OXFORD EMI TRAINING

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AGENDA

Workshop for Tamkang University

Organised by Kai-su (Section Chief of English Teaching and Learning at the EMI Center, Tamkang University) and Oxford EMI.

Date: 3rd May 2024

Attendees: 30

Please bring: Sheets of paper, a thick marker pen

Please have: Camera on and microphone connected in a quiet space

Trainers: Tom Spain (Head of Training) & Simon Dunton (Senior Trainer and Consultant)

Part 1   16:00 – 17:20   EMI and the need for a new pedagogy

- What is EMI?
- Understanding your teaching context
- What is different about teaching through English?

Break   17:20 – 17:30

Part 2   17:30 – 19:00   How do we plan and manage an interactive class

- Setting up group work
- Giving instructions
- Managing the feedback process

Additional instruction:

This workshop will be interactive. Participants will be expected to contribute by:

- writing in the chat
- using on-screen reaction buttons
- using their microphone to answer questions from the trainers
- discussing questions in breakout rooms.

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Trainer Bios

Tom Spain is Head of Training at Oxford EMI and a member of the consultancy team that worked with the British Council and the Taiwan Ministry of Education on the BEST project. As part of this role, Tom led visits to 16 leading universities across Taiwan in the spring of 2023, speaking to administrators, teachers and students and observing English Medium Instruction (EMI) classes.

In addition to managing the international training team, Tom is also responsible for course development at Oxford EMI. This includes face-to-face, online and self-taught programmes. He has written and delivered EMI courses for lecturers in many countries and contexts around the world, including Japan, China and Taiwan in Asia.

Simon Dunton is an Oxford EMI consultant and trainer who worked on the BEST project in Taiwan. As part of his role in the project, Simon observed classes at Taiwanese universities and held interviews with the people responsible for EMI implementation and the Heads of Language Centres. As a member of the Oxford EMI training team, Simon has worked on Oxford EMI online training courses for lecturers at universities around the world.

Simon has over 18 years of experience in teaching, training, researching and resource development in ESL in the UK, Italy, and Russia. At Oxford EMI, Simon works on projects developing and sharing best EMI pedagogical practices, and conducts class and site observations at EMI universities.

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Workshop outline

Part 1

EMI and the need for a new pedagogy

- **What is EMI?**
  Participants look at how universities approach the teaching of content and language. We analyse the methods and objectives of different approaches and compare these to the definition and goals of EMI - for teachers, students and HE institutions with a particular focus on participants' own contexts.
- **Understanding your teaching context**
  Participants will analyse their EMI teaching contexts taking into account factors such as subject, class size, students' language levels and more. We then focus on the implications of these factors for the teaching approach and discuss the pedagogical challenges for EMI teachers.
- **What is different about teaching through English?**
  Using video extracts of an interview with an expert EMI practitioner, participants discuss how teaching has to change when working with EMI classes in order to ensure that students achieve their goals. We argue that the teaching approach needs to be more interactive and more student-centred.
  In addition, we focus on the students. In EMI, students have a dual goal of learning content while improving their English language skills. We look at how students' need to change their classroom participation and learning approach in order to achieve these goals.
  Finally, we look at the working definition of EMI used in the BEST programme, why an interactive approach is necessary and different types of interactivity that an EMI class can have in order to match the definition.

Part 2

How do we plan and manage an interactive class

- **Setting up group work**
  Analysing video extracts from two EMI classes, filmed in Germany and Taiwan - we observe why group work is necessary, how and when it should take place and what practical steps an EMI teacher needs to take to set up a group task in class.
- **Giving instructions**
  Using examples from the video extracts, participants look at how instructions should be given to ensure that group work in EMI classes is successful and what the implications of this are for how they plan their classes.
- **Managing the feedback process**
  Participants analyse an example of good practice in giving post-task feedback in order to come up with a checklist which can be applied to their own teaching.