

A survey of EMI lecturer training: content, delivery, ways forward

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‘[T]eaching subjects through English is much **more than simply translating class content** into a second language and teachers should not be expected to work out the skills of teaching through English intuitively.’

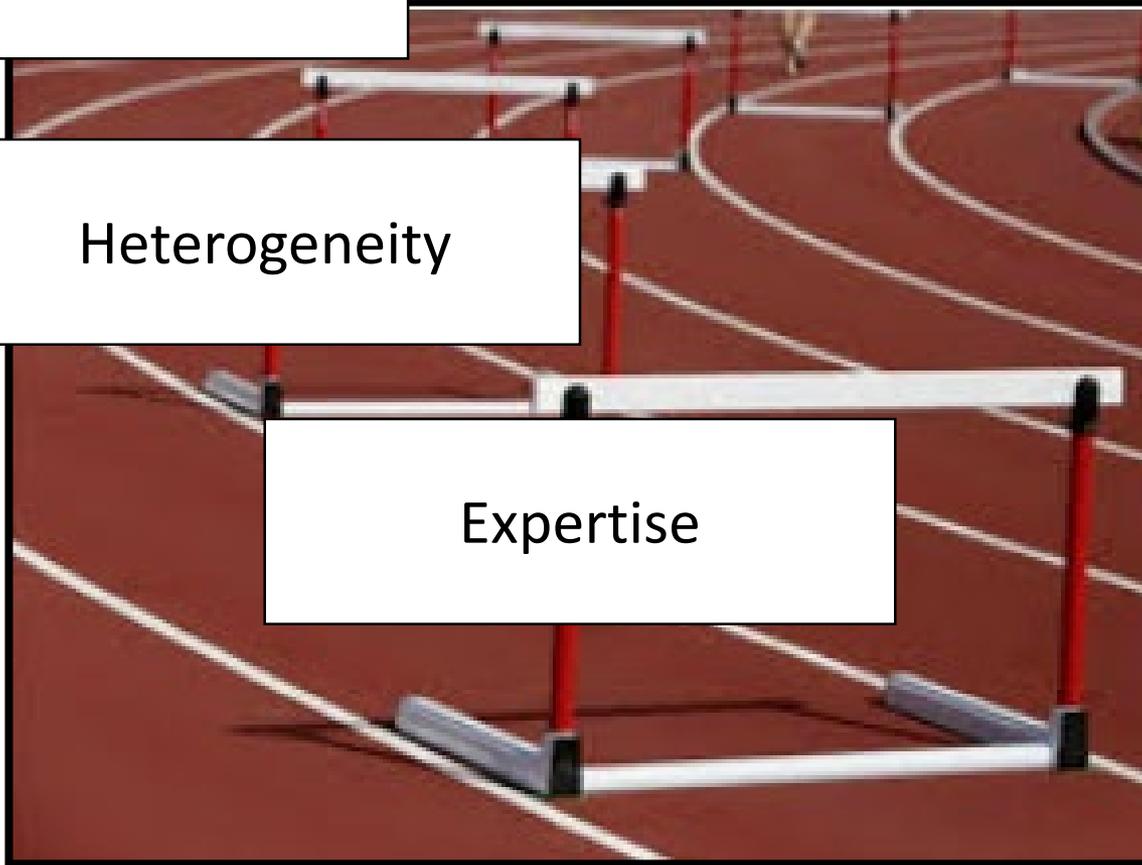
(O'Dowd, 2018, p. 561)

The survey covers 25 EMI programmes in 16 countries worldwide.

Motivation

Heterogeneity

Expertise



Confidence

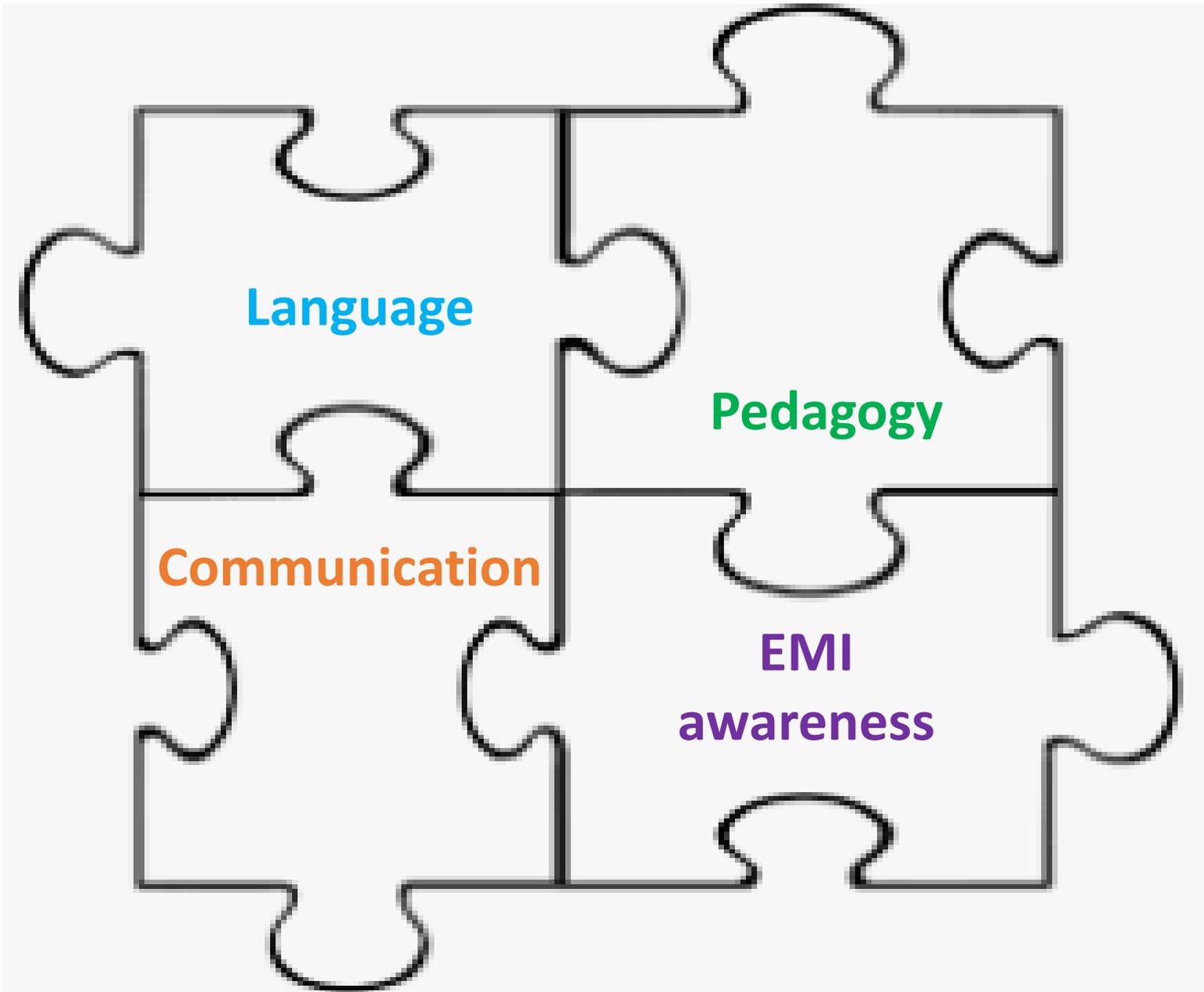
Pedagogy

Practice

Contextualization



Content

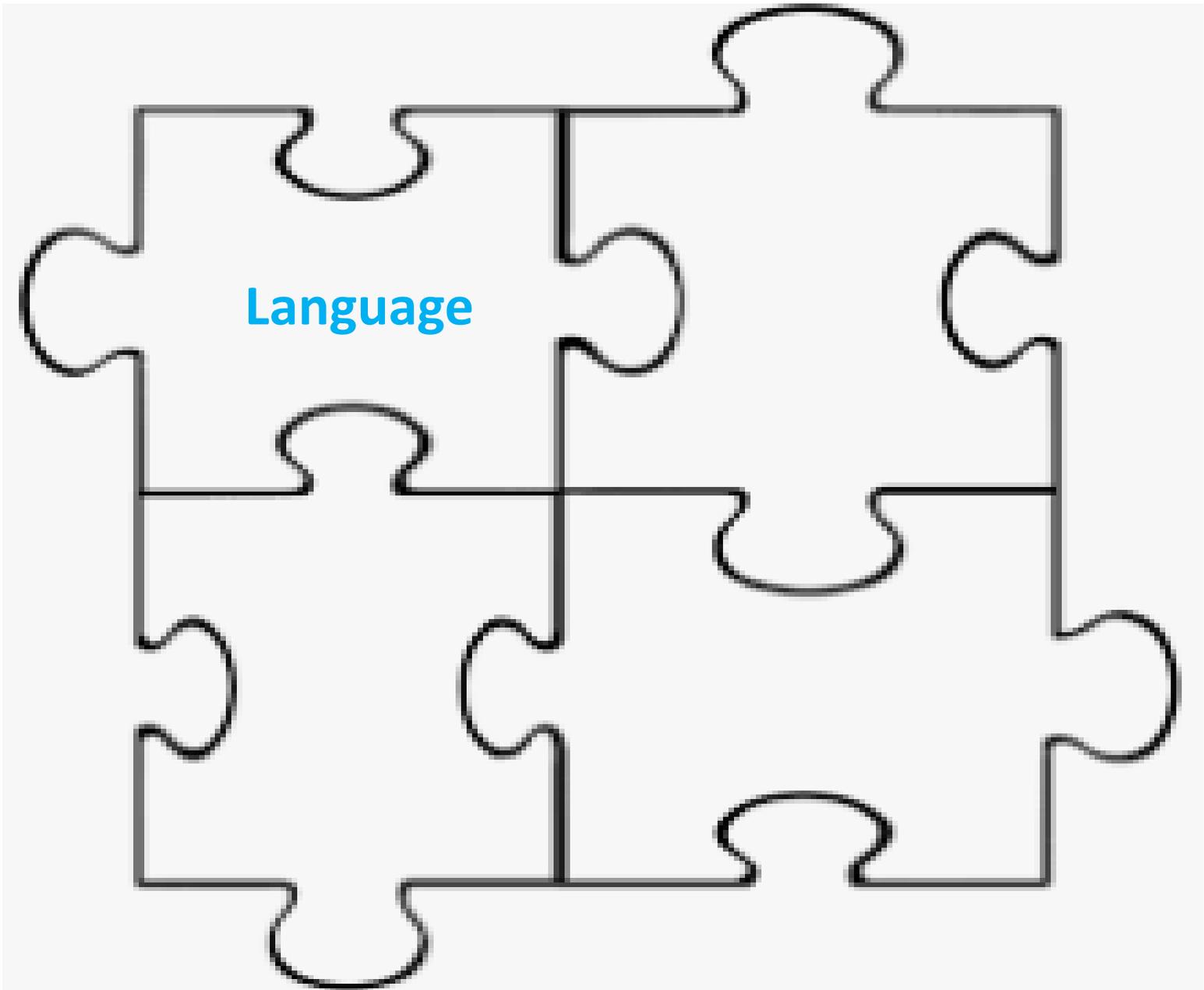


Language

Pedagogy

Communication

**EMI
awareness**



‘[...] EMI teaching competence is extremely **difficult to define** in linguistic terms – and therefore **difficult to monitor, train, and/or certify.**’

(Gustafsson, 2020, p. 1072)

Reported foci

Speaking

Vocabulary & pronunciation: specific purposes & L1-specific

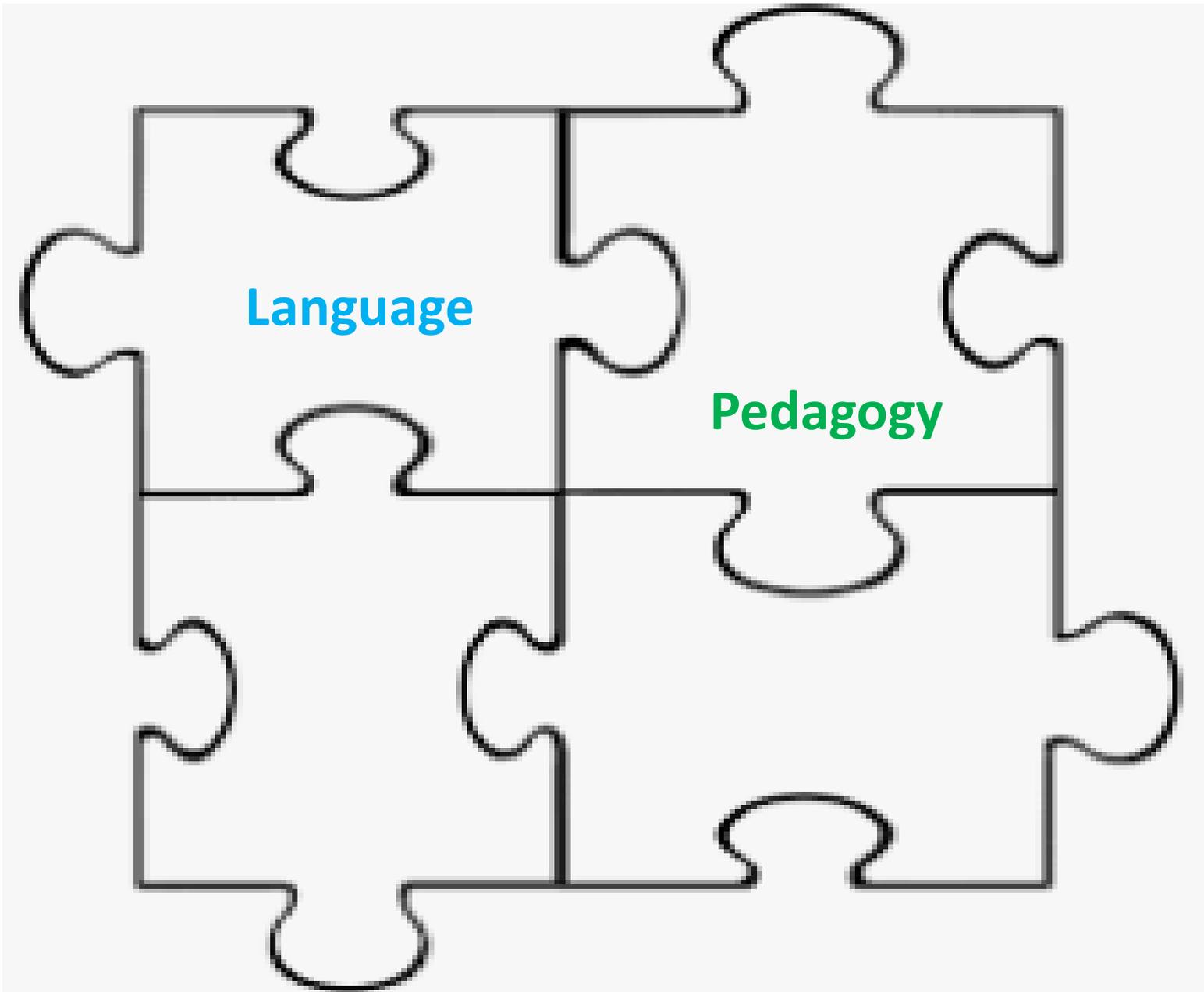
Teaching *and* interactional flexibility (e.g. Long, 2017)

Intelligibility (e.g. Henderson, 2019)

Avoid a remedial approach based on a 'native speaker' model.

‘[...] moving them on from their initial concern about their language [...] [to] being able to identify **aspects of language that support classroom communication.**’

(Pagèze & Lasagabaster, 2017, p. 302)



Most lecturers need pedagogical
(re)training.

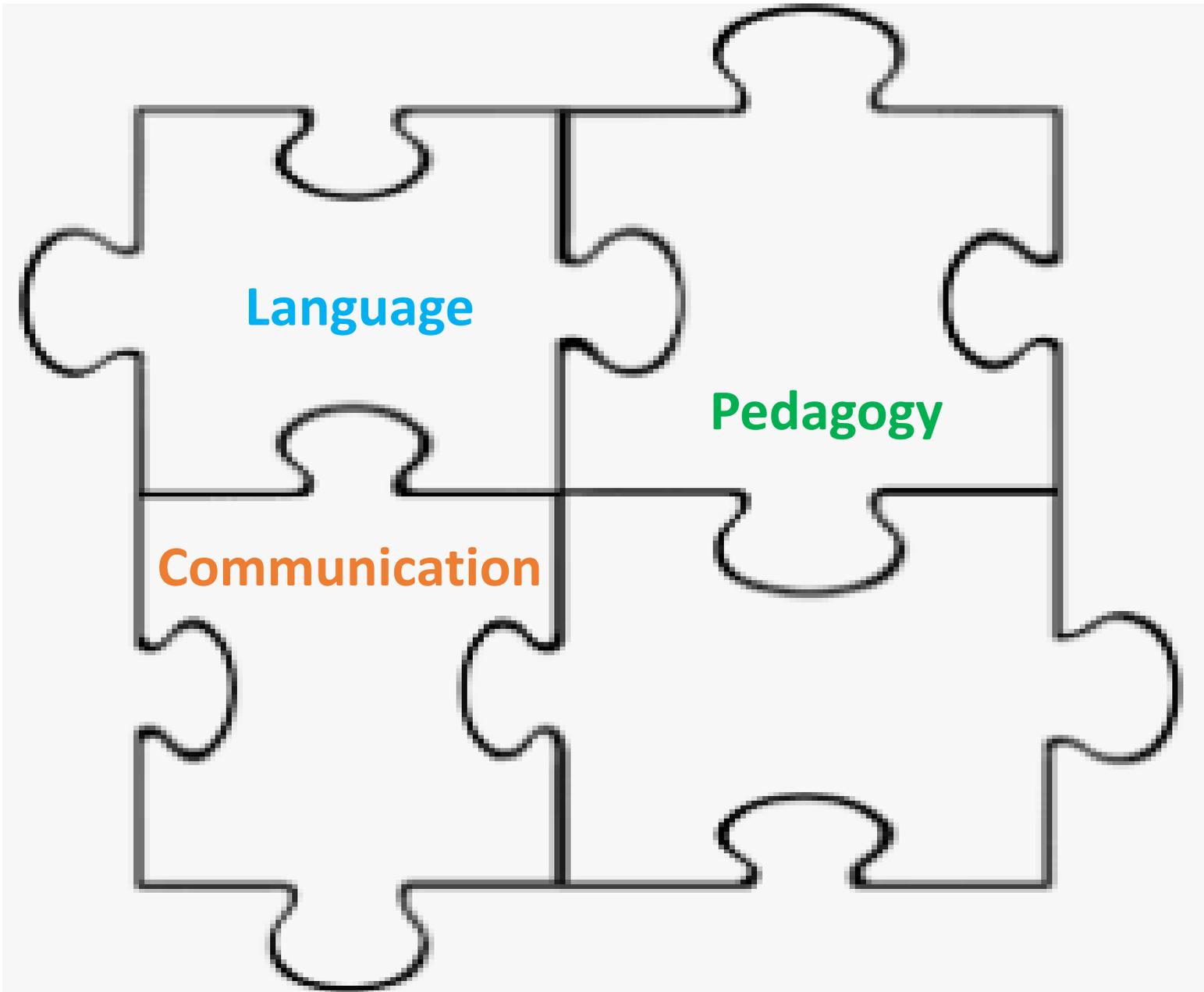
Enable an interactive, student-centred approach

Raising awareness of teaching practice
(e.g. Martinez & Fernandes, 2020)

Dealing with multicultural/multilingual classrooms
(e.g. Lauridsen & Lauridsen, 2018)

Learning & teaching methods (e.g. Hartle, 2020)

Planning & managing interaction



Language

Pedagogy

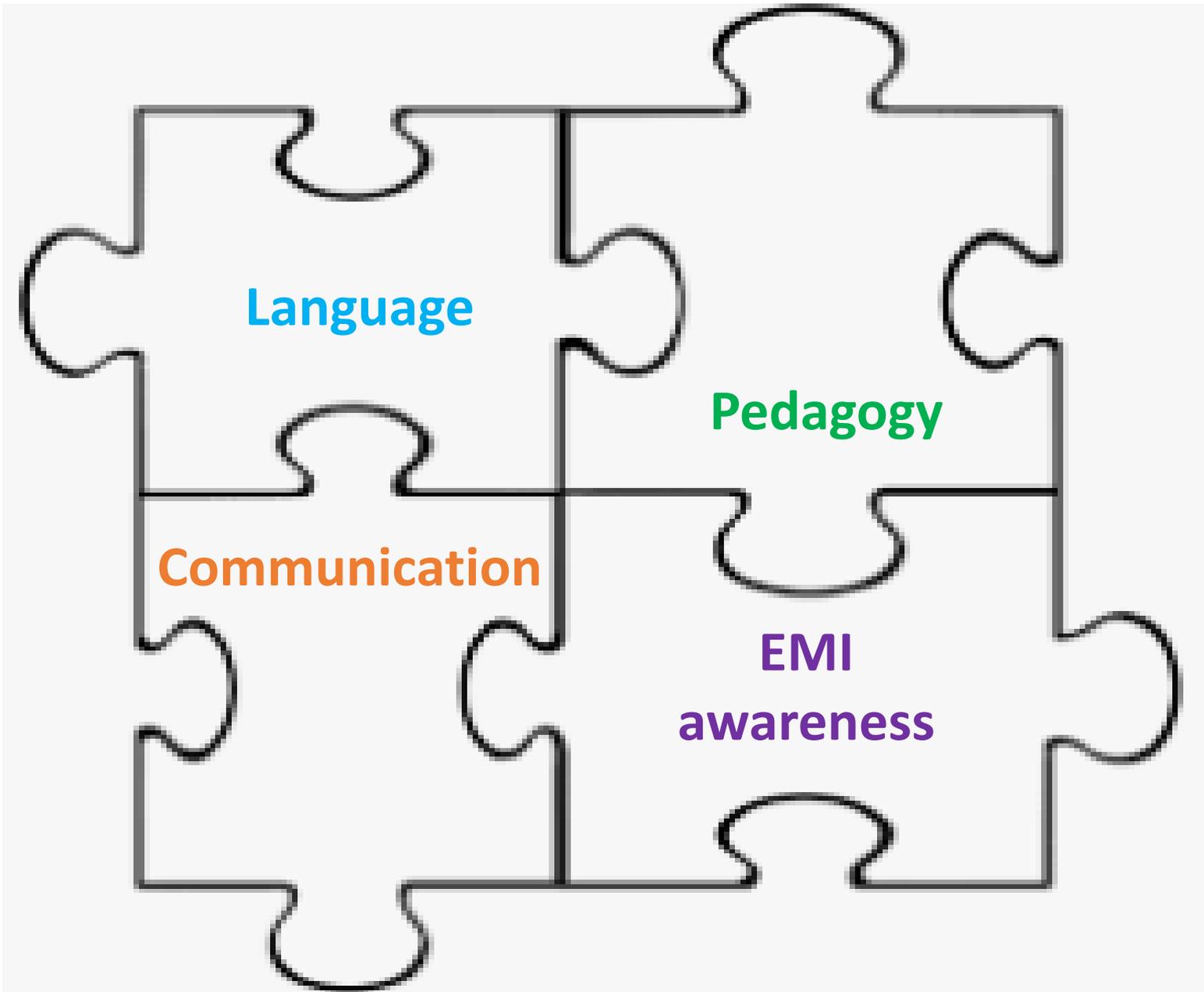
Communication

Communication

Intercultural competence (e.g. Maíz-Arévalo & Orduna-Nocito, 2021)

Oral strategies (e.g. Lauridsen & Lauridsen, 2018)

Multimodal strategies (e.g. Morell, 2020)





Delivery

Formats

Courses (e.g. Drljača Margić & Vodopija-Krstanović, 2018)

Summer school, seminars (e.g. Dalziel et al, 2015; Lauridsen & Lauridsen 2018)

Blended (e.g. Dalziel et al., 2015; Arau Ribeiro et al, 2019; Hartle, 2020)

1-1 (e.g. Westbrook & Henriksen, 2011)

Peer learning (e.g. Valcke & Romero Alfaro, 2016)

Include practice.

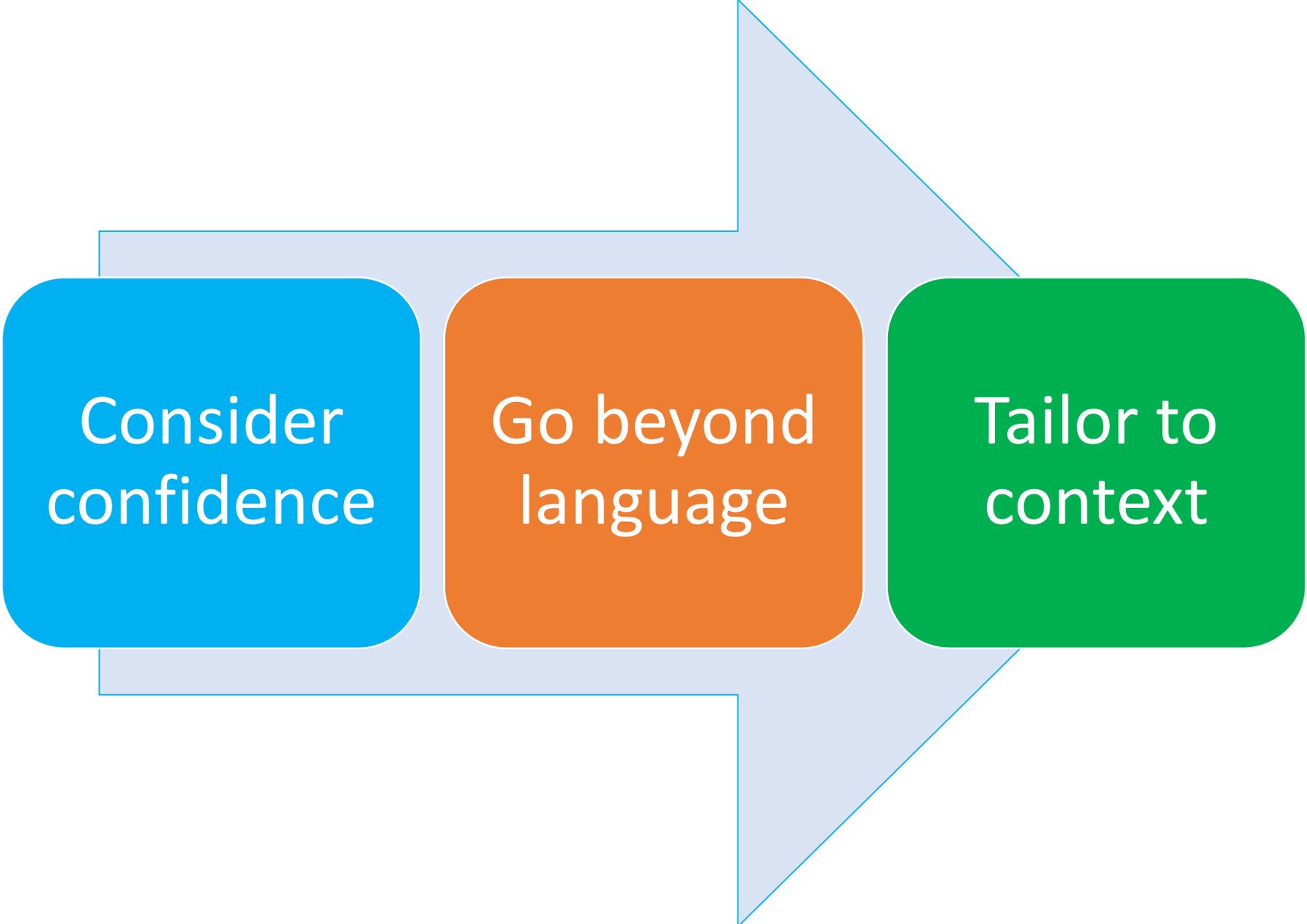
Microteaching, class observations

Trainer & peer feedback; trainee reflection

Observation protocol & disciplines are important
(Herington, 2020)



Ways forward



Consider
confidence

Go beyond
language

Tailor to
context

‘A change in the language of instruction can [...] be seen as an opportunity leading to consideration of other elements in the training of lecturers which help determine the quality of the education provided to students in international classrooms.’

(Dafouz et al, 2020, p. 327)

Short version:

Deroey, K. L. B. (2021). Lecturer training for English Medium Instruction: what and how? In B. D. Bond, A. & M. Evans (Ed.), *Innovation, exploration and transformation*. Proceedings of the 2019 BALEAP Conference (pp. 247-255). Garnet.

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