

# **2020 English Medium Education (EME) International Symposium 2 on EME Research in Higher Education**

**British Council China**

**Q&A List**

**Symposium #2**

**Date: 19th November 2020**

**Time: 16:00 – 18:00 (Beijing time)**

- **Note: Views expressed below are those of event participants only and do not necessarily represent those of the British Council**

Questions (from audience)	Answers (from speakers)
<p>Hi, thank you for the presentation. Where can we read this research and literature review (mentioned in your presentation) please? Thanks:-)</p>	<p>Here is the link to the report of English in HE - English Medium Literature review <a href="https://www.teachingenglish.org.uk/sites/teacheng/files/L020_English_HE_lit_review_FINAL.pdf">https://www.teachingenglish.org.uk/sites/teacheng/files/L020_English_HE_lit_review_FINAL.pdf</a></p> <p>In Ann's slides, the link to download British Council global EM in HE research is here:</p> <p><a href="https://www.britishcouncil.org/education/ihe/knowledge-centre/english-language-higher-education">https://www.britishcouncil.org/education/ihe/knowledge-centre/english-language-higher-education</a></p>
<p>I think we should also need to rethink the "E" in EAP so that we can aim for having an ELF/EME-oriented EAP.</p>	<p>Answer 1: I do agree but it seems that it is even more difficult to rethink the 'E' in EAP. The academic writing standard is even more salient. But there are some translingual practices from teachers to encourage their students to make their voice, using translingual practices in their writing (see Canagarajah, 2013) - however, it still needs time to make some voices heard for international publications worldwide, for instance, how do people define 'international intelligibility'? This is what I understood from the question.</p> <p>Answer 2: Yes, EAP means English for Academic Purposes, or studying English for EME purposes. For example, we teach students to read literature in their fields, finish their assignments and write a short research paper. The EME-related work needs the help of EAP.</p>
<p>Hi, thank you for this insightful presentation, Prof. Fang. What would you suggest if there are few foreign students in the English-medium instruction (EMI) class when implementing translanguaging? Do you have some practical suggestion in this case? I have observed one class L1 in an EMI class in here. Thank you</p>	<p>Thank you very much for your interest! It is also possible to conduct EMI with implementation of translanguaging - there is something called teacher-researcher collaboration model. I am sorry I don't know where you are based in but I recommend two studies researching translanguaging in the Chinese context.</p> <p><a href="https://www.sciencedirect.com/science/article/abs/pii/S0346251X20302840">https://www.sciencedirect.com/science/article/abs/pii/S0346251X20302840</a></p> <p><a href="https://www.sciencedirect.com/science/article/pii/S0024384120301674">https://www.sciencedirect.com/science/article/pii/S0024384120301674</a></p>
<p>Thanks for having this chance to participate this activity. I have a question: I am a teacher of Chinese as a foreign language at a university. My Chinese course is taught in English for international students from all over the world, and some of</p>	<p>Answer 1: Yes, but the focus of today is on higher education. you may find the British Council report on EMI in basic education to be a useful resource</p> <p>Answer 2: Traditional definitions/research of EMI/EME would view EMI for content learning. However, EMI today is applied in a wider context/aspect that language teaching (with contents</p>

<p><b>them do not speak English as their mother tongue. I wonder whether my teaching also belongs to EME? Thanks</b></p>	<p>such as English for food, English for tourism) should also belong to EMI.</p> <p>For some studies of translanguaging use in teaching Chinese as a foreign language, you may find these papers helpful:</p> <p>Wang, D. (2019). Translanguaging in Chinese foreign language classrooms: Students and teachers' attitudes and practices. <i>International Journal of Bilingual Education and Bilingualism</i>, 22(2), 138-149.</p> <p>Wang, W., &amp; Curdt-Christiansen, X. L. (2019). Translanguaging in a Chinese–English bilingual education programme: a university-classroom ethnography. <i>International Journal of Bilingual Education and Bilingualism</i>, 22(3), 322-337.</p> <p>Answer 3: All depends on the need analysis or purposes of your course. If international students aim to study Chinese, your teaching is not EME. You have to use Chinese as much as possible. However, if they come to study science and technology, you must use English, it is EME.</p>
<p><b>How can we address the issues of EMI content teacher education and development?</b></p>	<p>Answer 1: I think it is really broad - research in teacher training, teacher development, language-content teacher collaboration will be needed. In that sense, some case studies might be a good start?</p> <p>Answer 2: A good question. Teaching a course in English does not mean the teacher is a good EME teacher. They need special training because their target students are Chinese. The training of EME teachers is urgent if EME should be efficient and needs the collaboration with EAP teachers.</p>
<p><b>EMI content teacher training and development is a neglected and growing area that needs more case study research.</b></p>	<p>We have an extensive overview of this in the literature review that Ann presented on. We also have a faculty development section on the network that provides an overview of the work. I feel that ELT teacher training is neglected in this area - this was what I focused on in the ELT J article - it should be published this month.</p>
<p><b>Do we have a quality control form for EME courses?</b></p>	<p>Various quality assurance frameworks have been put forward for EME (NARIC/Oxford EMI Quality framework, a British Council Quality framework from Turkey, a framework developed through the TAEC project) - you can find links to these and details in our <a href="#">Literature review</a>. I think the important thing is for these to be used for development rather than as a 'tick box' exercise.</p>
<p><b>Hi Dr. Zhang, building an international brand is one way to</b></p>	<p>Answer 1: Thanks for the comments. In recent years, more and more attention has been paid to the teaching of clinical</p>

**attract international students, in your experience, what are key factors which enable universities to obtain the international brand, if any? Thank you**

medicine as an undergraduate course for international students in English medium in China. In order to build the brand of clinical medicine education for international students, the Chinese government and universities have taken many key measures, such as requirements that the recruiting schools must have the basic conditions for training international medical students, good source of students, training high-level teachers and construction of a curriculum system suitable for foreign medical students.

Answer 2: Maybe better for university admin staff/policy makers to answer but from my perspective, research output, number of international students, quality teaching, student satisfaction should all be considered - but international brand can also be secured through funding, history, talents, etc.