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Strengthening EMI research: from research to policy and practice
加强全英文课程教学的研究：从研究到政策与实践

Dr. Nicola Galloway. The University of Glasgow
尼古拉·加洛韦博士（格拉斯哥大学）

19 November 2020

www.britishcouncil.org

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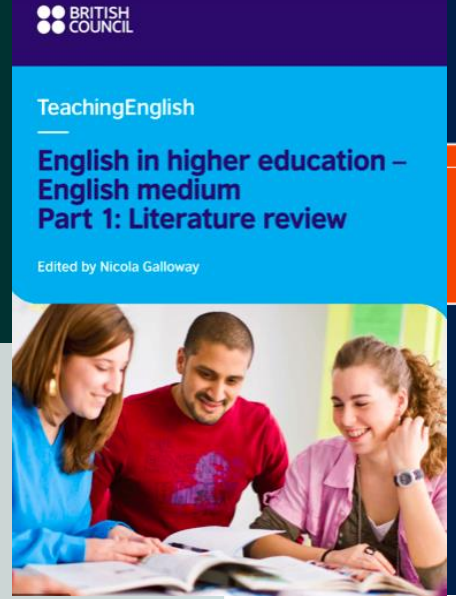
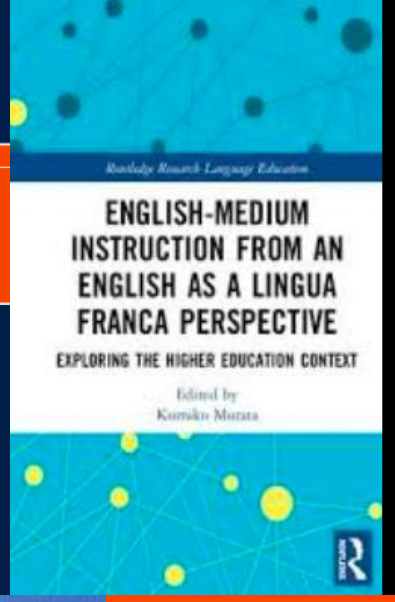
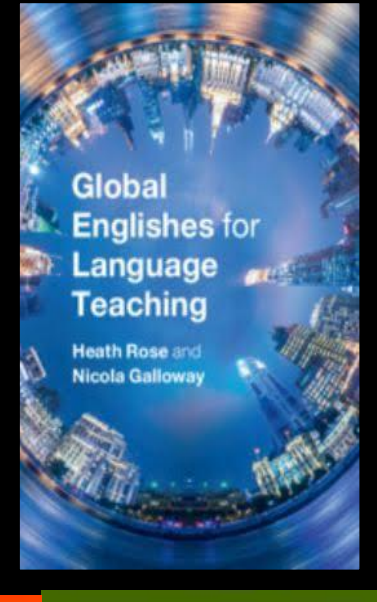
EMI work 全英文课程工作







- EAP Coordinator 学术英语协调人
- EMI case studies 全英文课程 案例分析
- British Council 英国文化教育协会
- The University of Tokyo 东京大学
- Network coordinator 网络协调人

Teaching English and
Teaching IN English in global contexts
全球背景下的英语教学和全英文课程教学

Top-down policies have not taken into account the attitudes and the impact on stakeholders.
自上而下的政策未完全考虑利益相关方的态度及对其的影响

Bottom-up processes
自下而上的过程

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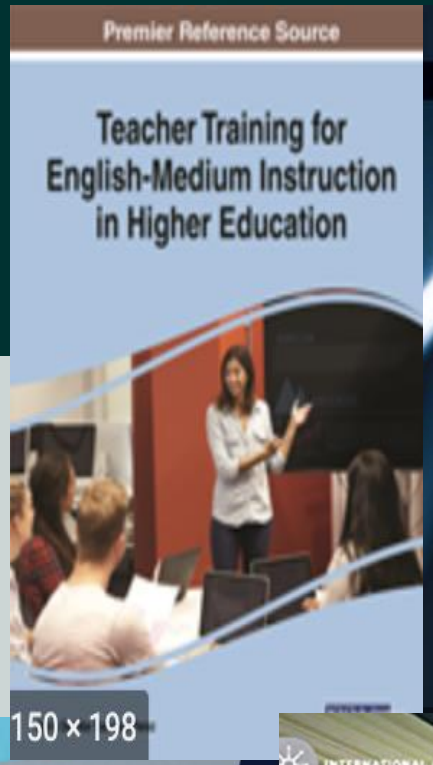
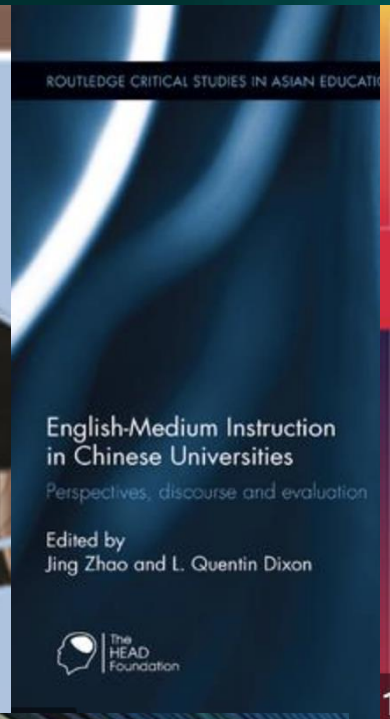
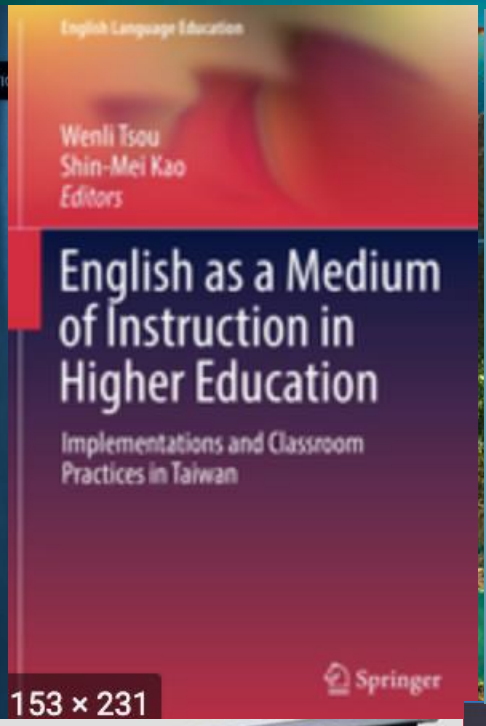
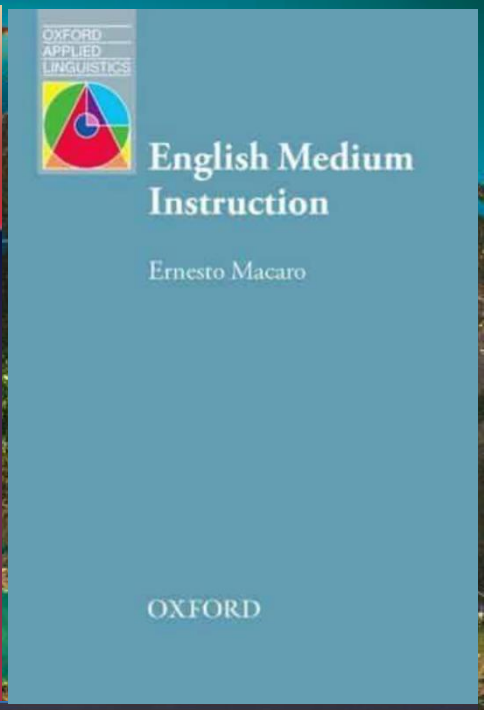
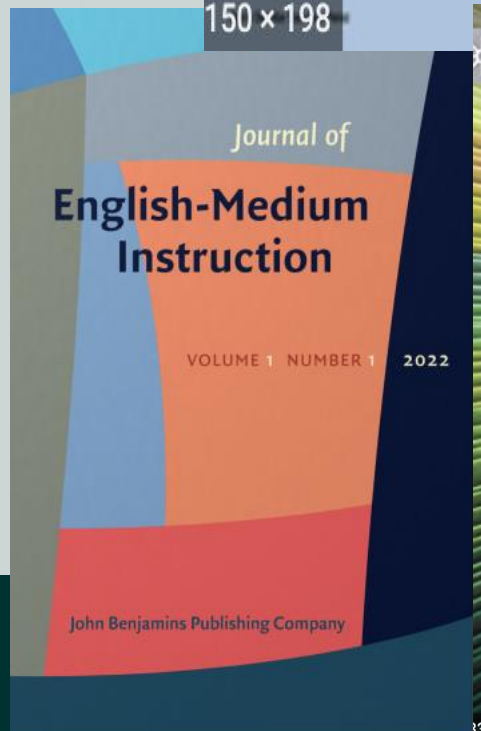
EMI & the ELT Practitioner
全英文课程&英语语言教育实践者

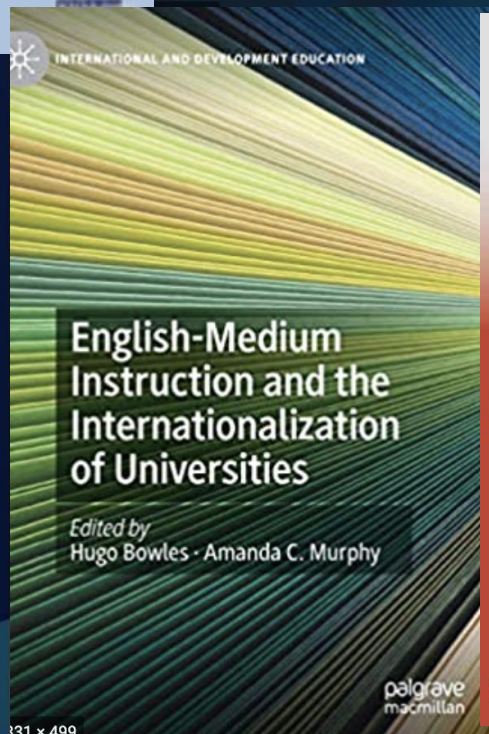


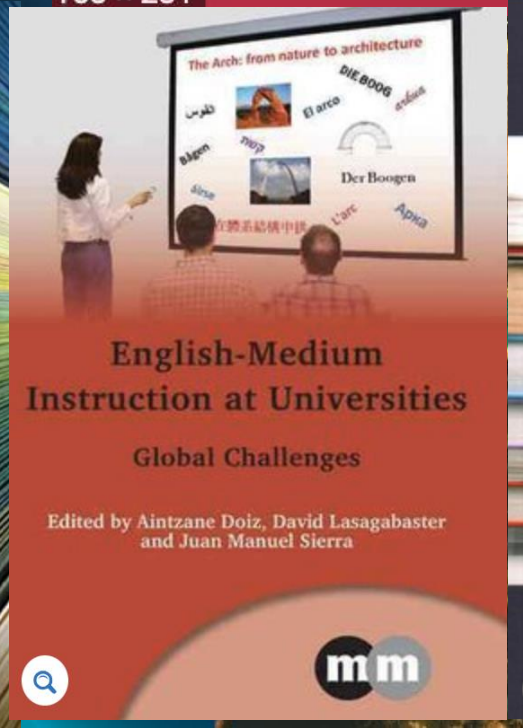


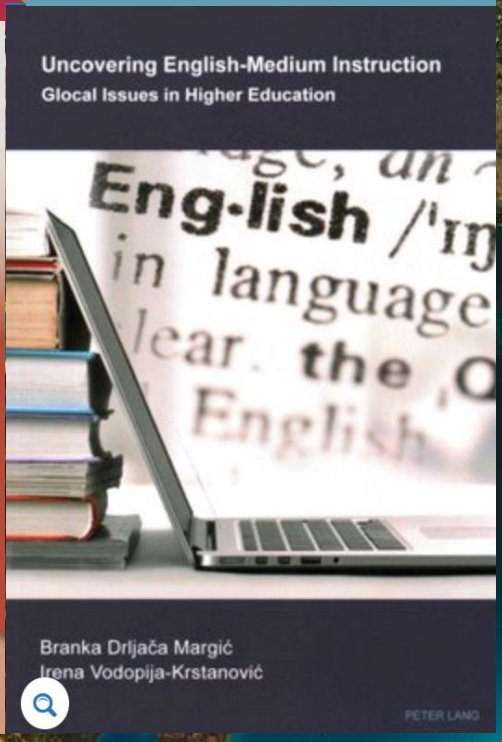












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- EMI research and impact
  全英文课程的研究与影响
- Research to practice
  从研究到实践
- Research to policy
  从研究到政策
- Future directions – measuring impact?
  未来方向--影响评估?

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EMI research and impact
全英文课程的研究与影响

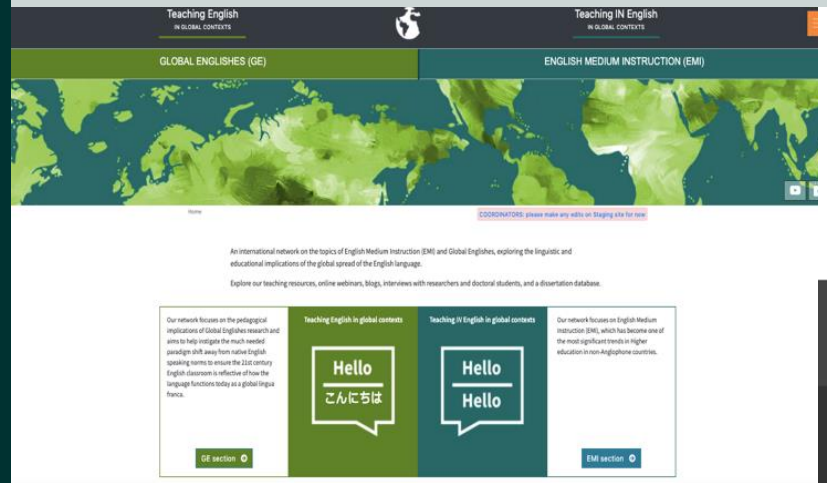
- Effect research has beyond academia

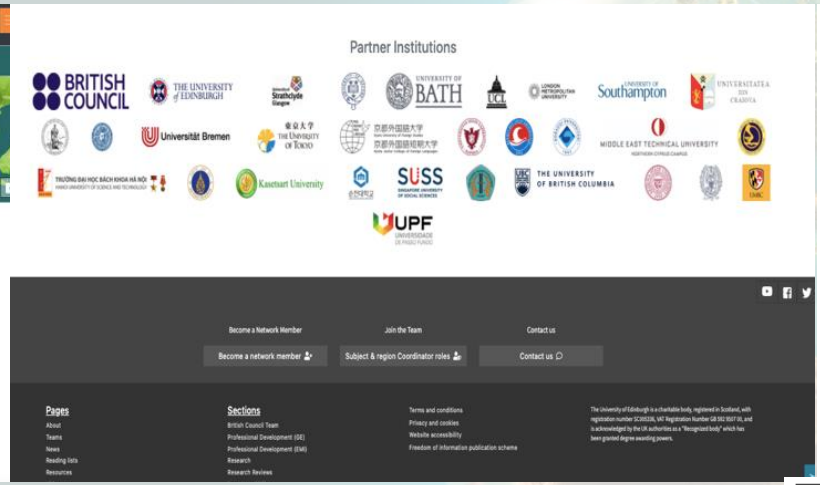
  关于全英文课程效果的研究已超越学术范畴

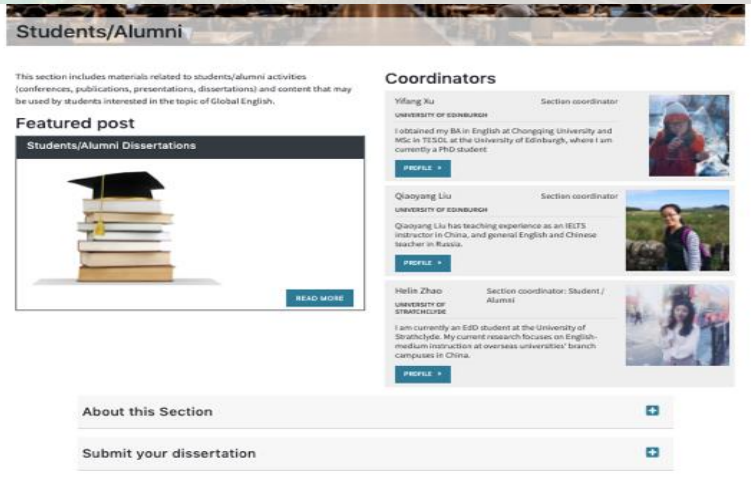
- Growing networks

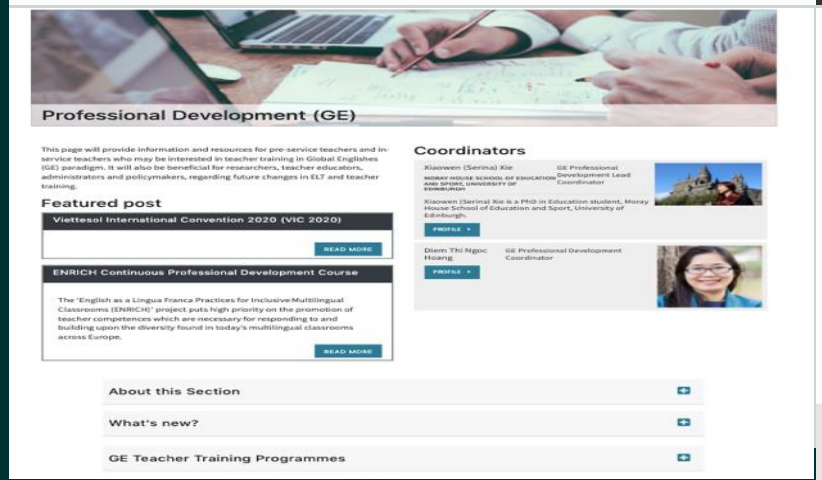
  不断发展壮大的网络

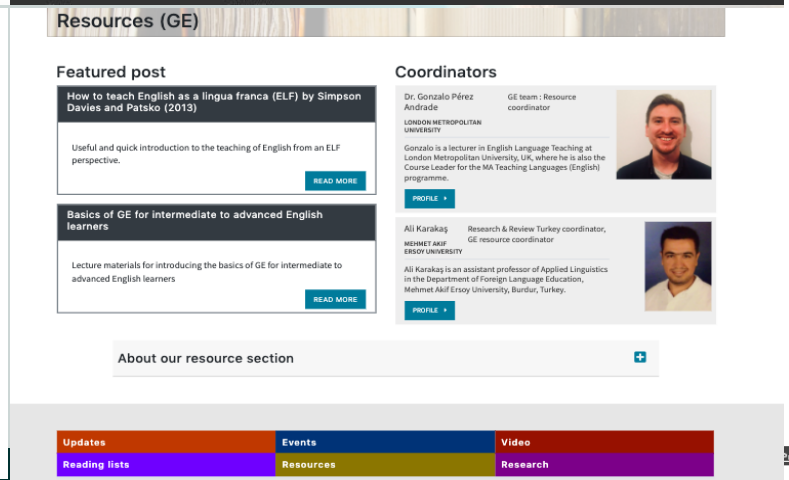
Global network (Kari Sahan & Mike Budzenski)
全球网络（卡里·萨汉&迈克·布津斯基）

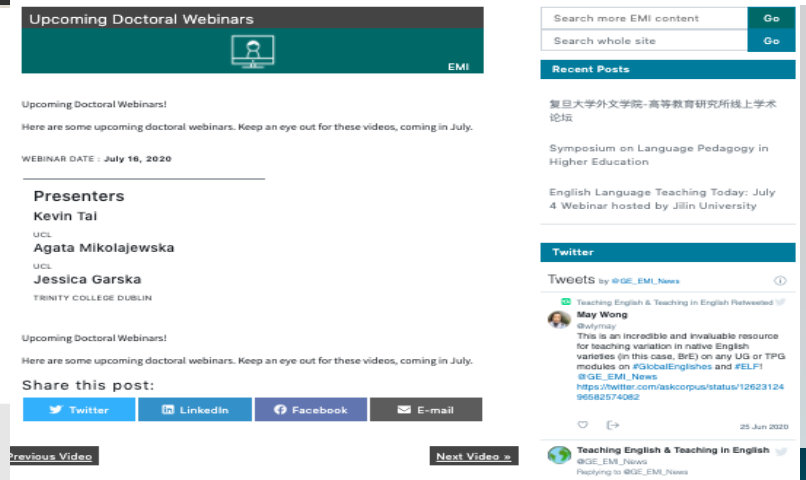












Key details

This conference consists of two sessions, the first, teaching IN English in global contexts, focus on English as a medium of instruction (EMI). The second, teaching english in global contexts, is focused on global Englishes (GE). It is hoped that this conference offer information and and a place to discuss these important issues.

Date: Saturday 5th and Sunday 6th of December 2020

Theme: Teaching English in global contexts and teaching IN English in global contexts

MCs: Heath Rose and Nicola Galloway

Speakers: Pramond Sah, Kari Sahan, Ali Faud Selv and Anuchaya Montakantiwong

Cost: Pay what you can

Conference speakers

Pramod K. Sah

Pramod is a Ph.D. Candidate and Killam Scholar in the Department of Language and Literacy Education at the University of British Columbia, Canada. He has worked as an English language teacher in Nepal, China, the UK, and Canada. As a researcher, he looks at the policies, politics, and pedagogies of English both as a medium of instruction and as a second/foreign language. His work is driven by the core values of social justice indexes, for example, social class, race, and ethnicity, often drawing on Pieer Bourdieu's critical social theories. His Ph.D. research, a critical ethnography, investigates the broader intersection of language ecology, social class, ethnicity, and EMI in Nepal's multilingual schools.

Kari Sahan

Kari Sahan holds a Ph.D. in Applied Linguistics from the University of Oxford, Department of Education. Her research focuses on English medium instruction (EMI), language education policy, and classroom interaction. She is a researcher in the EMI Oxford Research Group and tutored on the MSc in Applied Linguistics for Language Teaching at the University of Oxford. She is also the Assistant Project Lead and Webinar Coordinator for the online global network, 'Teaching English & Teaching in English in Global Contexts.'

Ali Fuad Selvi

Ali Fuad Selvi is an Assistant Professor of TESOL and Applied Linguistics and the Chair of the Teaching English as a Foreign Language Program at Middle East Technical University, Northern Cyprus Campus. His research interests include Global Englishes, (in)equity, professionalism, marginalization and discrimination in TESOL; and second language teacher education.

Anuchaya Montakantiwong

Anuchaya Montakantiwong works at the Faculty of Liberal Arts, Mahidol University, Thailand. She recently submitted her DPhil in Education at the University of Oxford on the topic of teachers' cognition and the incorporation of Global Englishes into pedagogical practices. She is co-author of the 2020 book, "Global TESOL for the 21st Century: Teaching English in a Changing World". Her research interests explore the role of teachers as agents of change in TESOL curricula.

Conference theme

This conference deals with two important issues for English language teachers: the growth of English as a medium of instruction and the rise of a global Englishes understanding of the English language.

Teaching English in global contexts

In recent years, our understanding of English has been evolving rapidly. While in the past English language education, and indeed research into English language education, has centred around the language norms of so called native speakers, there is an increasing realisation that the definition of 'native speaker' is based more around postcolonialism than linguistics and that these norms no longer matter in a world where English is used more between second language speakers than first language speakers. This block of sessions will explore the English as a global language and what this means for teachers.

Teaching IN English in global contexts

The use of English as a medium of instruction (i.e. the use of English to teach other subjects in countries where English is not usually spoken) has surged in recent years with Chapple (2015) describing it as the "most significant trend in educational internationalisation". However, despite the confidence and speed with which EMI been adopted across the globe, there is little consensus in the literature on its efficacy or its impacts on society. We hope that this block of sessions makes teachers more aware of the issues around EMI and helps them help students who are preparing for an EMI context.

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Teaching English & Teaching in English in global contexts

Teaching English & Teaching in English in global contexts

Public group

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- Members
- Events
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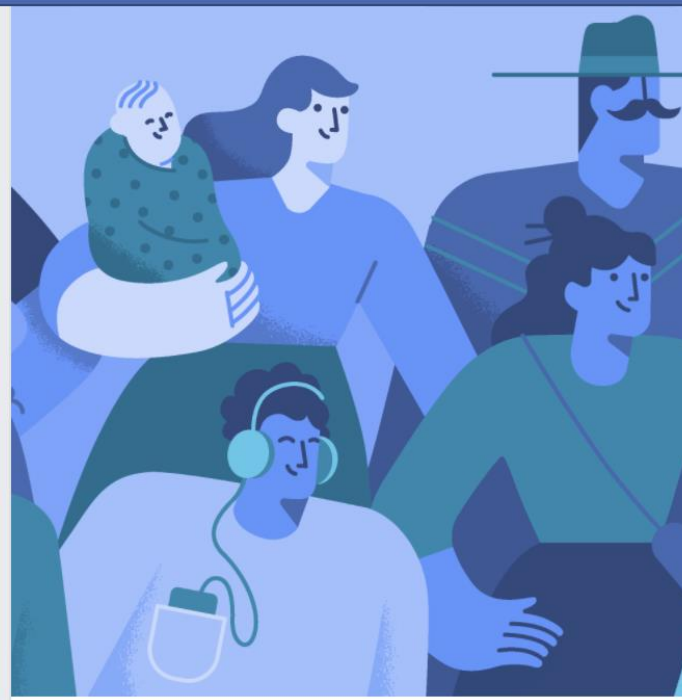
- Photos
- Files
- Watch party



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Teaching English & Teaching in English

٦٤ تغريدة

تابِع

Teaching English & Teaching in English

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News, Events, Anoucements & more from the Global Englishes and EMI academic community

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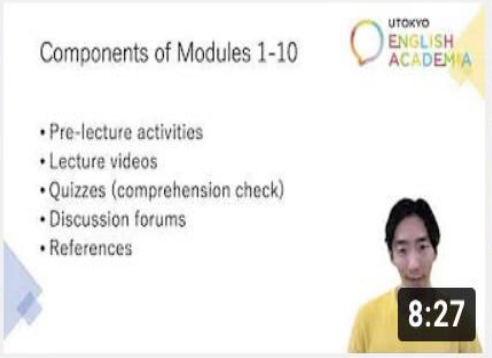

Sho Shimoyamada, "A MOOC on EMI"

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Dr. Mehrasa Alizadeh, "Integrated technology in...

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EMI research and impact
全英文课程的研究与影响

- Strong, simple messages to influence practice & policy
  简洁有力的信息影响实践和政策
- Bring different approaches together
  汇集不同的理念和方法
- Researchers with various skills & backgrounds
  具有各种技能和背景的研究人员
- Interdisciplinarity
  跨学科

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Research to practice & policy
从研究到实践和政策

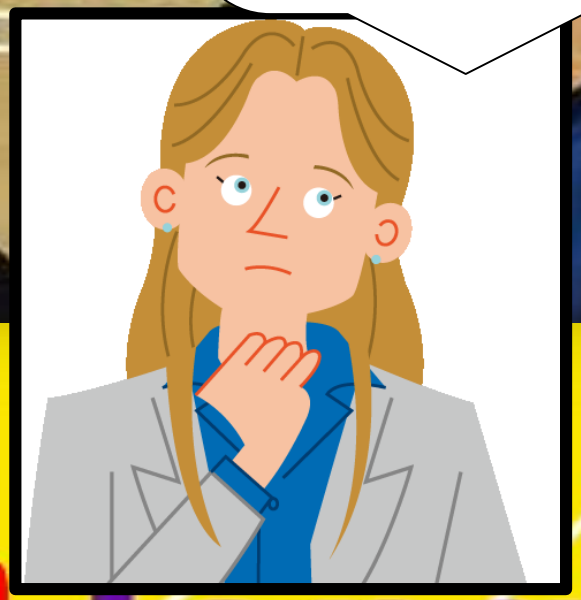
- Work with practitioners 与实践者合作
- Routes to impact – knowledge exchange & engagement
  影响路径 – 知识交流与参与
- Impact activities 影响力活动
- Case studies 案例分析
- Different mindsets – policymakers, practitioners & researchers?
  不同的思维——政策制定者、实践者和研究人员?
- evidence-informed policymaking – not education policy driven by political ideologies
  基于事实和证据的决策——非政治意识形态驱动的教育政策

EMI

ENGLISH MEDIUM INSTRUC

https://utokyo-ea.com/courses/course-v1:UTokyo-PAGE+EA004+2020/about/en

Has my research had a real-world outcome…？
我的研究取得实际成果了吗……？



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What could my research change?

我的研究可以改变什么?

Whom could my research benefit?

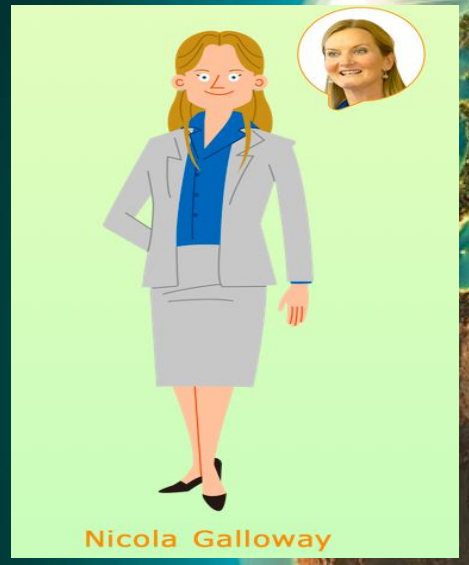
我的研究能让哪些人受益?

How do I make this happen?

我如何做到这一点?

Routes to impact?

影响路径?



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Ultimate goal - uptake and use of my research outside of academia

最终目标——在学术界之外吸收和运用我的研究成果

How should I disseminate my research?

如何推广我的研究成果？

How can I engage key stakeholders?

如何让主要利益相关方参与进来？

How can I involve possible end users?

如何让可能的最终使用者参与进来？

How can I co-produce my research with others?

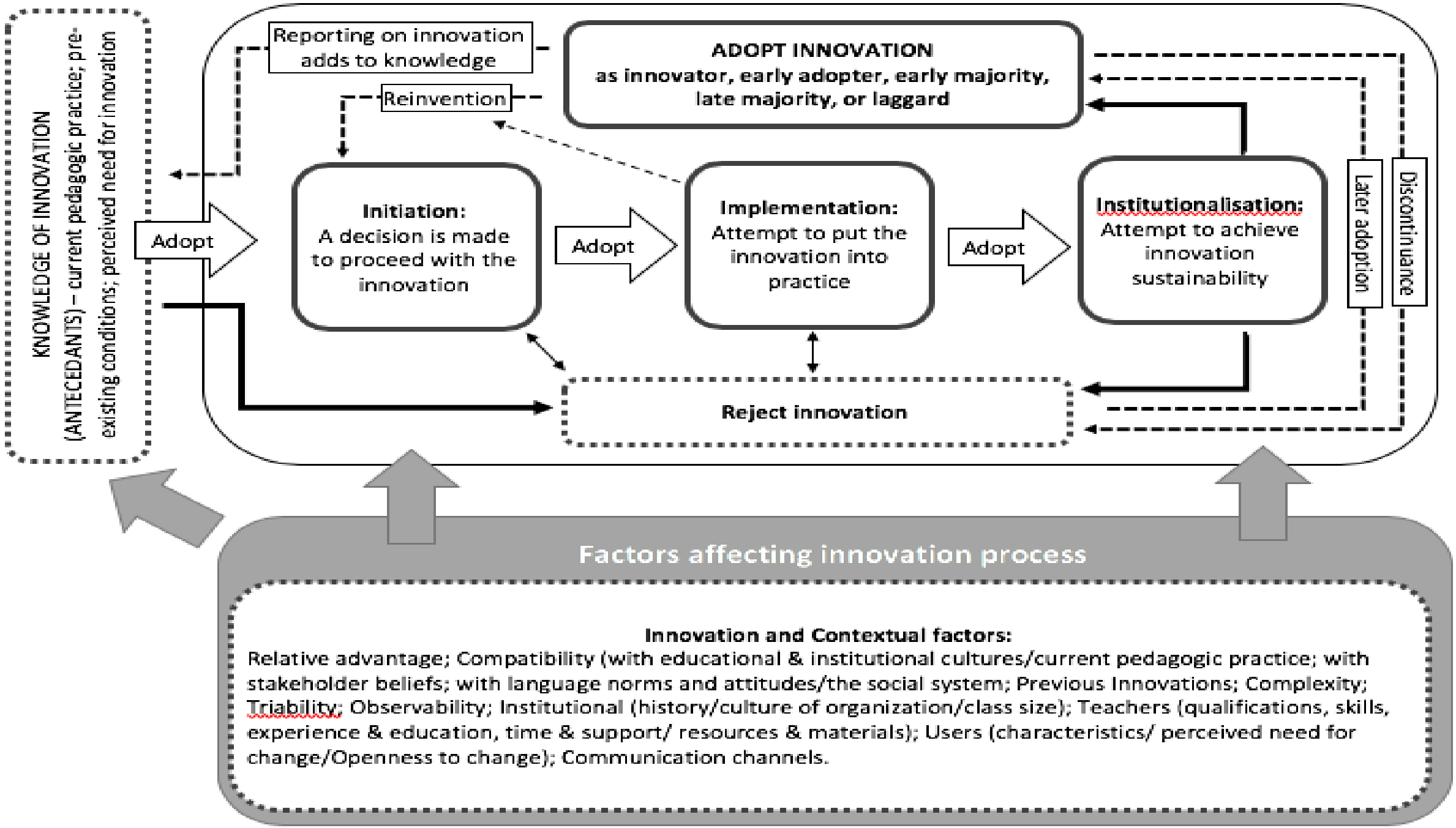
如何与他人进行合作研究？

Future directions – measuring impact?
未来方向——影响评估?

- **What areas need to be explored? 需要研究哪些领域?**
- **What contexts and populations need to be explored? 需要研究哪些教育环境和人群?**
- **What methodological approaches are needed? 需要采用哪些方法途径?**
- **Measure impact – may be localised or subtle 影响评估——可能是当地的或轻微的**
- **Case studies to showcase impact 案例分析，展示影响**
- **Opportunities for successful researchers to share experiences – grow our research capacity 研究人员分享成功经验的机会——提升我们的研究能力**

Figure 4.1 Curriculum innovation cycle (adapted from Rogers, 2003; Fullan, 2007)

Rose and Galloway (2019)



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Thank you
谢谢大家
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• Nicola.Galloway@Glasgow.ac.uk
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