BRITISH COUNCIL

SPEAKERS

#EmergingEnglish

Higher Education EME Community of Practice (CoP) Webinar #1
16th June 2020

English for Education Systems (EES)

Zhang Xu

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Lecturer, College of Economics and Management, Jilin Agricultural University

Kong Xianglei

Associate Prof. In the College of Chemistry, Nankai University

Welcome

Welcome to the Higher Education Community of Practice Webinar #1

This event is one of a series of 4 events held in June 2020 as part of the **#EmergingEnglish** series of events and mini-conferences. to promote sharing of practitioner ideas and solutions for different challenges within English Medium Education and ESP/EAP (English for Specific Purposes / English for Academic Purposes), primarily in Higher Education within China.

This webinar series will:

- *Facilitate the sharing of knowledge and ideas from EME/ESP/EAP practitioners both nationally and internationally;*

- *Provide an opportunity for reflection on what other teachers are doing in other contexts and whether this can be integrated into our practice;*

- *Allow some interaction and feedback between peers on the topic of EME and EAP/ESP, primarily, but not solely, focusing on the challenges of the past few months and solutions or tips on how these challenges can be addressed from the classroom.*

English Medium Education/Instruction

"the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language (L1) of the majority of the population is not English."

Macaro, E. (2018) *English Medium of Instruction: Oxford*: Oxford University Press.UK. P.18.

Webinar - Housekeeping

Today's webinar uses Zoom Webinar. There are functionality differences between this and Zoom meeting.
This webinar is being recorded

Unfortunately, you <u>cannot</u>:

- Turn on your audio
- Turn on your video
- Publish questions in the Q and A

But, you can:

- See and hear all presentations
- Submit questions for consideration in the Q and A
- Use the chat function

- Presentations will be approximately 15 minutes.
- After each presentation – questions from the Q and A will be presented to our speakers.
- For questions that have not been published or answered – we will try to answer them after the webinar and publish them on social media channels.
- Webinar recordings will be made available after the webinar on social media channels E.g., Weibo.

Speaker Bios
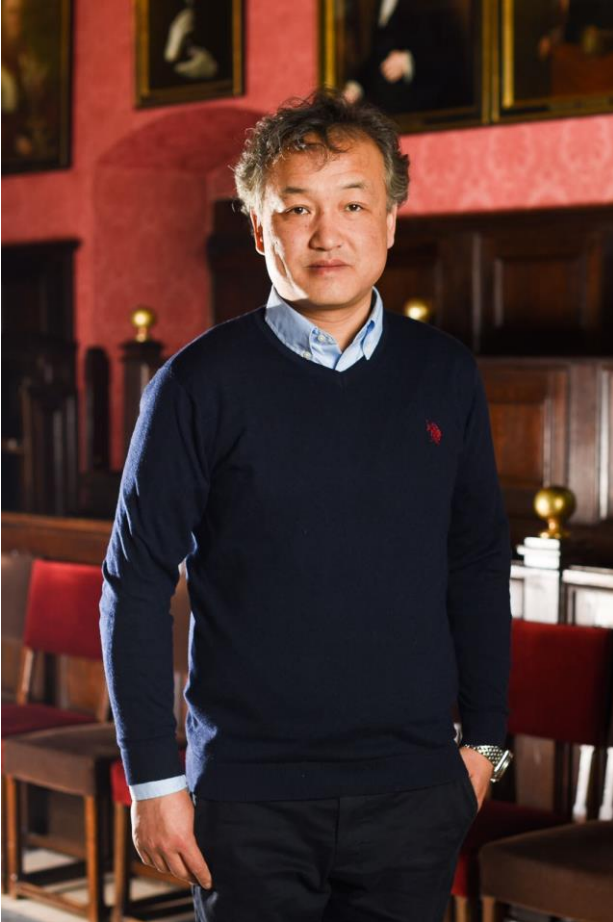
Zhang Xu has been an executive professor of the EMI program for Mechanical Engineering since 2001, mainly responsible for program construction, teaching management and student selection and supervision.

Dr. Zhang teaches two EMI courses named Computer-aided Design (CAD) and Engineering and Product Design and Development for undergraduate in Mechanical Engineering

Speaker Bios

Wang Yiping graduated with a major in Quantitative Economics from the University of Lyon II, France, and gained a master's degree in Management in 2010. After graduation, in 2011, she returned to China and started her teaching career at the College of Economics and Management, Jilin Agricultural University, where she has been working for nearly 10 years.

Her research field is agricultural economy and she has participated in several provincial scientific research projects and one scientific research project through the National Natural Science Foundation of China. **The courses she teaches are Econometrics, Mathematics for Economics and Economic Laws etc.**

Speaker Bios

Xianglei Kong received his doctoral degree from the Chinese Academy of Sciences in 2003. From 2004, he worked as a postdoctoral fellow in the institute of atom and molecular science in Taipei, engaged in the research of mass spectrometry and ion infrared spectroscopy.

Since 2006, he has attended the research group of Prof. Fred W McLafferty, from the department of chemistry and chemical biology, Cornell University. From June 2010, he has attended the State Key Laboratory and Institute of Elemento-Organic Chemistry, College of Chemistry, Nankai University, as an associate prof, and built his own research group there. His research focuses on gas-phase ionic chemistry. **He has taught classes in mass spectrometry and chemical kinetics (both in English) in the School of Chemistry for more than 4 years.**
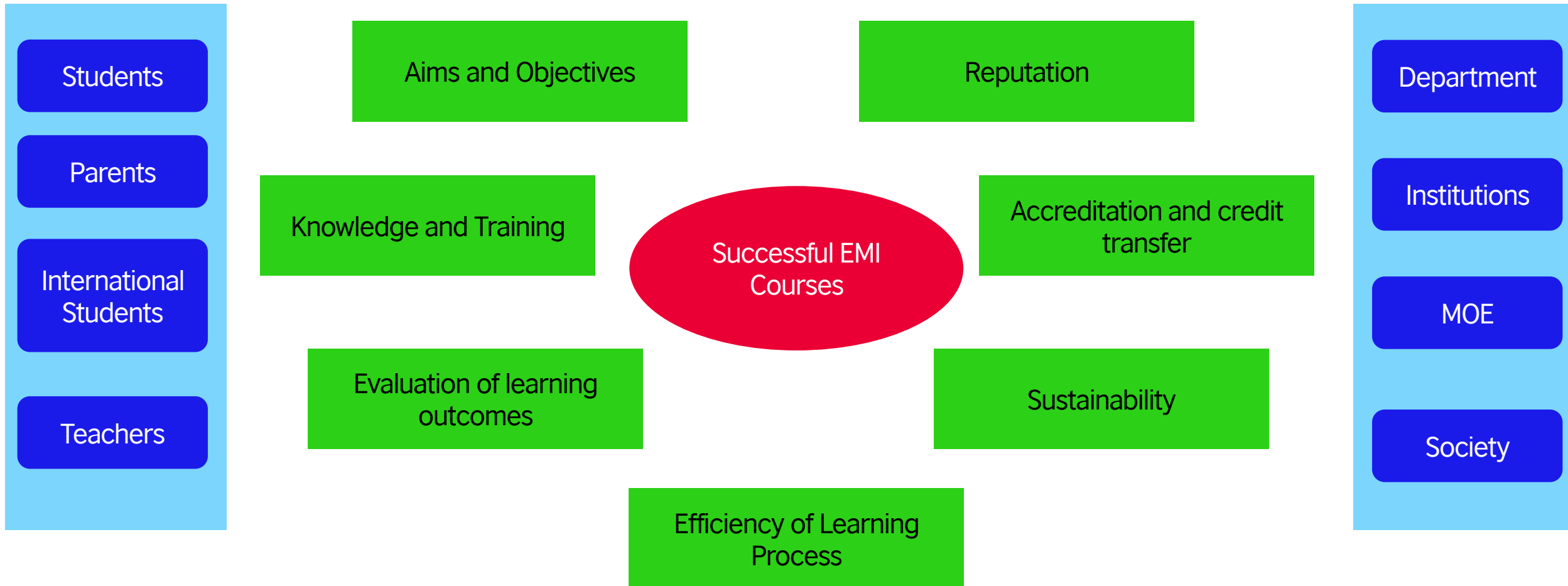
Today's Agenda

Approx. Time	Topic or title (s)	Speaker (s)/Specialisation	Organisation
17:00 – 17:05	Welcome & Introduction	Fraser Bewick, British Council, China	British Council
17:05 – 17:20	Is English just a media of instruction or media of thinking?	**Dr. Zhang Xu** School of Mechanical Engineering	Beijing Institute of Technology
17:20 - 17:30		**Q & A for Dr. Zhang Xu**	
17:30 - 17:45	Challenges and Solutions in teaching Econometrics in English	**Ms. Wang Yiping** College of Economics and Management	Jilin Agricultural University
17:45 - 18:00		**Q & A for Ms. Wang Yiping**	
18:00 – 18:15	A personal view on feedback strategies in the EMI class	**Prof. Kong Xianglei** College of Chemistry	Nankai University
18:15 – 18:25		**Q & A for Kong Xianglei**	
18:25 – 18:30	Closing	Fraser Bewick, British Council, China	British Council

Challenges and Solutions for EMI Courses in Engineering Education

Is English just a Media of Instruction or a Media of Thinking?

ZHANGXU, BEIJING INSTITUTE OF TECHNOLOGY, JUNE 16, 2020, BEIJING

What is a successful EMI course?

Students
Parents
International Students
Teachers

Aims and Objectives

Reputation

Knowledge and Training

Accreditation and credit transfer

Successful EMI Courses

Evaluation of learning outcomes

Sustainability

Efficiency of Learning Process

Department
Institutions
MOE
Society

Kirkpatrick's four levels of evaluation

Levels	A measurement of	Type of information collected
Level 1 – Reactions	the learner's **feelings** and **opinions** about the course just completed	relates teaching methods, course content, learning materials and facilities
Level 2 – Learning	what has been learned in terms of **skills**, **knowledge**, or **attitude**.	relates to learner's achievement of the learning objectives
Level 3 - Transfer	the transfer that has occurred in learners' **behaviour** as a result of the course	relates to subsequent learner performance
Level 4 - Results	the overall **impact** of the course on the organisation's performance	relates to increased production, decreased costs, improved quality, improvement of employee morale, reduced frequency of accidents, turnover rates and productivity or return on investment

Common feedbacks from students

- **Pros:**
  - Most of the courses are good, the **textbooks** are very clear and easy to read, it's better to have **foreign professors** to give us lectures.
  - **English ability** is very important, and it's been greatly improved.
  - EMI courses are very helpful to my future **study abroad**.
  - More **projects** in the courses, I like doing projects while learning.
  - I believe that my teacher can teach much better, if he teaches us in Chinese. He is a very **good teacher**.

- **Cons:**
  - The teacher's **English** is not good enough, he has very strong Chinese accent, I can't really understand and follow the lecture.
  - It's difficult to **concentrate** in English lectures.
  - The course is the same as or easier than **Chinese one**, I have to read Chinese textbook.

  - My **English** is not good, I don't want to ask question in class.
  - **Textbook** is too much, I don't have time to read it.

- **Benefits to students**
  - Critical thinking
  - Boarder international perspective
  - Stronger language ability in learning and working
  - Motivation and ability to study abroad.
  - Engineering knowledge and ability.

Some challenges in EMI Teaching

Language	It is not only the media of instruction but also the media of thinking. Is your English good enough to teach an EMI course?
Expectations from students	The expectations from students to EMI courses are HIGH.
Course Design - Structure and contents	An EMI course is not a copy from the Chinese version. How to design the EMI course using foreign English textbook while following the programme requirements setup for Chinese students?
Innovation in teaching	Student-centred teaching, online courses, project-based/research-based teaching.
Motivation and engagement of students	Do all students want to take EMI courses? Are they confident?
An EMI course is not beneficial to all students.	Why would a student select EMI courses?
Multi-cultural environment	Students feel very strange speaking in English in a classroom where all students are Chinese. Integration of international students and local students.

Motivation and engagement of students

Students' expectation of an EMI course is very high. Why?

- Most students in EMI programmes are ambitious and will participate in study-abroad exchange programmes.

- These students are generally active in thinking, open-minded, have good English, and have certain international perspectives.

- They compare EMI courses with online open courses, such as MIT open courseware.

- There are international degree students, and exchange students from all over the world; they have different education background.

- Our promise for EMI courses is usually very high.

How to convince students to engage in EMI courses?

- Students must be convinced that they need EMI courses, we can provide the best EMI courses in the University, EMI courses are very helpful to them, and we must push students to learn.

- Students' motivation for learning is the primary driving force to overcome the difficulties in EMI courses.

- Build trust and provide support to EMI students.

What do I say to push students?

- Learning English is very important to their future **career development** and future **academic research**;
- The EMI courses you take here, are the **same courses** that you will learn when you go abroad, use the same textbooks, same teaching materials, same assessment criteria, and same teaching method.
- If you want to **study abroad** in the future, my course will give you the greatest help;
- English is the world's lingua franca, every country speaks English with an accent, you will have the same **accent** problems when you go abroad.
- My class is designed with the help of international cooperation, I am working with a professor of a foreign university, I will also invite this professor to lecture, the **credibility** of my course is sufficient.
- What you have learned in this course is definitely **harder** than what Chinese lectures contain, the exam is harder.
- Learning is **not only lectures**. Do not expect to understand everything in the classroom, you need to read the textbook, write homework, and **study by yourself**.

We are providing help to students at the same time.

- Develop well designed curriculum for EMI programmes, with ESP training to students.

- Give students more cross-cultural communication opportunities.

- Encourage students to go abroad.

- Invite foreign professors to give lectures.

- Provide more opportunities in research.

Giving lectures in English

Before giving lectures, think about the main reasons for lectures

1. Encourage critical thinking

2. Demonstrate professional reasoning

3. Make students enthusiastic about the subject

4. Give students the most important factual information

5. Explain the most difficult points

6. Demonstrate how to solve problems

7. Provide a framework for students' private study

How much good English is enough in EMI teaching?

- **Lecturing** is not like a speech or presentation at a conference. You need to explain theories and examples, tell stories, organise discussions, and ask questions.

- Correct **pronunciation** is much more important than correct grammar.

- You will always feel **pressure** from students. There are often some students in the class who can speak better English than the teachers.

- **Lack of English** ability will lead to reduced accuracy of knowledge transfer, reduced efficiency in teaching, loss of richness, interest, and attraction in lectures.

- Lack of English ability will **fail the expectations** of students to EMI courses.

How can you give better lectures in English?

- Try to use **different ways of presentation**, such as PPT, blackboard, software tools etc.

- Pause after 15 - 20 minutes of the lecture for a short **interactive session**, including Q&A, peer discussion, quiz, reflection, feedbacks etc., to keep students refreshed and concentrated.

- **Pre-course self-study and testing**. Ask students to do reading, watching online videos, summarising and preparing questions if they don't understand etc.

- Use more examples, case studies, and stories, to make lecture more **interesting**.

- **Innovations** in lectures are important, such as MOOCs, flipped-classroom, etc.

- No Chinese in lecture!

Personal experience in improving English

- Take **ESP training** provided by your institution or department in teaching or pedagogical methodology.

- Keep on **practising** listening and speaking English daily.

- Take **online courses**; pay attention to teaching language, such as giving examples, explaining figures or tables, asking and answering questions, organising discussions, explaining equations etc.

- Try to have **friends** from foreign universities; keep contact with them.

- Create long-term **relationships** with colleagues in foreign universities, inviting them to give lectures together with you.

- Apply and participate in international projects in Higher Education, such as **Erasmus+**.

Course design and textbooks

Course design - questions you need to think about before opening an EMI course.

1. **Why** should the course exist?

2. What are the **characteristics** of the students?

3. What are the **aims** and **objectives** of the course?

4. What is the **content** and **sequence** of the course?

5. What is the best **use of time**?

6. **How** should the course be taught?

7. What **resources** are needed for the course?

8. How should the students be **assessed**?

9. How should the course be **managed**?

10. How should the course be **evaluated**?

Pros and Cons of using English textbooks

- **Pros**
  - Internationally recognised **contents** and **structure**
  - Richness in **data** and **information**
  - **Narrative** way of writing
  - More **examples** and **case studies**
  - Many **reference** materials

- **Cons**
  - Very **long**, more time in reading
  - Different structures and contents than **Chinese version**
  - **Conflict** with domestic course requirements.

The textbooks in CAD/CAE course
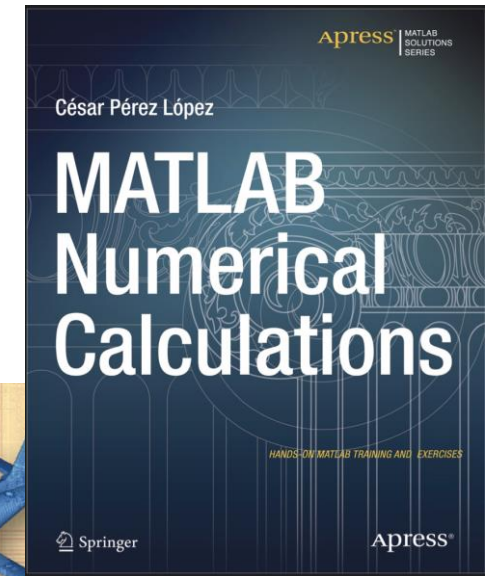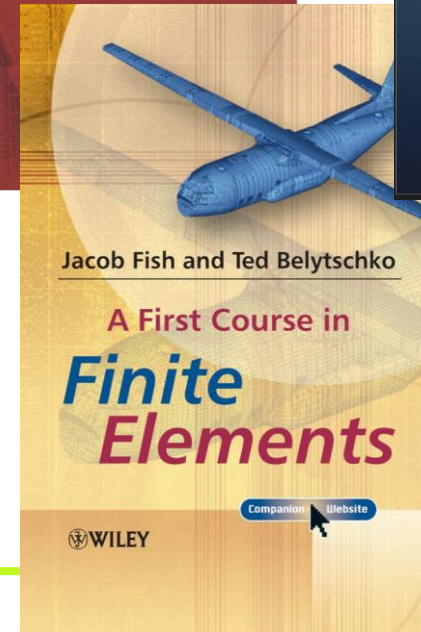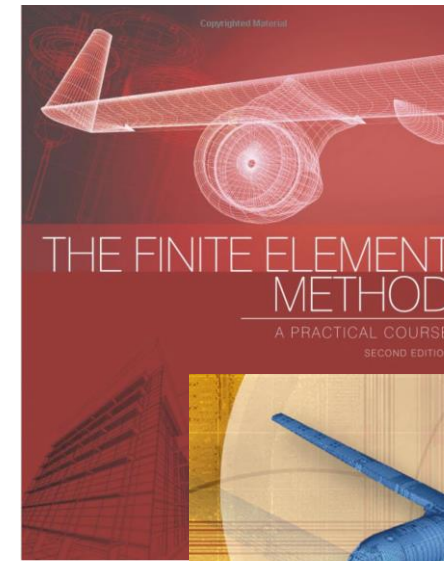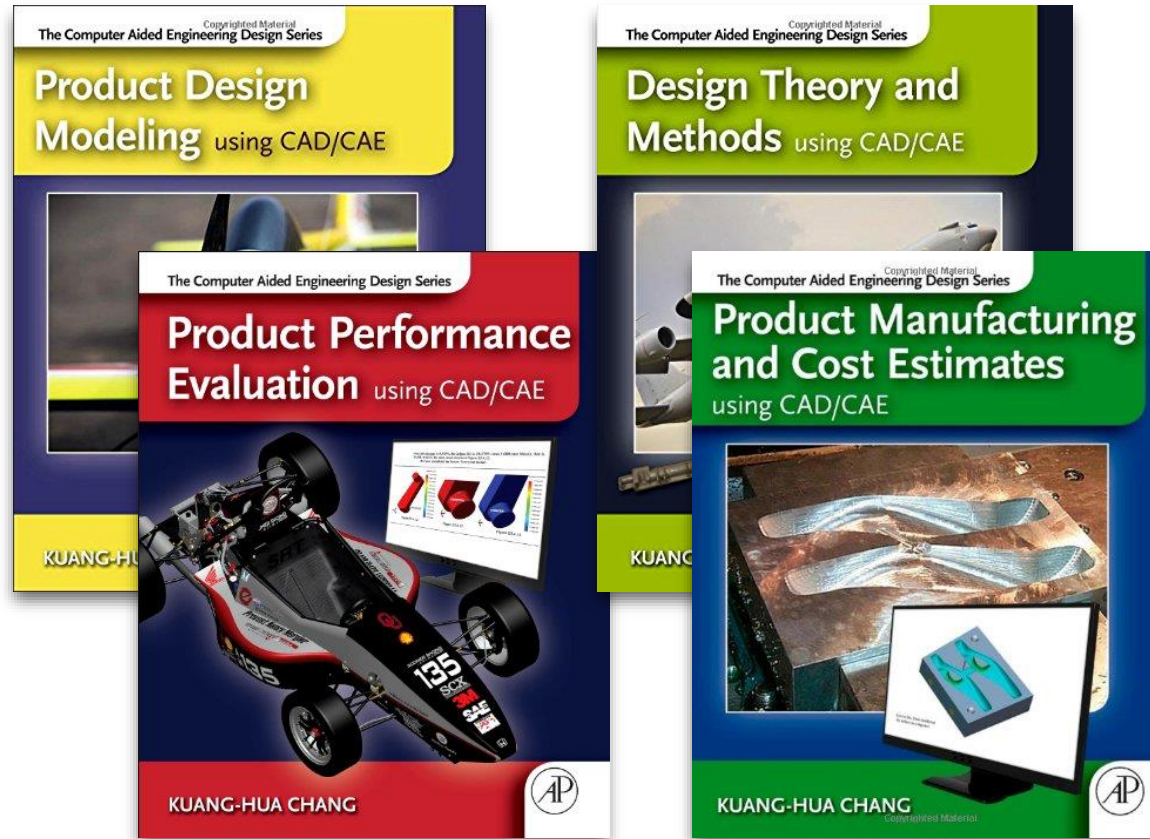
How to use English textbooks properly and efficiently?

- Design the course contents and structure to meet the requirements of the course in the each programme.

- Select supporting chapters from different textbooks to meet the objectives of the course.

- Write or compile your own teaching materials.

- Give students direct and clear instructions of reading, select some chapters for students' intensive reading, taking notes, and writing summarisation.

- Train students in information literacy, including searching, extensive reading, self-learning, using online courses, the Internet, journal papers, online databases etc.

Suggestions

- **To teachers**
  - Insist on improving your **English ability** daily.
  - Improve **teaching skills**, such as curriculum building, course design, students' assessment, quality control, lecture delivering etc.
  - Apply and participate in more **international cooperation** in education, such as Erasmus+ CBHE projects.

- **To university and departments**
  - Organise ESP training in EMI. Provide one-to-one help from foreign EMI experts.
  - Organise pedagogical training to all teachers, not to EMI teachers only.
  - Listen to students' feedback.

Reflection

- EMI courses are **not so special**;

- The **common problems** of EMI courses, in fact, are similar to other problems in teaching;

- Because of the influx of international degree students, exchange students, and more exchange programmes with international universities, EMI courses are becoming more **international**, which makes our education system and courses more **transparent** world-wide;

- **Integration** of students, faculty, and research internationally is very important in the long-term for EMI courses and programmes.

EMI is not just a matter of the language of teaching and learning.

Thank you for your attention!

Question and Answer

Now, let's take some questions from the Q and A.

?

CONTENTS

1.What is Econometrics?

measurement of economic **relationships**

2.Challenges and solutions

- **Challenge 1: How to pronounce "f'(x)" in English?**

$f'(x)$: " f dashed of x "

$f''(x)$: " f double dashed of x "

$$\frac{dy}{dx} \qquad \frac{d^2y}{dx^2} \qquad \frac{\partial f}{\partial x} \qquad \int f(x)dx \qquad f(x) = \frac{1}{\sigma_X \sqrt{2\pi}} \cdot e^{\left[-\frac{1}{2}\left(\frac{X-\mu_X}{\sigma_X}\right)^2\right]}$$

- Solutions: (1) search on internet for explanation or videos, (2) ask professional teachers,

- (3) don't read, just write and calculate!

2.Challenges and solutions

- **Challenge 2: "Wow, it's difficult!"**
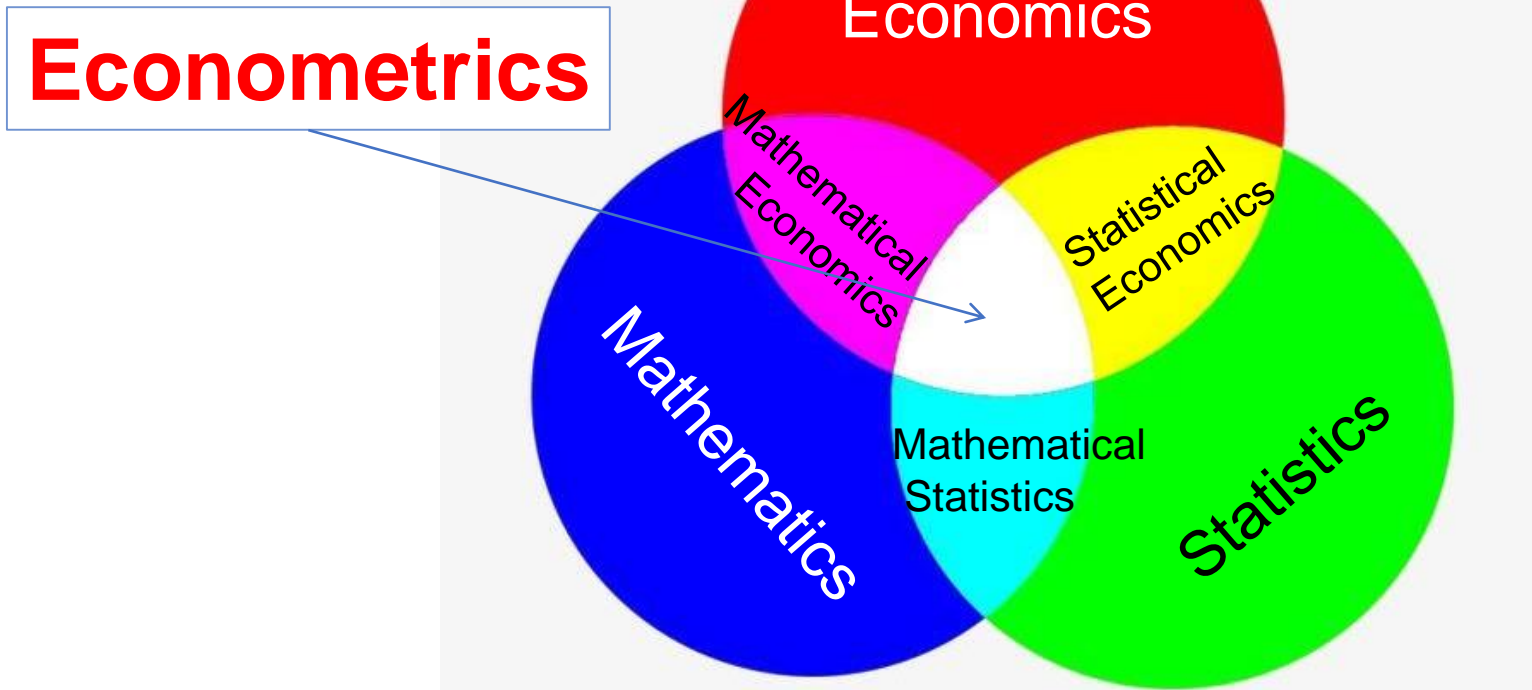
- **Solutions: (1) be simple and clear,(2) practice more**

2.Challenges and solutions

- **Challenge 3: "I'm sorry, what do you mean?"**
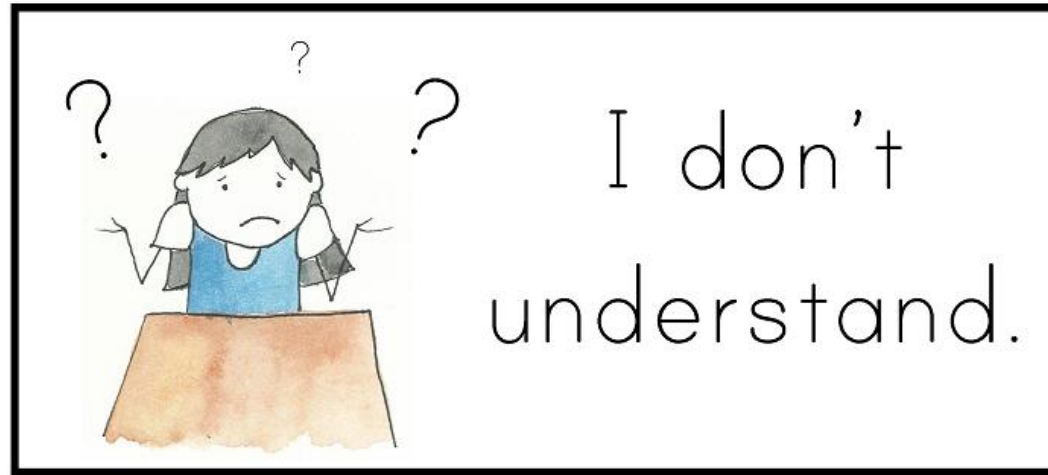
- **Solutions：(1)"Do you mean that...?" , (2) talk to students after class**

3.Teaching method sharing

- **<u>Playing mini games if possible</u>**

3.Teaching method sharing

- **Playing mini games if possible**

Conditional Probability

Bayes' Theorem

Sample space

PDF

Venn Diagrams

Mutually exclusive

3.Teaching method sharing
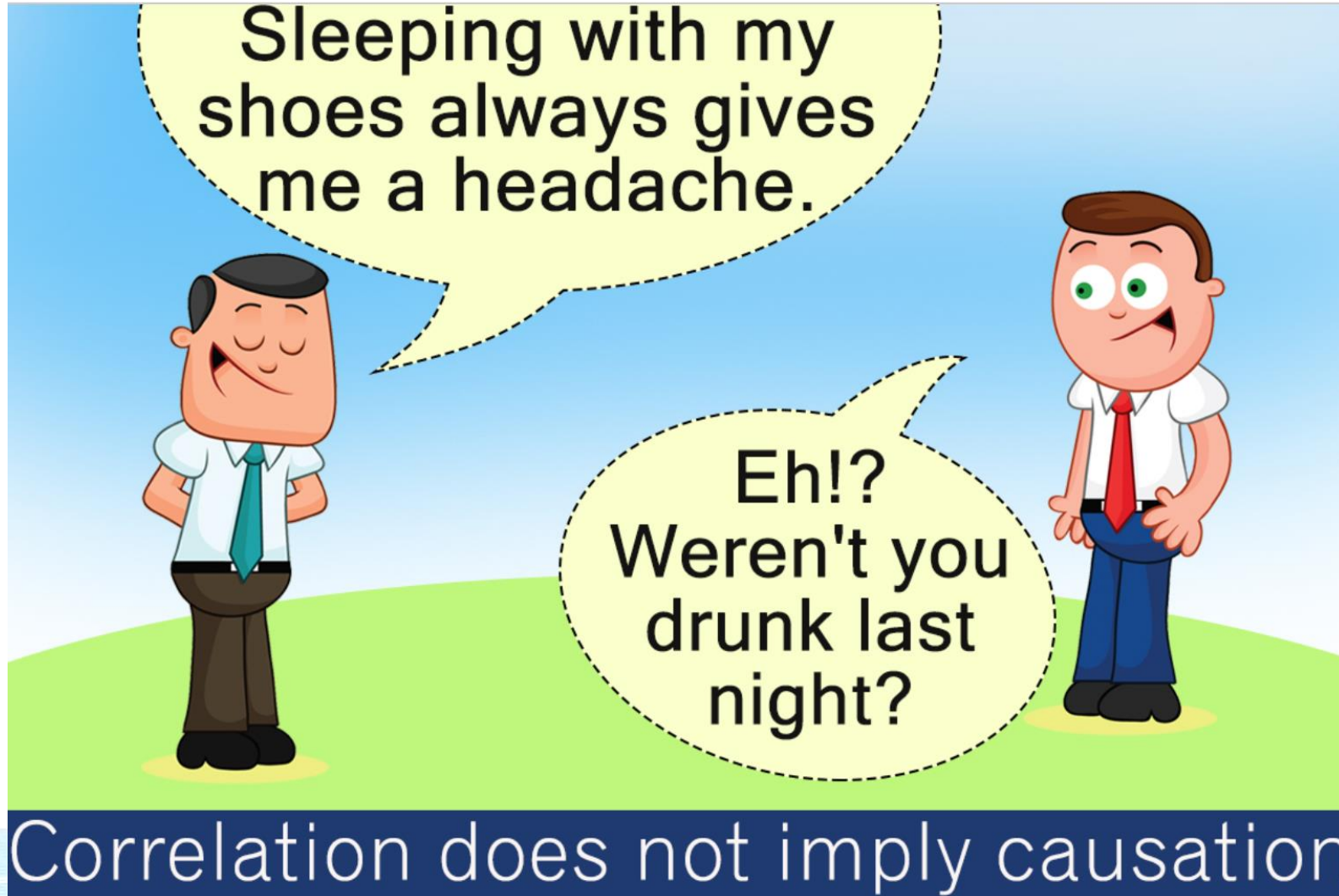
- **Using more pictures than words**

3.Teaching method sharing

• **Using more pictures than words**

4.What if I should teach online?

- **If I should teach online, I plan to**

    1. **record videos**

    2. **use APPs such as teaching platforms**

    3. **upload sufficient exercises**

    4. **search more online teaching materials**

THANK YOU

FOR YOUR ATTENTION!

Question and Answer

Now, let's take some questions from the Q and A.

?
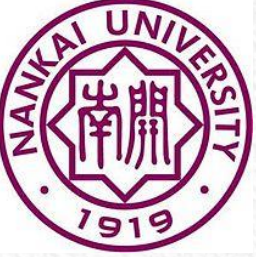
Where do we start: an Ideal EMI Class?

The two dimensions of an ideal EMI Class ?

Your goal

Language skill

Professional knowledge
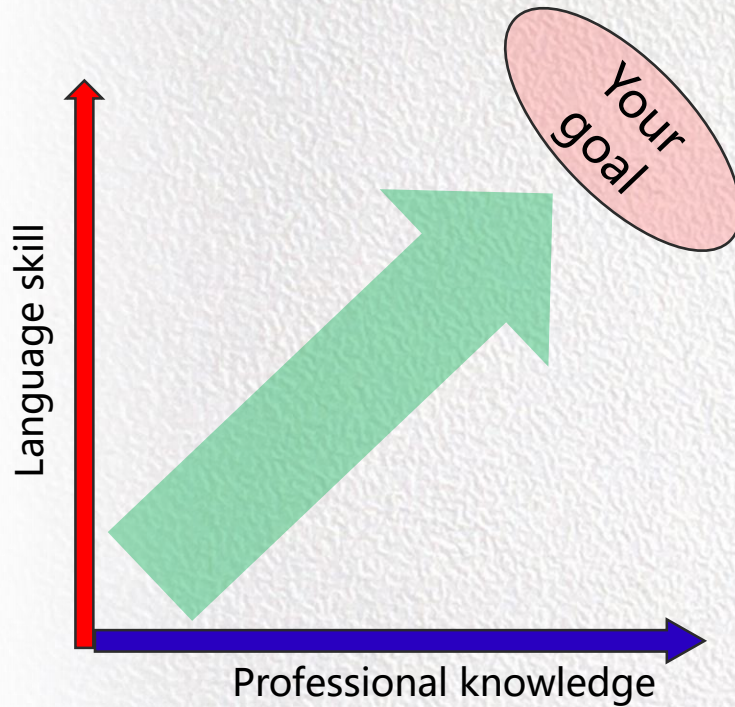
The Ideal class

However, the real class:

Language skill

Your goal

New goal

Professional knowledge
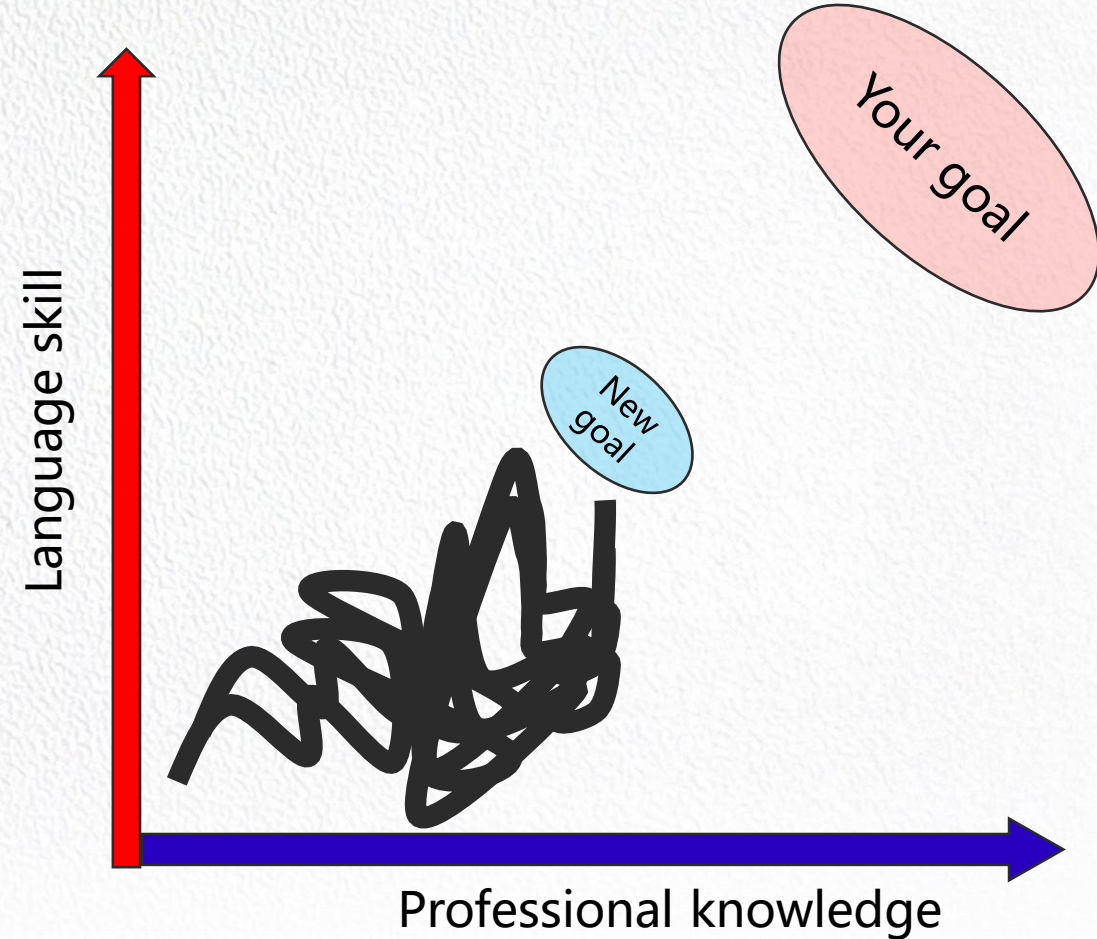
Some problems in the EMI class:

1) When I use group discussions in my class, students just do not talk to each other/ or they only use their native language.

2) I ask them if they understand, they always say: "Yes." (However, I do not believe it).

3) I encourage them to answer my open questions, they always say: "Sorry, I do not know."

4) They try to answer my questions in their native language, not in English.

5) When I introduce new terminology, their first response is ---- to find the translation in their electronic dictionaries.

6) After the presentation, I ask them to explain some concepts using their own language, but they can only use exactly the same sentence shown in the textbook.

7)......

Why ?
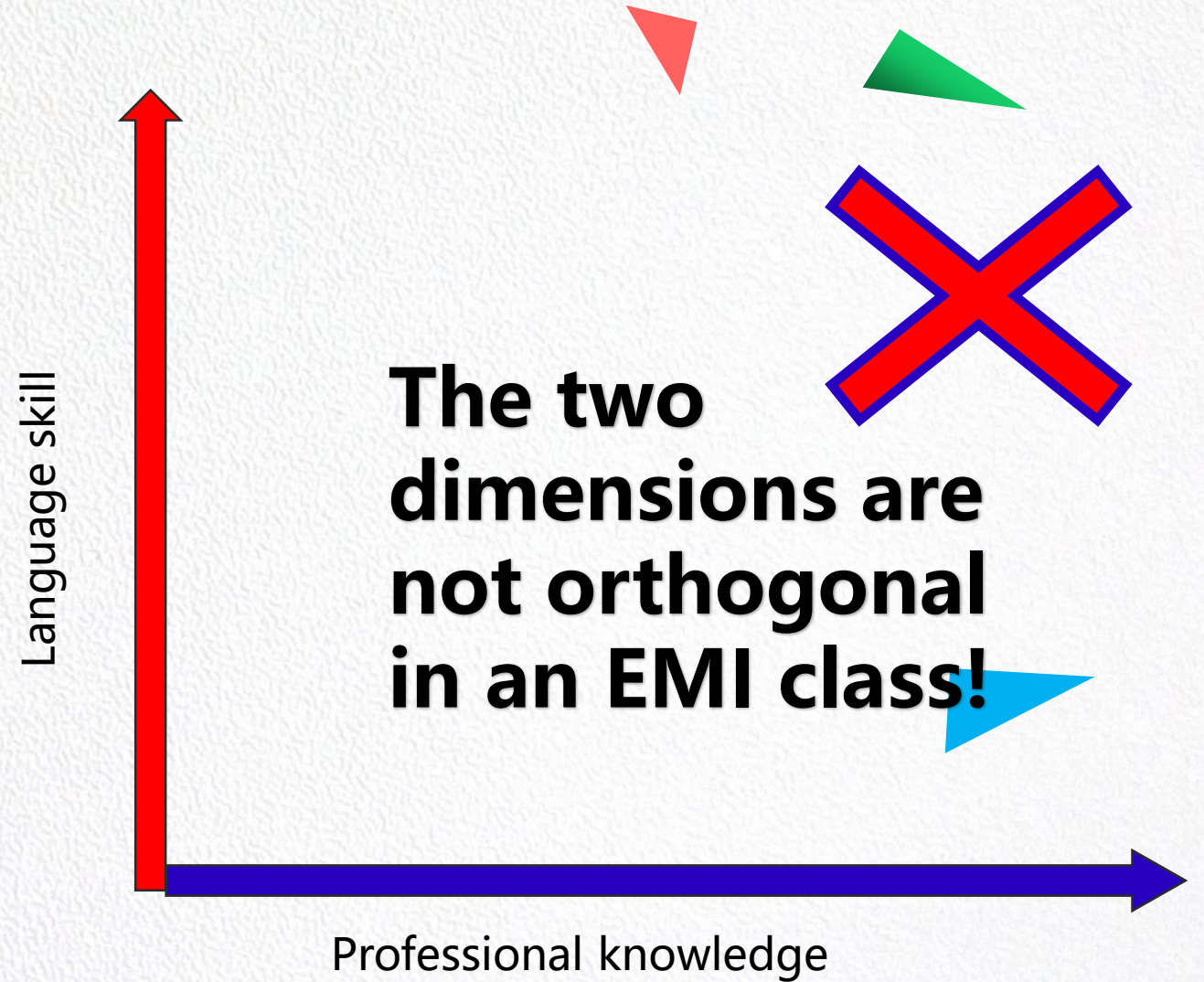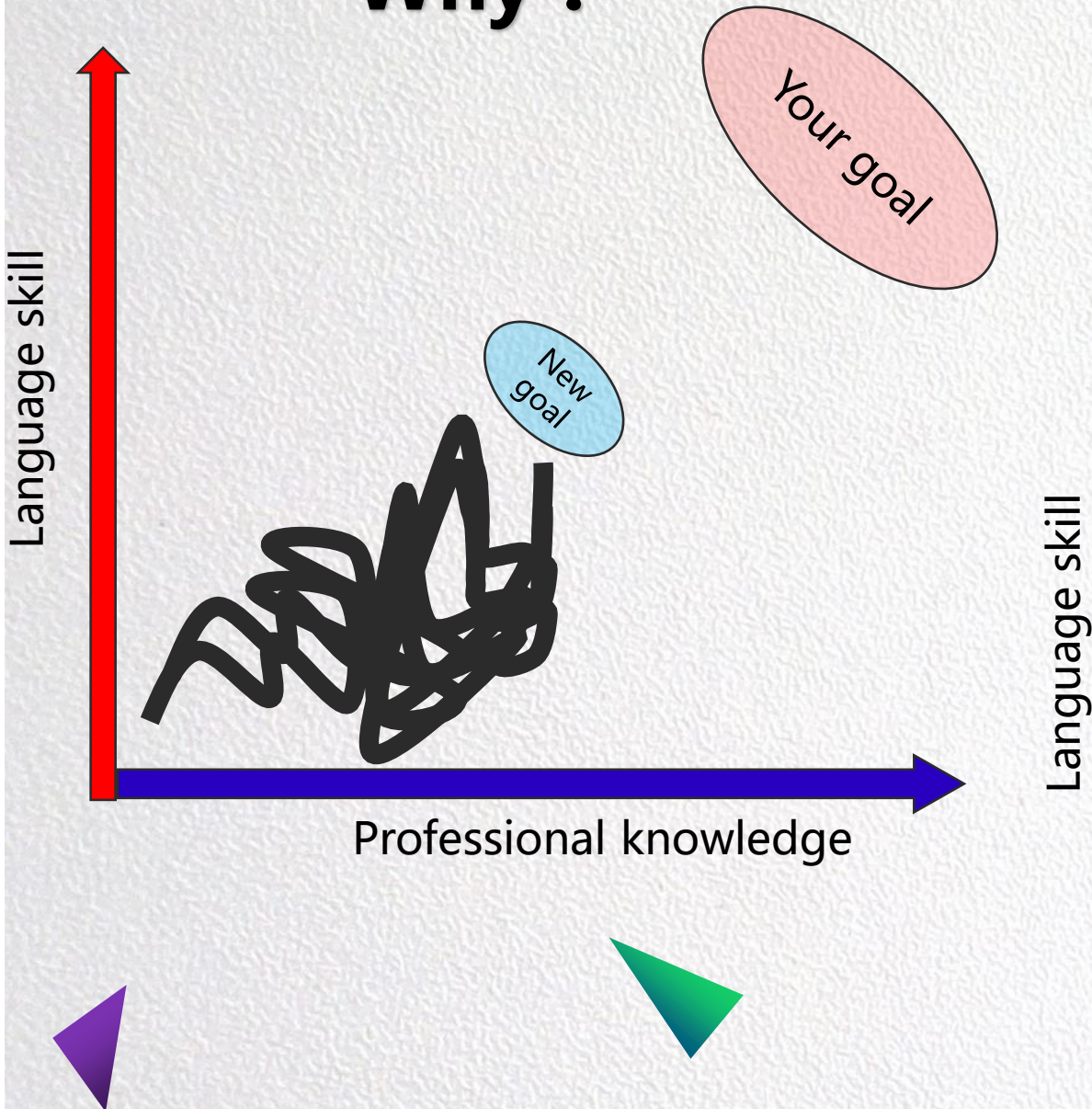
Your goal

New goal

Language skill

Professional knowledge

Language skill

The two dimensions are not orthogonal in an EMI class!

Professional knowledge

5

Students

Students

Teacher

Students

Students

Good EMI class

Students

Students

Teacher

Students

Students
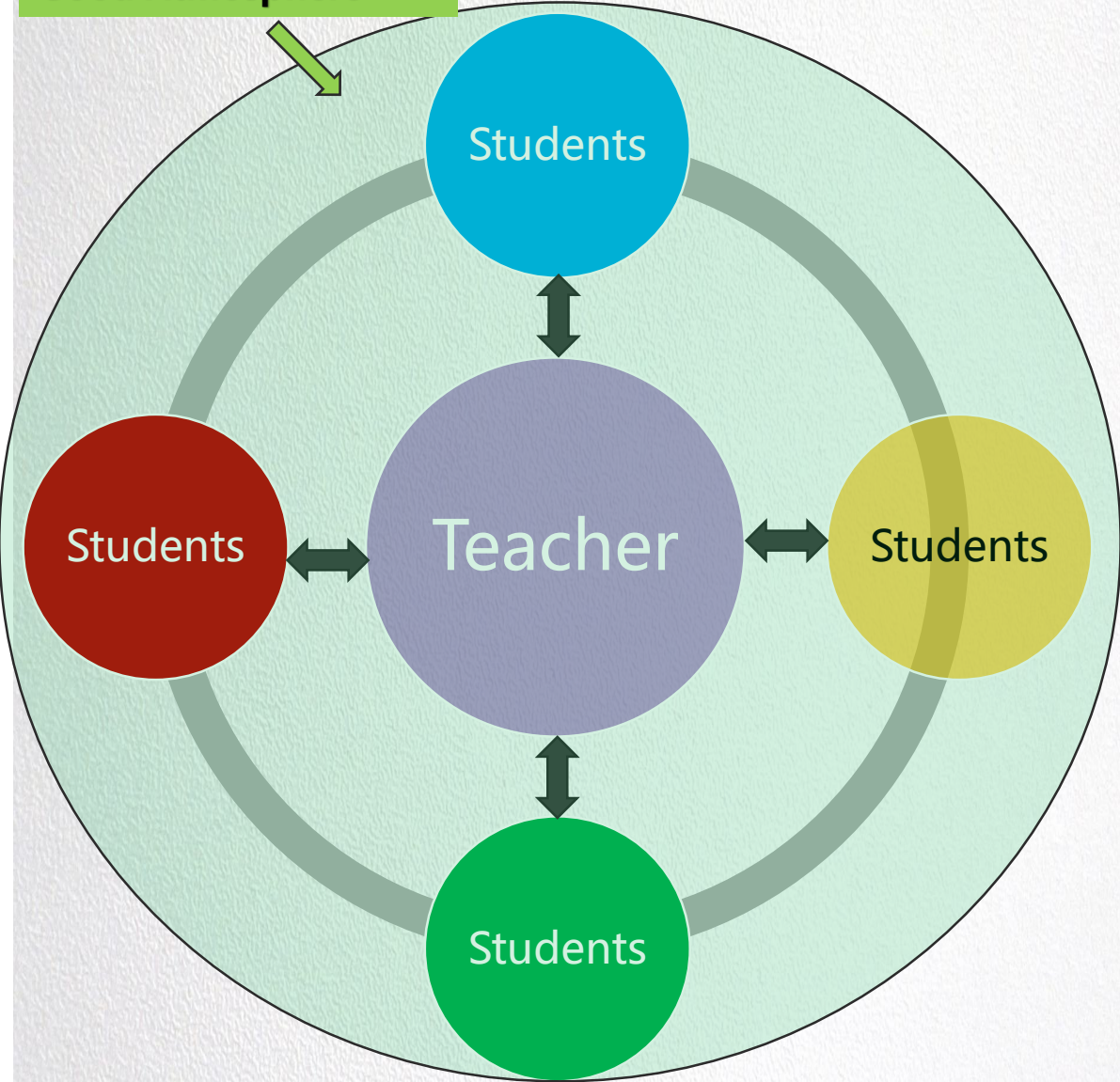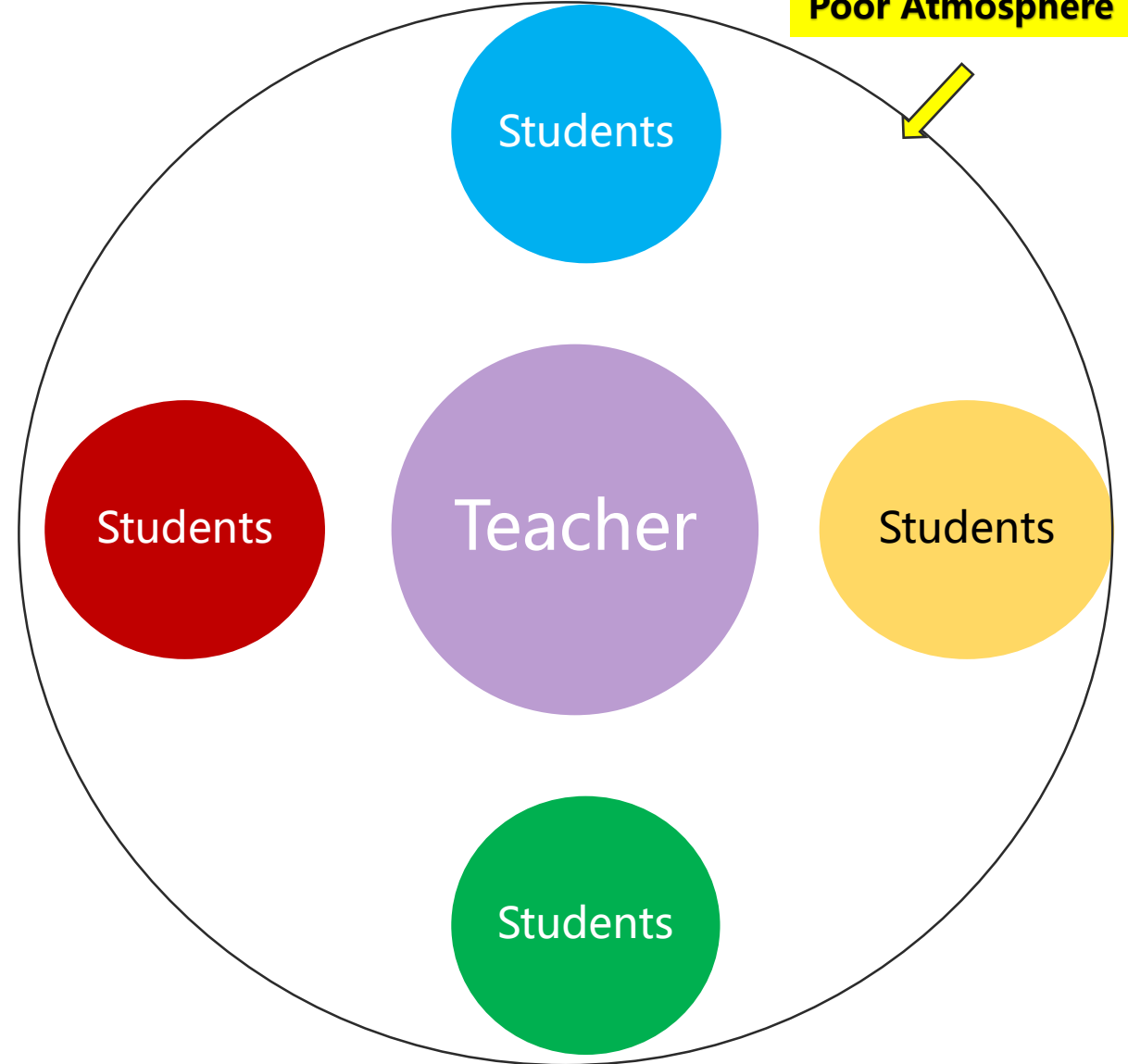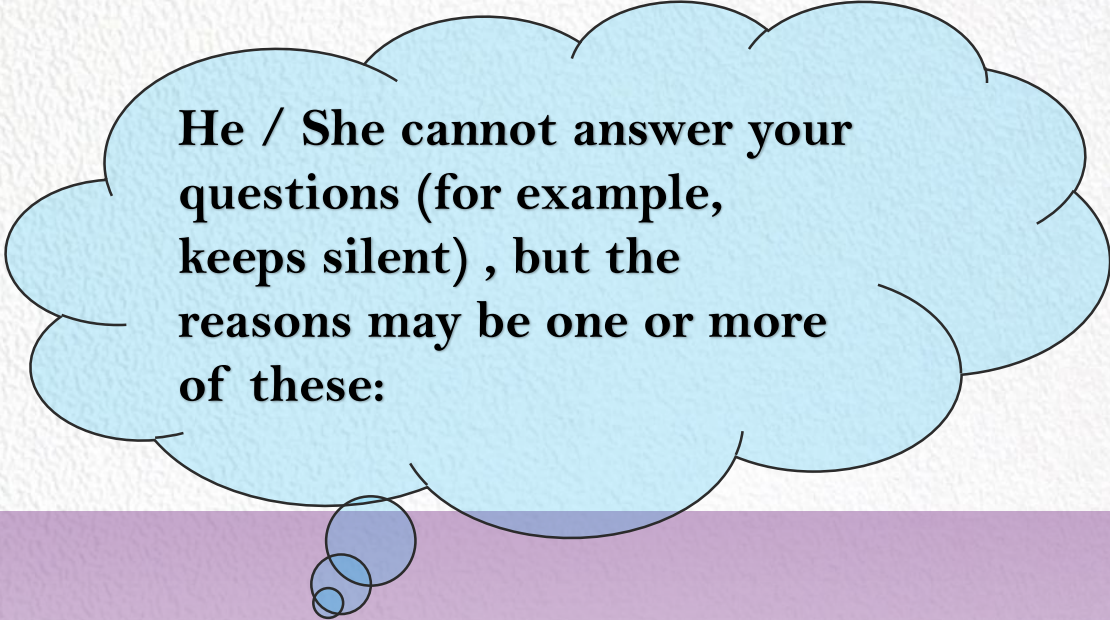
Poor EMI class

An Example:

He / She cannot answer your questions (for example, keeps silent) , but the reasons may be one or more of these:

1) I do not understand the content.

2) I understand the content, but I do not understand your question.

3) I understand a little, I am not sure.

3) I know the answer, but I do not know how to say it out loud.

4) My pronunciation is poor.

5) I want to answer, but I am just too nervous to speak out.

6) I can only answer Yes/No questions, since I am always like that.

7) ....

No Loop
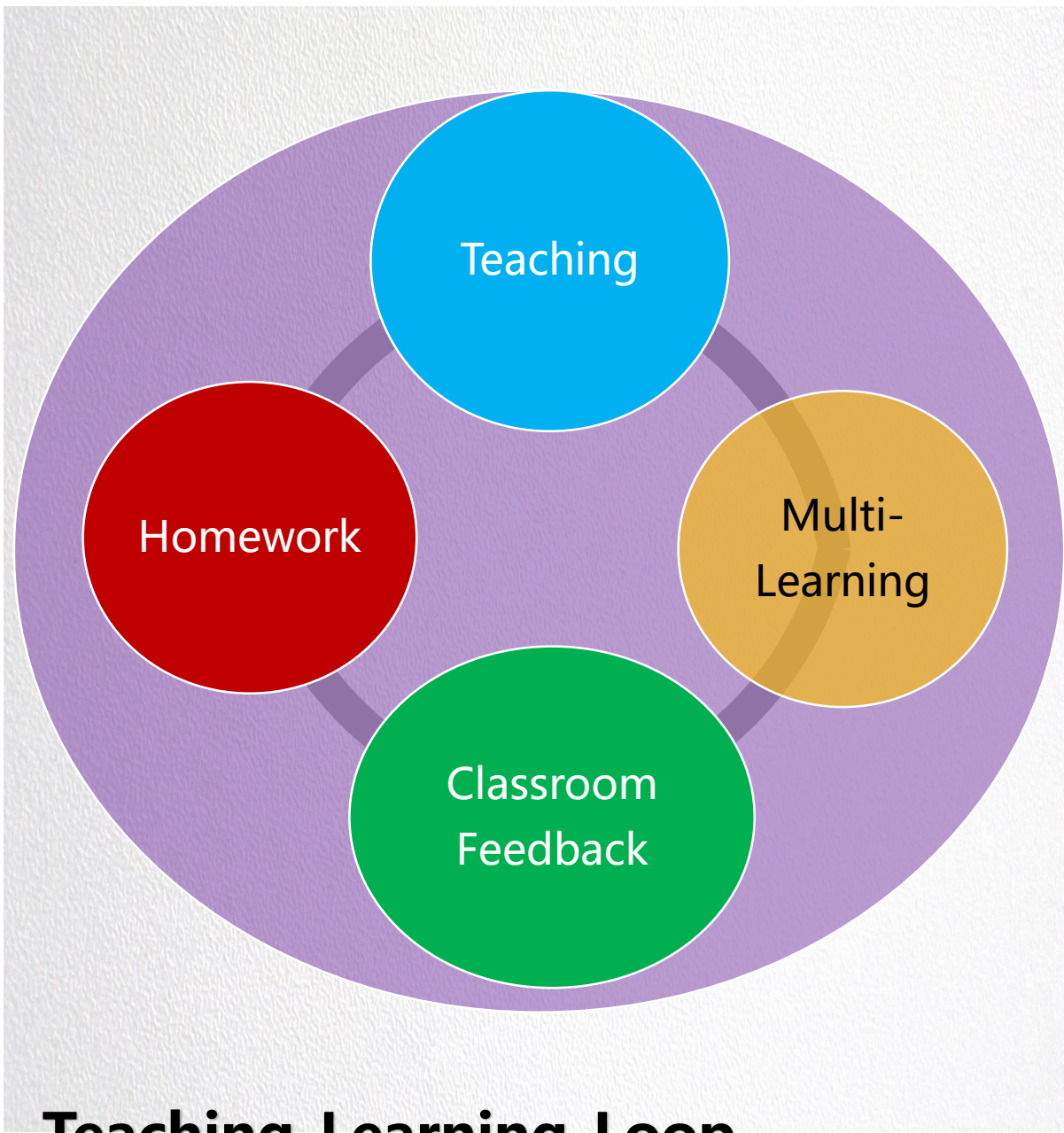
Teaching-Learning-Loop

8
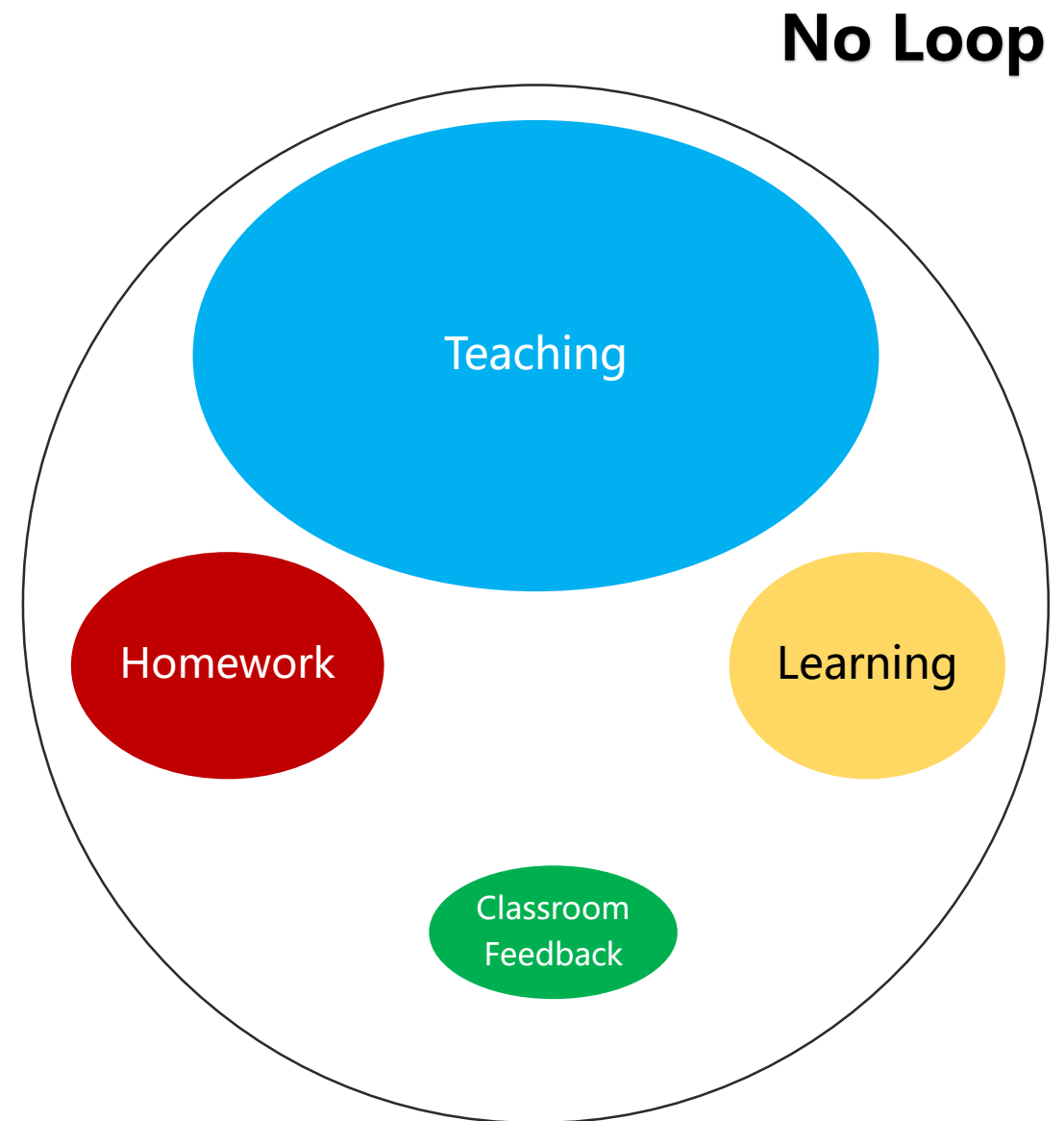
How to solve the problem?
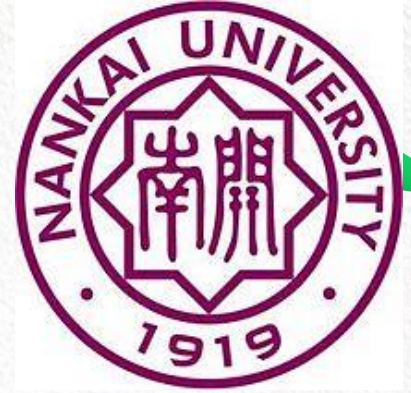
Considering some aspects of ……

Communicative Language Ability
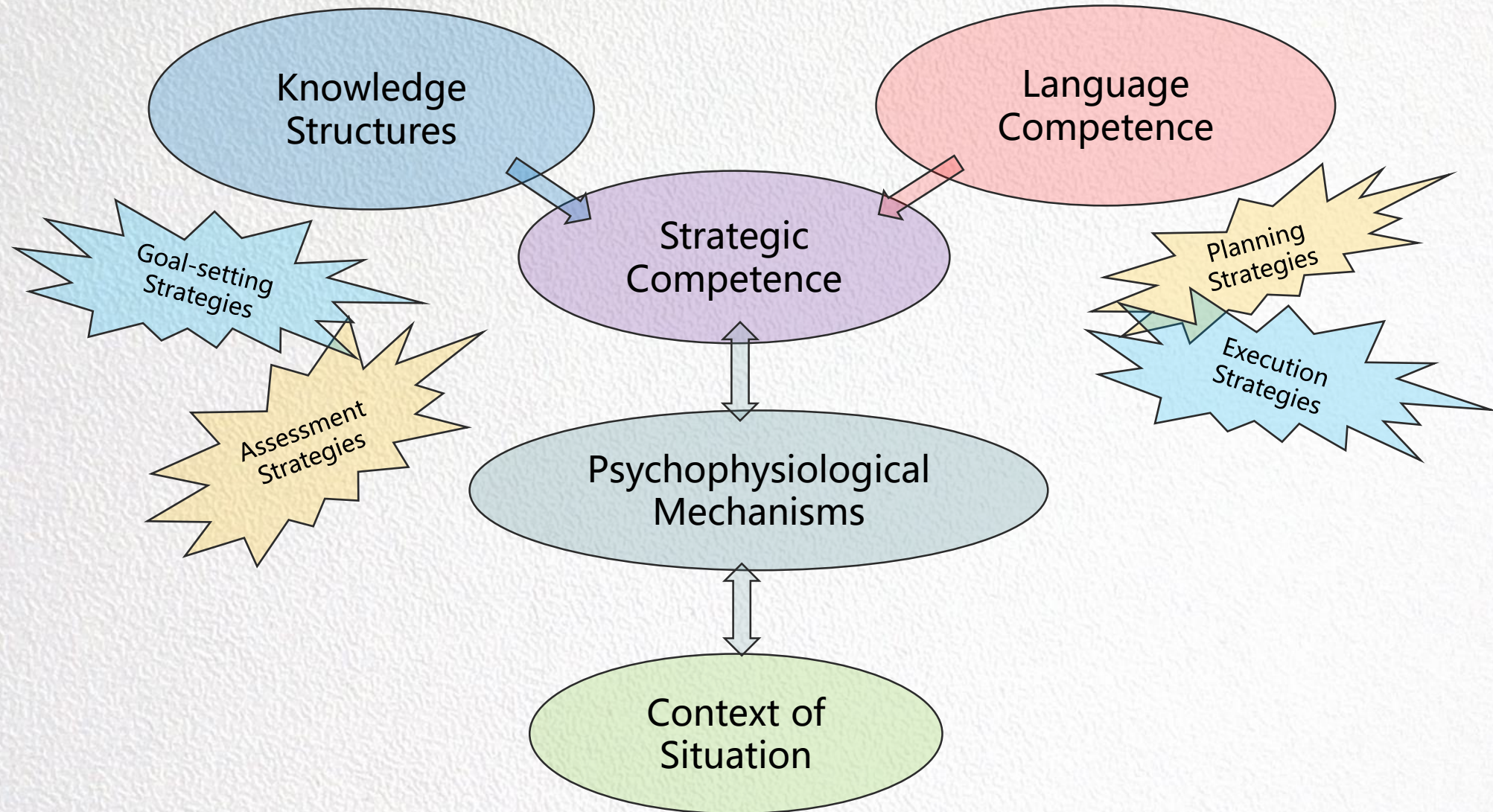
Components of Communicative Language Ability (Bachman, 1990)

What can we learn from the Bachman model?
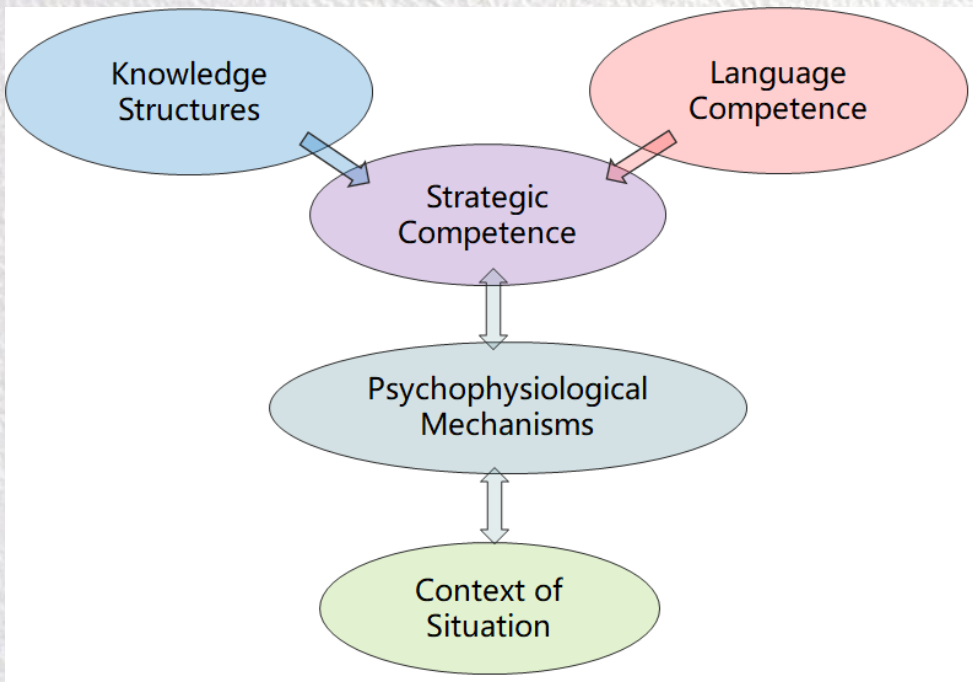
1) Communicative Language Ability can be affected by many facts!

2) Not only the knowledge structures, but also the language competence can affect the classroom feedback greatly.

3) The strategic competence is so important :

.......I do not know how to say it.
.......Can I say it in Chinese?
.......Open the textbook, then read it for answering your open question.
.......The reply is only in words, not in sentences.
....

4) For the context of a situation, the students may feel like this:

.... Nobody answers the question, so it is better to keep silent.
.... The new terminology is too long for me, I can't remember it.
.... I just say it, but nobody understands me, my English is so poor...
....

Some Practical Suggestions

Ask students to preview the new lesson.

Encourage students to read out the textbook loudly.

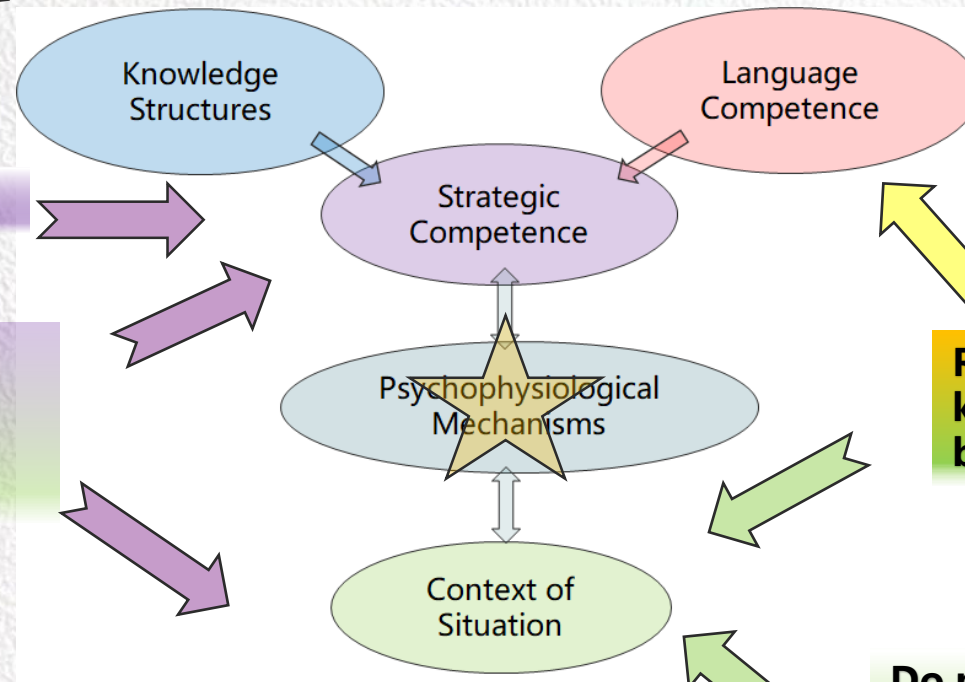Proceed with your class in an orderly way, step by step.

Use scene teaching.

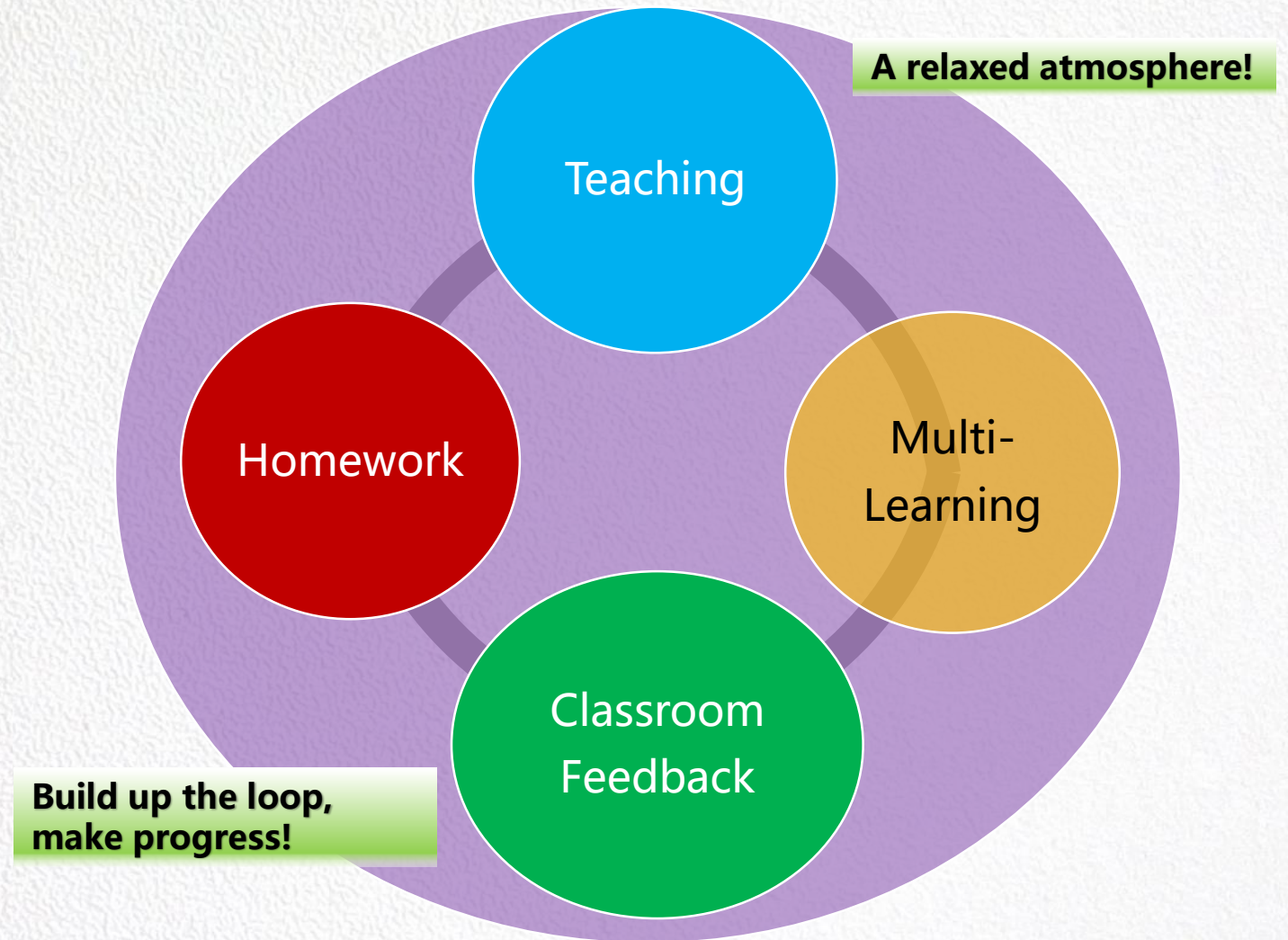Use both oral and written expression as feedback in the classroom.

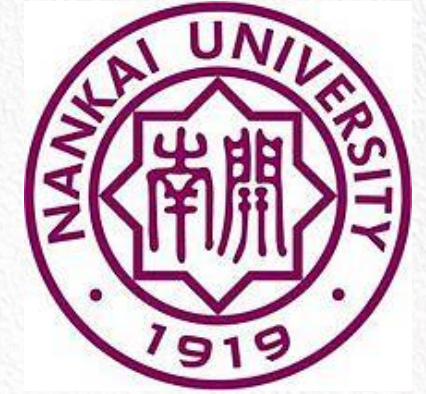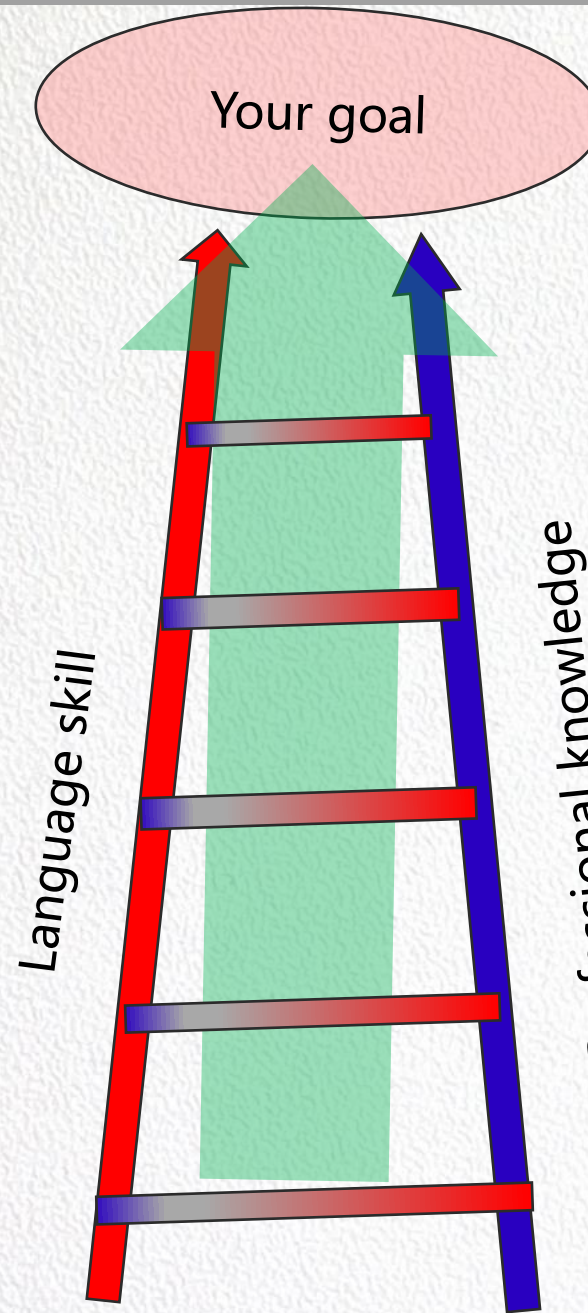Remind them of the keywords on the blackboard/PPT.

Do not mind the grammatical errors too much in their oral class feedback. Use rephrasing, instead of correcting.

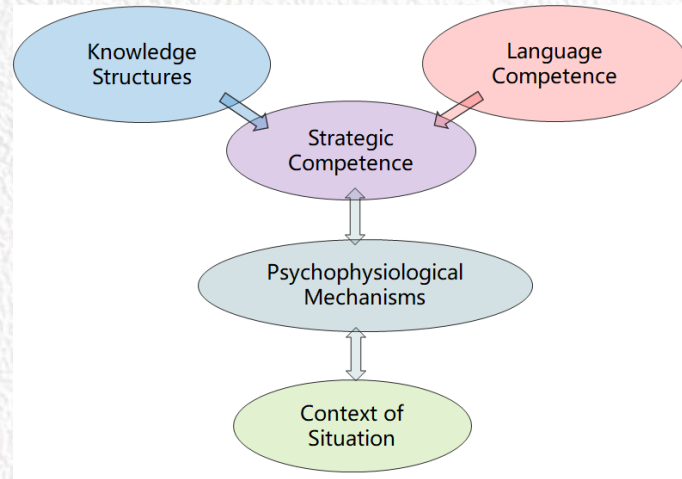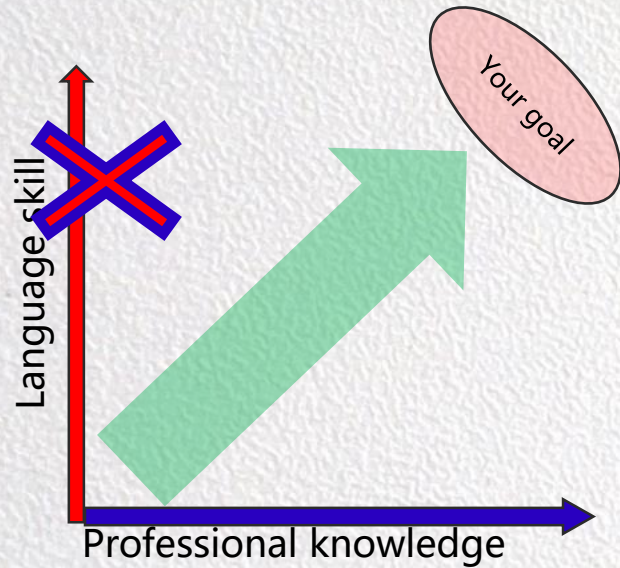Create a relaxed classroom atmosphere.

Knowledge Structures

Language Competence

Strategic Competence

Psychophysiological Mechanisms

Context of Situation

12

Your goal

Language skill
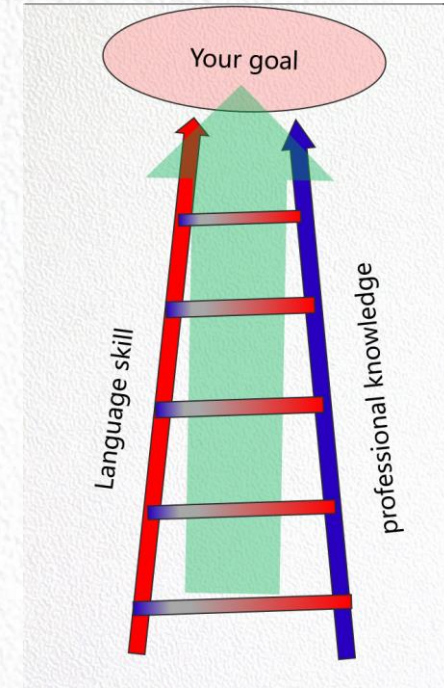
Professional knowledge

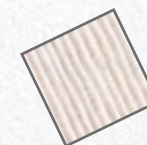Now, this is your EMI Class !

Summary
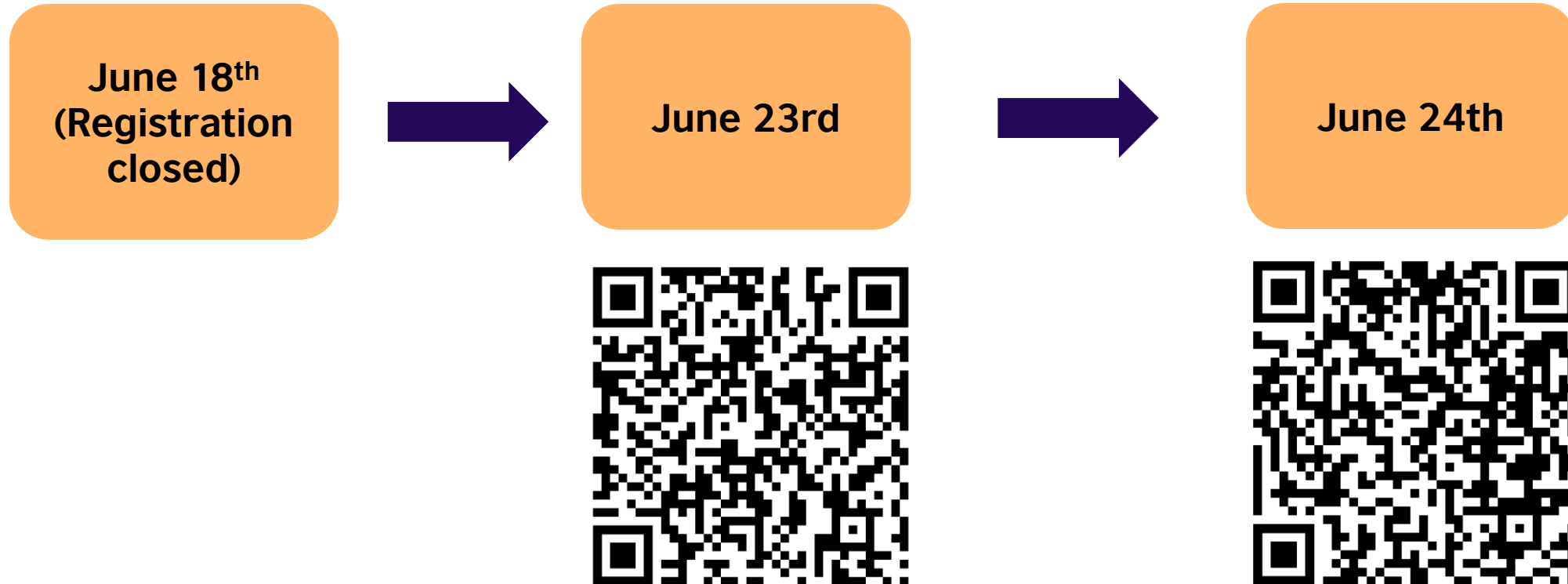

Bachman model

Thank You !

Question and Answer

Now, let's take some questions from the Q and A.

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Closing

The remaining 3 COP webinars in the series are on:

| June 18th (Registration closed) | → | June 23rd | → | June 24th |

Scan to register on Zoom

Closing – Thank you

Thank you very much for joining us on the Higher Education Community of Practice Webinar #1. We welcome you to complete our <u>online survey </u>after today's event.

Thank you to our speakers today!

Please check out recordings on our Weibo platform
@英国大使馆文化教育处英语教学 later this month.