

# #EmergingEnglish

## Higher Education EME Community of Practice (CoP) Webinar #3

23rd June 2020 5pm-6.30pm

English for Education Systems (EES)

### SPEAKERS



**Dr Cheng Shu**

Associate Professor  
School of Traffic & Transportation  
Engineering, Central South  
University



**Wang Jian**

Associate Professor  
Kunming University of  
Science and Technology



**Vu Thi Thanh Nha**

Dean of the Faculty of English,  
the University of Languages  
and International Studies,  
Vietnam National University  
(ULIS)

# Welcome

## Welcome to the Higher Education Community of Practice Webinar #3

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

# EME/I?

# 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

## 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 series 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. Cheng Shu** is an Associate Professor at the School of Traffic & Transportation Engineering in Changsha's Central South University

Dr. Cheng Shu obtained a Master's degree in 2006, and a Doctor's degree in Traffic Information Engineering and Control in 2011. From 2012 to 2014, he carried out his post-doctoral research in Zhuzhou Electric Locomotive Research Institute. Since 2003, he has been engaged in research work on control systems, converter technologies and train fault diagnosis, leading on many scientific research projects. He has won three provincial and ministerial awards for scientific and technological progress.

## Speaker Bios

**Wang Jian** is an Associate Professor of Computer Science at Kunming University of Science and Technology (KUST). He received his B.S. degree in Computer Application from KUST in 1999 and his M.S. degree in Computer Science from Tsinghua University in 2002.

Wang Jian is an experienced teacher who currently teaches courses including Artificial Intelligence, Software Reuse, and Network Security. The teaching rewards he has received include: The first prize winner of the KUST classroom teaching competition in 2009; the KUST Exemplary Teacher Award in 2010; he first prize winner of the KUST multimedia teaching competition in 2011.

His research interest centres on software engineering, intelligent computing and machine learning. In the past eight years, he has joined a National Key R&D Project and 3 projects funded by the NSFC (Natural Science Foundation of China). He has previously won a grant from Yunnan province natural science foundation, a grant from the natural science foundation of education department of Yunnan province, and participated in more than 15 basic research projects. He has published 30+ academic papers, 22 of which are indexed by SCI/EI and holds multiple patents and copyrights.





# Speaker Bios



**Vu Thi Thanh Nha** (MA TESOL, Vietnam National University, Ph.D in Education, the University of New South Wales, Australia) is the dean of the Faculty of English, the University of Languages and International Studies at the Vietnam National University (ULIS). Before working at ULIS, Nha was responsible for teaching and developing syllabi for General English and English for Specific Purposes (ESP) at the University of Social Sciences and Humanities, VNU.

Nha has done collaborative research projects funded by Australian Development Scheme, British Council and the US Embassy. Her research interests include project-based learning, educational change, English as a Medium of Instruction (EMI), classroom-based research and needs analysis. Currently, Nha focuses on teacher development, educational change and curriculum implementation in Vietnam.

# 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	Student centered problem-based teaching	<b>Dr. Cheng Shu</b> School of Traffic & Transportation Engineering	Central South University
17:20-17:30		<b>Q &amp; A for Dr. Cheng Shu</b>	
17:30-17:45	Blending Learning – the lessons learned and the challenges to meet	<b>Wang Jian</b> Computer Science	Kunming University of Science and Technology (KUST)
17:45-18:00		<b>Q &amp; A for Wang Jian</b>	
18:00-18:15	The EMI lecturers' dilemma: Teaching content or language	<b>Dr. Vu Thi Thanh Nha</b> Language Education	Vietnam National University
18:15-18:25		<b>Q &amp; A for Vu Thi Thanh Nha</b>	
18:25-18:30	Closing	Fraser Bewick, British Council, China	British Council





中南大學  
CENTRAL SOUTH UNIVERSITY

# Student-Centered Problem-Based Teaching

Speaker

Shu Cheng

視覺中南





01

## Intro to my course

Background of my class

02

## Student-Centered

Experience and thinking

03

## Problem-Based

Advantages and Planning

04

## Open Problems

Difficulties that need solutions

# CONTENTS



# PART 1

## Intro to my course



Background of my class



### **Fundamentals of power electronics**

Basics of power electronics devices, principles of variety converters, guidelines for power electronics application.



### **Composition of students**

Both Chinese and foreign students.

### **Class size**

Around 80 Chinese students

About 15 foreign students



# **PART 2**

# **Student-Centered**

Experience and thinking





### Easy for me

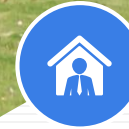
- easy to prepare
- easy to control
- more confident

Teacher-Centered



### Not easy for everyone else

- not easy to cover everything
- not easy to follow
- No time to support deep thinking



### Not easy for me

- more things to prepare
- hard to control
- more vulnerable



### Easy for everyone else

- at their own pace
- deepens the understanding
- wider knowledge coverage
- more efficient in class

Student-Centered



## Allow chaos

## Repositioning myself

## Address every question

## Stimulate interest



老师 不是说承受正向电压时 门极有触发电流才能导通吗。那怎么  $I_g = 0$  也导通了呢

2/28/20 15:54

有触发电流那是正常导通。没有可以来硬的，击穿他，哈哈

没有出发电流导通本来就是一种极限情况，所有的半导体器件都存在某种通

就是正向反向都能击穿？

是的

了解了

学内燃机去了

3/21/20

老师 你发的建模电路文件已经过了 可以私发给我一下吗

3/21/20

fullb

28.5

哦哦！ 谢谢老师指导，我明白啦！

保存下来 记在小本本上 嘿嘿

第二点需要你好好思考一下，找到答案

基本原理是对的，但是描述有一些不够准确：1.  $U_{gs}$  不是用来控制  $I_D$  的， $U_{gs}$  只是用来触发 mosfet 的，mosfet 一旦被触发进入非饱和和工作区， $I_D$  主要受外电路电压和负载影响，其幅值基本不受  $U_{gs}$  的控制；2. 没有说明米勒平台的进入和退出时间，为什么不是一开始就进入米勒平台呢？因为  $C_{gd}$  一直存在呀。

输出电压，那红色



老师这页 ppt 我不太理解 您能给我讲一下吗

3/30/20 17:22

3/30/20 15:32

3/30/20 17:52

和这个图怎么对应

3/30/20 19:17

你仔细看看那些输出电压，那些里面有一些阴影，这些阴影的面积是受  $\alpha$  角度影响的，那条黑色的虚线，是哪一个阶段的输出电压阴影部分的等效电压，

其实也就是 0 点， $\alpha = \pi/2$ ，这时等效电压为 0，然后  $\alpha$  不断下降，也就导致输出电压的有效值不断上升，顺着黑色虚线上升，当然不可能那么平滑，只是一个示意而已

阿。这种方程，好难算

其实也就是 0 点， $\alpha = \pi/2$ ，这时等效电压为 0，然后  $\alpha$  不断下降，也就导致输出电压的有效值不断上升，顺着黑色虚线上升，当然不可能那么平滑，只是一个示意而已

功率因数=有功/视在功率，不是输出多少，哈哈，输出多少是根据负载的需求来确定的

功率因数是跟负载的容性、感性相关的，一旦负载的参数固定了，功率因数基本就是个恒定值了。所以电机的铭牌上都会有功率因数。

哦~怪不得输出都是用  $i$  方  $r$  或者  $u$  方除  $r$  算的呢

不过对于书上那种相控方法控制下的变频器，确实功率因数会受触发角的影响，因为触发角  $\alpha$  在 0 的时候

哈哈

谢谢老师!!!

4/14/20 13:48

4/27/20 11:00

这个就是角速度

$\omega = 2\pi f$

$f$  是波形的频率

功率因数=有功/视在功率，不是输出多少，哈哈，输出多少是根据负载的需求来确定的

功率因数是跟负载的容性、感性相关的，一旦负载的参数固定了，功率因数基本就是个恒定值了。所以电机的铭牌上都会有功率因数。

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成老师好，我对于降压斩波电路  $V$  断开时的续流回路方程不太理解，当  $V$  断开后由电感对负载进行放电，电流方向如图，那电感的电压不应该是右正左负吗

所以我觉得此时的回路方程应该是  $L di/dt = R i + E_m$

3/25/20 19:26

但是， $L di/dt$  的  $i$  由  $L$  来决定的，书上的好  $L di/dt$ ， $R i$  和  $E_m$  都是电流减小时， $L di/dt$  是负的，所以

与  $R i$  和  $E_m$  反向，但怎么写的。

一个负号是放在环路方程  $i$  的表达式的问题，

awesome!

哈哈

3/27/20 11:54

singlephaserectifier.slx

15.0 KB

WeChat for Windows

但  $I_d$  显然不等于  $u_2/R$

5/8/20 12:34

等等，我有点懵

5/8/20 12:27

是不是因为输出的是直流，平均值就是有效值

感觉问了一个傻问题.....

5/8/20 12:33

I don't really understand this sir

成度：2. even the input is at its negative... 121:25



4/22/20 20:15

的，哈哈，这样思路就清晰

Oh my gosh.....

So it's like tricking the circuit

I now get sir



# **PART 3**

# **Problem-Based**

Advantages and Planning



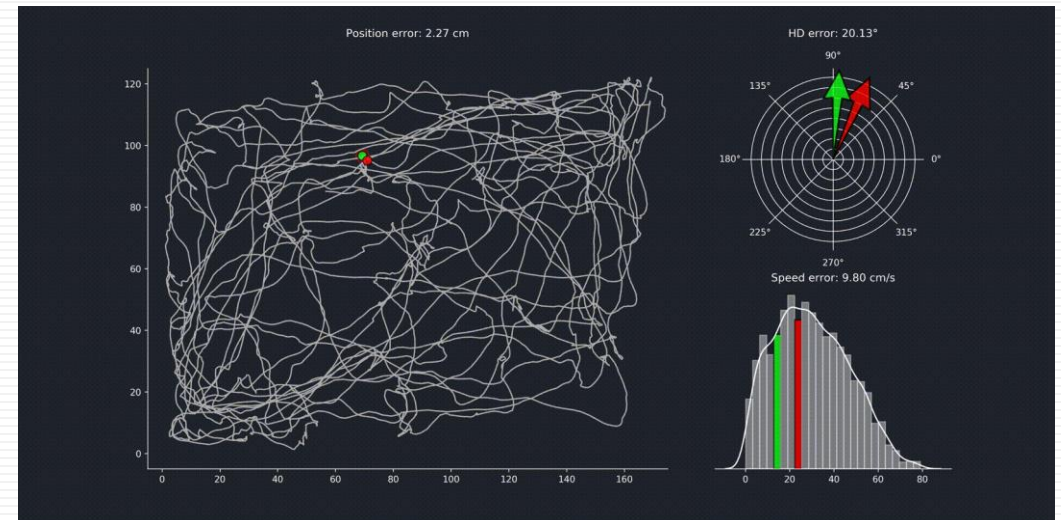
## Facts-telling teaching

Knowledge points are connected by the teacher

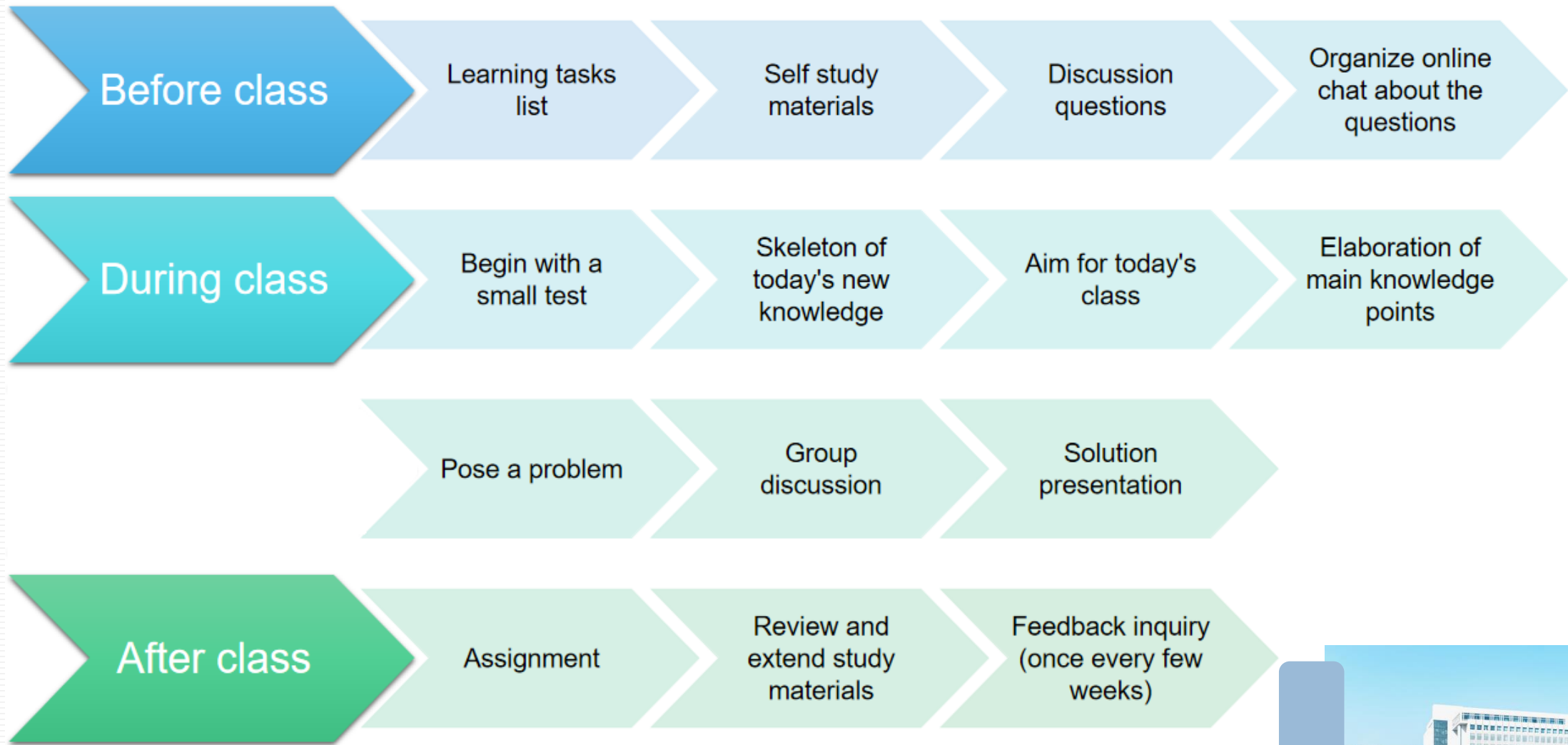


## Problem-based teaching

Let students build their own knowledge relevancy

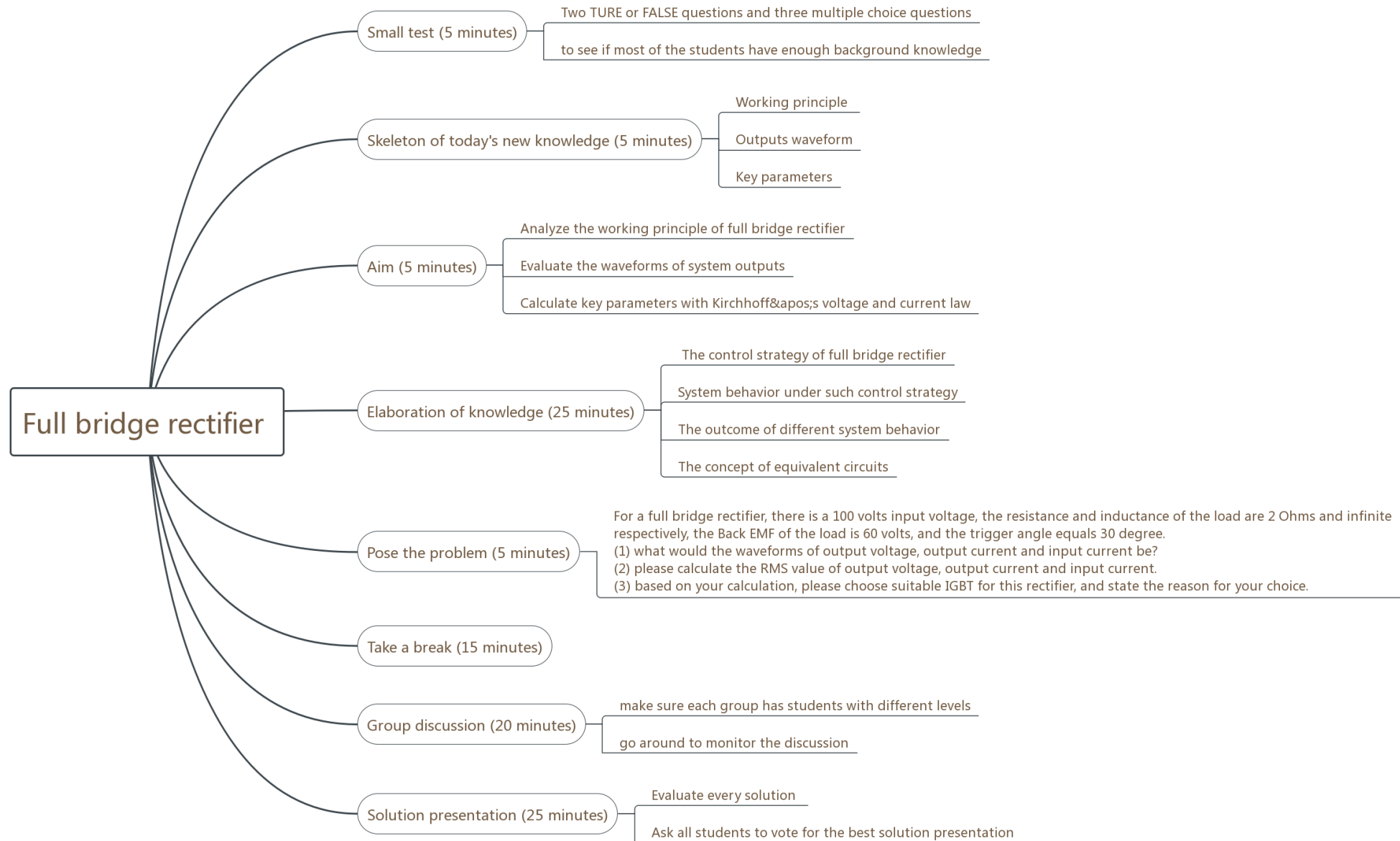




# Planning





# Planning Examples



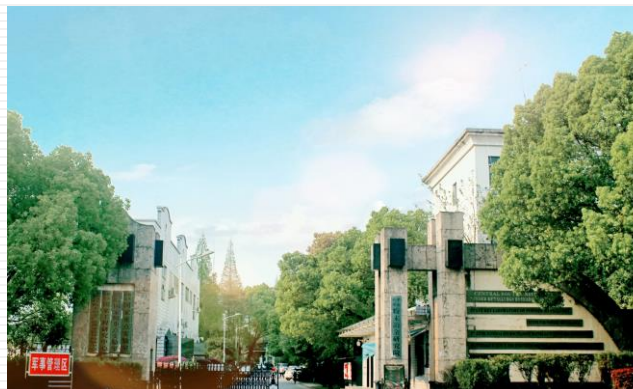
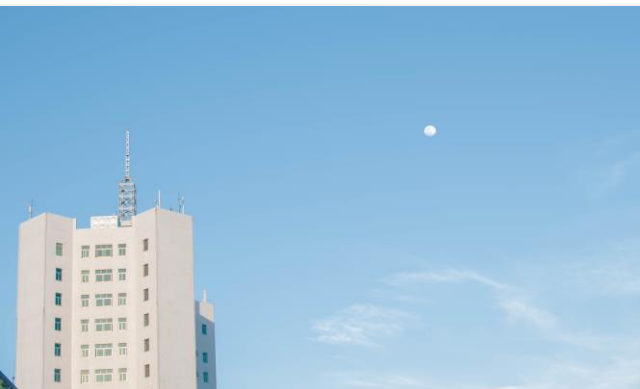


# **PART 4**

# **Open Problems**

Some difficulties need solution





**Different levels of background knowledge**



**A better way to organize online group discussion**





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# THE END

Speaker

Shu Cheng

視覺中南

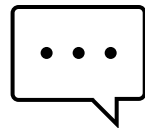


# Question and Answer

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!



# Blending

- **the lessons learned and the challenges to meet**

**I was so used to  
the traditional  
delivery mode...**



**the challenge was  
coming ...**

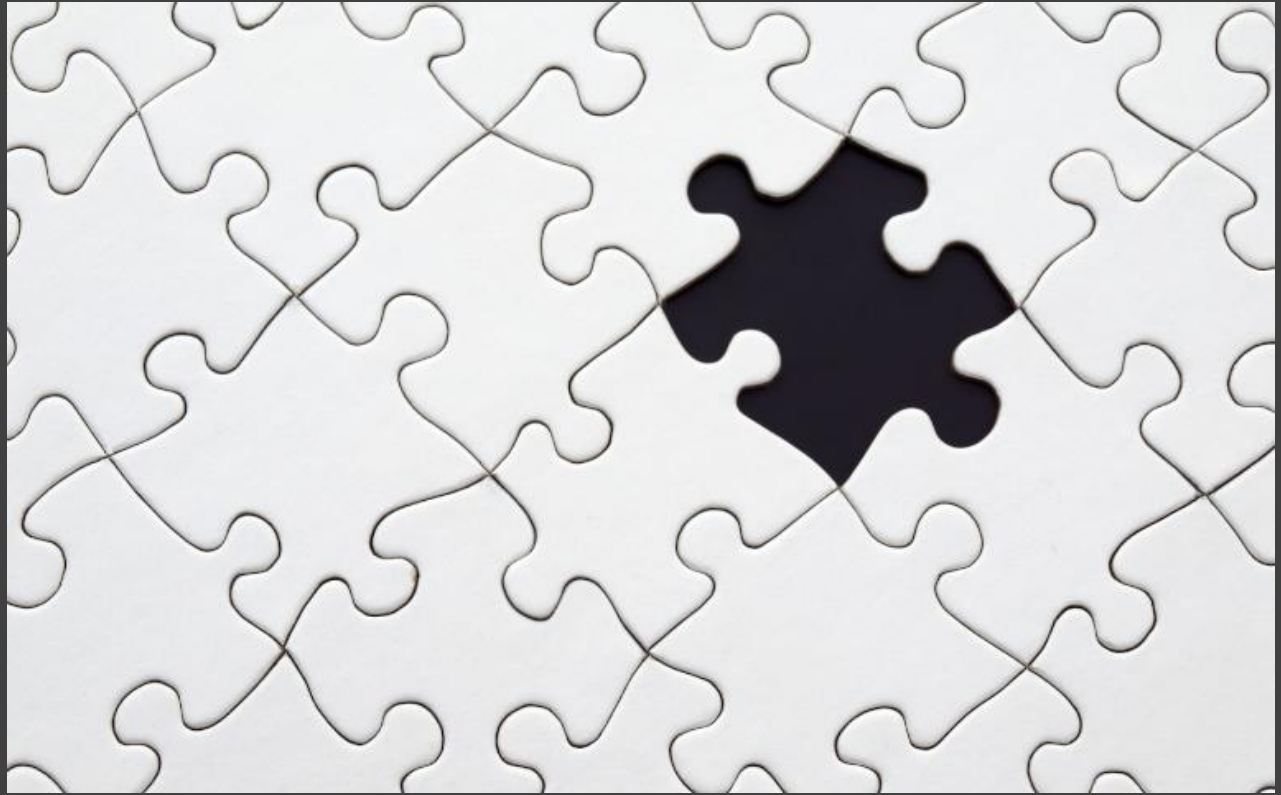




**By adjusting,  
things seem to  
be back to...**



**But, things are  
lost when going  
online ...**



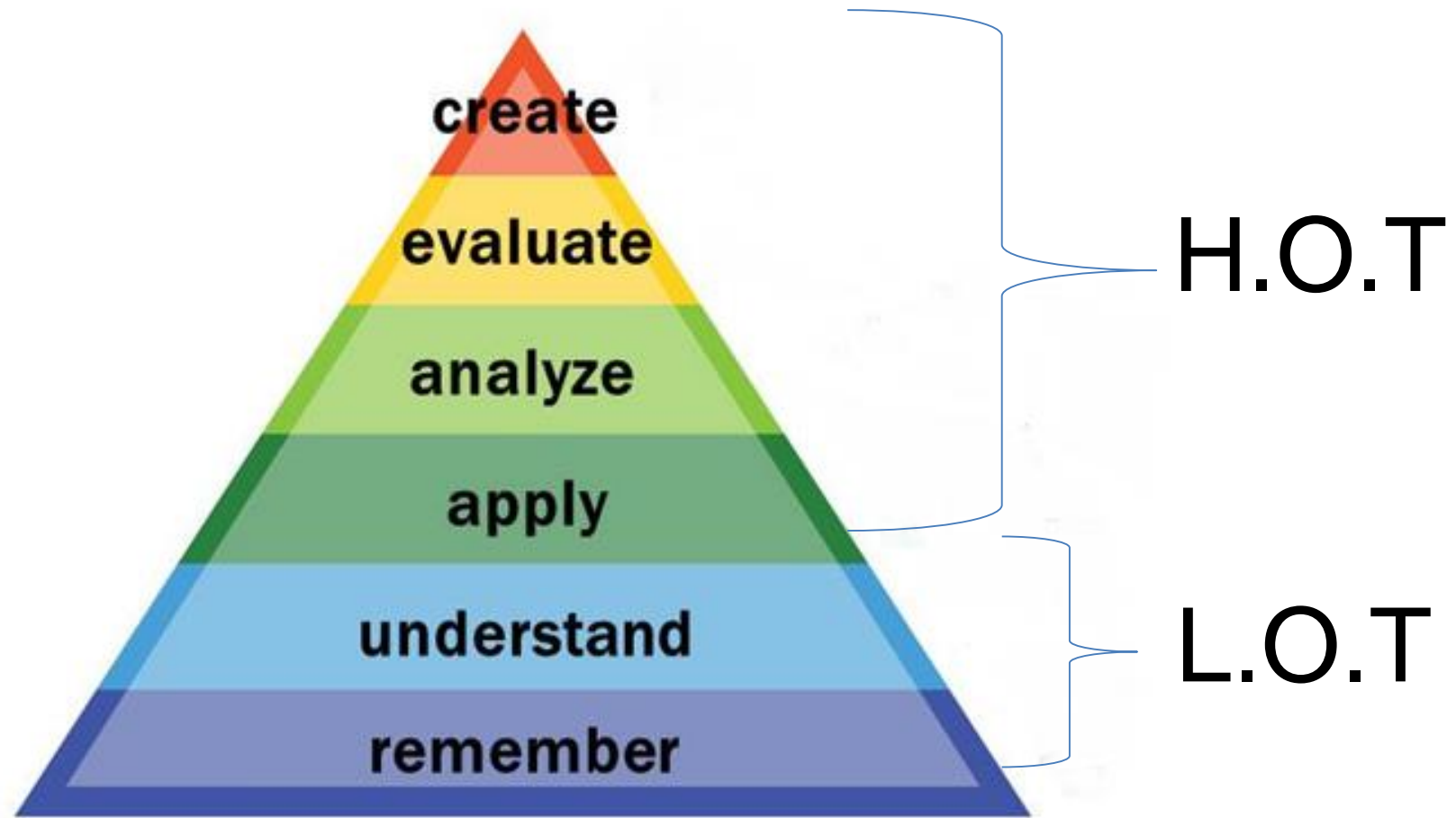
**But, things are  
lost when going  
online ...**

- Engaging classroom atmosphere
- Classroom interactions
- Motivation mechanisms
- Critical/analytical thinking
- Hands-on experience

**Just to copy & move my F2F  
delivery to the online platform  
without compensating the loss  
is not satisfying**

# Major change No.1

- In-class:**
- Demo
  - Exchange-of-Fire
  - H.O.T.



## **Bloom's Taxonomy**



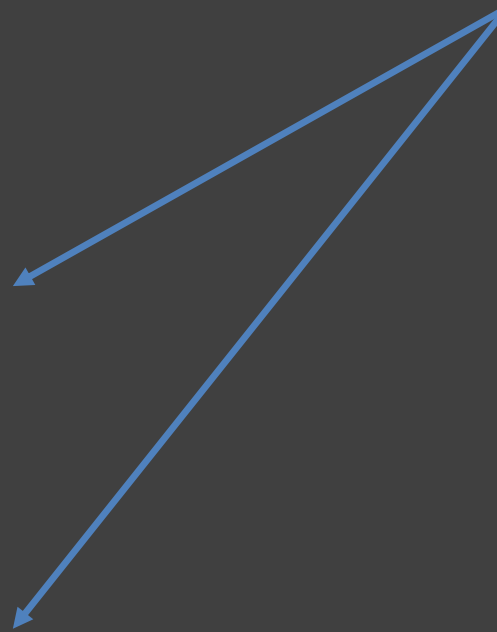
# A closer look:

Engaging atmosphere  
Classroom interactions  
Motivation mechanisms  
Critical/analytical thinking  
Hands-on experience

Demo

E-o-F

H.O.T.



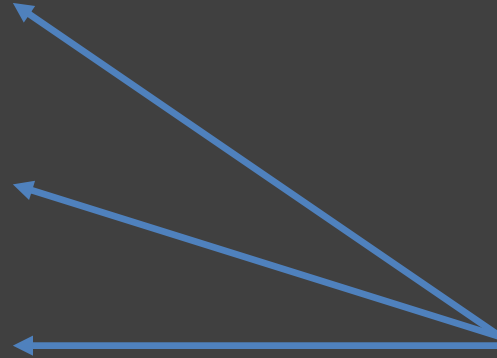
# A closer look:

Engaging atmosphere  
Classroom interactions  
Motivation mechanisms  
Critical/analytical thinking  
Hands-on experience

Demo

E-o-F

H.O.T.



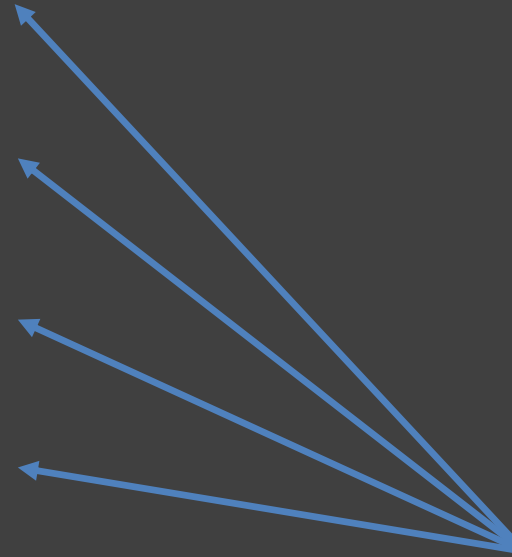
# A closer look:

Engaging atmosphere  
Classroom interactions  
Motivation mechanisms  
Critical/analytical thinking  
Hands-on experience

Demo

E-o-F

H.O.T.



Major change No.2

**Pre-class:** Content learning



# To sum up:

## Before

- **In-class:**
  - **Content delivery**

## After

- **Pre-class:**
  - **Content learning**
- **In-class:**
  - **Interactions**

# Blending

**face-to-face**

**fully online  
(distance)**



**T-S Collaboration**

**Student Autonomy**

**face-to-face**

**blended**

**fully online  
(distance)**



**Collaborative learning  
+  
Autonomous learning**



**face-to-face**

**flipped**  
(one way of blending)

**fully online**  
**(distance)**



**face-to-face**

**flipped**  
(one way of blending)

**fully online  
(distance)**



- **Pre-Class:**
  - MOOCs
  - Self-prepared tutorial videos
  - Social media(QQ, WeChat...)
- **In-Class:**
  - F2F lecturing (still have some)
  - Classroom interactions/activities

- **Question:**

- **Would I choose to go back to the traditional delivery mode that I was once so used to & solely rely on it when COVID-19 is over?**





# The end

王 剑

Kunming University of Science & Techonolgy

WeChat: genewang\_at\_wechat

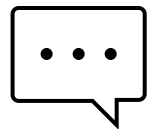
QQ: 1528906057

# 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!



# THE EMI LECTURERS' DILEMMA: TEACHING CONTENT OR LANGUAGE

Vu Thi Thanh Nha, Ph.D.

The Faculty of English,

The University of Languages and International Studies, VNU\_HN

[nhavtt@vnu.edu.vn](mailto:nhavtt@vnu.edu.vn)



2008



2010



2014



2018





# WHICH ANALOGY DO YOU PREFER FOR EMI?

A. WEIGHTS



B. COINS





# WHO DO YOU THINK AN EMI TEACHER IS MORE LIKE?

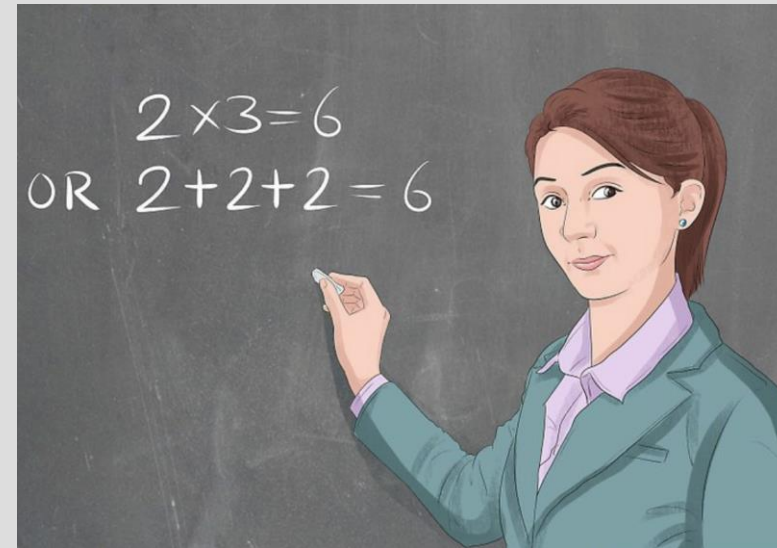
## A. A LANGUAGE TEACHER

[HTTPS://GOO.GL/IMAGES/6UC9RB](https://goo.gl/images/6UC9RB)



## B. A CONTENT TEACHER

[HTTPS://GOO.GL/IMAGES/BU9OSB](https://goo.gl/images/BU9OSB)



# CONTENTS

- Content vs language
- Learning in EMI classes
- The study



## WHAT IS EMI?

“EMI involves a **setting** in which at least some participants have **another LI than English**, but in which all are expected to **use English for some instructional purposes** (though that expectation may be honored more in the breach than in the observance), and in which English is **not taught** but is nonetheless **expected to be learned**”

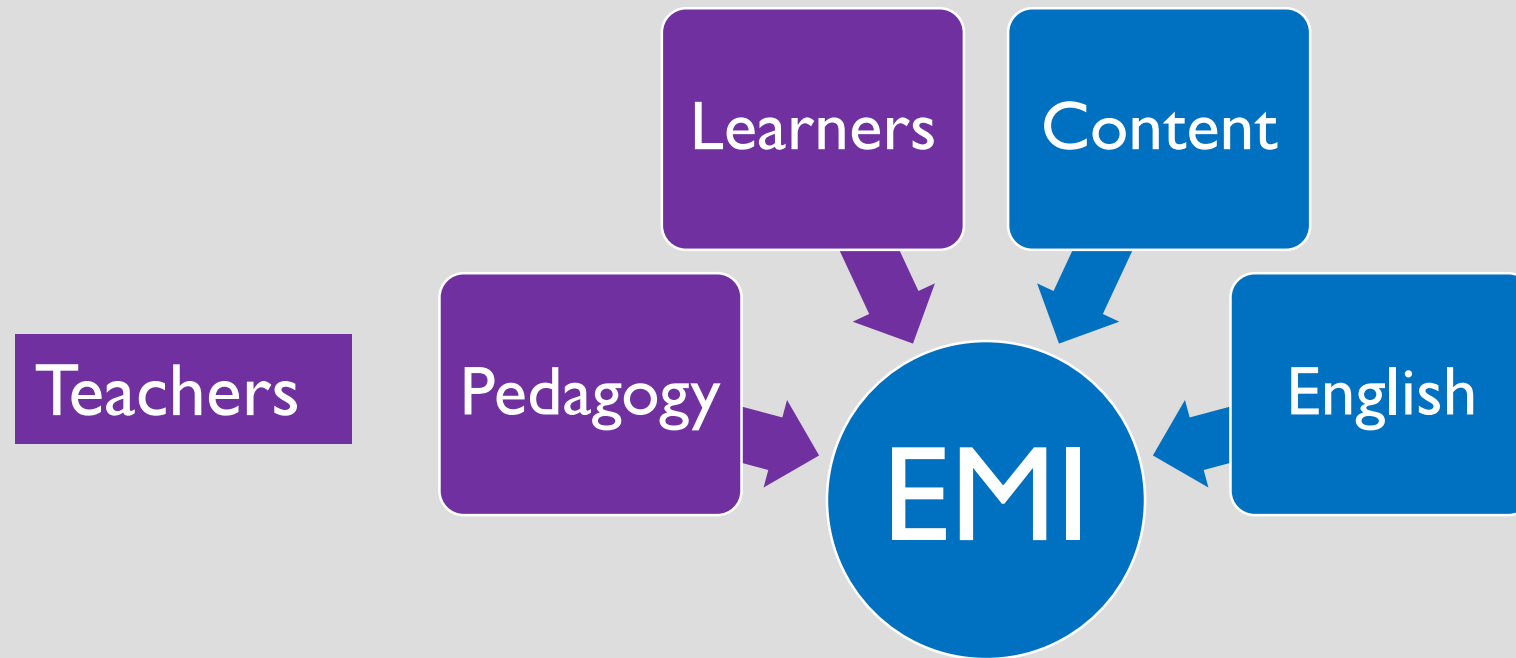
(Pecorary & Manstrom, 2018, p.511)

“An EMI environment is an EMI environment because **we and the stakeholders say so**”

(Hultgren, 2018, p.702)



# WHAT IS EMI?



A policy/setting/practice/approach

# CONTENT VS LANGUAGE





# CONTENT

- Teachable disciplinary/subject areas
  - Knowledge (factual, conceptual, procedural, metacognitive)
  - Skills/Processes
  - Cognition (LOTS, HOTS)
  - Attitudes



# COMPUTATIONAL THINKING

## DECOMPOSITION

Breaking big problems into smaller, easier to manage problems



## PATTERN RECOGNITION

Analyze & look for a repeating sequence



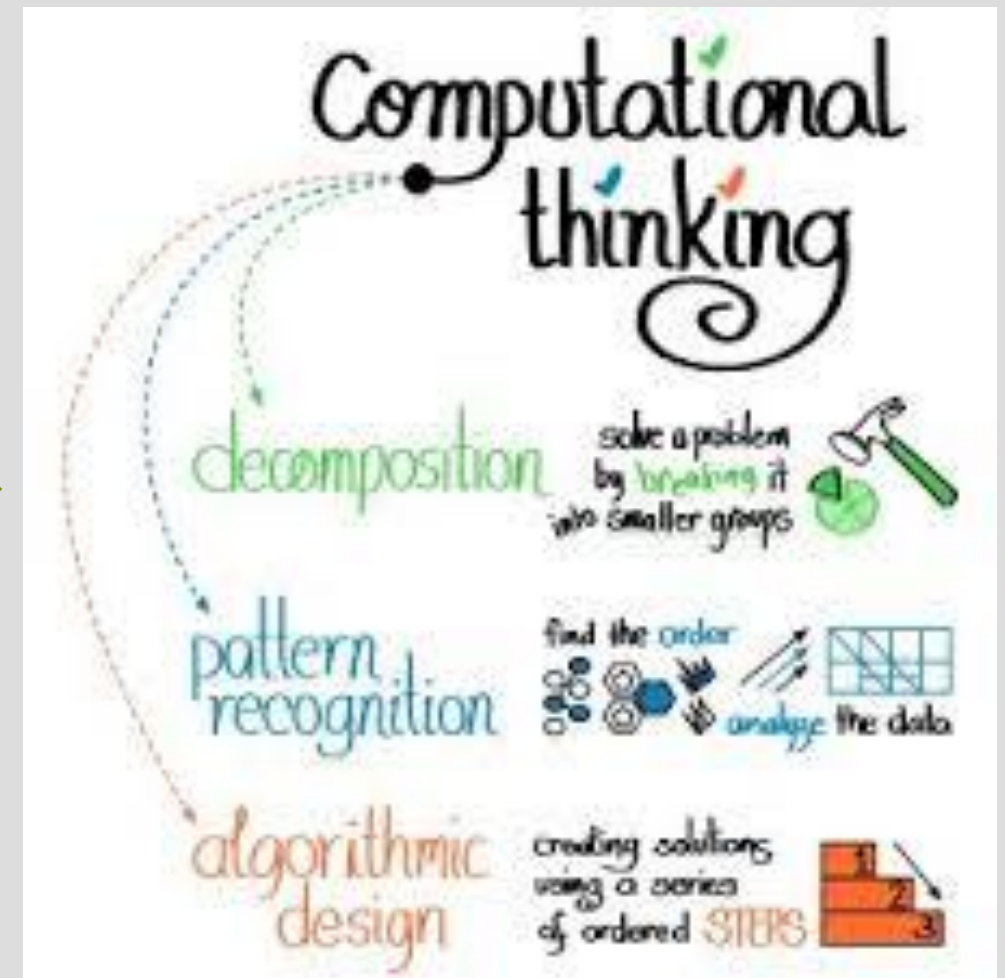
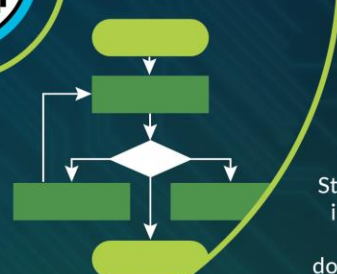
Remove parts of a problem that are unnecessary and make one solution work for multiple problems

## ABSTRACTION



## ALGORITHM DESIGN

Step-by-Step instructions on how to do something



# National Research Council: Scientific and Engineering Practices

## Asking &/or Defining

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models

## Arguing, Evaluating & Communicating

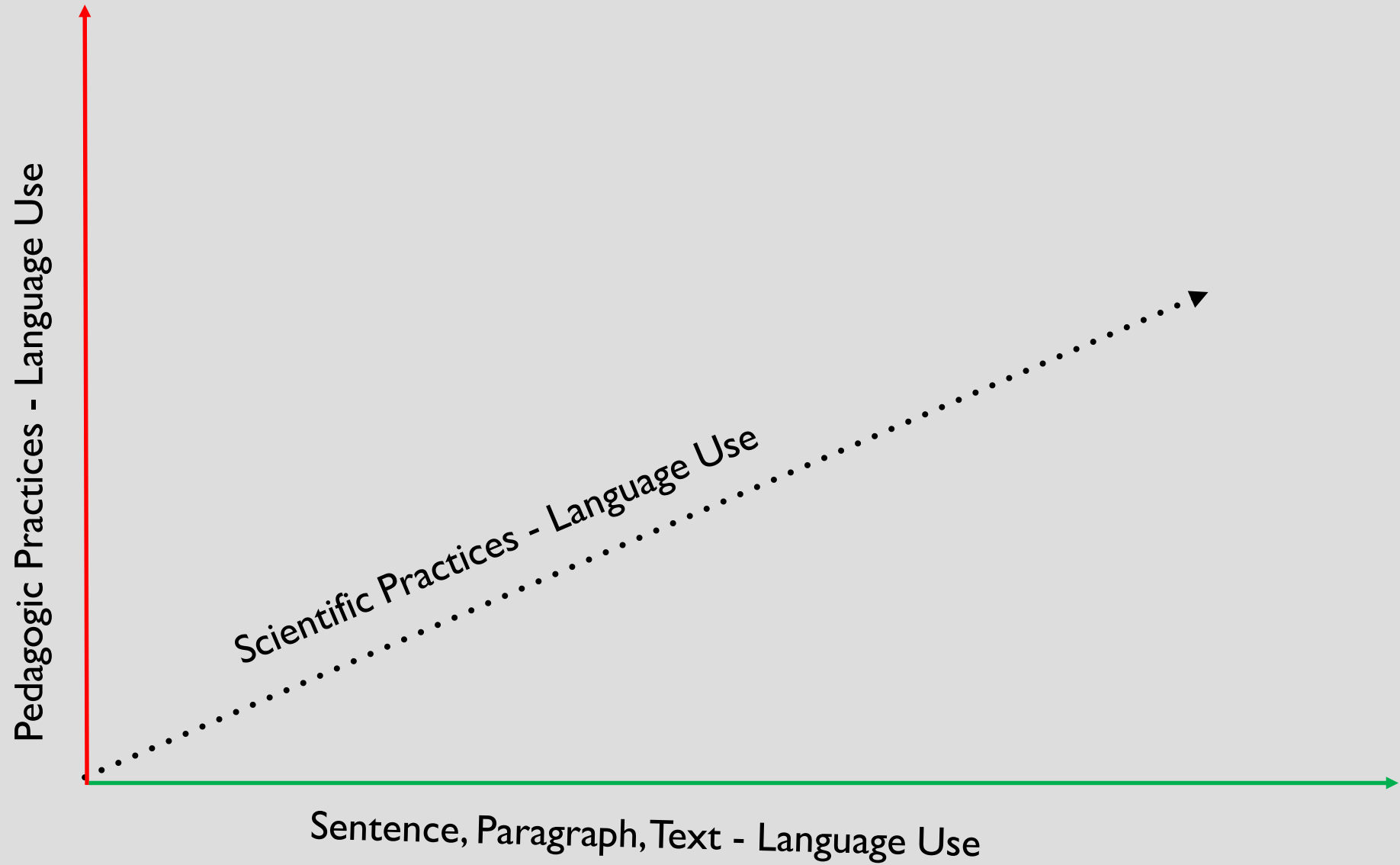
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating and communicating information

## Investigating

- Planning and carrying out investigations
- Analysing and interpreting data
- Using mathematics and computational thinking

Potts (2019)

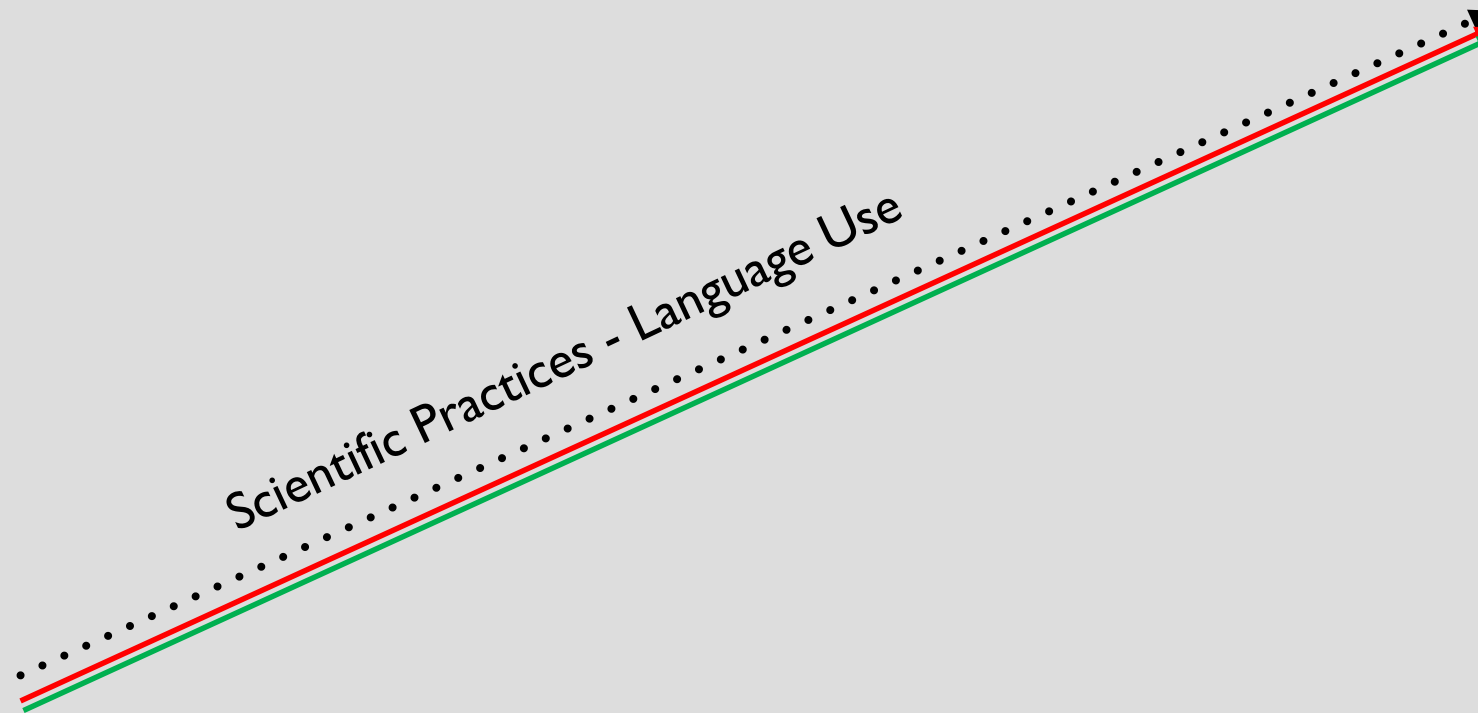
# LANGUAGE



Potts (2019)



# LANGUAGE





# LEARNING IN EMI CLASSES



## CONTENT LEARNING VIA LANGUAGE

- “Deep learning involves substantive and nonarbitrary incorporations of concepts into the learner’s cognitive structures. In this respect, language is **instrumental in bridging the gap between the cognitive, the conceptual, and the communicative levels of learning**” (Dafouz, Huettner & Ute, 2018, p. 541)
- “We do not only **interact**, we **interthink**” (Mercer, 2004, p. 139)



# HOW ENGLISH IS “LEARNED” IN AN EMI CLASS?

Incidental learning

English is  
picked up  
from the  
classroom  
**interactions**

form-based,  
effortful  
learning of  
technical  
**concepts**

Non-incidental learning

(Tsui, 2018, p.706)



# THE STUDY



# RESEARCH CONTEXT

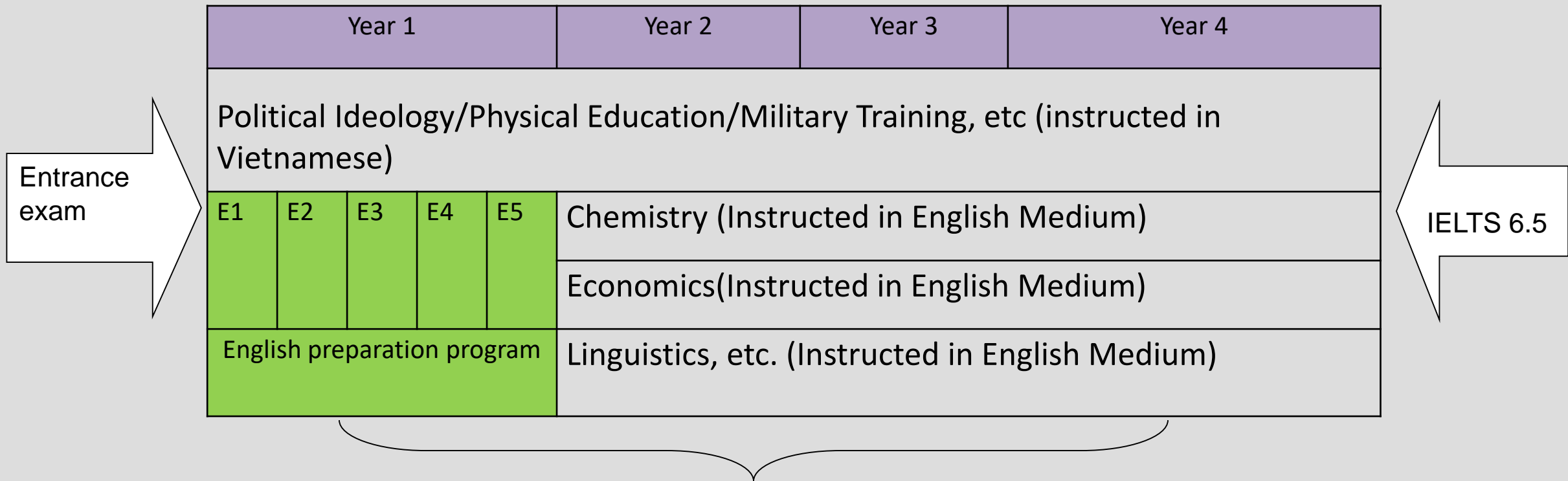


Figure 1: Four-year undergraduate EMI program at a university in Vietnam

## RESEARCH QUESTIONS

- What are teachers' perceptions of teaching content and language?
- What linguistic functions do teachers have to perform in their EMI classes?
- What challenges do they have in delivering EMI lessons?





# METHODS

**Interview**  
**436 minutes**

5 focus group  
interviews with  
students

16 interviews  
with lecturers

**Observation**  
**709 minutes**

14 class  
observations

## FINDING 1: LANGUAGE GOALS ARE NOT CLEAR

- [We want to know] what the defining goal is as far as what it could [do], **not just as learning English well**. That's not very focused. Whether for students in natural sciences to be able to sit in a natural science classroom, and to understand lectures in English, to write papers in English... that's a defining goal. I think that they ...have to **take the IELTS test, and score 5.5 or 6.0**. So that is the good definable goal that helps students work towards matching the skills, and preparing to take that test. (LI\_FJ\_04)



## FINDING 2: TEACHING LANGUAGE, THAT'S NOT MY JOB

- “Although I can say that your grammar is very bad, but meaning is important. It is **not my responsibility** to teach English to you, isn't it?.” (LI\_VH\_12)



## FINDING 3: RESOURCE CONSTRAINTS FOR BOTH LANGUAGE AND CONTENT

I say yes [to English teaching], ideally. But given time and practical conditions, it is problematic. A huge amount of knowledge had to be covered, so I couldn't **spare time for** improving their English.  
(LI\_VT\_11)

- At Indiana University, in addition to 45 hours of lecturing for this subject, a TA [Teaching assistant] organises a tutorial every week for student discussion. In Vietnam, we can't do that because we do not have **money to pay for the TA**. That's a limitation.  
(LI\_VT\_16)



## FINDING 4: STUDENT ISSUES

- During the lecture, the students did not understand anything; their listening was weak. So were their other skills. Ideally, I lectured in English only, but I had to resort to a so-called **sandwich method**. It means summarising the main contents and sometimes asking them to translate the words into Vietnamese. Their English was far from adequate. (LI\_VH\_12)
- Using their first language in the classroom, as I experienced in an Indian context, was inevitable. When the professor was lecturing in English, the students **still discussed in their mother tongue if they did not understand the content.** (LI\_VT\_16)



## FINDING 5: LANGUAGE USE

**Table 8.8: Turn summary in observation data**

Session	Length (minutes)	Total Turns	Total turns/ minute	Turns by lecturers			Turns by students		
				Total	E	V	Total	E	V
CO_VKN_02	41	194	4.7	104	72	32	90	73	7
CO_FS_03	44	257	5.8	139	133	0	118	118	0
CO_FJ_04	85	338	4	172	171	1	166	165	1
CO_VY_05	44	344	7.8	179	170	9	165	148	17
CO_VL_07	56	26	0.5	20	18	2	5	5	1
CO_VH_09	39	66	1.7	54	31	23	12	7	5
CO_VM_10	46	16	0.3	14	2	2	2	NA	NA
CO_VH_12	37	62	1.7	62	26	27	7	0	9
CO_FR_13	76	224	2.9	114	114	0	110	108	2
CO_VB_15	48	61	1.3	40	37	3	21	21	0

Note: E: English turns; V: Vietnamese turns



## FINDING 5: LANGUAGE USE

**Table 8.9 Summary of language functions in low-interaction sessions**

Functions	CO_VL_07		CO_VH_09		CO_VM_10		CO_VH_12		CO_VB_15	
	L	S	L	S	L	S	L	S	L	S
Responding	49	2	5	15	0	3	0	8	2	21
<u>Sociating</u>	7	0	5	0	0	0	2	0	62	0
<u>Organising</u>	80	0	104	0	76	0	125	0	104	0
Directing	2	0	14	0	0	0	1	0	12	0
Presenting	106	0	252	0	162	0	296	1	304	0
Evaluating	3	0	1	0	0	0	8	0	13	0
Eliciting	2	1	19	1	1	0	11	0	23	1
Total in Vietnamese	25	0	210	6	3	NA*	242	6	8	0
Total in English	224	3	190	10	236	NA*	201	3	512	22
Total	249	3	400	16	239	3	443	9	520	22

Note: NA\*: Student talk was unintelligible; L: Lecturers and S: Students

## FINDING 5: LANGUAGE USE

**Table 8.10: Summary of language functions in high-interaction sessions**

Functions	CO_VKN_02		CO_FS_03		CO_FJ_04		CO_VY_05		CO_FR_13	
	L	S	L	S	L	S	L	S	L	S
Responding	5	46	0	115	1	148	0	155	15	62
<u>Sociating</u>	5	0	9	0	9	0	1	0	7	2
<u>Organising</u>	117	3	102	0	59	1	83	0	122	8
Directing	13	0	7	1	6	0	13	0	6	1
Presenting	49	61	102	4	192	15	85	9	248	30
Evaluating	15	5	24	3	48	2	40	1	25	3
Eliciting	57	3	113	3	117	2	157	0	78	20
Total in Vietnamese	74	9	0	0	1	1	33	17	0	2
Total in English	187	109	357	126	431	167	346	148	501	124
Total	261	118	357	126	432	168	379	165	501	126

Note: L: Lecturers and S: Students

## DISCUSSION AND CONCLUSION: THE DILEMMA

EMI lecturers are constantly facing the language and content dilemma:

- Unclear goals/roles
- Inappropriate teaching methods/strategies
- Limited resources
- Student's needs



## LEARNING VOCABULARY (BASTURKMEN, 2018)

- Learning vocabulary is a straightforward process
- Helping students with terminology was an important function of their [content lecturers'] role
- Language lecturers can work with content lecturers to identify vocabulary- focused episodes and the lecturer's strategies to teach them



## DISCIPLINARY REASONING (DAFOUZ ET AL, 2018)

- the dynamic **interplay** of language and content in the teaching and learning process exists
- learning how to reason in a discipline-appropriate manner requires the students to go through the **thinking process step by step**, aided by both **questions and the modelling of the linguistic patterns** in English



CONTENT



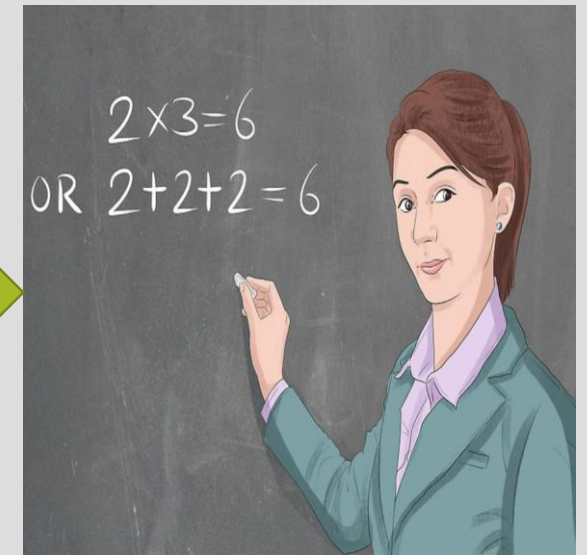
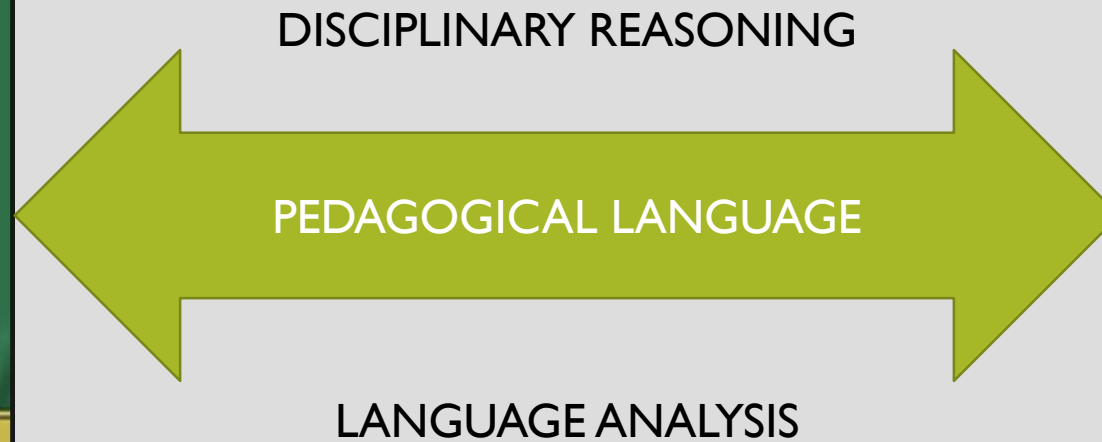
LANGUAGE



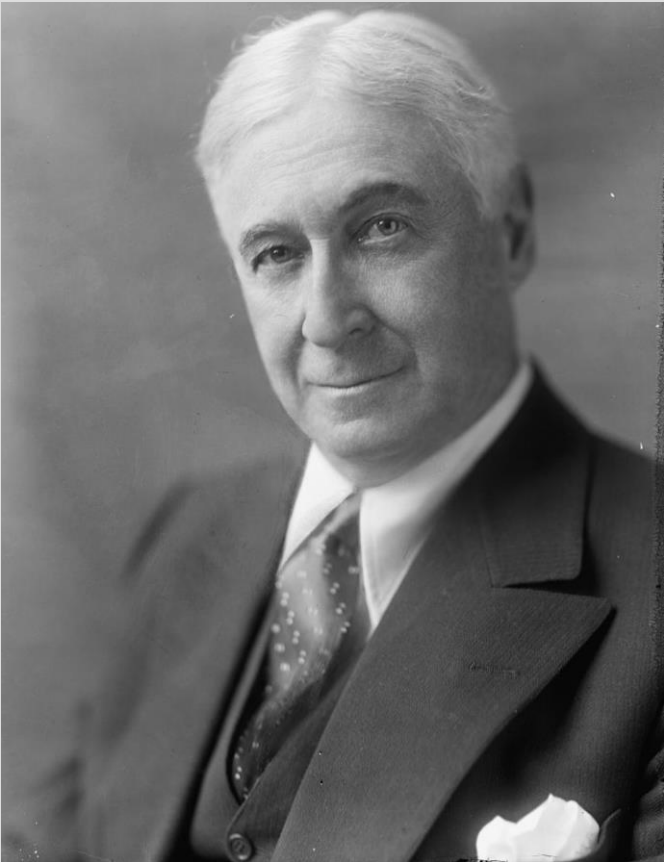
# AN EFFECTIVE EMI LECTURER



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When all you have is a  
hammer, everything  
looks like a nail

**Bernard Baruch**  
(August 19, 1870 – June 20, 1965),  
American economist and  
philanthropist



## REFERENCES

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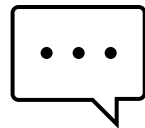


# Question and Answer

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 1 COP webinar in the series is on:

June 24th



Scan to register on Zoom

## You can also browse the Global Practitioner Network:

An international network on the topics of English Medium Instruction (EMI) and Global Englishes, exploring the linguistic and educational implications of the global spread of the English language. This is a cutting-edge online academic network with teaching resources, online seminars, blogs, a student section and a forum to foster collaborative projects, and to encourage networking and information exchange between students, researchers and practitioners, as well as form research partnerships in this growing field.

<https://www.globalenglishes-emi.education.ed.ac.uk/>



## Closing – Thank you

Thank you very much for joining us on the Higher Education Community of Practice Webinar #3. 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  
**@英国大使馆文化教育处英语教学** later this month.

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