

## **English Medium Instruction in the international university: What is it good for?**

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Over the last decade, universities across Europe have increasingly turned to English Medium Instruction (EMI) in Bachelor's and Master's programmes. In Dutch Higher Education, the use of English means that universities can attract greater numbers of students, with the result that the student population becomes ever more diverse. This diversity presents both opportunities and challenges, including some confusion about the use of languages (in our case mainly English and Dutch). There is a need to be more explicit about the use of language in teaching and learning, as well as in other interactions across the university.

The shift that EMI represents from Dutch to English is not a case of 'business as usual in another language' but rather a process involving complex transitions. It involves the transformation of educational programmes through the Internationalization of the Curriculum (IoC) as well as changes in the mindsets of people – bearing in mind that not only the majority of students but also the vast majority of their lecturers do not have English as their first language. Supporting this process requires considerable investment in time and resources, and involves building partnerships between key stakeholders across the university.

This presentation describes the response of a Dutch university to these challenges. Wondering 'What is it good for?', I will look into some of the more complex questions that are hidden just below the surface of EMI. For example, who takes responsibility for quality in relation to the 'English' element of EMI? What is the role of lecturers, for example in Engineering or Medicine, in preparing students to participate in academic discourse through English? And what happens to the Dutch language and culture in all of this?