

**Teacher Development
in English Medium Instruction**





Speakers

Julie Dearden

Oxford EMI, *Director*

Daniel Jones

University of Leicester

Dr. Kari Sahan

University of Oxford

Tom Spain

Oxford EMI, *Head of Training*





Workshop schedule

TIME	SPEAKER	TOPIC
09:00 – 09:15	Julie Dearden	Introduction
09:15 – 10:00	Daniel Jones	Teacher language development
10:00 – 10:40	Dr Kari Sahan	EMI Teacher Development: Evidence from a Global Study
10:40 – 10:50	10 minute break	
10:50 – 12:00	Tom Spain	<p>New skills needed for EMI teachers</p> <p>Pedagogical training required</p> <p>Observation as a tool for Teacher Professional Development (TPD)</p> <p>The self-assessment process in the BEST project</p>





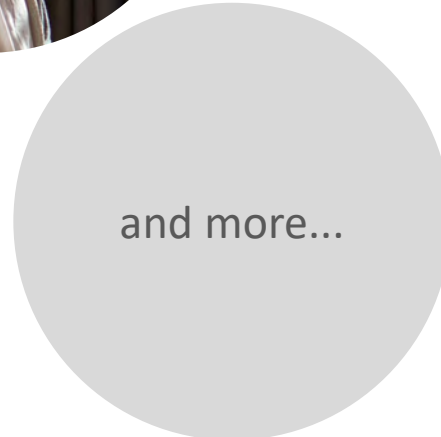


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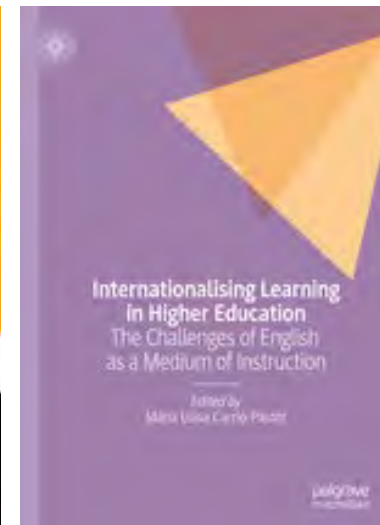
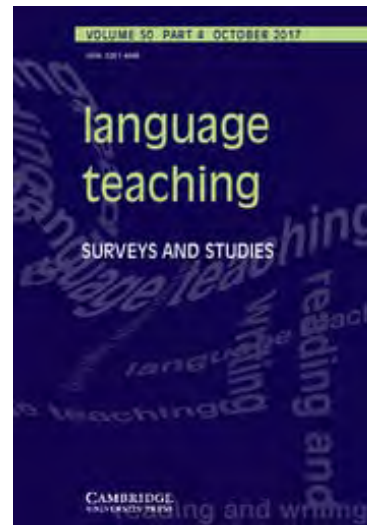
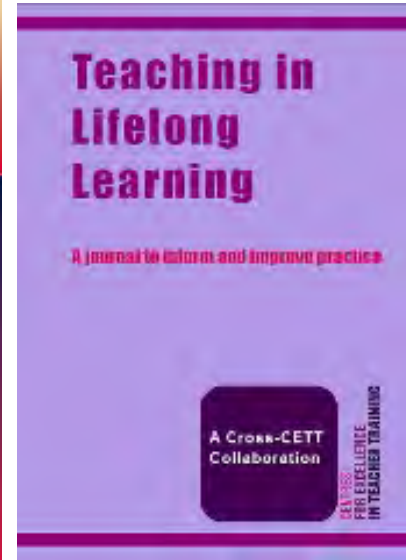
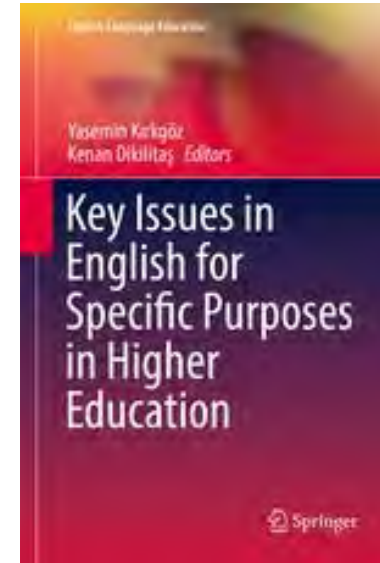
- Oxford EMI Certificate for University Lecturers





Research into EMI

- 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)





English Medium Instruction (EMI): A definition

“The use of the English language to teach academic subjects in countries or jurisdictions in which the majority of the population’s first language is not English.”

(Dearden. J, 2015)

Teaching and learning change when teaching an international class in English which is a foreign language for both teachers and students.



Not all English courses are EMI

English courses in which the learning is focused on language rather than subject content should **not** be considered as EMI courses.



EMI 'Content' lecturers

Lecturers who teach their subject, such as:

- Engineering
- Sciences
- Business
- Management
- Medicine
- Humanities
- Maths
- Computer Science
- ... many others





BEST project EMI working definition

For EMI courses, the following should be in English:

- Delivery of content
- Whole-class interaction
- Learning materials
- Demonstration and assessment of learning outcomes (such as oral presentation, assignments, or tests)





BEST project EMI working definition

Other languages may be used in a principled and limited way:

- Student-to-student interaction (in pair work and group work)
- Teacher-to-student interaction (in group work)

This is to aid mutual comprehension and idea generation.





BEST project EMI working definition

However, students should be asked to present their discussion outcomes in English and lecturers should ensure that at least 70% of class communication takes place in English





BEST project EMI working definition

Good EMI course practice should encourage the students to engage in English speaking and writing as much as possible.





EMI Teacher Training



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Colleges and Universities in other countries

- Internationalisation
- Attract international students
- Attract foreign teachers
- Offer an international curriculum
- Create bilingual professionals
- International partnerships
- Joint degrees, TNE programmes
- Joint research projects and publications
- Rise in rankings



(Airey 2011; Coleman 2006; Dearden 2015)



With your neighbour(s)

Discussion Task:

Does your university provide training for teachers who teach their academic subject through English?

If so, what does the training consist of?

Steps:

1

Think and make notes on your own

2

Talk to a partner or in a group of 3

3

Share your ideas in the Chat



Teacher professional development is necessary

- Ministry of Education EMI policy via the BEST programme.
- Inbound/domestic students are looking for a guarantee of quality EMI teaching.

However, research shows that currently, universities give great importance to providing EMI and little consideration to training teachers to teach through English.

(O'Dowd, R. 2018)





The teachers

“...the promotion of local teachers is the key to successful policy.”

Developing Taiwan into a Bilingual Nation by 2030, Feb 2021 Report

Local lecturers have some key advantages:

- They speak the local language
- They are familiar with the local educational context
- They are an achievable role model for local and international students
- They showcase the strength of Taiwan’s universities





What does the move to EMI imply?

EMI programme at the University of the Basque Country (UPV) in Spain:

“the challenges that teaching through another language inevitably [brings,] have forced staff to consider new methodological approaches”

(Ball & Lindsay 2013, 46)





What skills are needed?

Courses cover three main skills:

- Language awareness
- Effective pedagogy
- Integration of international students





With your neighbour(s)

Discussion Task:

What's the difference between language proficiency and language awareness?

Steps:

1

Think and make notes on your own

2

Talk to a partner or in a group of 3

3

Share your ideas in the Chat



Language awareness

- Modifying teacher talk
- Improving slide design
- Making texts accessible





Effective pedagogy and integration

Lecturers need to:

- Check student comprehension of complex concepts via improved Initiation-Response-Feedback (IRF) sequences
- Provide learners with opportunities to effectively participate in discourse (Mezirow 1997)
- Integrate all students in class
- Know their students: culture, level of English, level of subject knowledge





An EMI Teacher Development Programme

The aims:

- Develop teachers' language awareness as opposed to proficiency
- Shift focus from transfer of information to greater student participation
- Introduce classroom management techniques to support learning
- Encourage cooperation and facilitate independent learning
- Build a Community of Practice (CoP) for teachers.





A multidisciplinary approach

- It forces lecturers to focus on pedagogy as opposed to content
- Teaching innovations are shared on the courses and can then spread throughout the university
- It sows seeds across faculties as trained lecturers become mentors in their departments
- It creates a growing Community of Practice in the university





KPIs and outcomes

KPI 2 - HEIs aiming to improve instructors' pedagogy and students' English proficiency

The photo shows:

- A co-taught interdisciplinary class combining Climate Management and Art History.
- Multinational groups to broaden the scope of experience and knowledge in each group
- A less traditional classroom to facilitate interaction





KPIs and outcomes

KPI 2 - HEIs aiming to improve instructors' pedagogy and students' English proficiency

These photos show:

- An empirical approach to EMI teaching
- That interaction can work even in very large classes (100+ students)
- That the methodology in the natural sciences is not necessarily different from the humanities





KPIs and outcomes

KPI 2 - HEIs aiming to improve instructors' pedagogy and students' English proficiency

The photo shows:

- A task designed to force co-operation and discussion
- International students working with local students
- Academic and subject-specific English being spoken in an EMI class

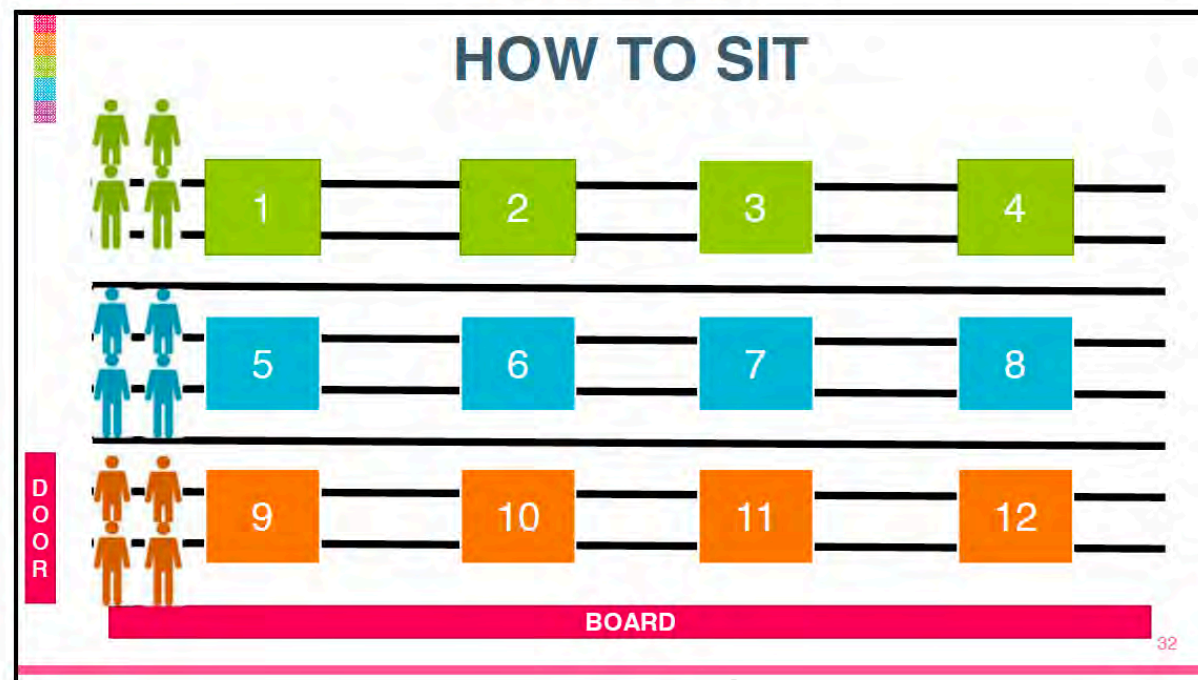




KPIs and outcomes

KPI 2 – Universal promotion – HEIs aiming to improve instructors' pedagogy and students' English proficiency

The slide shows the seating arrangement decided by the lecturer after a detailed survey of students' English levels – especially in speaking and listening.





The role of observation



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With your neighbour(s)

Discussion Task:

Have you ever been observed in your university teaching career?

If so, what was the purpose of the observation?

Steps:

1

Think and make notes on your own

2

Talk to a partner or in a group of 3

3

Share your ideas in the Chat



Observation for evaluation

- Ratification of teaching skills
- Internal promotion
- Teaching awards





BEST Self-assessment observations

10% of EMI teachers to be observed

- Does the class meet the BEST working definition of EMI?
- What is the pattern of interaction in the class?
- When and how often is English spoken?





Alignment with working definition of EMI

Class subject		Fully met	Partially met	Not met	Comments:
	Class meets the BEST project definition of EMI in teaching and learning				





Pedagogical approach: Interaction in the classroom

	Activity	Amount	Comment on the balance and quality of activities
1	Teacher talking time (information delivery)	____%	
2	Teacher to student(s) interaction	____%	
3	Student to student interaction	____%	
4	Other (class admin, quiet time etc.)	____%	
	Total	100%	





Guidelines for Pedagogical approach table

Teacher talking time

This is when the teacher is explaining content to the students, who are listening.





Guidelines for Pedagogical approach table

Teacher-to-students interaction

- How often do students ask the teacher questions?
- How often does the teacher ask the students questions?
- How many students respond to the teacher's questions?
- Does the teacher get good evidence of **whole-class** comprehension before continuing?





Guidelines for Pedagogical approach table

Student-to-student interaction

- Do students work in pairs or groups throughout the class?
- Are students appropriately grouped to maximise the chances of English being used?
- Are all students participating actively in the class?





Pedagogical approach: Interaction in the classroom

	Activity	Amount	Comment on the balance and quality of activities
1	Teacher talking time (information delivery)	____%	
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3	Student to student interaction	____%	
4	Other (class admin, quiet time etc.)	____%	
Total		100%	





Pedagogical approach: Percentage of English used in class

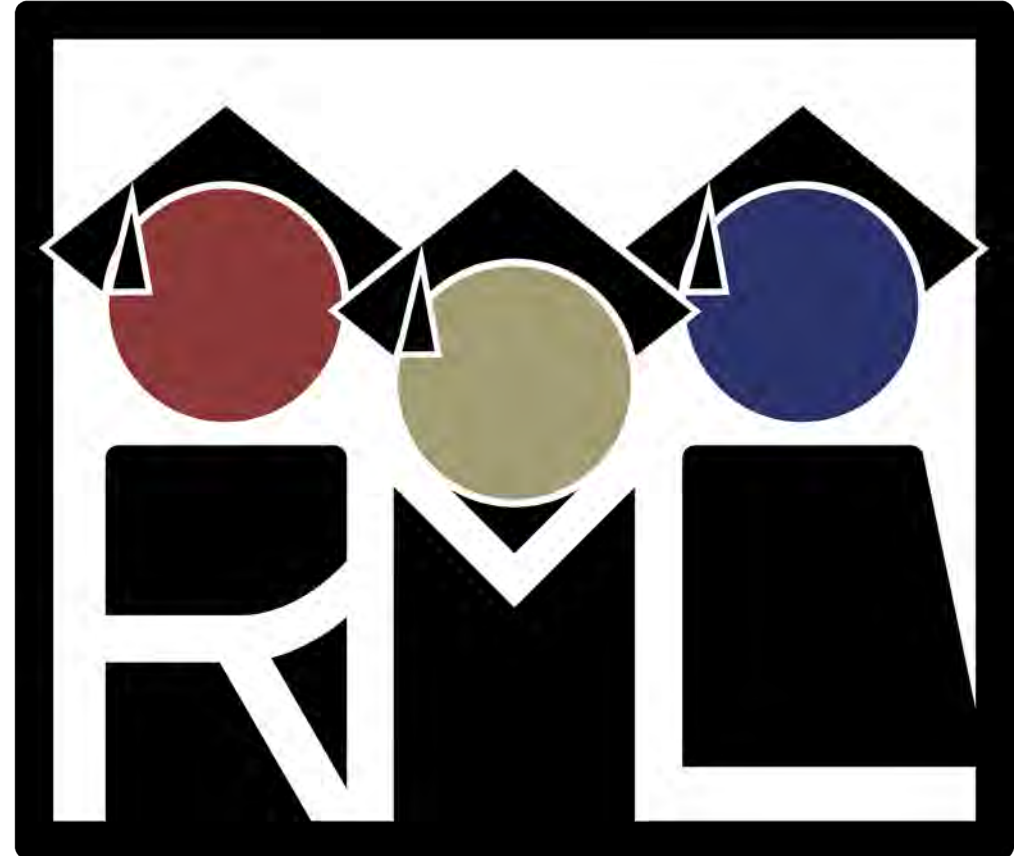
Activity	% of English used			
	0-25%	25-50%	50-70%	>70%
Teacher talking time				
Teacher to student(s) interaction				
Student to student interaction				





Observation as a developmental tool

Observation ➡ Reflection ➡ Feedback





If you would like to discuss
EMI teacher training, please contact us:

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