

Symposium Speakers 研讨会发言嘉宾



Dr. Slobodanka Dimova is an Associate Professor at the University of Copenhagen, where she manages the Test of Oral English Proficiency for Academic Staff (TOEPAS). Her research interests include language testing, EMI, and L2 speaking. Her work appears in *Language Testing*, *TESOL Quarterly*, *English for Specific Purposes*, and *English for Academic Purposes*. She co-edited the volumes *English-Medium Instruction in European Higher Education* (2015) and *Integrating Content and Language in Multilingual Higher Education* (2020), and co-authored the monograph *Local Language Testing* (2020). She serves as a book review editor for *Language Testing* and editorial board member of *Journal of English-medium Instruction*.

Dr. Slobodanka Dimova, 哥本哈根大学副教授, 负责管理教学人员英语口语能力测试。她的研究内容包括语言测试、全英授课以及第二语言口语。斯洛博丹卡的研究成果在《语言测试》、《对外英语教育季刊》、《特殊用途英语》和《学术用途英语》上均有发表。她于2015年和2020年分别与他人合编了《欧洲高等教育全英文授课》和《多语言高等教育中的内容和语言整合》，并于2020年与他人合著了《地方语言测试》。此外，斯洛博丹卡还是《语言测试》的书评编辑和《全英授课杂志》的编委会成员。



Transnational Alignment of English Competences for University Lecturers

全英文课程大学教师英语语言能力标准 – 欧洲跨国语言融合项目

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The 2020 International Symposium on Quality Assurance of English Medium Higher Education
2020高教全英文课程质量保障体系建设国际研讨会



TAEC project objectives

跨国语言融合项目目标

Identify the factors that affect EMI in order to increase transparency and recognition of lecturer skills and qualifications to facilitate learning, employability, and labor mobility.

明确影响全英文课程教学（EMI）的种种因素，以期提升高校教师技能资质的透明度和认可度，从而推动学习交流，改善就业情况，促进劳动力流动。

- 1) Differentiate between the transnational and the local EMI factors across university contexts.
区分影响高校开展EMI教学的跨国因素和本土因素。
- 2) Align a local oral English certification test (TOEPAS) with the Council of Europe's CEFR, which allows for standardization of results and international recognition.
将本地英语口语能力认证考试（TOEPAS）与欧洲委员会制定的欧洲语言共同参考框架（CEFR）进行对标，实现其考试成绩标准化，获得国际认可。

EMI lecturer certification as part of quality assurance

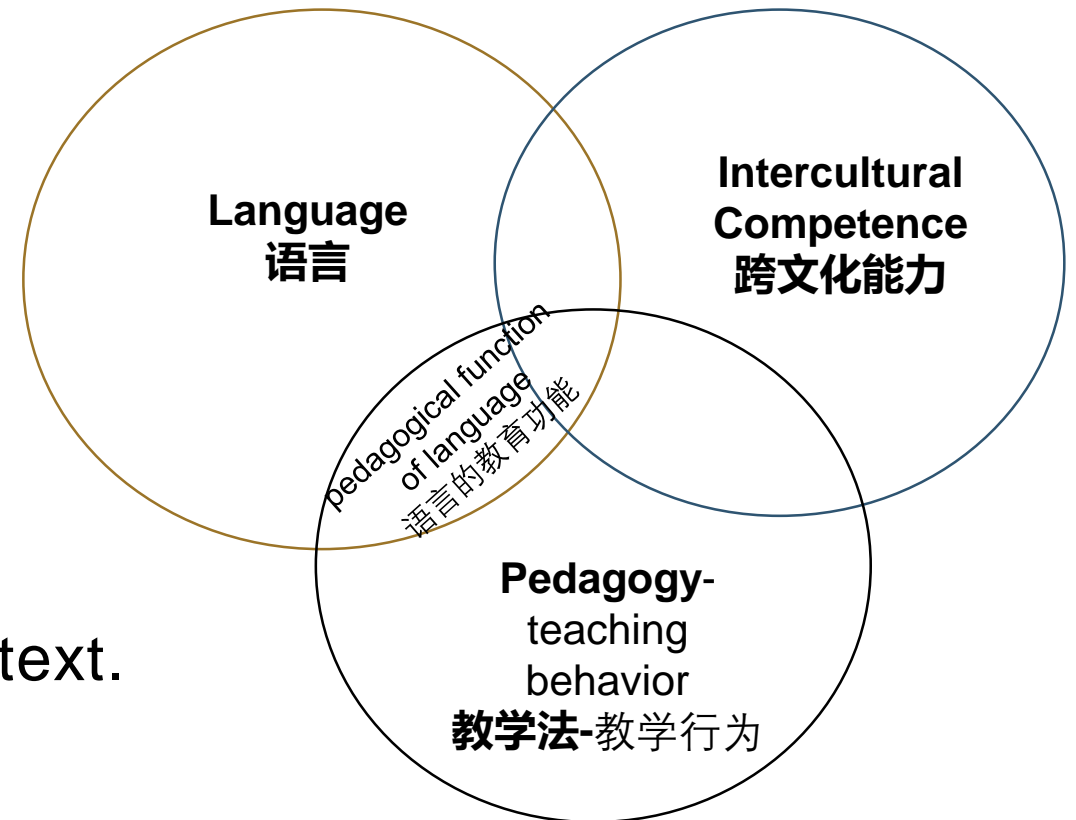
全英文课程授课教师资质认证是质量保障体系的组成部分

- Different approaches to certification are used: TOEFL/IELTS, commercial/local certification courses/programs, or locally-developed assessment procedures.
授课教师资质能力的不同认证方式：托福/雅思考试、商业/本地认证课程/项目、地方性评估流程等。
- Local certification procedures tend to be based on classroom observations or simulated lectures.
地方性认证流程大多采用课堂观摩或模拟课堂这两种形式。
- English proficiency of C1 on the CEFR has been used as a minimum requirement.
授课教师的英语语言水平不得低于欧洲语言共同参考框架所规定的C1等级。

The construct underlining EMI lecturer certification

全英文课程授课教师资质认证架构

- Three focal areas emerge: language, pedagogy, and intercultural competence.
- 涉及三个关键方面：语言、教学法及跨文化能力。
- Are they all relevant?
- 三者是否相互关联?
- It depends on the EMI policy and the context.
- 这取决于全英文授课的政策及相关背景。



EMI certification from lecturer perspective

教师对全英文课程教学资质认证的看法/感受:

Threatened professional identity

影响教师的职业认同感

Losing face in front of students

有损教师在学生面前的威信

Power imbalance at the workplace

职场环境中权力失衡



Resistance to EMI

排斥EMI教学

The Test of Oral English Proficiency for Academic Staff (TOEPAS) 教学人员英语口语能力测试

- A certification model that recognizes content lecturers' competences, professional identities, and educational culture
- 该认证模式能够对授课教师的语言能力、职业素养以及教育理念进行考核。
- A certification procedure that is not just a tool for exclusion, but rather an equal opportunity for lecturers to learn
- 该认证流程不仅能筛选出合格的教师，更能为所有教师提供平等的学习机会。



The Test of Oral English Proficiency for Academic Staff (TOEPAS) 教学人员英语口语能力测试

- Method that is based on a simulated lecture to elicit classroom-related language but to standardize the test administration procedures
- 考核方法：采用模拟课堂的形式，这样不仅能促进课堂教学用语的使用，还可使考核流程更加规范。
- Criteria that are focused on language rather than pedagogy (scale 10-60, cutscore 30)
- 考核标准：侧重于语言能力而非教学方法。（评分范围：10分-60分，及格分数线：30分）
- Results that are accompanied by detailed written and oral feedback
- 考核结果：提供详细的口头及书面反馈。



The Freiburg Model
 弗莱堡模式
 The Aalborg Model
 奥尔堡模式
 Certification courses/programs
 认证课程/项目

authenticity
 face validity
 真实性与有效性

TOEPAS
 教学人员英语口语能力测试

- Elicits authentic speech
• 引导语言的实际应用
- Controls external variables
• 有效控制外部变量
- Provides transparency
• 流程透明
- Has content validity
• 内容效度高

reliability
 practicality
 可信度与实用性

IELTS 雅思
 TOEFL 托福
 Oxford QPT
 牛津英语水平测试
 TOPTULTE (Basque)
 大学英语教学成果测试
 (巴斯克大学)

Current Certification Methods
现有认证方法



Standard-setting procedure 标准制定流程

Validate the minimum language proficiency requirement for teaching in EMI
明确开展全英课程教学的最低语言水平要求

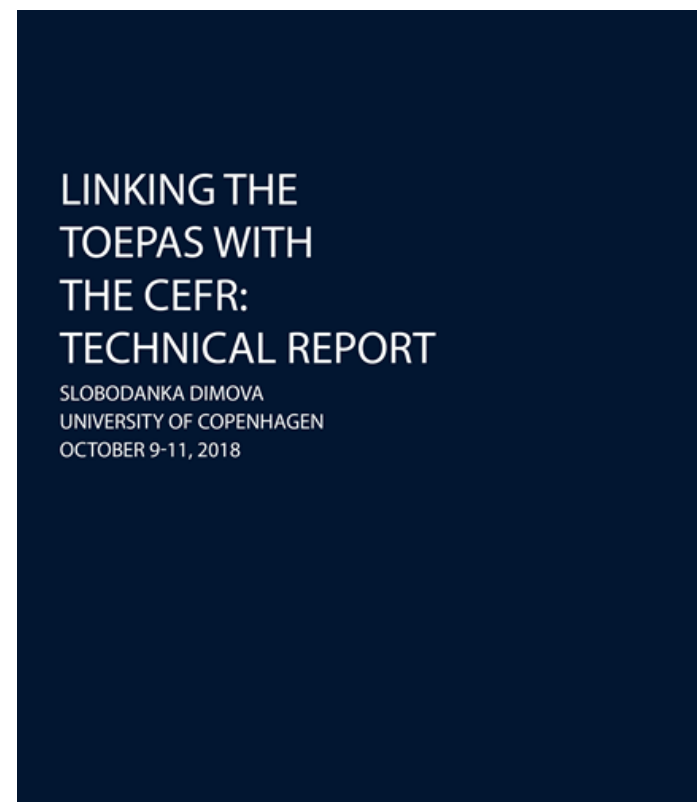
Establish transferability of language skills across contexts → panel members across contexts
确立语言技能在不同教学环境下的广泛适用性 → 针对不同的教学环境成立专家组



TOEPAS alignment with CEFR

TOEPAS与CEFR等级对标

CEFR 等级 CEFR level	TOEPAS分数 TOEPAS score
C2	60
	50
	40
C1	30
	20
B2	



This document contains the results from the three-day linking event with participants from the TAEC project and the Centre for Internationalisation and Parallel Language Use (CIP).

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<https://cip.ku.dk/english/projects/taec/>



Transnational Alignment of English Competences for University Lecturers

Conclusions 总结

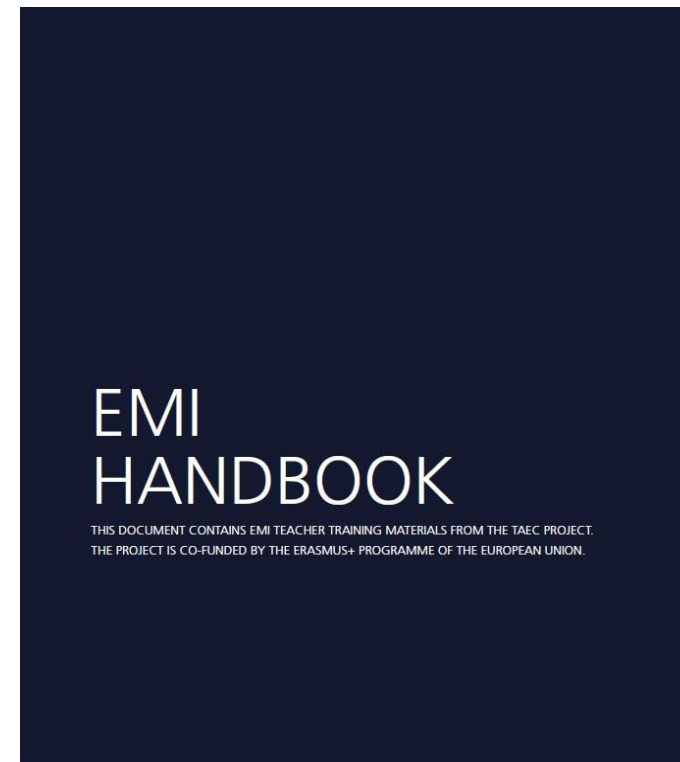
- Lecturers can teach in EMI at a B2+ level on the CEFR because of 教师语言水平达到欧洲语言共同参考框架B2以上即可开展EMI教学，原因如下：
 - Domain-specific terminology and academic language (publish and present in English) 熟悉特定领域的专业术语和学术用语（用英文发表文章、演讲）
 - Years of teaching experience and knowledge of students 拥有多年教学经验，对学生非常了解。

Conclusions 总结

- EMI certification should be used to support rather than exclude lecturers.
全英文授课资质认证应为支持教师而设，而非为筛选教师。
- Why pedagogy and intercultural communication suddenly become important with EMI? Why are only non-native English-speaking EMI teachers responsible to provide evidence of good teaching skills?
为什么教学法和跨文化交流在EMI教学中的作用突然变得重要起来？为什么只有英语为非母语的EMI教师需要证明自己拥有出色的教学能力？
- Training in these areas is crucial regardless of medium of instruction.
无论采用何种教学方式，针对这些方面开展相关教师培训都具有重要意义。

Final thoughts... 反思

- EMI at non-Anglophone universities \neq EMI at Anglophone universities
非英语母语高校的EMI \neq 英语母语高校的EMI
- EMI policies and educational contexts vary \rightarrow quality assurance measures should reflect these variations
不同地区的EMI政策与教育环境各有差异 \rightarrow 质量保障措施应因地制宜，符合当地实际情况

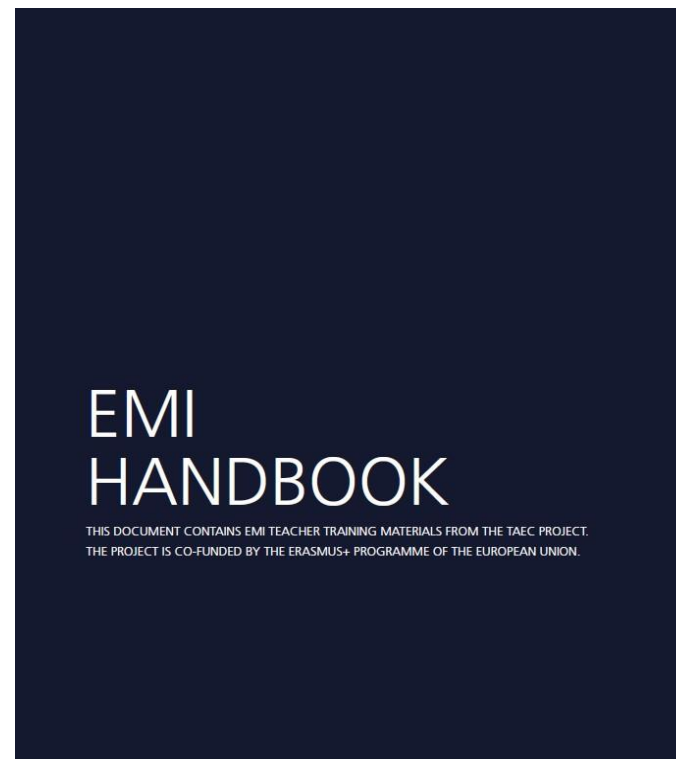


https://cip.ku.dk/english/projects-and-collaborations/taec/TAEC_Handbook_FEB_2020_NoEdit.pdf



Final thoughts... 反思

- Universities that push top-down implementation of EMI based on Anglophone university norms tend to experience challenges because of the perceived
由于如下误解，那些依据英语母语高校标准自上而下推行EMI教学的高校可能会遇到某些问题和挑战：
 - Threat to lecturers' professional and linguistic identity and status
影响授课教师对其的职业/语言认同感、地位
 - Domain loss – local languages lose disciplinary terms
可能会削弱本土语言的学科地位



https://cip.ku.dk/english/projects-and-collaborations/taec/TAEC_Handbook_FEB_2020_NoEdit.pdf

