

Global mapping of EME



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Our research group...

- sought to **investigate the status quo of EME** in higher education in 52 ODA (the Official Development Assistance) countries;
- created a snapshot of EME in these countries as it is essential for **tracking of EME development**;
- obtained data from **multiple sources** to have an overview of EME from different angles.

Methodology

Stage 1

Country respondents

- Questionnaires from *informed respondents* recruited through the British Council. One per country.
- 42 out of 52 responses received

Stage 2

HEI website analysis

- Structured collection of information from HEIs, relating to e.g. EMI admissions criteria. Two per country.
- 104 responses received

Stage 3

HEI surveys

- An online survey of HEIs key players to further investigate aspects of EMI at their own institutions. One per HEI.
- 227 responses received

Today's focus:

Language
assessment for
students
(admission criteria)

Were there English language proficiency requirements?

- **Stage 1:** *fairly common* (29 out of 45 respondents)
- **Stage 2:** Admission criteria reported on websites (n=96; 92.3%)
 - 54.8% included an English proficiency requirement for *all* EME programmes
 - 7.7% had an English proficiency requirement for *some* EME programmes
- **Stage 3:** Survey responses reported English language requirements for:
 - All undergraduate students (n=107, 51.7%)
 - Some undergraduate students, e.g. international students (n=25, 12.1%)
 - No requirement for UG (n=72, 34.8%)

What types of requirements?

- Requirements were **university- and context-specific**
- Stage 2 & Stage 3:
 - **International exam scores**, e.g., IELTS or TOEFL (*most common*)
 - In-house exams
 - Secondary school scores (e.g., in Sub-Saharan Africa)
 - English part of entrance exam (e.g., Ukraine, Thailand, Tunisia)
 - Showing a CEFR level
 - General requirements, e.g. 'good English'

What exam scores were required?

- **Stage 2 & Stage 3:** International exam requirements varied across HEIs:
 - Score range: IELTS 4.5–7.0 and TOEFL iBT 56–100
 - *For example:* **Bandung Institute of Technology in Indonesia** appeared to require exam scores of TOEFL iBT 56+ and IELTS 5+ from postgraduates, while the **Lebanese American University in Lebanon** required applicants to submit scores of TOEFL iBT 80+ and IELTS 6.5+.
- Generally, minimum English proficiency level required was B1 or B2 for UGs

Students: What exam scores?

Table: Test scores required for entry to *undergraduate* EME programmes (Stage 2)

Test	Mean score reported	Minimum score reported	Maximum score reported	CEFR equivalent of mean score
TOEIC	625	500	750	B1
TOEFL iBT	68	30	100	B1
TOEFL PBT	454	213	550	A2
IELTS	5.5	3.0	7.0	B2

Students: What about postgraduates?

- Overall, similar **types of requirements** for PGs but PG requirements **generally higher** than UGs:
 - *For example: **Ramkhamhaeng University in Thailand*** required a minimum TOEFL score of 65 for UGs and 75 for PGs.
 - *For example: **Gadjah Mada University in Indonesia*** required PGs to submit language scores for admission but not UGs
- Generally, minimum English proficiency level required was B2 for PGs

Key Takeaways

For students' language assessment:

- Many HEIs (about half) have a form of language proficiency assessment in place, often requiring an international English language exam score
- However, **the appropriateness of this threshold needs to be examined:**
Do students still experience language-related challenges above the threshold? (see Aizawa & Rose, 2019)
- And **the appropriateness of this type of assessment needs to be evaluated:**
Do these exams reflect students' language needs in EME? (see e.g. Dimova, 2020)

Concluding remarks

EME is still developing in many contexts:

- **More research is needed** to evaluate the assessment methods and thresholds used to measure English language proficiency for EME
- In addition to assessment measures, **more language support is needed** for students
- To increase the visibility of HEIs in ODA recipient countries, we advocate for **increased clarity of EME provision**, including greater transparency of information on HEI websites

Thank you for listening

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