

Designing EMI lecturer training: what and how?



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English-Medium Instruction Special Interest Group

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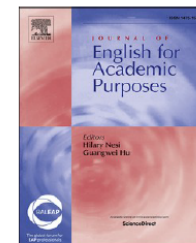


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English medium instruction lecturer training programmes:
Content, delivery, ways forward

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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)

25 published EMI programmes, 18 countries

Asia: China, Japan, Taiwan

Europe: Belgium, Croatia, Denmark, Finland, France, Italy, Portugal, Spain, Sweden, The Netherlands

UK

South America: Brazil

Russia

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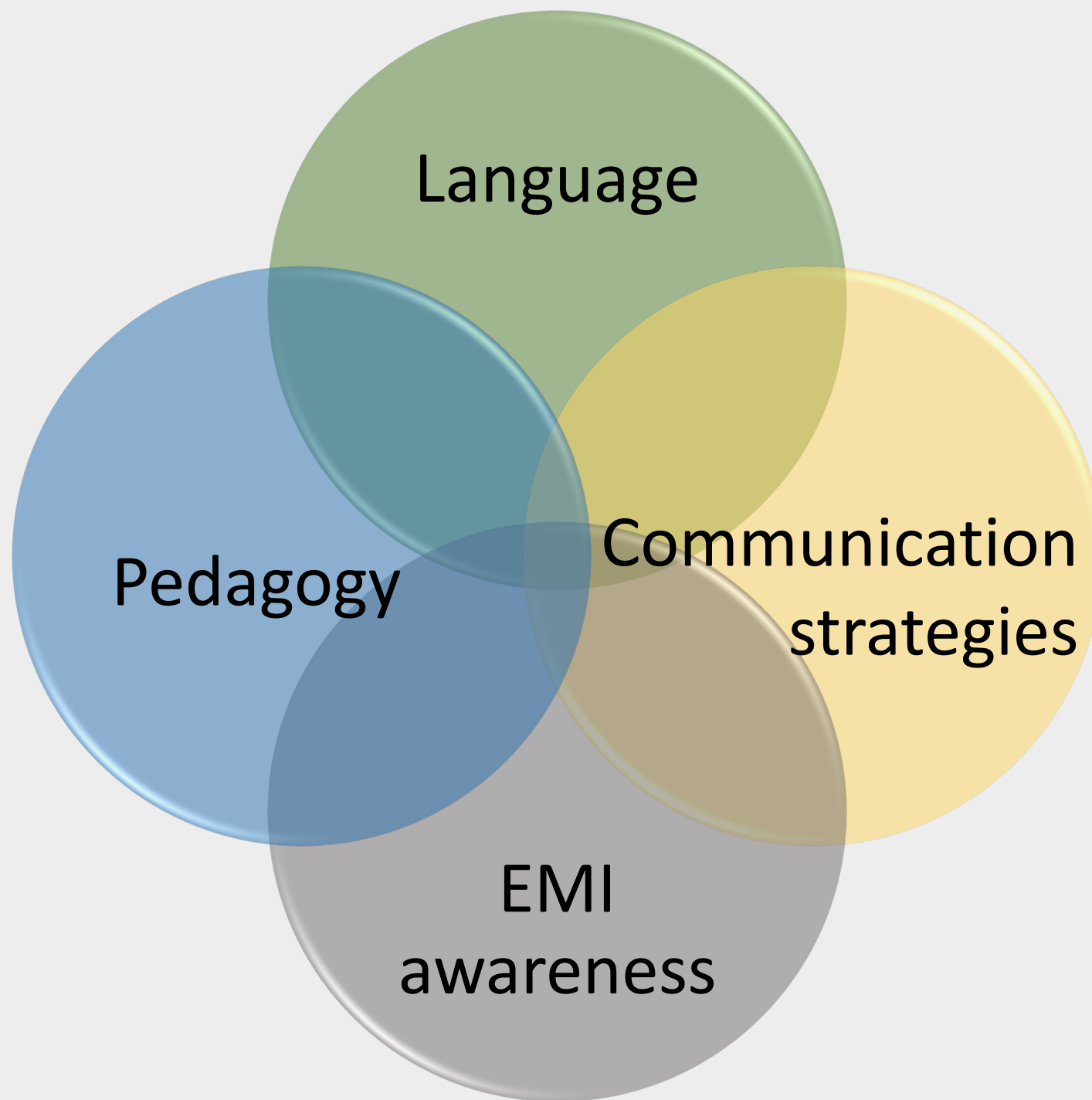
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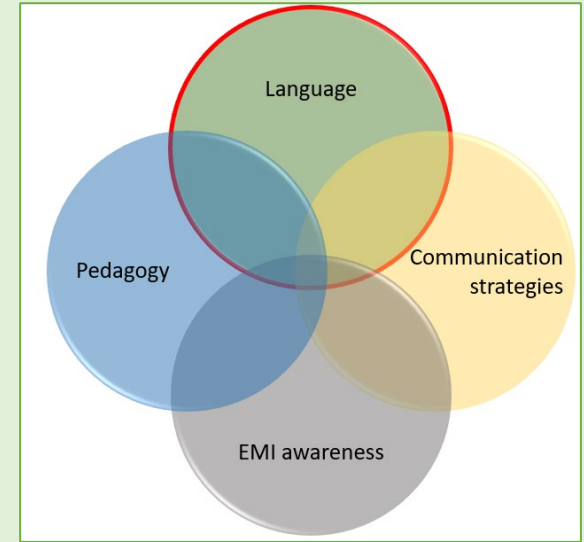


What?



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

(Gustafsson, 2020, p. 1072)



Main foci

Language	Communication	Pedagogy	EMI concepts & contexts
Pronunciation			
Vocabulary			
Discourse signposts			
Language functions			



[A] near-native model highlighting '**error hotspots**' could '**accentuate unrealistic self-images** and negative expectations harboured by teachers who are **actually coping well** in English.'

(Westbrook & Henriksen, 2011, p. 209, as cited in Deroey, 2023)

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

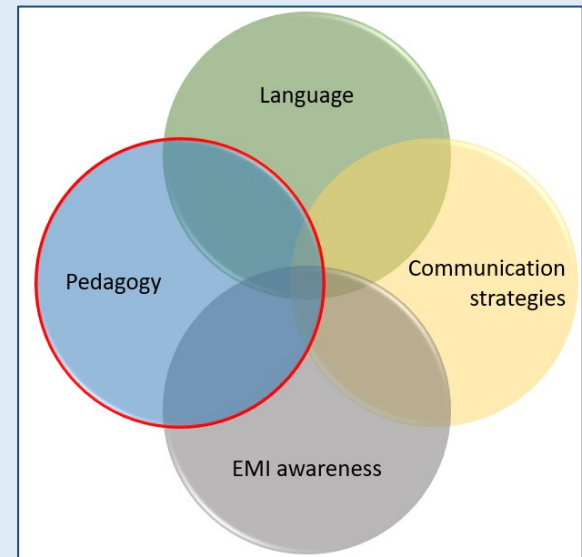
(Pagèze & Lasagabaster, 2017)

Main foci

Language	Communication	Pedagogy	EMI concepts & contexts
Pronunciation	Structuring discourse		
Vocabulary	Negotiating meaning		
Discourse signposts	Non-verbal & visual communication		
Language functions	Accommodating cultural differences		

‘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)

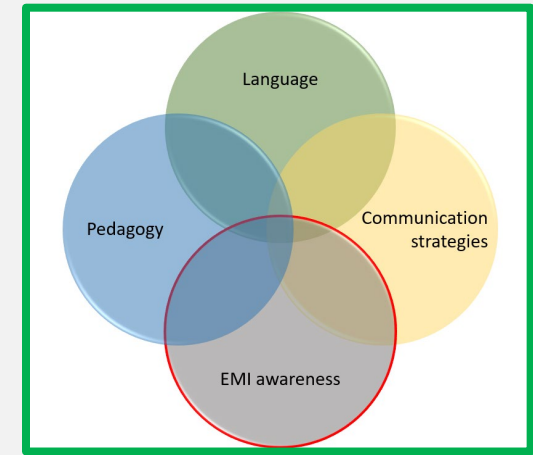


Main foci

Language	Communication	Pedagogy	EMI concepts & contexts
Pronunciation	Structuring discourse	Interactivity	
Vocabulary	Negotiating meaning	Student-centred teaching	
Discourse signposts	Non-verbal & visual communication	Compensating for language issues	
Language functions	Accommodating cultural differences	Sharing experiences and strategies	

‘if EMI is to be effective, it should [...] be driven by **motivated lecturers** themselves who wish to cater for the **needs of their students in a globalized world** ’

(Hartle, 2020, p. 1)



Main foci

Language	Communication	Pedagogy	EMI concepts & contexts
Pronunciation	Structuring discourse	Interactivity	What is EMI?
Vocabulary	Negotiating meaning	Learner-centred teaching	Internationalization
Discourse signposts	Non-verbal & visual communication	Compensating for language issues	Multilingual & multicultural classrooms
Language functions	Accommodating cultural differences	Sharing experiences and strategies	



How?

Classes	Practice	One-to-one	Online	Peer networking
Intensive/extensive courses	Microteaching	Observations	Materials	Seminars
Workshops	Reflection	Consultations	Teaching recordings	Forums
Guest lectures	Feedback	Coaching	Feedback	Tandems
		Peer mentoring		Social media

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Include practice and feedback

Self-efficacy (Tsui, 2018)

Before or during EMI?

Secure environment

Considerations

Some of the many practical considerations

What is the trainer and lecturer expertise & availability?

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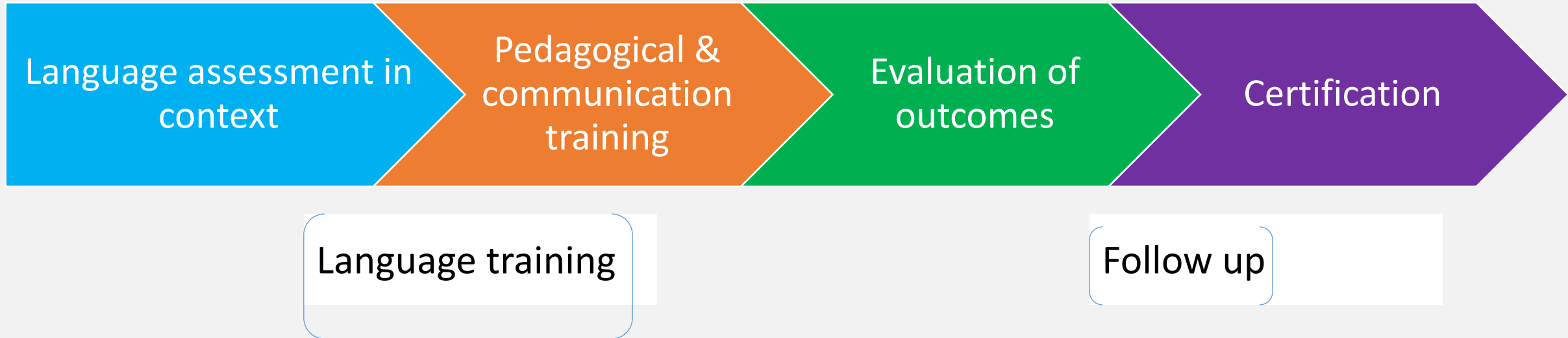
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What are the opportunities for training collaborations?

A basic framework (Deroey, 2023)



A **multi-disciplinary** team delivers **multifaceted** and **contextualised** training which **motivates** and **empowers** lecturers.

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