SIGNIFICANCE OF EMI AND ITS RAMIFICATION IN GENERAL

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ABSTRACT

English as a link language is the epicenter in connecting millions of people from all walks of life across the globe. However, only a minuscule percentage of that is native speakers of the English language. It's lingua franca. Worlds accepted language in business, trade, technology, travel, popular culture, and most importantly in higher education to catapult the process of learning English language.
Keywords- EMI,

I. INTRODUCTION

Teachers and students all over the world, invariably deliver course content or subject matter via English. There is no single standard model of English in delivering a lecture, but rather a vast number of possible variants. For example, a university may choose to operate collaboratively in English with all its support services coverage of curriculum or syllabus, administration, library resources. Thus, in an almost dominant English- environment.

II. DELIVERING THE COURSE CONTENT VIS-À-VIS LANGUAGE

A University may choose a bilingual or even a trilingual approach, where two or three languages, one of which is English, is used more or less side by side for teaching and perhaps for administrative purposes too. yet in another university, an amount of programs or modules might be taught in English, whilst the rest of the university operates in the language of the host country. For example, a university in India may offer a few programs in English, but most of its programs are in other languages. Seldom, an academician has to use English in class because the texts the students need to work are available only in English and not in their first language.

So as an academician set idiosyncratically use English in lecture. This has to be in sync with the classroom, aims and objectives set forth in a given context as well as operating in their home and university. This needs mobility, requires a shared mode of communication, which for the most part, turns out to be English or based on English.

Even if teachers and students do not travel physically from one country to another, teaching plus learning happening at a distance, thanks to technology, with varying degrees of separation between them. An academic may be in one location and the students in several others or lectures are recorded to be listened to later, or MOOCs or other online courses are created for students to enroll on.

Communication may be in real-time or asynchronous. In other words, teaching and learning are not necessarily happening with all participants in the same place at the same time. When thinking about successful communication, perhaps, first think of the real words that can be used while speaking English in a given situation. These are, of course, important. These are the building blocks in any language.

III. PROCESS OF EMI:

EMI steering target goes beyond just words. The indication is in its key name—English Medium Instruction. English is the vehicle for instruction through which academic content passed to students. Remember, not as English teachers, but teachers in English. English Educators often confused with these EMI and CLIL. The difference between EMI and CLIL is that CLIL stands for Content and Language Integrated Learning. It has two functions-- to teach not only content but also a language at the same time. In some universities, the distinction between them is clouded. And this is fine, as each institution has its own local patterns. But for the purpose of this EMI is to take EMI in its purest sense so as
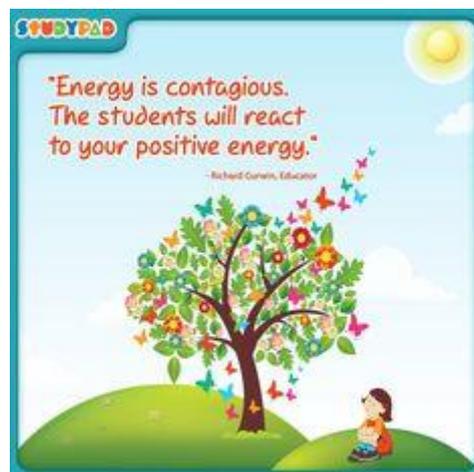
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to hold the essence of the language and to mean the teaching of academic content through English, not the teaching of English.

Though naturally, the language grows and develops through its use and practice, resulting students may well acquire more skill and confidence in their English language skills through participating in EMI classes. But the primary aim remains to teach the structure the contents of the discipline, be it computer science, business or Maritime law. Remember any growth in English language proficiency is a byproduct as well as very valuable byproduct thereof.

How English can best be used to get the meaning across to all the students. A lecture in English is not simply about choosing the right words and ordering them with grammatical precision, but using all the resources at your disposal to make it meaningful. This is language in action. It need not have native-like knowledge of English in order to deliver the lecture and communicate effectively in the chosen field.

Now common sense tells us that educators need a basic knowledge of a language in order to begin lecturing through it. It doesn't mean that they need to be perfect in knowledge. English is not a barrier-- English is a tool. There are other tools and resources in the stock of skills that one can make use of, in communication. It has been observed that as lecturers travel along the EMI path, their practice changes and they need to make adjustments along the way and structuring lectures.

"Energy is contagious. The students will react to your positive energy."
- Richard Curwin, Educator

So, be ready to adjust to the pedagogical approach somewhat and adapt style accordingly and methods in order to take account of the needs of the audience. It's not a question of taking an existing lecture in mother tongue as everyone thinks in that language and simply translating that into English. Rather, look at practice and re-evaluate its suitability for a different kind of audience with different needs.

The importance of different English does not belong to the British, the Americans, or to any other Anglophone country. English now belongs to all nationalities and users of the language, whether as a first, second, or third language because these people use English for their own specific purposes and needs.

IV. STRUCTURING THE LECTURE

It is relevant to think about the idea of a journey by giving the directions of where educators are going and how planning is taking place to deliver a lecture. Notice the expression that some people use to say that they haven't understood or followed the lecture and so on forth. So, think of the audience as the following speaker on a road. Roads can be complex with many twists and turns, side roads, and diversions in different directions. It's useful to suggest to learners the direction of a lecture.
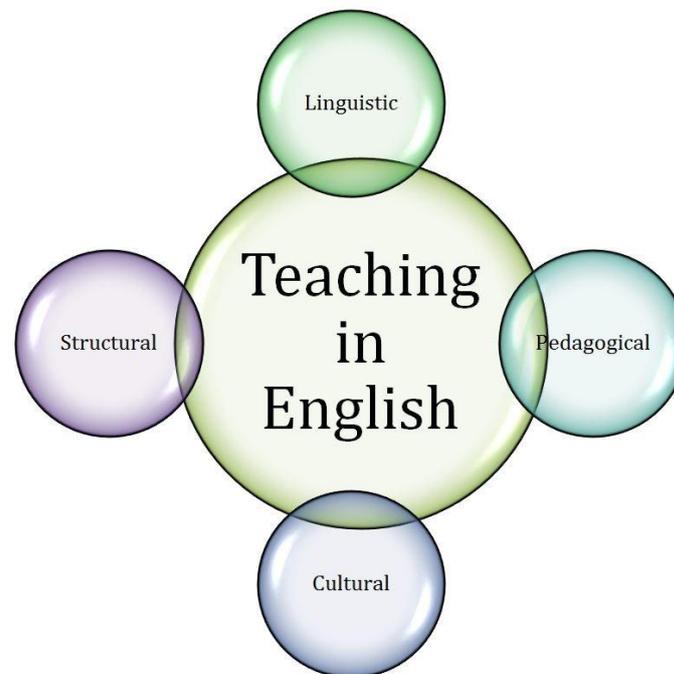
Thinking now of the language which to use for structuring lecture and to communicate it to students, what do usually say to begin lecture? So, look at lectures online, find the language that other lecturers use, check them, and see how to implement that into the classrooms. Use different expressions to sound better and to feel comfortable with the language. Then set up a small number of expressions that make them feel comfortable as they will know what's going on in during the course.

Similarly, each needs to build a repertoire of phrases that signal progression as moving through the lecture. Personally, I tend to use phrases such as, Now we come too or Turning now to, or Moving on now to. And what is important here too is that keep pause and signal it with voice.

Finally, make it clear at the end of the lecture and show that it is nearly finished. The very word "finally" is useful, as are other expressions that I tend to use, such as; I'd like to finish by saying that-- and so on.

So it's really important this signaling language is for students in following what it is saying. It doesn't have complex language at all. In fact, the very word so... is extremely helpful in showing to listeners that the speaker is moving through the material. This little word, perhaps emphasized by voice and with the smallest pause after saying, can catch the attention of the students and help them in their understanding as they are listening.

Structuring a lecture appropriately is an essential communication device to help learners follow what you are saying and to make sure that they appreciate and understand key messages.

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The next thing to consider is the speed of delivery that comes after correct pronunciation. Give small doses of pronunciation in the ESL Classrooms as it boosts learners' confidence to interact or speaking. Some speakers of English might rush their sentences because they're unaware of the speed at which they are speaking. This can have a negative effect on understanding, as found in many EMI settings. It can be difficult to take in information if it's said too quickly and if it is slow again they may not grasp it at all. This can make it hard to follow the lecture.

The effective way is to balance between these two, a way of speaking that is neither too fast nor too slow, which sounds natural thereby supporting the listener in their listening. Most importantly, learn to use voices to their best effect; learn to understand what voice sounds like while speaking. Try to understand your own accent sounds like, use voice in an interesting manner. Above all, let teaching passion grows in as passing through the subjects. Subjects shine through as enthusiasm becomes evident to students. Indeed a remarkable change within.

This passion is there within the usage of words and how to place emphasis on what's important. How else could we convey our enthusiasm to our students and our love for our

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subject? What is better way to stimulate interest, curiosity among the students' minds? Don't be afraid to show how research into particular subject motivates all the educators and say it to pupils.

Let's look at how intelligibility can be promoted for speakers whose first language isn't English. One feature of the English used by most native speakers is that it's what we call stress timed, which has the effect of more and more syllables being subsumed and shortened in the speech in order to fit the rhythm. Here's is a very simple example. 1, 2, 3, 1, and 2, and 3, 1 and a 2, and a 3. What this demonstrates is that although the rhythm and stress stays the same, more words are added and these words become shorter between the beats.

From this extremely simple example, It is noted that native speakers will rush through intervening words and syllables in order to maintain the rhythm of their speech and preserve this stress timing. The result is that the more words you put between these heavy beats and the speech, the more these words will be reduced, rushed, and consequently become more difficult to catch and understand it.

It is only for native speakers not every one of us. Take time to pronounce words and phrases in a way that conveys meaning effectively so that they will understand. Don't use contractions forms like that of native speakers? There is no law that says everyone should use contracted forms in speaking.

V.CONCLUSION:

The goal of English language educator should focus on goal the clarity which provides the meaningful segment for all the learners. This is the beginning of communication in EMI settings which has its own norms and limits, which are quite different from the rules of speaking that we might associate with Standard English.

When discussing whether EMI educators should adopt native speaker English or not, a distinction has to be made between the idea of 'native speaker English' and the idea of 'a native speaker of English'. The former, native speaker English is a commonly used label for a type of English, but this term hides the diverse ways in which native speakers of English communicate across cultures, contexts, regions and demographic groups.

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