

2020 English Medium Education (EME) International Symposium 3 on EME Research in Higher Education

British Council China

Q&A List

Symposium #3

Date: 16th December 2020

Time: 16:00 – 17:30 (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>For English language teachers, do they have to have a degree (e.g.MA/PhD) in subjects (e.g. Math, Physics) to be an EMI teacher at university or high school? Is it possible that an English language teacher who takes EMI teaching training such as Cambridge A-level math teacher training certificate to teach math in English at international/bilingual school?</p> <p>Or an English language teacher who takes some online bachelor's or master's degree courses in, for example, maths and physics to teach a course in English at university?</p>	<p>Ideally the language teachers would work together with content teachers - the language teacher can bring linguistic expertise in identifying relevant features of content.</p> <p>In the UK we would ideally like tutors who have TESOL and or Linguistic qualifications plus experience in teaching EAP. Ideally, they would have other specific qualifications that mirror what courses are on offer at the university. The issue is making the leap to EAP in the first instance.</p>
<p>请问老师 这个培训只在南开大学举办吗，对区域和年龄是否限制？是否有海外合作项目？谢谢老师！刚刚的思维导图特别棒！</p>	<p>目前我们也有培训课程的输出，但是更多的是在南开来做的，他们主要的作用是服务于南开的教学改革。区域和年龄应该不是问题。</p>
<p>Hi Stuart, good afternoon. I'm curious about QAA's advice, why focusing on learning outcomes other than processes in the online settings? What problems will occur if focuses on the learning process? also, why assessment quantity > quality? Does that mean we need to increase the frequency of online assessment? Why is that? Thank you.</p>	<p>With regard to the QAA advice I think that is something we can discuss. I agree with you that other processes can't be ignored, including many of the things being discussed today. But the relationship between learning outcomes and assessments is often one that is highlighted.</p> <p>I mentioned more quality and less quantity in my talk. The slides were in error/the wrong way around. My apologies.</p>
<p>Thank you for your answer to the above question! That's true, I noticed that you emphasized quality rather than quantity. One more question, I wonder what's your presentation's relationship</p>	<p>My institution is an EMI TNE JVU (yes that many groups of 3) institution which lives EME. The points made were discussions made within the institution and solutions....</p>

<p>with EMI? Did I miss your points on that?</p>	
<p>You seem to use EMI and CLIL synonymously in the context of your institution's programmes. Or how would you differentiate?</p>	<p>Answer 1: I would argue that EMI is generally a content class which does not have any focus on language development (i.e., a regular class that is evaluating understanding of content), while a CLIL class has a dual purpose (it integrates both and assesses both).</p> <p>Answer 2: To follow up on this, our International Business class is taught by Professors with Terminal degrees in Management - they do not consider or provide language support, although they do probably moderate their use of language for use with L2 speaking students.</p> <p>Answer 3: So that would mean that International Business is EMI, while our ESP class could be considered a CLIL class.</p>
<p>Question for Mr Gene Thompson: The idea of having student assistants is great. Are they paid to do the job? Are they Japanese students with high English proficiency?</p>	<p>We are lucky in that our organization does allow us to pay students for this work. Our SAs are all Japanese and have good L2 ability - but there is no requirement.</p> <p>By the way, our TAs are very diverse - most use English as an addition language, but it is about 30% Japanese, and 70% Non-Japanese (exchange students or non-Japanese studying via English in our MIB program).</p>
<p>How can we avoid overlapping of EAP courses and academic courses?</p>	<p>Answer 1: one approach would be for close collaboration- as Gene suggested, links can be made by preparing students effectively for EMI courses- in scaffolding students. Collaboration is key</p> <p>Answer 2: Communication - this is the difficulty as that is very time consuming. We try to overlap some content but cover it in a different way in our EAP/ESP classes versus 'content' classes. Of more concern is when we have differing EAP and English classes and these can overlap.</p>
<p>Does it mean if the university want to conduct EMI courses, different universities have their different strategies or programmes?</p>	<p>I think that is true in Japan, where there is a wide variety in the way that different institutions try to start and conduct EMI.</p>
<p>Question for Prof DU: How did you motivate the teachers to offer EMI courses at your</p>	<p>工作量是主要的形式，另外在各类的项目申报和奖项中都有单独针对全英文课程的设置，培训师很重要，我们目前的本校和海外</p>

<p>university? Is the EMI training at your university totally localized by having local teacher trainers or a mixture of local and international EMI trainers?</p>	<p>培训师目前大致固定，有稳定的培训师资，这样可以开展长期的工作也能提供咨询。</p>
<p>Thank you! I find EAP teaching also facilitate teachers' content learning. How can students take their roles and develop their independent learning ability in EAP courses?</p>	<p>That's a great question, we do this by providing more opportunities for our learners to structure their projects as we move through the program.</p>
<p>If programmes are different no matter within a country or across countries, how to make sure quality assurance as more and more mobility is happening and as international cooperation is frequently mentioned and technology is reducing the barrier.</p>	<p>I would say that Conrad has introduced a good example of the way in which BALEAP is attempting to fill this space with an accreditation system.</p> <p>I think it is very important to understand the context in order to ensure quality assurance. That said there are criteria that can be applied to all international institutions/situations.</p>
<p>Great webinar! Nankai and XJTLU are top universities. Some colleges and non-211 universities in China also started to implement EMI. I wondered is there any database or literature on the EMI courses offering in those non-top-tier higher education institutions in China? How is their quality of EMI? Thank you.</p>	<p>There is some limited literature which I am happy to share. More importantly organisations such as CEAPA are helpful in knowledge sharing. One issue really is course design and training so that both content and EAP teachers work together effectively.</p>
<p>I have heard EAP, CLIL, EMI, and ESP so far and they all in some cases can focus both on language learning and content. So I assume that many teaching methods and activities that are used in, for example, EAP, General English classes, can also be used in CLIL or EMI. Recently, I know a teaching method called Project-based learning. Is method like this one can be used in EMI and CLIL? Or many English language teaching methods and activities can be</p>	<p>Answer 1: I would say that Project-based learning is a general approach that can be used in EMI, CLIL, and EAP.</p> <p>Answer 2: Indeed I believe so - many methods can be used in all EAP, CLIL, ESP and ESAP contexts.</p>

<p>used in EMI or with some modifications?</p>	
<p>For EAP teachers, how can they get the chance(s) to be trained online? Do you have any special program for that? Thanks</p>	<p>At the University of Glasgow, we offer an online course in Teaching EAP; the BALEAP competency framework for teachers of EAP also provides a framework which can be used for professional development (there is also the individual BALEAP Fellowship scheme, currently also being reviewed to streamline criteria)</p>
<p>Is there any particular strategy for students to develop critical thinking in EAP courses?</p>	<p>Answer 1: I think this should be ongoing and permeate all aspects of teaching and learning.</p> <p>Answer 2: In my experience this focus is integrated into lessons ; it's important for teachers to explore what it involves.</p>
<p>Hi Conrad, this is Fan from Shenzhen, thanks for you sharing and I am interested in BALEAP as you mentioned, is it possible for Chinese University to join BALEAP? I heard you said welcome to join us. What types of ways can my college join? Thanks</p>	<p>Yes you can and you would be very welcome. You can either get Institutional or Individual membership. Please do have a look at the BALEAP website.</p>
<p>thank you for all the speakers ! Fantastic! Many non-English spoken teachers and students think that using their own native language to learn their speciality is more effective than using English, what are the advantages of EMI in speciality teaching and learning compare with native language?</p> <p>How to assess the outcome of EMI in speciality teaching and learning, any standard criteria or scheme worldwide?</p>	<p>The first question is currently the focus of a huge amount of research, and so far, the results have been a bit variable. Some benefits can be access to wider resources and research, as well as various institutions</p>
<p>In the UK context, does EAL support in K12 schools share a similar vision as EMI preparation programme in universities? May they borrow from each other?</p>	<p>There is certainly an opportunity for this. EAL support tends at least in Scotland to be integrated into main subjects i believe though. It might be more prominent in England.</p>

<p>EMI teacher's competence seems to be closely related to teacher's English proficiency, disciplinary knowledge, and also pedagogical knowledge. I know a lot of teachers like me, who have CELTA certificate who also had a degree abroad. But, our group of teachers are relatively young, and numbers are limited. What do you think of the experienced teachers, who are generally senior in universities? or, what do you think of the unbalanced distribution of age groups of EMI teachers?</p>	<p>Not an easy one to answer! Hopefully more and more people will get CELTA and DELTA qualifications in the future - and that you will move into a senior position!</p>
<p>I agree with Dr Wu and Du that it is a great idea that subject teacher and English language teacher cooperate with each other. However, is it better in teaching, planning lesson, and course design if subject teachers receive ESL teaching training and has some working experience and ESL teachers have relevant subject knowledge?</p>	<p>The two groups can usefully work, and engage in training, together, I believe. Subject /content lecturers will have knowledge of specific pedagogies in their disciplines but may also learn from approaches of ELT/EAP/ESL teachers (who will have expertise in classroom pedagogy and for example active learning). ELT/EAP/ESL lecturers can learn about priorities in subject in terms of texts/topics and then explore these to highlight relevant language features, for examples, and skills and strategies to understanding and communicate effectively in academic contexts</p>