OXFORD EMI
T R A I N I N G

Improving students' English

Julie Dearden   Oxford EMI, *Director*

Ben Beaumont   Oxford EMI, *Training & Research*

Dr. Kari Sahan   University of Oxford

Daniel Jones   University of Leicester

Tom Spain   Oxford EMI, *Head of Training*

Workshop schedule

| TIME	SPEAKER	TOPIC
17:00 – 17:15	Julie Dearden	Introduction
17:15 – 17:50	Ben Beaumont	University students' language needs in EMI.
18:05 – 18:30	Dr Kari Sahan	Student proficiency standards, admission criteria and language support.
18:40 – 18:50		10 minute break
18:55 – 19:20	Daniel Jones	Student language support. Examples of good practice. Pre-sessional & in-sessional English for Academic Purposes (EAP) support.
19:30 – 19:45	Tom Spain	How University teachers can encourage interaction in class to improve students' English.

Our experts

Expert researchers, trainers, course writers, university lecturers work to create Oxford EMI unique courses.
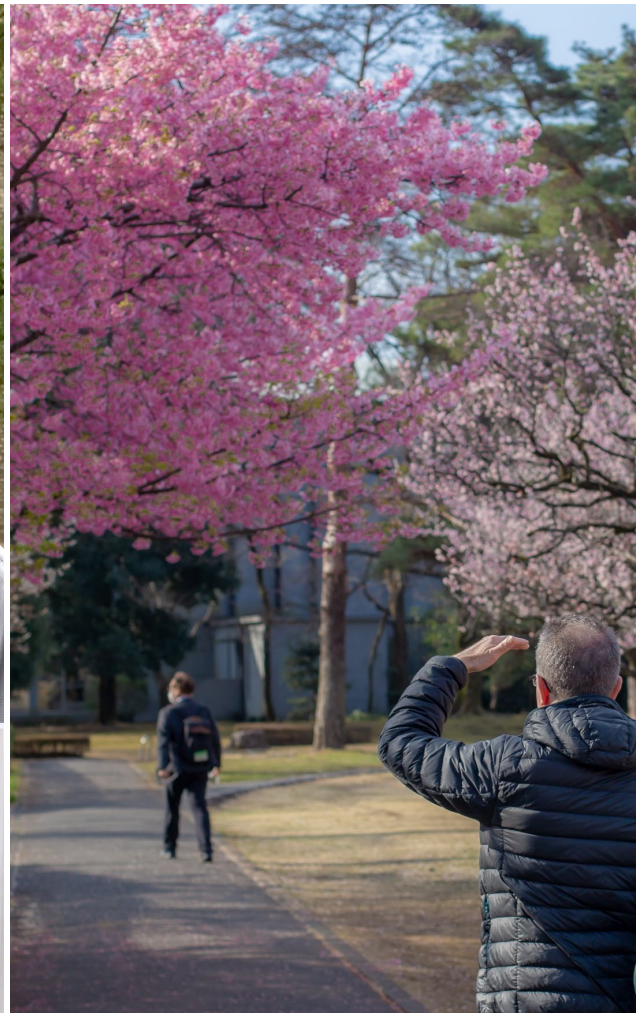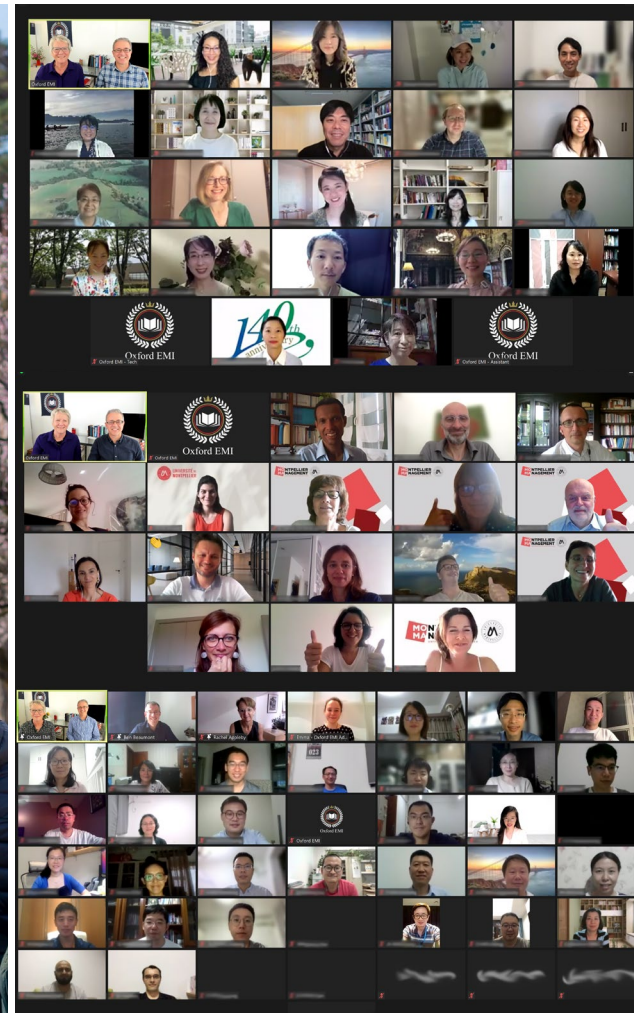
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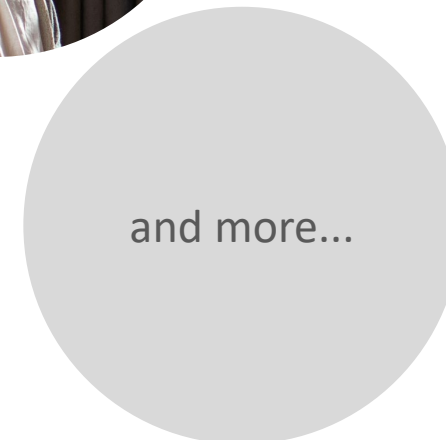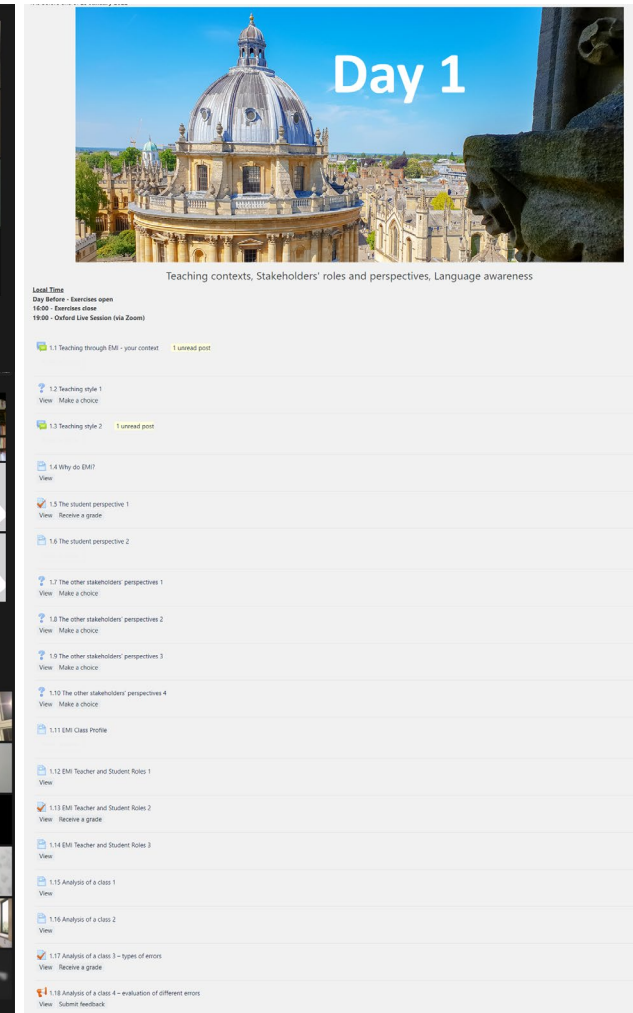
Oxford EMI Courses and certificates

Face-to-face in Oxford

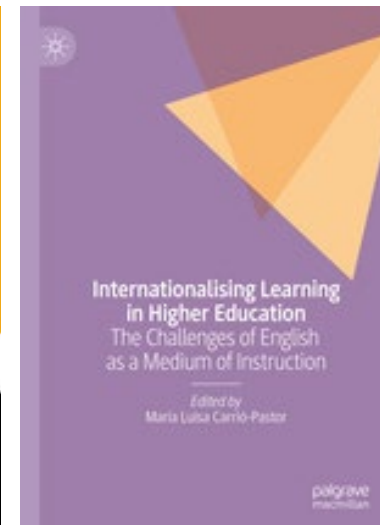**Face-to-face in country**

Trainer-led online

Self-access online
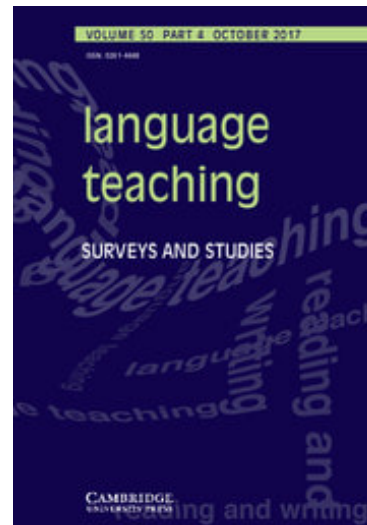
Certification:
Oxford EMI Certificate for University Lecturers

- EMI: A Growing Global Phenomenon (Julie Dearden 2015)
- Systematic review of 83 research papers in EMI at HE
- Support for EMI teachers in Higher Education
- EMI lecturer's sense of professionalism (Ben Beaumont)
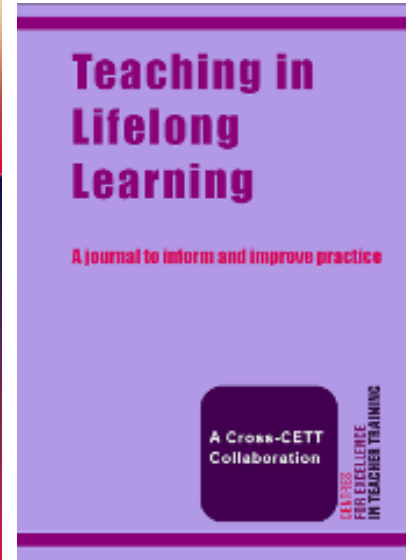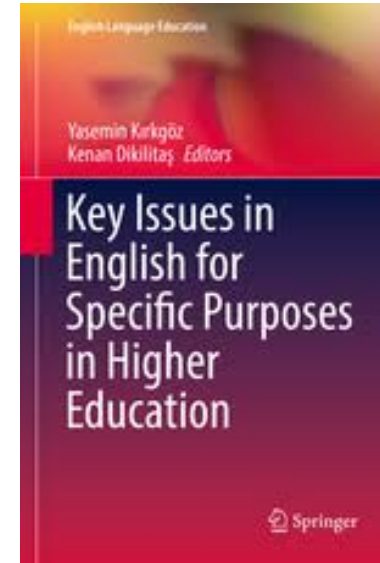
Ben Beaumont

Oxford EMI
Senior Trainer

Students' language needs in EMI

Section content:

1. Key issues for students on EMI courses

2. General student strategies

3. General institutional strategies

4. 3 support models: overview

5. Example: Waseda University

6. Different purposes for language assessment

7. Suggestions for student support

1. Language ability
    a. Understanding vocab related to content
    b. Understanding themes in sessions
    c. Learning new vocab
    d. Understanding lecturers in English
    e. Keeping up with input/topic (incl. processing of language over long periods of input)

2. Interactions (student-to-student; lecturer-to-student)
3. Support issues
4. Expectations (students of lecturers/institution; students of each other)

Aizawa & McKinley 2020; Aizawa & Rose 2019; Flowerdew 1994; Galloway & Ruegg 2020; Macaro et al 2018; Soruç & Griffiths 2017; Susser 2017; Suzuki 2017.

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Discussion Task:
TPS Technique

1
Think
Think and make notes on your own

2
Pair
Talk to a partner or in a group of 3

3
Share
Share your ideas in the Chat

1. Key issues for students

1. Language ability
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Task:

A. Which do you think is a priority for your students?

B. Why do you think this, e.g. course feedback, student interviews, observation reports…?

1. Asking questions / getting involved in the session / avoid being passive

2. Ask for different examples from lecturer to illustrate the point being made

3. Relate session themes to personal/real life examples

4. Sit at the front of the class to remove distractions

5. Take notes in English (not L1)

6. Identify key words for research after sessions (identification through lecturer emphasis)

7. Using visuals to help clarify meaning

Flowerdew 1994; Macaro et al 2018; Soruç & Griffiths 2017

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Discussion Task:
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2. General student strategies

1. Asking questions / getting involved in the session / avoid being passive
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5. Take notes in English (not L1)
6. Identify key words for research after sessions (identification through lecturer emphasis)
7. Using visuals to help clarify meaning

Flowerdew 1994; Macaro et al 2018; Soruç & Griffiths 2017

Reflection task:

A. Choose *two* strategies that help you when listening to presentations in English.

B. Do your peers have the same or different strategies?

These include:

1. Setting clear language requirements,
   e.g. CEFR B2

2. Making language support classes compulsory

3. Providing focussed EAP/study skills support

4. Providing self-access support
   e.g. one-to-one tutorial help

5. Providing extra faculty tutorial support

6. Separating local and international students*

7. Integrating local and international students

8. Providing language and/or pedagogy training for lecturers

1.

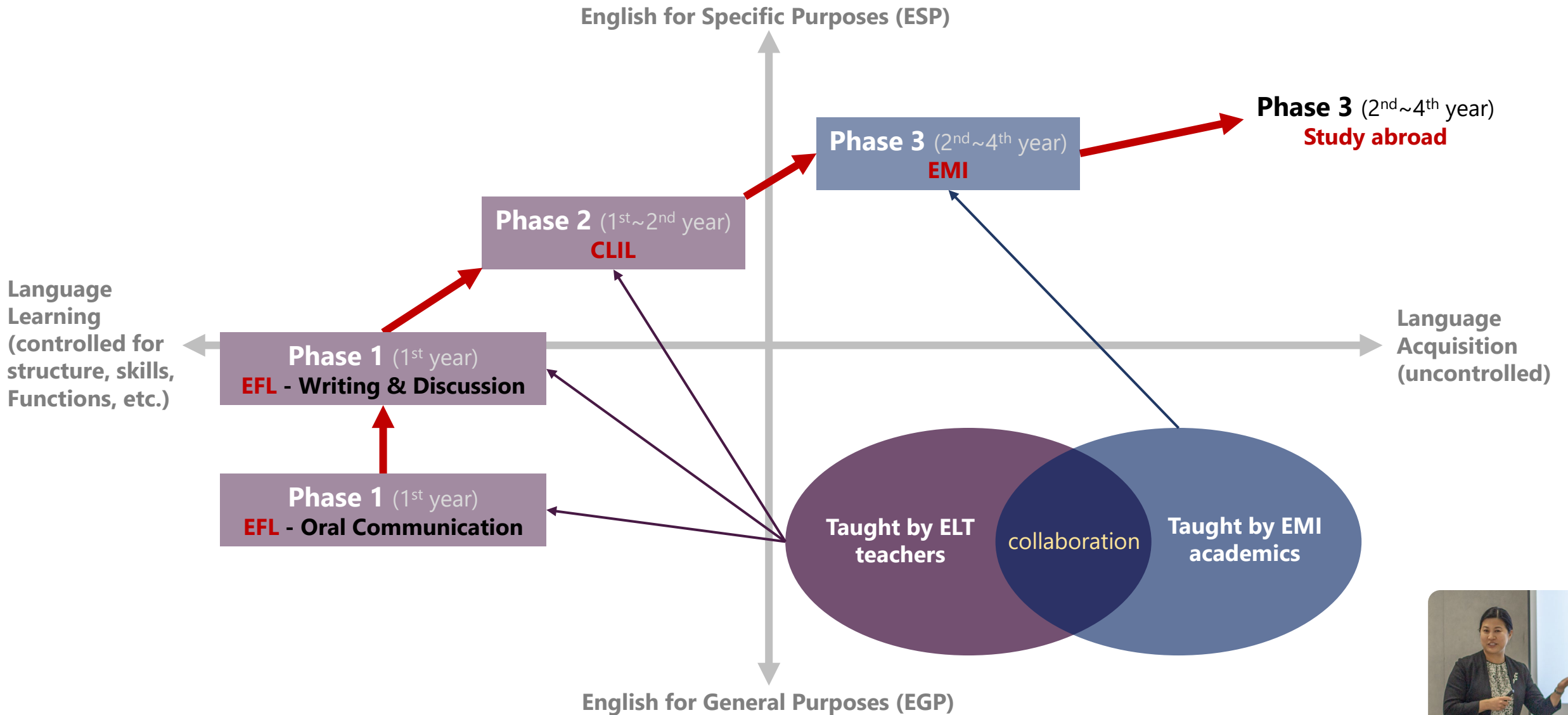Chapple 2015; Galloway & Ruegg 2020; Macaro 2018; Soruç & Griffiths 2017; Susser 2017.
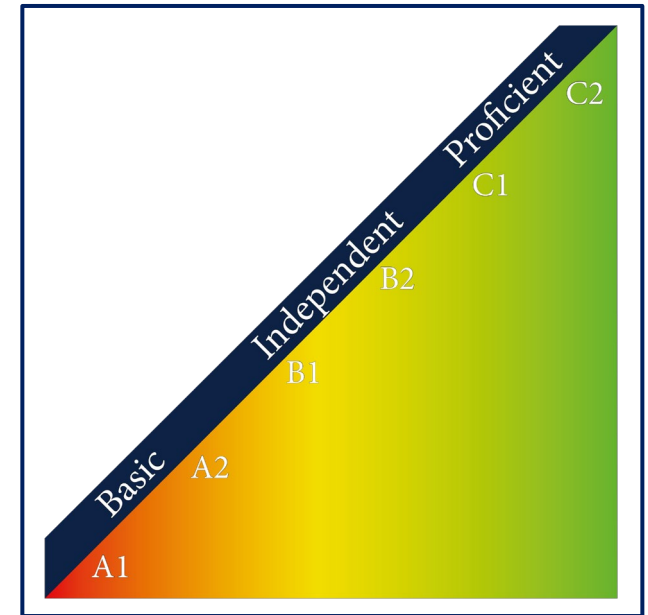
3 models of language support:

1. Preparatory year

2. Institutional support

3. Pre-institutional Selection model

English for Specific Purposes (ESP)

Phase 3 (2nd~4th year)
Study abroad

Phase 3 (2nd~4th year)
EMI

Phase 2 (1st~2nd year)
CLIL

Language Learning (controlled for structure, skills, Functions, etc.)

Language Acquisition (uncontrolled)

Phase 1 (1st year)
EFL - Writing & Discussion

Phase 1 (1st year)
EFL - Oral Communication

Taught by ELT teachers

collaboration

Taught by EMI academics

English for General Purposes (EGP)

Based on Emi Sauzier Uchida's Waseda Model 2017

Key principles:

- Needs analysis

- Assessment of language ability

- Stakeholder pedagogical principles

- Inter/intra-department coordination
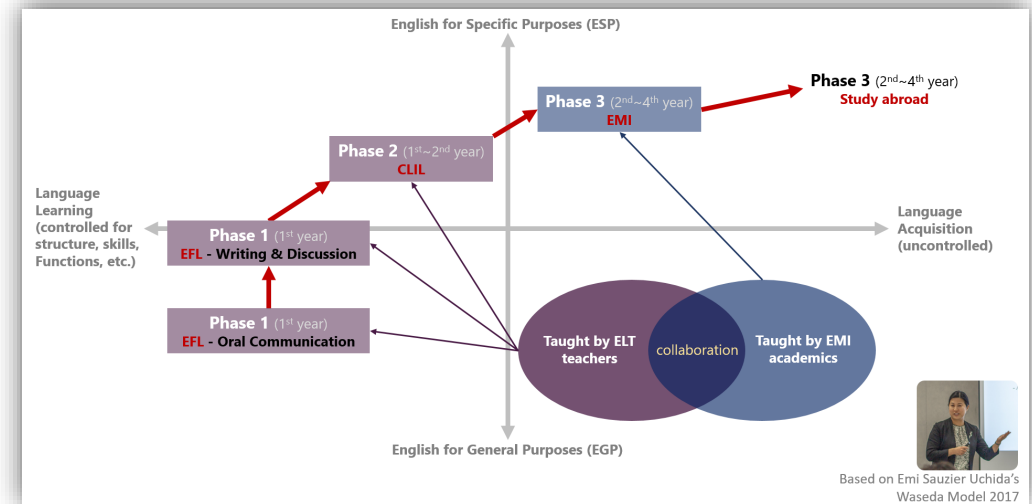
- Formative and summative evaluation

Harada 2017

Different purposes of language assessment needed at different stages of a student's academic / EMI development:

- Evaluating suitability for course entry

- Diagnosing need [for the development of support]

- Demonstrating progress

- Identifying ability

Based on Emi Sauzier Uchida's Waseda Model 2017

Recommendations for student support:

1. Language support

2. Stakeholder liaison (planning and synchronous)

3. Ongoing support across different areas of need

5. Mentor systems

6. Lecturer training

7. Pre-course requirements and expectations

8. Maximise opportunities for integration

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Question to consider:

Which areas would you like to add to / develop for your institution's current support?

Section references

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Second Language Acquisition (SLA) hypotheses

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Opportunity for professional practice

-

Harmonising levels of English

-

Soft skills for professional life

Output

Swain, 1985 Output Hypothesis

+

Interaction

Long, Interaction Hypothesis (1996)

General academic words

analysis   approach   area

concept   context   data

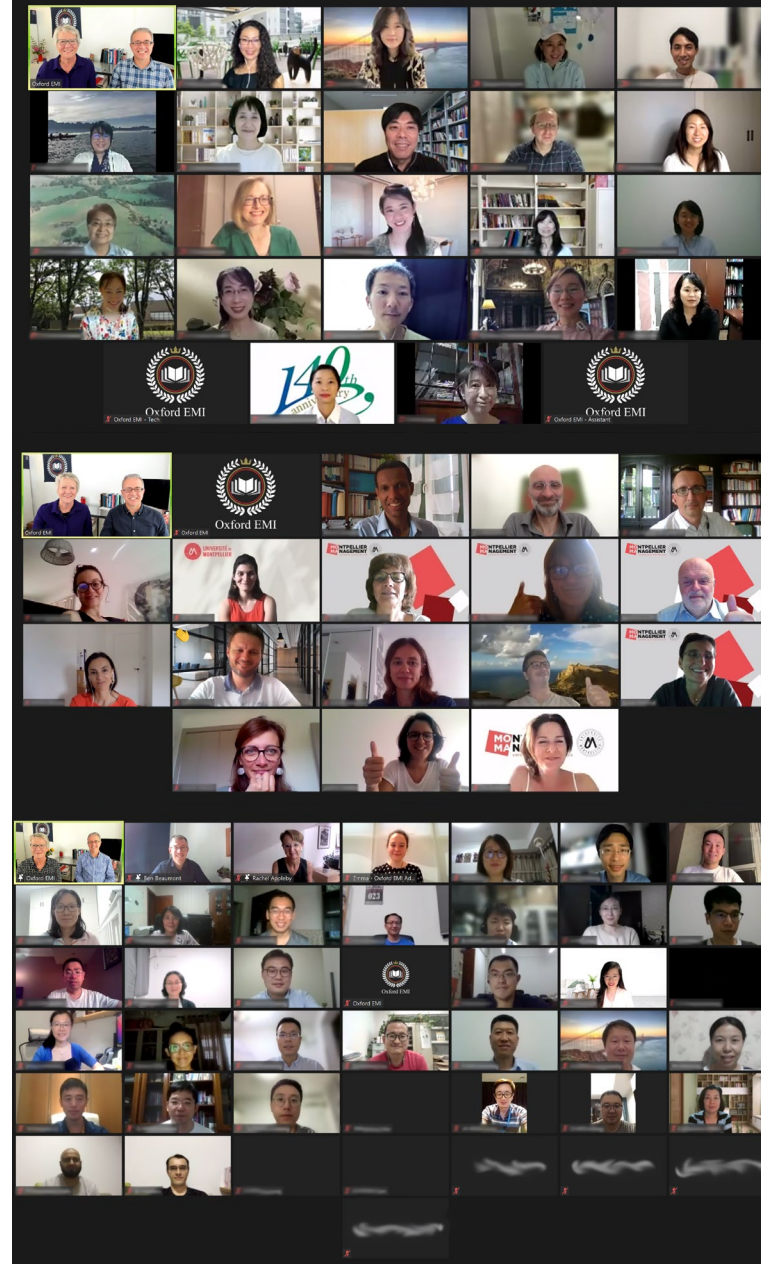(Academic word list, Averil Coxhead 2000)

Subject specific words

energy   force   work   power (Physics)

English levels in an EMI class are not homogenous

Bilingual professional working in multilingual, multinational teams

Thank you, feel free to contact us!
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