

# Chapter 6

## To Collaborate or Not to Collaborate?

### ICLHE as the Way Forward for Collaborations Between EAP Professionals and Their Departmental Counterparts

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#### ABSTRACT

*With the globalization of higher education, English Medium Instruction (EMI) has become increasingly prevalent. This chapter explores the collaboration options between English for Academic Purposes (EAP) professionals and their departmental counterparts in EMI institutions. It examines the integration of academic English into the teaching of academic content, highlighting the Integration of Content and Language in Higher Education (ICLHE) approach as being most realistic and beneficial. The chapter argues that ICLHE fosters better student outcomes, enhances career development for EAP professionals, and promotes meaningful collaboration between language and content specialists. The discussion is limited to institutions where academic faculty members are proficient in English, predominantly as a second or additional language, and where most students are non-native English speakers untrained in university-level academic skills.*

#### 1. INTRODUCTION

With the increase in globalisation of the last 40 or 50 years, in which trade and cultural links between nations have proliferated, a similar trend of convergence is noted in education, especially higher education. As a result, an increasing number of students have chosen to study abroad (Bolton et al., 2024) and so

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study as international students in the language of the host country, such as the UK, the USA, or China. Alternatively, they study abroad but in the medium of a language, such as English, that is not native to that country, such as in Germany or France. Finally, they might remain as domestic students in their home countries, but seek degrees and qualifications offered by foreign universities in the languages of transnational universities, some of which may have set up campuses abroad, such as in China or Malaysia. While in each of these combinations various languages could be offered as the medium of instruction, because of the dominance of English in business, commerce and diplomacy, many institutions, at least in part, seek to teach academic content through the medium of English. English Medium Instruction (EMI) has therefore become prevalent across the higher education sector globally and assumed various forms (Smit, 2023). Also, in the light of this development, a specific discipline or pedagogical practice known as English for Academic Purposes (or EAP) has changed its role. Long established in Anglo-phone countries providing English language support to students whose first language is not English but are studying at universities within them (Wingate & Hakim, 2022), EAP has become much more synonymous nowadays with EMI institutions, which traditionally are thought of as being in countries where English is not the first language (Macro, 2018). It therefore is not difficult to see the challenges that a university can face when the majority of the student body no longer learns content in a language in which that content was traditionally taught and in which academics may typically expect to teach it.

This chapter explores the various collaboration options that can exist between English for Academic Purposes (EAP) professionals and their departmental counterparts in EMI institutions of higher education. The essential question addressed will be the extent to which the teaching of academic English should be integrated into the teaching of the academic content that is also taught (in English). It will begin by surveying the current options for the teaching of academic English. It will then take one of these options, the Integration of Content and Language in Higher Education (ICLHE), which is the extension of Content and Language Integrated Learning (CLIL) into higher education, and argue that this is the most achievable and realistic approach, and highlight not just its advantages for students and academic departmental staff but also the possibilities for career development and enhancement for EAP professionals themselves.

## **2. LITERATURE REVIEW**

At transnational institutions teaching EMI courses, academic content lecturers are inevitably aware that many of their students will not be proficient in the specific English requirements for their degree programmes. Nevertheless, they will hope, as much as possible, that the linguistic competence of their students will not be an obstacle to the transmission of the knowledge that they teach or to the demonstration of the students' own understanding of the knowledge they have been taught. This has given rise to the need for English for Academic Purposes (EAP), and a new role within academia, the EAP professional. Even though the origins of EAP in higher education can be traced back to the 1980s (Hyland & Shaw, 2016), unusually within higher education, the EAP professional may not come equipped with a PhD or professional doctorate, but rather with teaching related qualifications typified by a master's degree with a teaching practice component, and/or a Diploma in English Language Teaching to Adults.

To be successful, this distinctive type of academic needs to be able to teach both general and specialised EAP courses, develop subject specific learning materials and collaborate with subject-specific academic staff to support meaningful learning (Wingate & Hakim, 2022). This last point on supporting

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