysis in their research.

The fourth contributors in Part II, Konakahara, Murata and Iino, jointly investigate students' and lecturers' attitudes towards EMI and ELF in two types of EMI settings: an EMI programme and EMI courses at a university in Tokyo. The investigation is based on the administration of questionnaires to both students and lecturers, supported also by some interviews of students as well as classroom observations and reflective interviews of lecturers after the observations. The findings reveal that the two groups show differences in attitudes towards ELF and EMI, the EMI course students with less exposure to diversity showing more orientation towards NS norms, while the EMI programme group more appreciating the diversity of ELF use. This results in an important message that more exposure to diversity is essential in conducting EMI.

In Chapter 11, the final contribution in Part II, Nogami explores Japanese ELF users' attitudes and identity formation in communicating in ELF through EMI courses and experiences in ELF business interaction, utilising a discourse completion test (DCT) questionnaire followed by semi-structured interviews. Through this combined method, Nogami directly approaches the reason(s) why the informants have chosen the expressions they thought would be relevant in a particular interactional situation. The introduction of post-questionnaire interviews has enabled her to successfully elicit the reasons behind the informants'

choices of certain expressions, which are differentiated depending on their would-be conversational interactants, considering their lingua-cultural backgrounds.

Thus, by utilising various survey methods and instruments, these scholars in Part II successfully delve into the dynamics of both students' and teachers' attitudes and identity formation in diverse EMI and ELF communication contexts. The results of the contributions on EMI practices bear important implications for language pedagogy, which needs to receive more careful attention particularly in academic contexts, where ELF is increasingly used as a shared means of communication. This is the theme the current volume addresses in Part III.

The final part of the volume, Part III, entitled *ELF in EMI – policy, practice and pedagogy: focus on case studies*, consists mainly of the contributions of case studies of EMI at universities in East Asian HE contexts (see chapters by Wang, Hino, D'Angelo and Oda, Chapters 12–15) as well as one chapter on ELF assessment by Shohamy (Chapter 16). The theme is topical as more and more universities around the globe are trying to 'internationalise' their universities, one means of which is the introduction of EMI. In this situation, however, often the connection between 'internationalisation' and 'English' is not necessarily well defined in the official documents or recommendations (see also Jenkins 2014, this volume). In particular, the dynamic and fluid nature of ELF does not seem to be generally understood or incorporated into the government's official discourses of EMI, English being automatically equated with NS English. It is therefore timely to discuss and scrutinise the current practice of EMI at universities as well as the ways in which each university is coping with this issue as case studies. This in turn could also be informative to those who are in the similar situations elsewhere in the world. Part III thus introduces four EMI case studies at universities in China and Japan as well as another very important contribution by Shohamy, who critically investigates language policy from an ELF assessment perspective.

The first chapter in Part III (Chapter 12) by Yin Wang details an EMI case study at a university in China on the basis of interviews conducted to some instructors who are running EMI courses, supported also by classroom observations and the analyses of various official documents available. In so doing, Wang mainly focuses on two issues: first, the mismatch between content and language competencies in EMI practice; and second, attitudes towards both the Chinese and English languages. Wang concludes that changing awareness about the English language in EMI situations and providing teachers with proper language support are necessary (see also Doiz et al. 2013).

Chapter 13, the second contribution in Part III by Hino, explicates Hino's attempt to combine ELF and content and language integrated learning (CLIL) perspectives and incorporate them in his graduate EMI class, coining a term content and ELF integrated learning (CELFIL) for this course. On the basis of his actual experience in conducting graduate-level EMI classes at a university in Japan, Hino convincingly lists practical and useful suggestions for the introduction of CELFIL and necessary conditions for running these courses. This chapter, therefore, is relevant not only to ELF and EMI scholars and practitioners but

also to CLIL and other language practitioners, and offers important implications for ELT pedagogy from an ELF perspective both at micro and macro levels.

Chapter 14, the third contribution in Part IV by D'Angelo, introduces a detailed account and assessment of the practice of EMI courses offered at Chukyo University in Japan, which founded the first department of WE in Asia. It thus conveys useful information to those who are currently running or planning to run similar EMI courses. The chapter is also informative about the interface of WE and ELF paradigms, D'Angelo having originally started as a WE scholar and recently incorporating an ELF perspective into the WE paradigm, and thus being knowledgeable about both fields.

The fourth chapter in Part III, Oda's (Chapter 15), describes the process and rationale for the establishment of the Centre for English as a Lingua Franca (CELF) at a university in Tokyo in a detailed manner. Of particular interest is their academic staff recruitment policy, which is more ELF-orientated compared to the still very NES-based traditional hiring system in general in Japan. This practice, therefore, could become a model for many other 'English' language centres not only in Japan but also the world over, which may revolutionise 'English' language education and drastically change people's awareness and attitudes towards ELF.

In addition to these four case study-based contributions, Part III also contains another very important contribution by Shohamy, who critically investigates language policy from an ELF assessment perspective, which plays an essential part in discussing language pedagogy. This final chapter of the volume (Chapter 16) by Shohamy maintains that the current practice of language testing and its definition of proficiency and measuring methods are not in line with the increasingly bi- and multi-lingual world, where learners/users of a language have usually other language resources, and are readily mixing different language resources for communicative effectiveness (see also Jenkins 2014, Mauranen 2012, Seidlhofer 2011, all of whom also discuss the issue of assessment from an ELF perspective). Shohamy strongly proposes that, when making tests, language varieties – or variation in the case of ELF – should be taken into consideration, pointing out how currently most of the widely available large-scale tests have all monolingual orientations and are NS-norm orientated, including the CEFR (see also Hynninen 2014, McNamara 2012, Pitzl 2015). She justifies her claim by demonstrating, with illustrative examples, how this is against the reality of language use.

Accordingly, this volume is a combination of ELF and EMI-related theories, research and reports on actual ELF-informed practices in EMI settings. The volume is an ambitious one in that it deals with wide-ranging issues, covering EMI theory and practice with the possibility of further developing ELF research, including the one related to language teaching and testing as well as language policies. With this wide and diverse coverage, it is hoped that the volume is a key to further development and enrichment of ELF and EMI research as well as a good consolidation of the research so far conducted in EMI settings from an ELF perspective. The specially selected contributions in each part, I hope, lead to deepening the understanding of the field and the nature of ELF research in general.

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## Part I

# ELF in higher education – from the perspective of language policies at institutional and governmental levels



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## 2 The internationalization of higher education

But what about its lingua franca?

*Jennifer Jenkins*

### Introduction

This chapter focuses on an aspect of global higher education (henceforth HE) that is often overlooked in the increasingly frequent discussions of the ‘internationalisation of higher education’, that is, language, more specifically, English, and still more specifically, English in its lingua franca role in HE.

It has seemed to me for some years that issues relating to the role of English as the lingua franca of international HE have been ignored for two main reasons. Firstly, language per se is simply not considered important in HE: It is seen merely as the means that enable us to carry out HE’s teaching, research and administrative functions, most often in English in ‘international’ universities. Scholars outside of language research in general and research into English as a lingua franca (ELF) in particular tend to be unaware of the manifold complexities relating to language use. These include issues such as the role of language in identity, the causes and effects of language ideologies, and the influence of language attitudes, as well as English-specific phenomena such as the gatekeeping function that English performs, and the entire question of whether it is reasonable for an ‘international’ university to teach only in the medium of English rather than in multiple languages (see Jenkins 2015 and Jenkins in press on English within a framework of multilingualism). The problem, neatly summed up by Pratt (2010), is that “[w]hile many people who think about language are thinking about globalization, the people who think about globalization never think about language. Language has not been a category of analysis in the literature on globalization”. We need to think about “the redistribution of linguistic competencies, lingua francas, and the emergence of new heterolingual practices”.

Secondly, as is well known, while the internationalization of HE is being achieved primarily in English, there is no desire (and often no awareness of the need) to consider what kind of English this is or should be. The findings of extensive research into ELF are ignored, whereas they should be central to university English language policy and practice (for extended discussion of such findings, see for example, Cogo and Dewey 2012; Mauranen 2012; Seidlhofer 2011). Instead, there is a simplistic assumption that English in its international lingua

franca role is and should be the same as the English used in its national role within the US and UK especially. This, as Turner (2011) points out, has led to a situation in which we find:

the relentlessly remedial representation of language issues in the institutional discourse of higher education . . . the widely circulating deficit discourse for language, along with the dominant representations and conceptualisations of language that have promoted it.

The English of its non-native speakers (henceforth NNEs), both students and staff, is widely regarded as deficient to the extent that it differs from certain ‘standard’ versions of native English, leading to issues of fairness and equity for NNEs in university settings and the marginalizing of the vast body of research into ELF in respect of these settings. Ironically, international university settings are, by their very nature, ELF settings par excellence. And as Bailey (2013) argues in relation to the English of international students in the UK:

[a]s international students form an ever-growing proportion of the student population in our institutions, we can no longer expect them to ‘fit in’ with a system designed primarily for a home-grown student body.

In other words, ‘international’ is incompatible with a ‘national’ approach to English (or anything else for that matter). The same, I would argue, applies to the English language policies of any university elsewhere in the world that proclaims itself as ‘international’. The only difference is that outside the Anglo-phone settings, the home staff and management are likely to be NNEs themselves, and thus to be promoting (although not exemplifying) a monolithic kind of English that is not even local to their own context, but to a distant US or UK one.

### **Exploring academic English policies and practices in higher education**

It was concerns over the two issues outlined in the previous section that stimulated the research that I will discuss in this chapter (see Jenkins 2014 for a detailed account of the research). Although I share with many colleagues working in the field of multilingualism a concern over risks such as domain loss for languages other than English, my focus here will be on issues relating to English itself. More specifically, the research I report explored the kind of English that is required and promoted in global HE, and the extent to which it does/does not reflect the diversity of the institution’s composition, and, in turn, the kinds of English used when the language performs an international lingua franca (rather than a national NES-NES) role.

The project as a whole consisted of the following three main research questions and data sets:

<i>Research question</i>	<i>Principal data set</i>
1. What are the prevailing academic English language policies and practices of universities around the world that teach partly or entirely in English medium, in respect of any stated or implicit attachment to native academic English norms?	Study of 60 university websites from 23 countries in East/South-East Asia, Latin America, Mainland Europe, Anglophone countries and Anglophone branches.
2. What are academic staff's dominant beliefs about non-native academic English?	Open-ended questionnaire study administered to university staff around the world (166 responses from 24 countries).
3. What are the perceived effects of current English language policies and practices on international, EU and home students?	Unstructured interviews (conversations) with 34 international (including EU) students; separate focus group study.

The theoretical framework underpinning the research was critical language policy drawing, in particular, on Spolsky's (2004) 'components of language policy', Shohamy's (2006) 'mechanisms between policy and practice', and Woolard's (2005) 'ideologies of authenticity and anonymity'.

### *The website study*

We turn now to the research findings, exploring each of the three data sets in turn, and firstly, the university website study. I start with some typical examples of the kinds of discourses I found on the 60 websites I studied. First, two South Korean websites. In both cases, these websites proclaim their global credentials, referring specifically to phenomena such as 'international exchange' (Dankook) and 'international communication abilities' (Dongseo):

#### **Dankook University**

We are aiming to establish the prestige of Dankook around the world by securing our image as both a regionally oriented university through services and cooperation with communities and a globally oriented university by setting up a global network through international exchange and cooperation.<sup>1</sup>

### **Dongseo University**

The Global English Program offers intensive ESL/EFL education both to specially selected Korean students wishing to improve their international communication abilities and to international students wishing to enter a specialized degree but lacking the required level of English proficiency.

However, other parts of both websites reveal that their ‘international’ nature is firmly attached to native English, not to the diverse ways of using English that are more likely to be typical of their NNES members. Dankook, for example, turns out to be ‘an English immersion environment’ in which NNES students receive English conversation lessons from NESs. Meanwhile, Dongseo holds conversation classes taught by NESs:

### **Dankook**

English village is a community at Dankook University designed to simulate an English immersion environment. Invited native English-speaking students (interns) will teach and lead small groups of DKU students’ English conversation sessions daily.

### **Dongseo**

Through its one-year curriculum, students take 25 hours of intensive English classes. All four language skills are emphasized. . . . Each class is taught by a native English-speaking professor, with special opportunities for enhancing international understanding being offered through the Global Colloquiums.

Apparently, they see ‘international understanding’ as being enhanced by such means.

Xi’an Jiaotong-Liverpool, a partnership between a Chinese and UK university, likewise talks of its ‘global vision’ and yet goes on to describe its ‘immersion English learning context’ in which students are taught English by (presumably NES) staff who are supplied by the Liverpool partner.