

#EmergingEnglish

Higher Education EME Community of Practice (CoP) Webinar #2

18 June 2020 5pm-6.30pm

English for Education Systems (EES)

SPEAKERS



Dr. Xiaodan Sun

Associate Professor
Southwest Jiaotong University

Dr. Xu Jian

Professor
Chongqing University



Dr. Du Huizhen

Associate
Professor
Guangdong
University of Foreign Studies



Welcome

Welcome to the Higher Education Community of Practice Webinar #2

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 cannot:

- 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 (Please do!)
-
- 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 & Facebook – Links will be shared to each platform through QR code at the end

Speaker Bios



Dr. Xiaodan SUN is an Associate Professor at the Southwest Jiaotong University, Chengdu. She gained her PhD, in Civil Engineering from the Harbin Institute of Technology. Dr. Sun participated in EMI training through the British Council in 2017. **She currently specialises in Engineering Seismology.**

Speaker Bios

Dr. Xu Jian received his Ph.D. from the University of Science and Technology, Beijing in 2012, and subsequently moved to the **College of Materials Science and Engineering**, Chongqing University as Assistant Professor (2012-2014). He was then an Associate Professor from 2014 and from 2019 became a Professor . He has previously completed Bilingual Instructor Training at the College of Education, University of Oregon (2015), and the Researcher Connect Training (2015) and English as a Medium of Instruction Training (2016) through the British Council. He has also attended an Instructional Skills Workshop (2019) at Centre for Enhancement of Teaching and Learning, Chongqing University.



Speaker Bios



Dr. Du Huizhen is an Associate Professor at School of Journalism & Communication, Guangdong University of Foreign Studies (GDUFS), and is engaged in the teaching and research of journalism & communication.

She gained her BA in English in 1993 from the Guangzhou Institute of Foreign Languages, and her MA (1999) in Communication Studies, from Leeds University, UK. She gained her PhD in 2010.

Dr. Du previously worked as an English teacher for five years before teaching content through EMI from 1999; She is the founding head of the journalism department and deputy dean of the International Communication Faculty (2001-2005) in GDUFS.

She teaches International Communication, Comparative Studies of Chinese Journalism & Western Journalism, International News Trans-editing.

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	Teaching in EMI for Students With Different English Levels	Dr. Xiaodan Sun Specialises in Engineering Seismology	Southwest Jiaotong University
17:20-17:30		Q & A for Dr. Xiaodan Sun	
17:30-17:45	Shaping EM Teaching through Visualization	Dr. Xu Jian College of Materials Science and Engineering	Chongqing University
17:45-18:00		Q & A for Dr. Xu Jian	
18:00-18:15	To Be Resourceful & Supportive	Dr. Du Huizhen School of Journalism & Communication	Guangdong University of Foreign Studies
18:15-18:25		Q & A for Dr. Du Huizhen	
18:25-18:30	Closing	Fraser Bewick, British Council, China	British Council



Teaching in EMI for Students With Different English Levels

Xiaodan SUN

Associate Professor, Southwest Jiaotong University

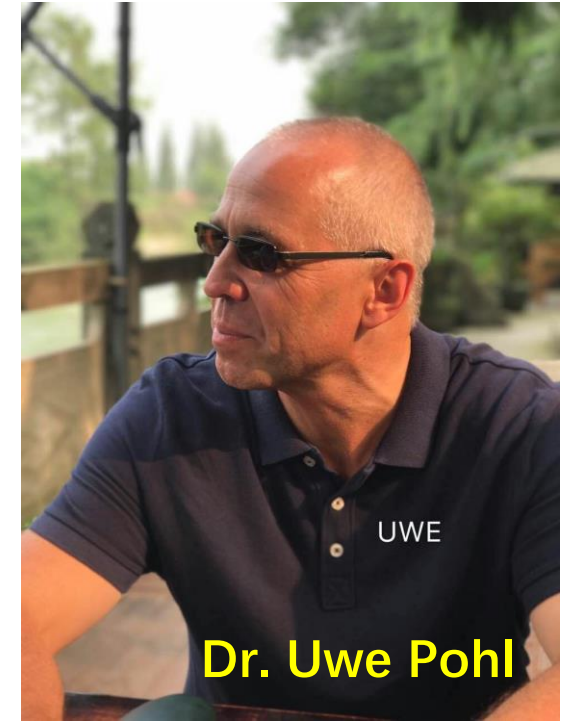
sunxd@swjtu.edu.cn



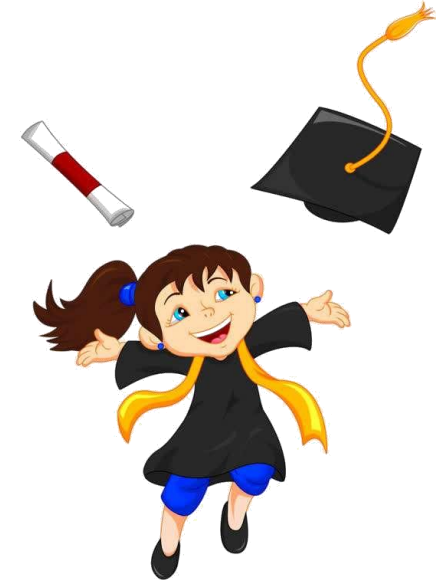
2017 EMI Training in SWJTU

To effectively enhance the internationalization level of undergraduate and postgraduate education in SWJTU, promote the Sino-foreign school projects and international exchange, improve the English proficiency and teaching ability of the subject teachers, SWJTU cooperated with the British Council to initiate a series of EMI teacher development projects.

I am here



Dr. Uwe Pohl



Two 'EMI' courses

1. “Basic Engineering Seismology (BES) ”

- Seismology is the study of earthquakes and associated phenomena; Engineering seismology consists of those branches of seismology that have application to the aseismic design of structures;
- For International graduate students majoring in Civil Engineering.

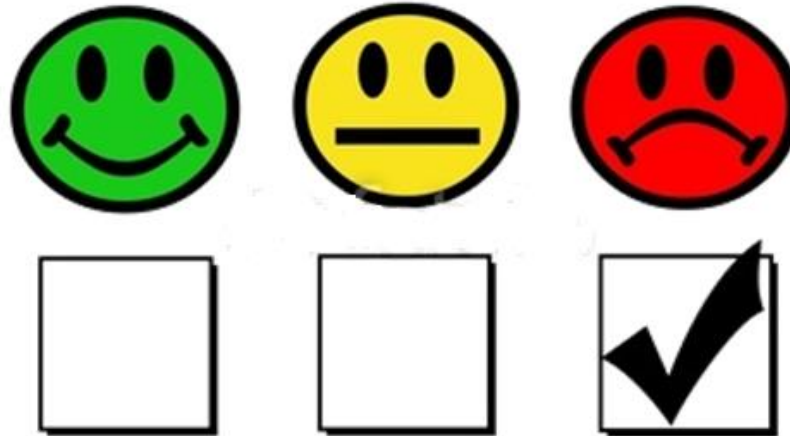
2. “Academic English (AE) ”

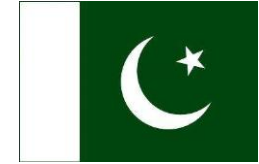
- Helps non-native speakers improve academic writing and communication; generally acknowledged to include the essential academic vocabulary, phrases and grammatical complexity;
- For Chinese graduate students majoring in Civil Engineering.



What bothers me ?

- Even though they are in the same major;
- Even though I use the same EMI teaching techniques;
- The feeling of both the students and me are.....





BES

- Native: Ethiopia, Indian, ...
- Non-Native: Pakistan, Nepal, Russia, ...



Me in Q&A...



Reading & Written

is better than

Listening & Spoken

AE

- Good: IELTS, TOEFL
- Fair: CET-6
- Poor: CET-4

How to say...

Students in Q&A...



What I do now in my two EMI courses...



1. Rate of speech

Me in BES



Me in AE



Seismic wave is the vibration
generated by an earthquake, explosion,
or similar energetic source and
propagated within the Earth or along
its surface.



2. Activities

Activity	Content	BES	AE
Buzz	1-minute discussion	✓	
Pair work	Jigsaw reading	✓	✓
	Debate		✓
Group work	Bidding plan		✓
	Research proposal	✓	
Seminar		✓	✓
Games	Guess word		✓



3. Topics

- **BES:** more **technical** words



Hypocenter

Landslide

- **AE:** **general** words first

Supervisor

Deadline

3.Topics

- BES: more **technical** questions



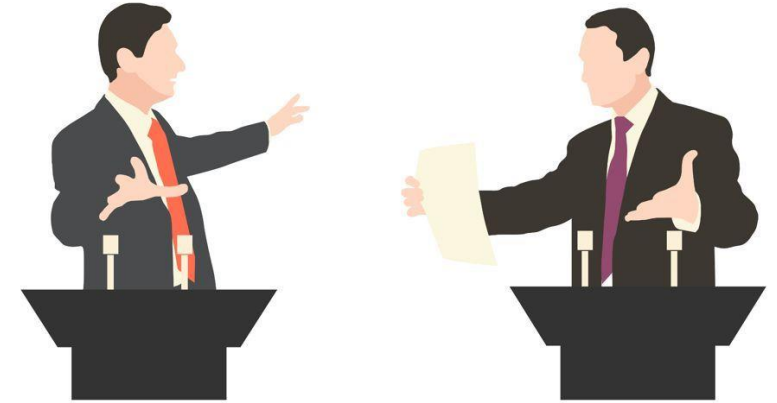
- *How to build a response spectrum for an earthquake record?*
- *How does fault movement generate an earthquake?*

- AE: **general** issues first

- *How do you pronounce a technical word more correctly?*
- *How do you explain a technical word in a general way?*

3. Topics

- BES: more **technical** issues



Should Japan build NPP under the risk of earthquake and tsunami ?

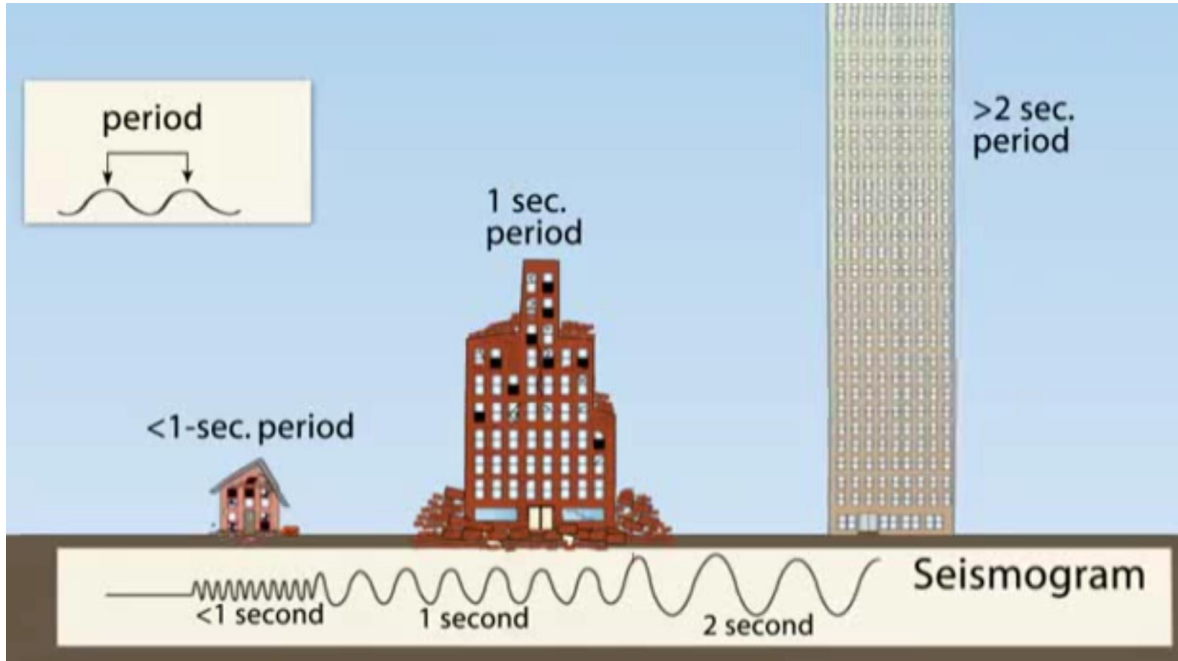
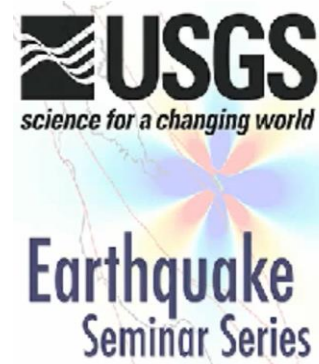
- AE: **general** issues first

Spoken English is more important than written English ?



4. Video aims

- For BES:
 - BBC documentary
 - Discovery
 - Seminar (no subtitle)



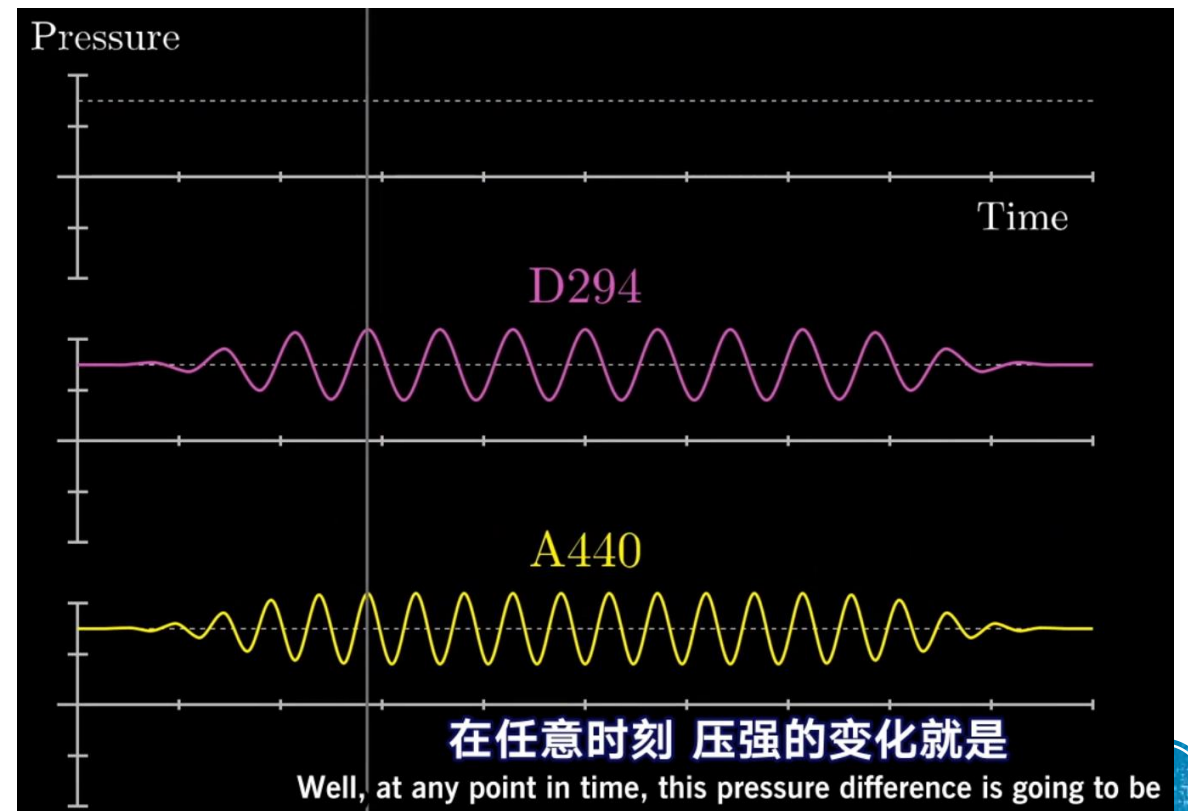
4. Video aims

■ for AE:

- Music/show
- Within 5 minutes
- TED-Ed (with subtitle)



TED Ed
Lessons Worth
Sharing



5. My role in the class

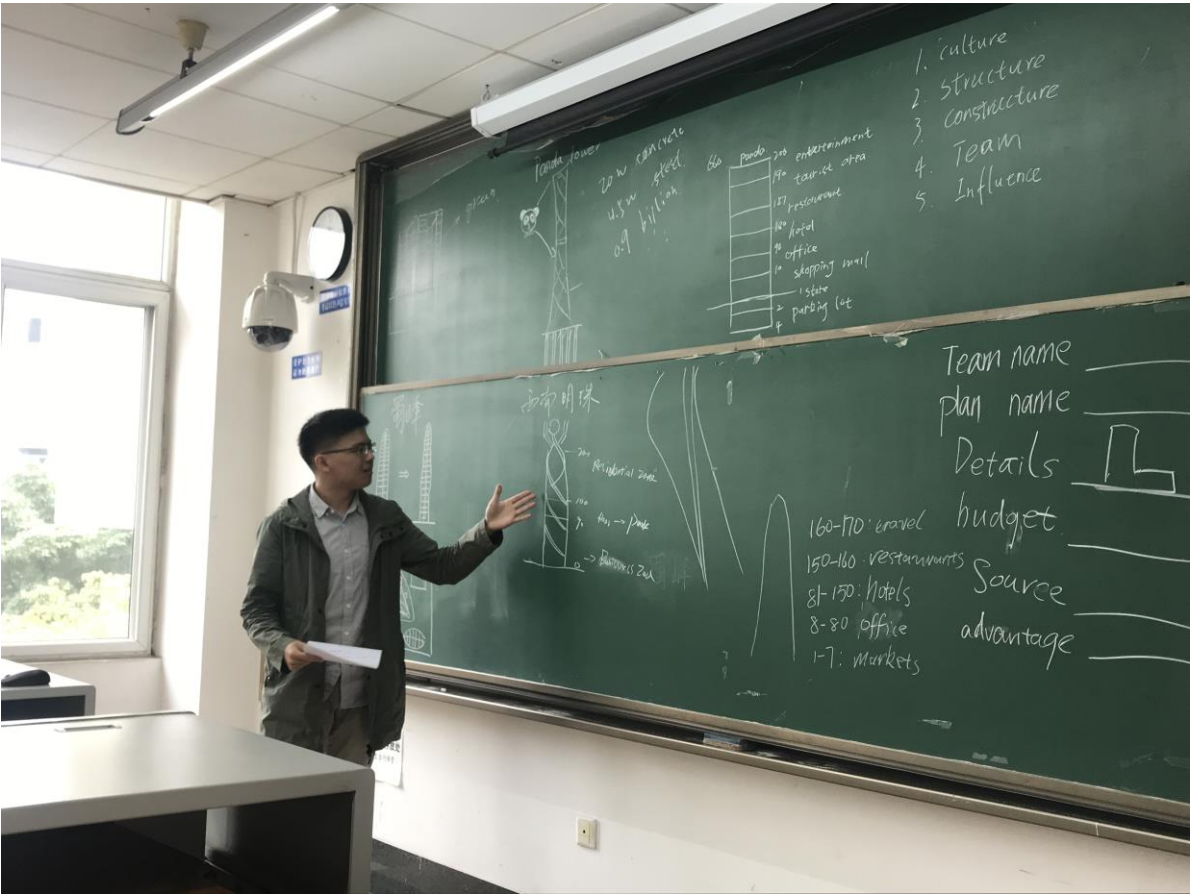
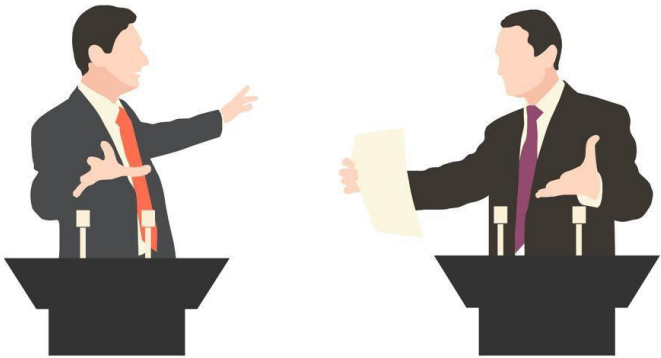
For BES: a presenter and a chairman

- Similar research field
- 15-minute speech
- Q&A after speech



5. My role in the class

For AE: a host and a judge



6. Evaluations

for BES:

Understand professional knowledge	✓
Calculations and analysis	✓
Discussion on research focus	✓

for AE:

Courage of speaking English	✓
Precision of writing English	✓
Skill of communication	✓



Possible Connections

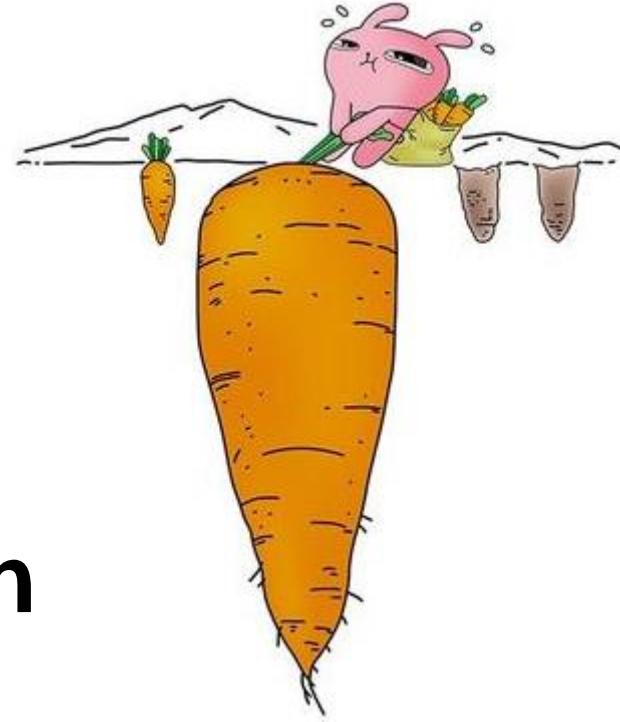


- *With professional knowledge*
- *Need to improve English*

- *With good English*
- *Need to learn knowledge*

In Conclusion

**Teaching in EMI is challenging but fun
only if you know your audience well.**



THANK YOU FOR LISTENING!



Question and Answer

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



You can also use the chat box to leave your own ideas and suggestions!





Shaping EM Teaching through Visualization

My Personal Experience of Online Teaching

Jian Xu

College of Materials Science and Engineering
Chongqing University

2020/6/18

Background

Blackboard

Chalk

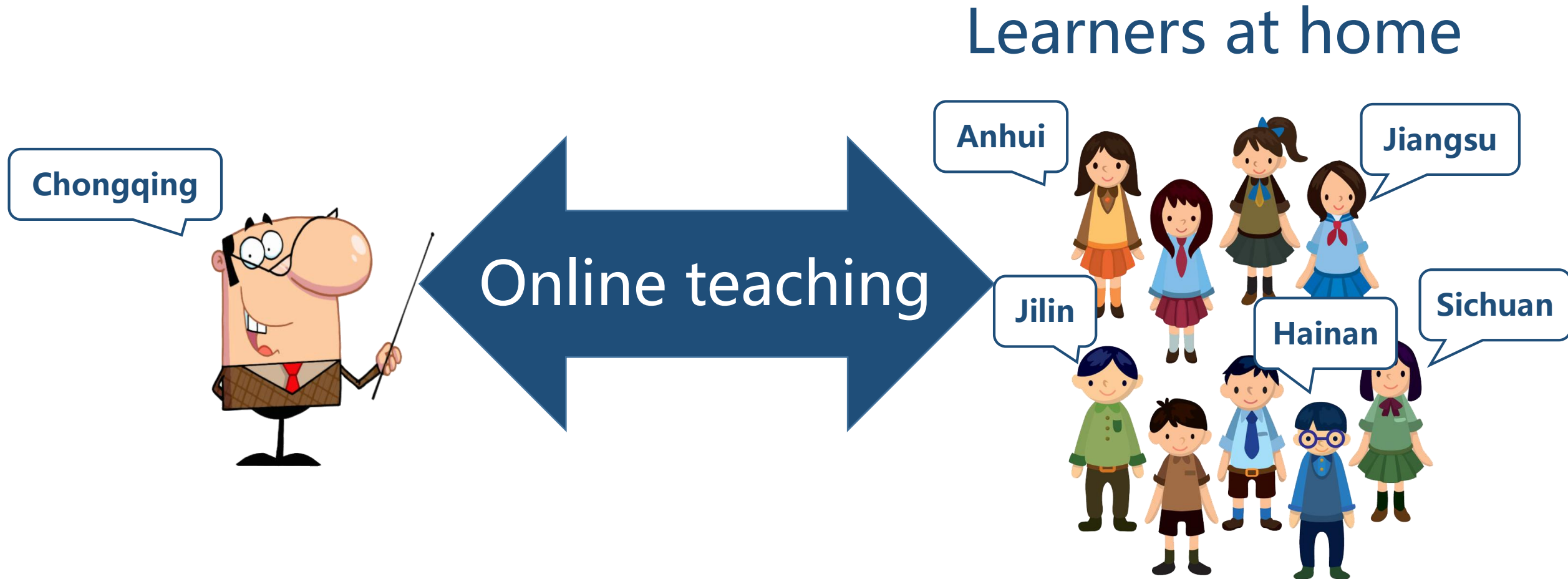


Me!

Learners in Class



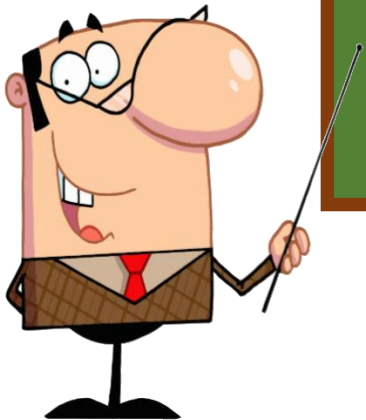
Background



Background

Q1: How to effectively teach EM courses ?

Q2: How to evaluate the efficiency ?



Let's start from...

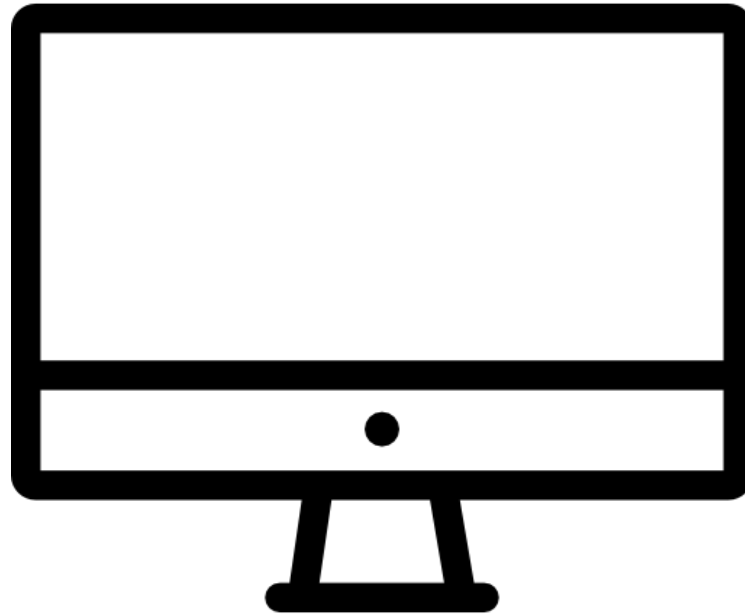
Q1: How to effectively teach EM courses ?



A wonderful dream



Instructor

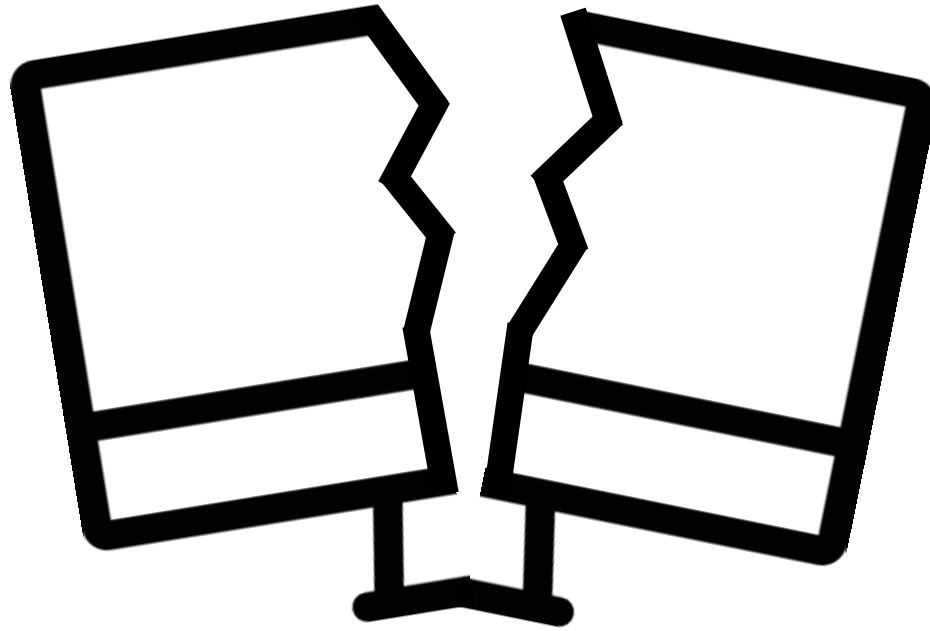


Learner

A dream breaker



Instructor



Learner

Take a closer look at the screen

What
are you
talking
about ?

radiation
conduction
transfer
convection
heat
thermal



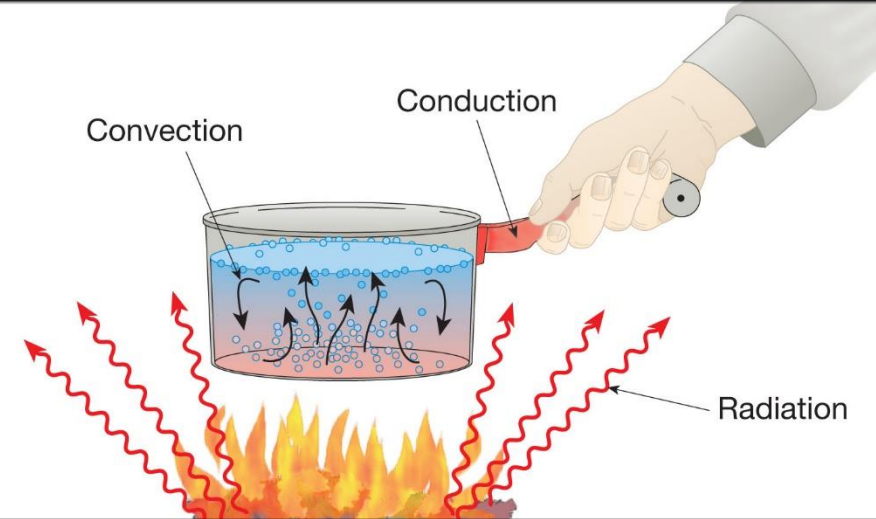
Heat Transfer

Heat transfer is a discipline of thermal engineering that concerns the generation, use, conversion, and exchange of thermal energy (heat) between physical systems. Heat transfer is classified into various mechanisms, such as thermal conduction, thermal convection, thermal radiation.

Use a pic instead, visualization helps

Heat Transfer

Heat transfer is a discipline of thermal engineering that concerns the generation, use, conversion, and exchange of thermal energy (heat) between physical systems. Heat transfer is classified into various mechanisms, such as thermal conduction, thermal convection, thermal radiation.

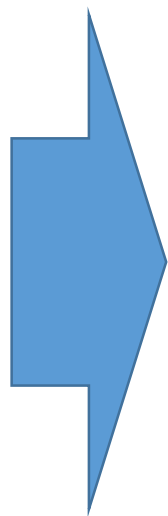


Can we do more ?



 Chalk

E-style



iPad



Apple Pencil

Broadcast

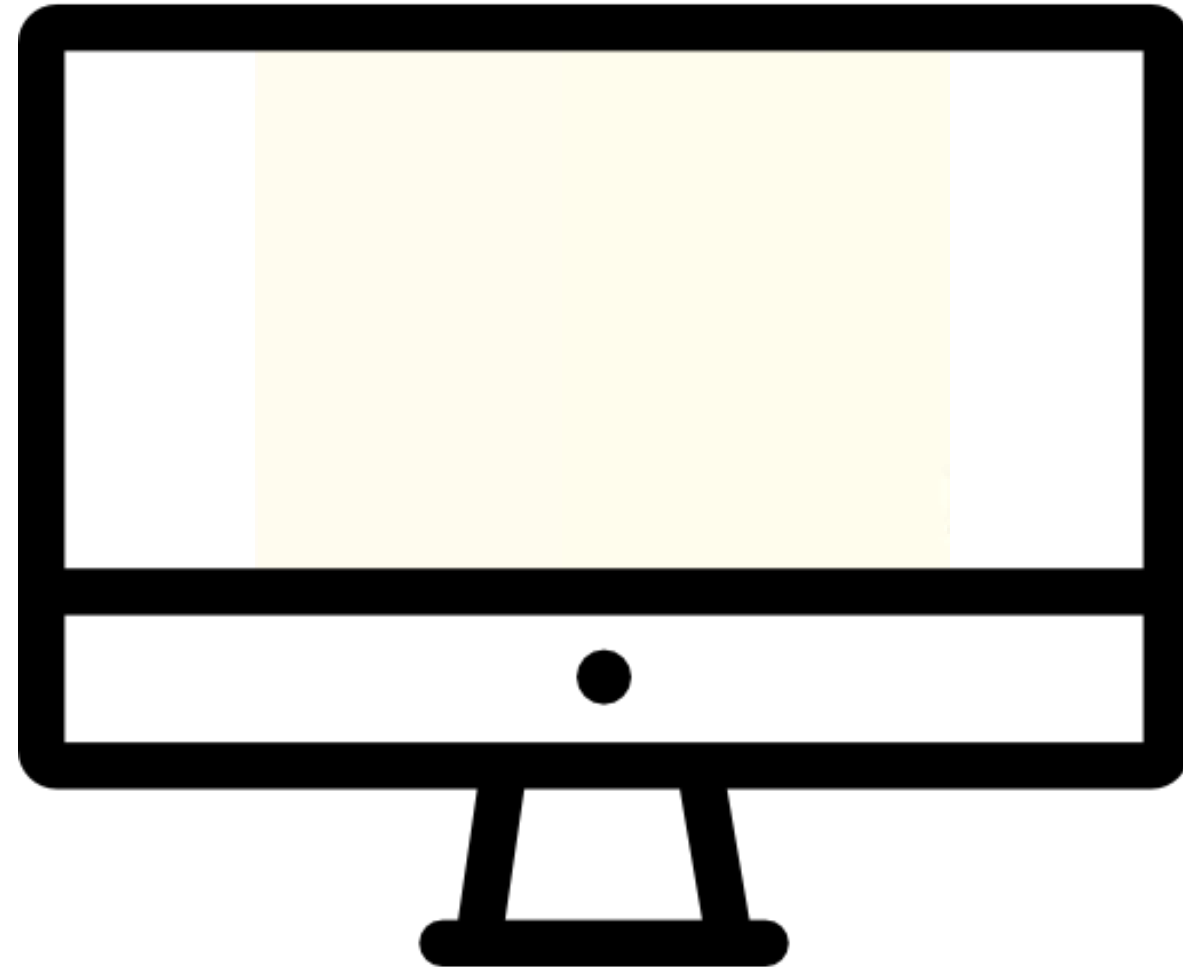
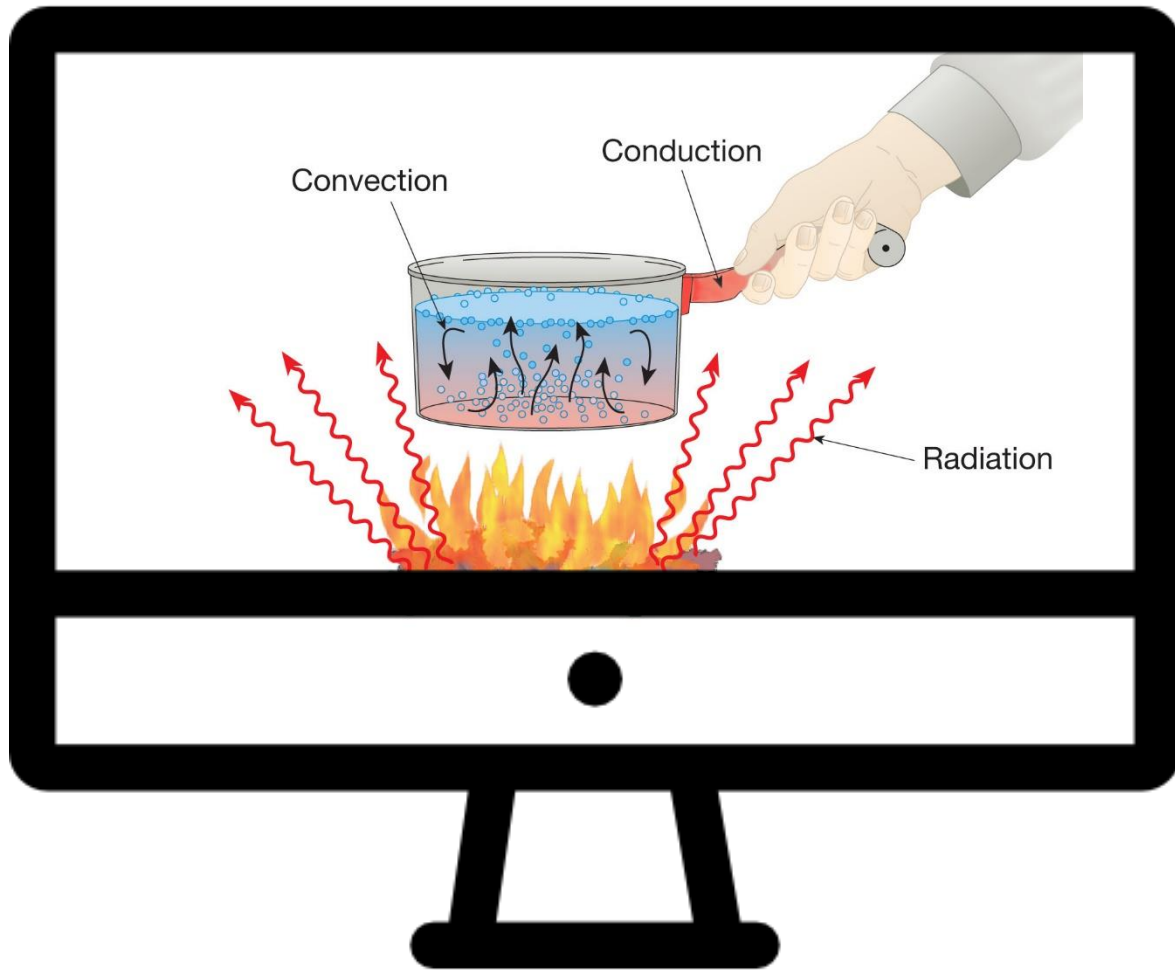


GoodNotes



腾讯会议

Real-time visualization helps more



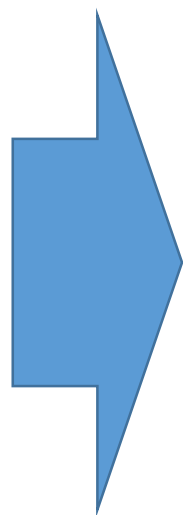
Next question

Q1: How to effectively teach EM courses

Q2: How to evaluate the efficiency ?



Mobile phone as an indicator



2016-2019



微信公众平台

2020-



WeChat public platform

Every week

Choice

Key points

Poll

第一周课堂教学要点反馈

吃饱了撑着的老师 传热学 4月1日

一分钟快速完成上一周课堂教学的要点梳理



很抱歉，请在手机微信登录投票

1. 传热学是研究热量传递速率的一门科学（单选）

- ☐ 理解
- ☐ 不理解
- ☐ 模糊

2. 传热三种方式的异同点（单选）

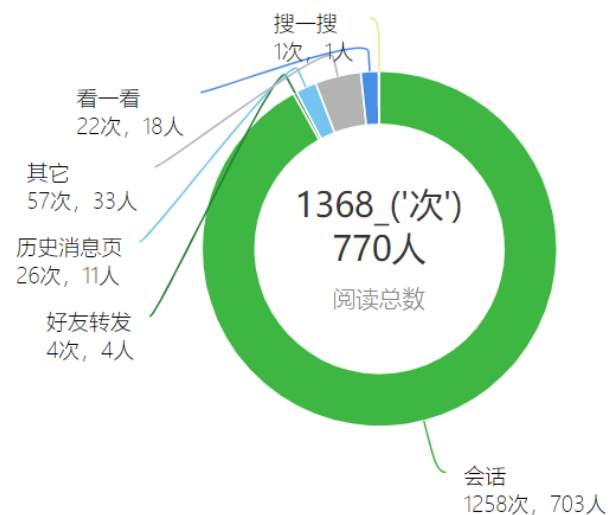
- ☐ 理解
- ☐ 不理解
- ☐ 模糊

3. 基本概念：温度场、等温线/面、热流量、热流通量、传热系数、热阻（单选）

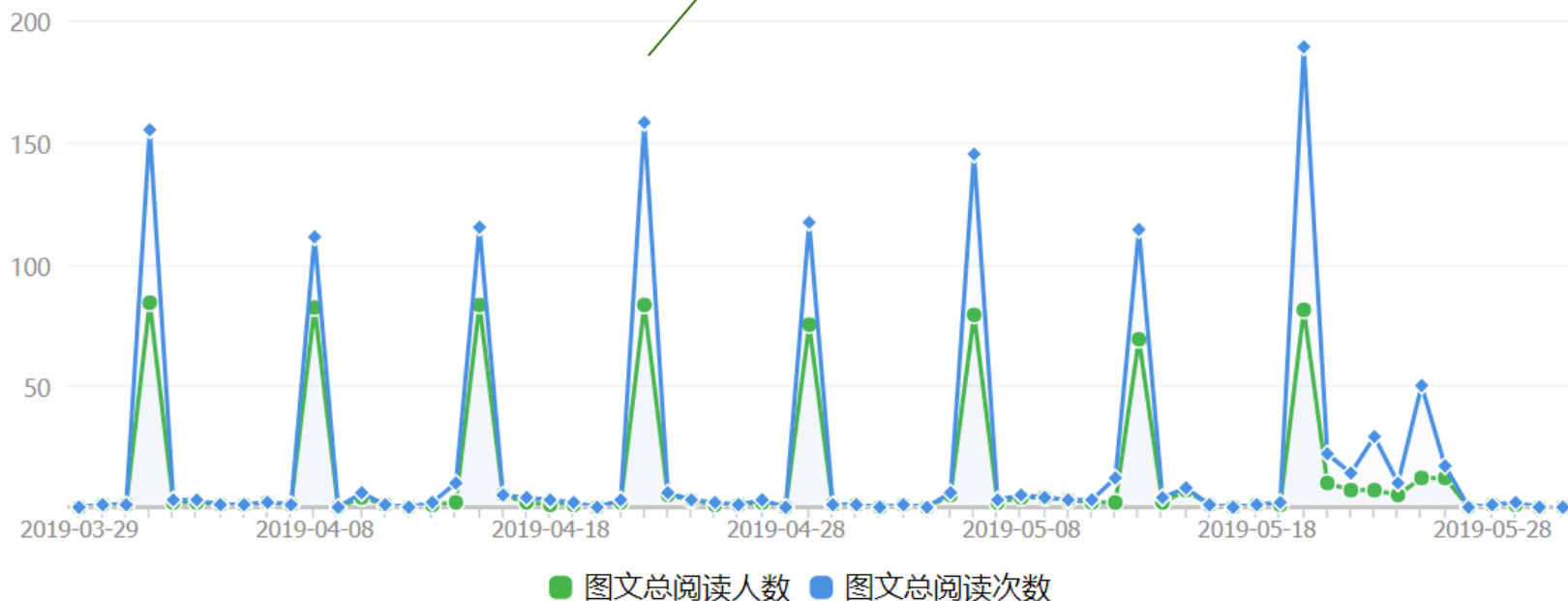
- ☐ 理解

Data analysis, and visualization helps

阅读来源分析



Each week



But ... every coin has two sides



微信公众平台

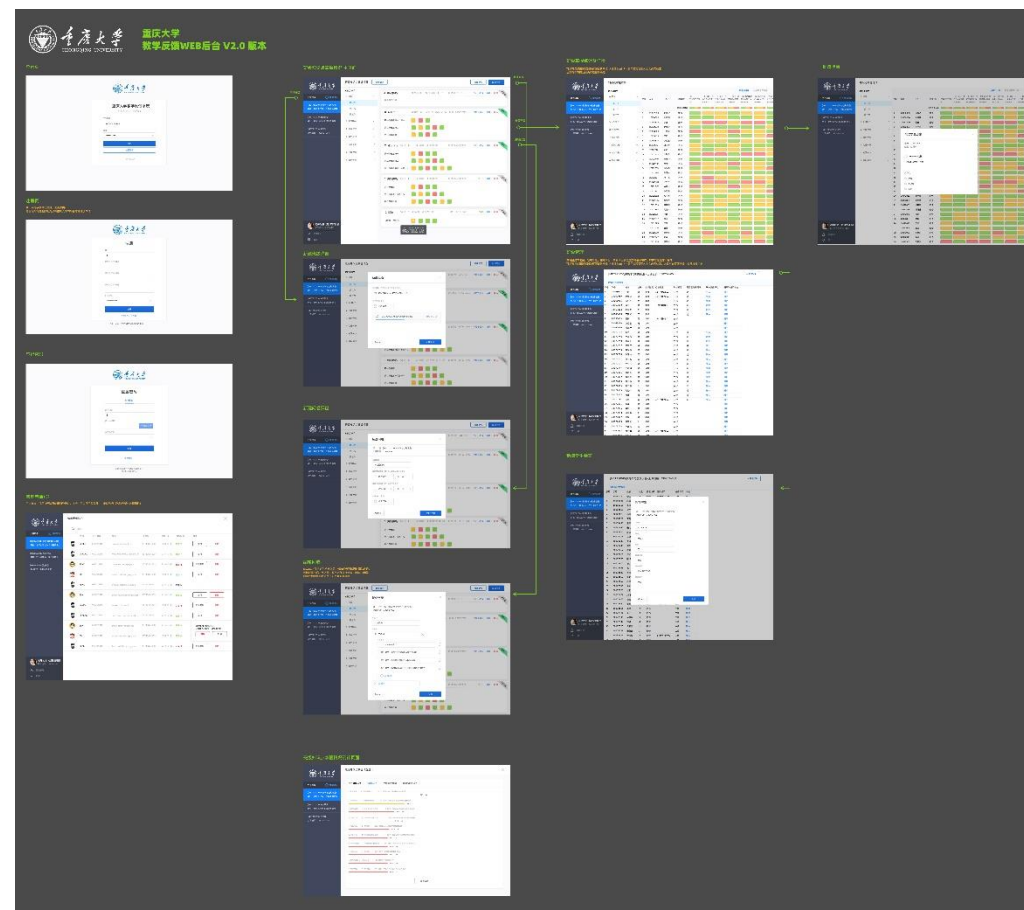
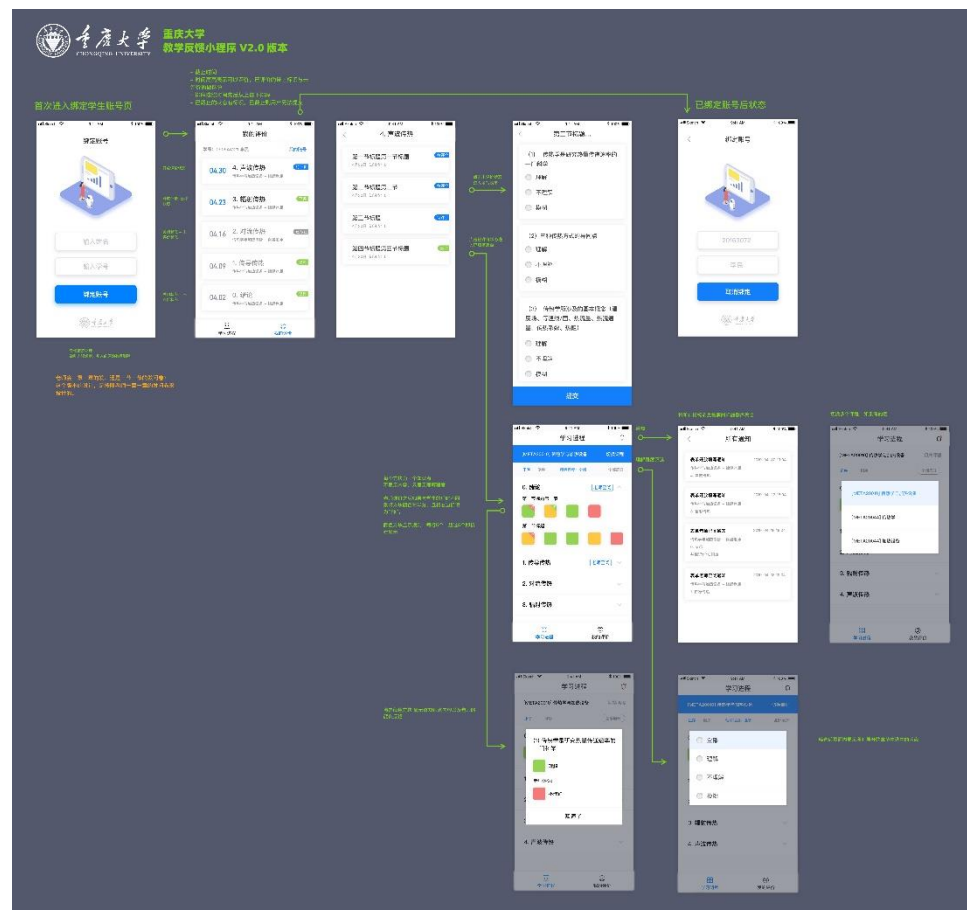
Easy use / General functions / Counter...



Teaching purpose / Specific functions / ...

Learning progress chart -Visualization

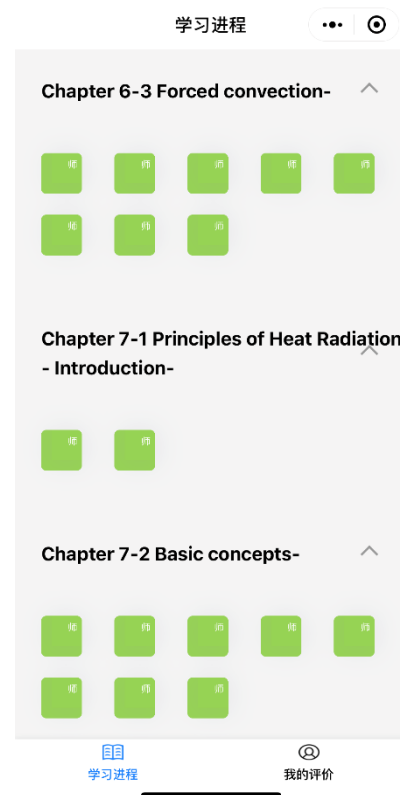
Logical and Interface Design



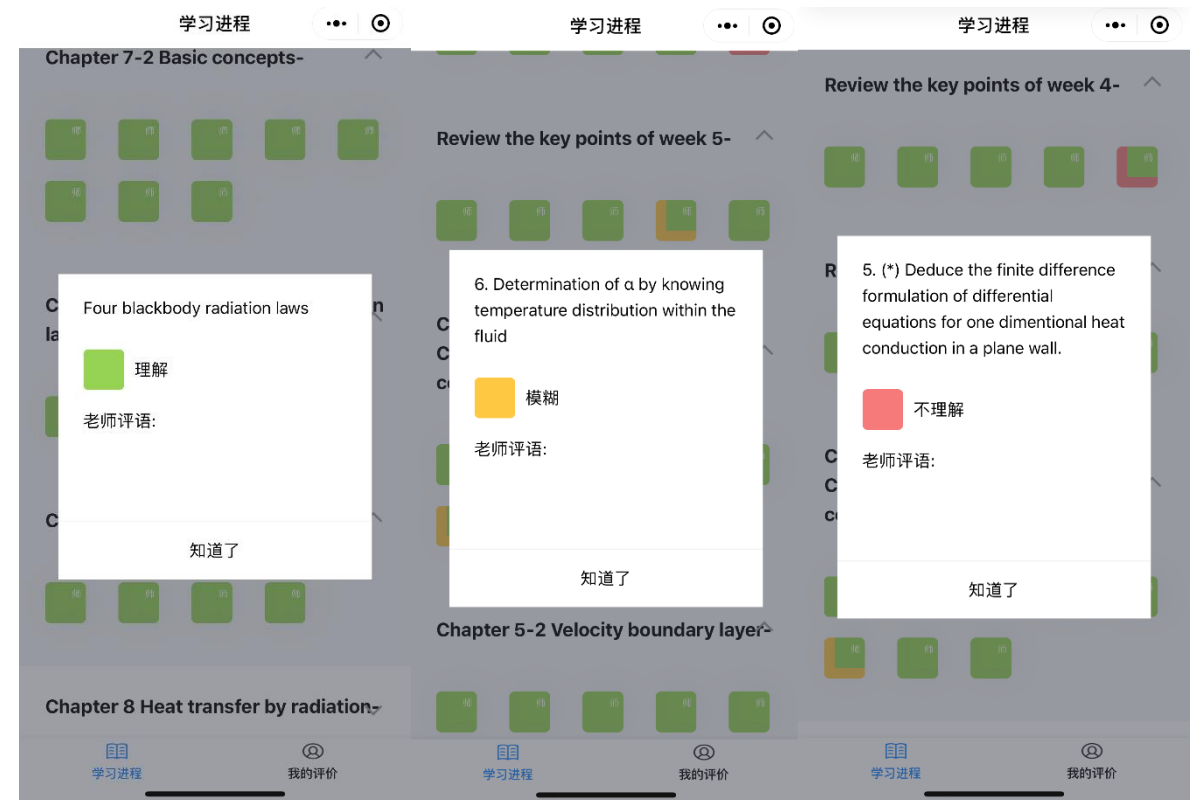
Mobile · Learner · Individual Learning Progress



Log in



Learning progress



Color mark based
on individual evaluation

Web · Instructor · Average Learning Progress

The screenshot displays a web interface for monitoring student learning progress. The top navigation bar includes a hamburger menu, '班级知识点掌握情况' (Class Knowledge Point Mastery Status), '下载统计' (Download Statistics), a share icon, '班级管理' (Class Management), and '新建章节' (New Chapter). The left sidebar, titled '知识点章节' (Knowledge Point Chapter), lists several review items and chapters, with 'Chapter 5-2 Velocity boundary' highlighted. The main content area is titled 'CHAPTER 5-2 VELOCITY BOUNDARY LAYER' and includes a progress bar with five colored squares (four green, one orange) and a callout for '5. Dynamic viscosity and kinematic viscosity'. A '统计中' (Statistical) button is visible. The bottom right features a '查看与修改反馈' (View and Modify Feedback) button. Annotations with green boxes and lines highlight specific features: 'Data download' points to the '下载统计' button; 'Comments' points to the '统计中' button; 'Key points' points to the '查看与修改反馈' button; 'Color mark based on average evaluation' points to the progress bar; and 'Chapter' points to the sidebar.

Data download

班级知识点掌握情况 下载统计 班级管理 新建章节

知识点章节

Review the key points of week

Review the key points of week

Review the key points of week

Review the key points of week

Chapter 5-1 Principles of Heat

Chapter Chapter 5-2 Velocity boundary

Chapter 5-3 Thermal boundary

Chapter 5-4 Differential

Color mark based on average evaluation

CHAPTER 5-2 VELOCITY BOUNDARY LAYER 标记已批改 编辑

5. Dynamic viscosity and kinematic viscosity

统计中

Comments



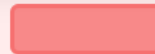
























查看与修改反馈

Key points

Web · Instructor · Individual Learning Progress

**Student
information**

**Color mark based
on individual
evaluation**

学号	1. Buoyancy force	2. Volume thermal...	3. How to establish the
20182698			
20182950			
20182901			
20182750			
20172705			
20185945			
20183114			
20183091			
20182986			

Key points

Sort by choices

**Does NOT
Understand**

Confused

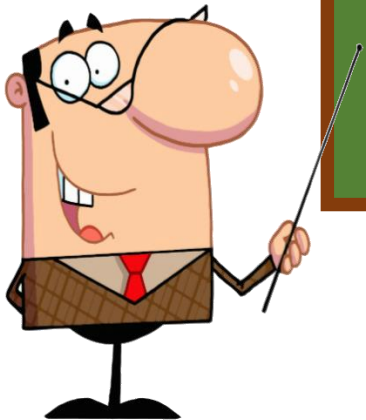
Understands

Conclusion

Q1: How to effectively teach EM courses ?

Q2: How to evaluate the efficiency ?

Visualization helps!



Thank you for listening and for your patience



教师教学发展中心



重庆市教育委员会



Some pics from pngsucai.com/google.com/apple.com

Question and Answer

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



You can also use the chat box to leave your own ideas and suggestions!



To Be Resourceful & Supportive

Dr Du Huizhen 杜慧贞

School of Journalism & Communication
Guangdong University of Foreign Studies

Challenges in online teaching

- **My takeaway** from The British Council's EMI training course:
A Task is the magic that makes EMI teaching more student-centered.
- **Challenge:** Tasks previously designed are difficult to carry out in a virtual classroom
- **Solution:** To improvise, to be resourceful

My survival techniques to improve online teaching

1. Adapting teaching content by adding global health communication, the case study of Covid-19
2. Designing topics for online discussion
3. Designing homework which requires more online research.
4. Sharing model homework to encourage peer learning.
5. Providing more feedback to students' homework
6. Making full use of alumni resources (such as interviewing them)
7. Getting more involved in students' activities.

1. Make your teaching more relevant

- *'Teach to the moment:* React to immediate opportunities that arise during lessons' (Dr Jack Richards).
- Add global health communication: What role does communication play in the management of global health crises?
- Case study of Covid-19: **Social distancing campaign**

2. Online discussion: Use multimedia resources to trigger discussion



2 . Online discussion: Visual aids for students to critique and compare

We stand together by standing apart



2. Online discussion: design topics to get everyone involved

Please write down your answers and share them in the QQ group chat.

1. What is your knowledge of coronavirus?
2. In what way have you changed your attitudes and behaviours regarding coronavirus?
3. What caused the changes?

when they go out. But with the popularity of personal Internet information and related knowledge in the TV media, the more comprehensive I know, the less fear I have. To the back is to deal with normal psychological state. Basic protection will be provided.

But here I want to give another example, my grandparents. Their performance is the opposite of mine. In the early stage of large-scale virus infection, they didn't care about it at all, didn't do a good job of basic protection when they went out, and even had dinner for many times. But with the family's popular science education and related knowledge acquired in the news media, their awareness of prevention has been improved. Reduce going out and put on masks.

1. The time and place of the outbreak, the uncertain source of the virus, the route of transmission of the virus, its transmission capacity, symptoms and preventive measures.

2. From calm to nervous, anxious to calm. In terms of behavior, it is gradually close to the contents of the propaganda, such as washing hands frequently and wearing masks.

3. I am mainly influenced by the media's propaganda and reports, as well as the public opinions on the Internet.

This coronavirus is a respiratory tract virus that is likely to come from animal origin. Symptoms include fever, sore throat, cough, phlegm and shortness of breath. The incubation period of the virus is 1-14 days. The virus is highly contagious and requires people to reduce their contact and collective activities. At first, I thought the new coronavirus was just a small virus, not very transmissible, and limited to small areas. I didn't wear a mask or stop the party. But then I realized how serious it was, and I started buying masks and staying at home to reduce my travel.



3. Designing homework which requires more online research

Sample topics for homework

Week 1 Google / Bing “international communication” and **Baidu** “国际传播”

- Conduct content analysis of the first 10 pages of your search results.
- In what way has your understanding of IC been changed after your research?

Week 2: What are the typical problems in global health communication amid Covid-19? Please **collect news headlines** (Chinese and English) as evidence.

Week 9 Please select one company from the list (**GAFAM**, Google, Amazon, Facebook, Apple, Microsoft)

- 1 A brief introduction of the Big Tech / Tech Giant 科技巨头.
- 2 Its presence (strategies and operations) in China
- 3 Any interesting /surprising findings?
- **(Please use Baidu/Bing/Google to search for the company’s basic information; visit their websites including the Chinese homepage; use databases if necessary)**

4. Sharing model homework to encourage peer learning

- Allow students to explore and try different approaches to finish their homework
- Select model/example work to share as best practice
- *"...it is important to recognize that peer learning is not a single practice. It covers a wide range of different activities each of which can be combined with others in different ways to suit the needs of a particular course."*

---David Boud

5. Provide more feedback on students' homework

1. Summarize the strengths and weaknesses of students' performance in doing homework
2. Create a checklist to help students reflect on and revise their homework
3. Offer online tutorial if necessary

Example:

For 1. A brief introduction of the global media conglomerate

- Have I used different search engines (Baidu / Bing / Google) to look up the introduction of the company?
- Have I visited the company's homepage? Is there a Chinese website?
- If there are different versions of the company's introduction, which one is more up-to-date and more authoritative?
- How can I use my own words to synthesize the basic information I have gathered about the company?

6. Making full use of alumni resources (such as interviewing them)

Voices from the Industry:

1. Please describe your job title, your typical working day.
2. What are the main attractions of this job? Any challenges?
- 3 What knowledge and skills from your undergraduate / postgraduate courses are helpful to your present job?

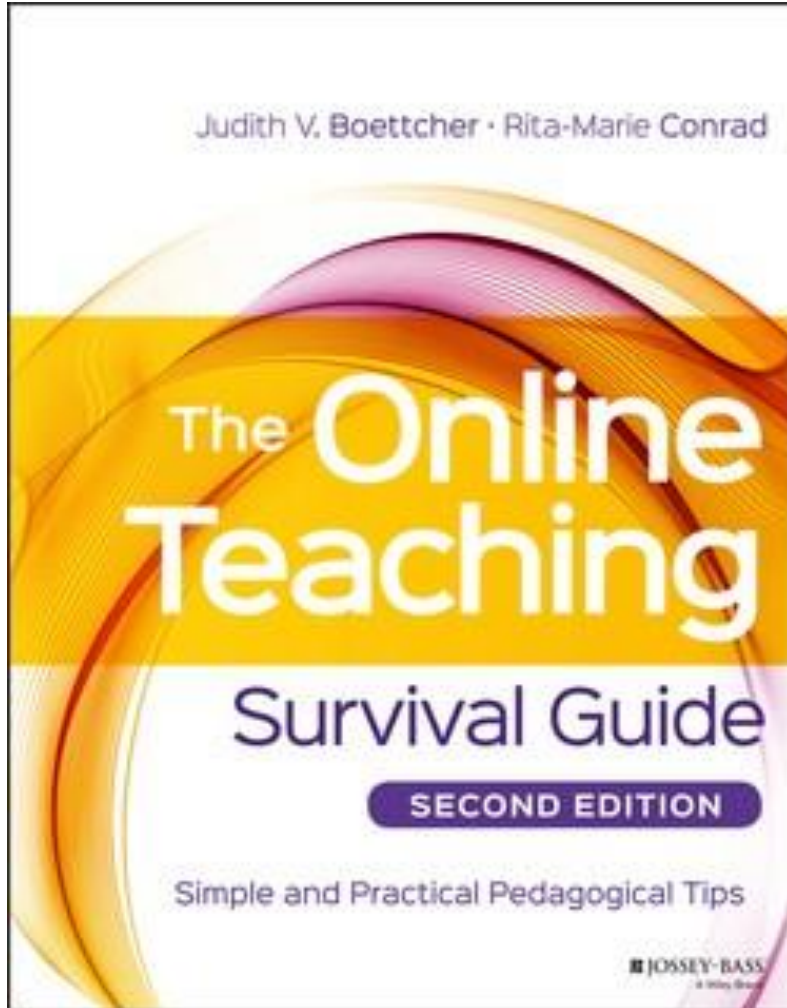
E.g., *"I think my undergraduate at GDUFs laid a good foundation for my **English skill** and my postgraduate at HKU taught me the basic financial courses. Both of studies provided me the opportunity of being a professional financial reporter. Undergraduate courses--**all the English courses and courses related to English news reporting or international news**. Postgraduate courses--financial news and global economic journalism."*

Venus Fung, a wealth reporter with Bloomberg News

7. Get more involved in students' activities

- Offer timely help to students who attend various contests, especially those that involve English skills and subject knowledge
- It is a great opportunity to see how students apply what they have learned in real life.
- It also helps sharpen the teachers' supervision skills.

References:



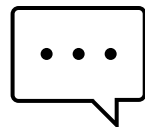
- David Boud. What is peer learning and why it is important <https://tomprof.stanford.edu/posting/418>
- Jack Richards. Improvisation in Teaching <https://www.professorjackrichards.com/improvisation-in-teaching/>

Question and Answer

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

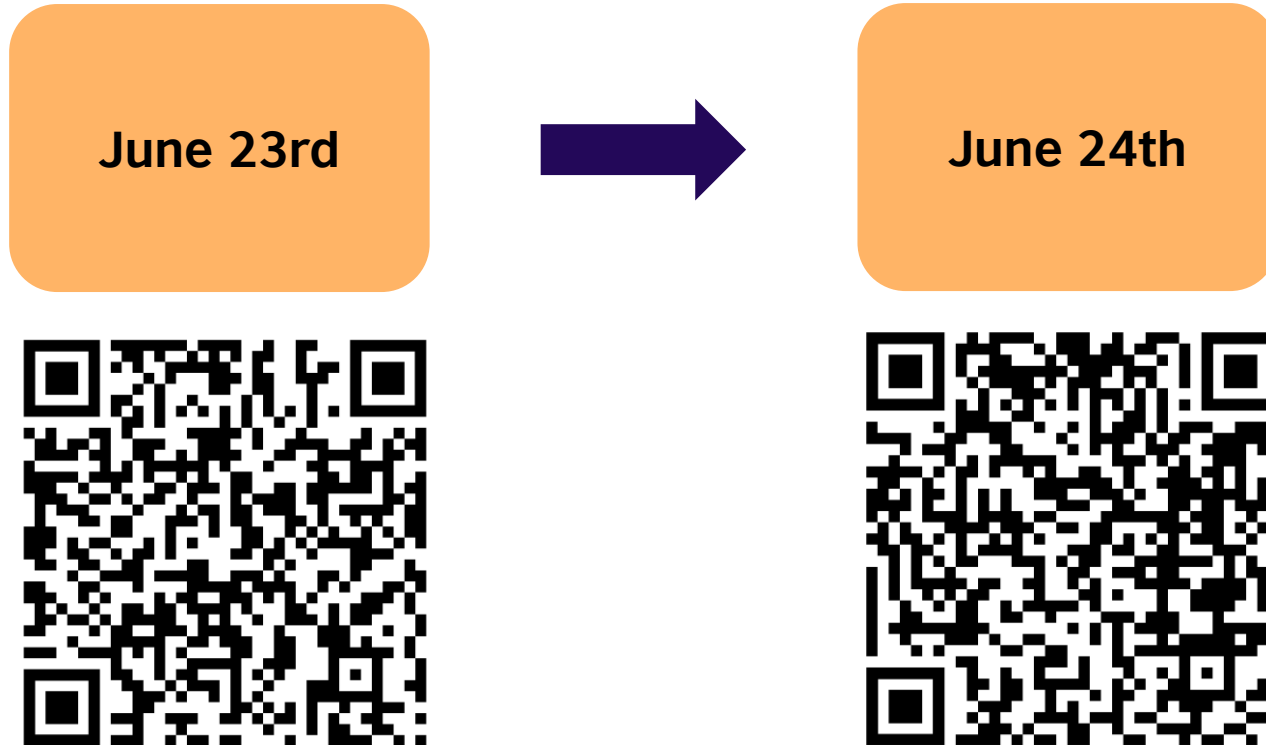


You can also use the chat box to leave your own ideas and suggestions!



Closing

The remaining 2 COP webinars in the series are on:



Scan to register on Zoom

Closing – Thank you

Thank you very much for joining us on the Higher Education Community of Practice Webinar #2. We welcome you to complete our online survey after today's event.

Thank you to our speakers today!

Please check out recordings on our Weibo platform
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