



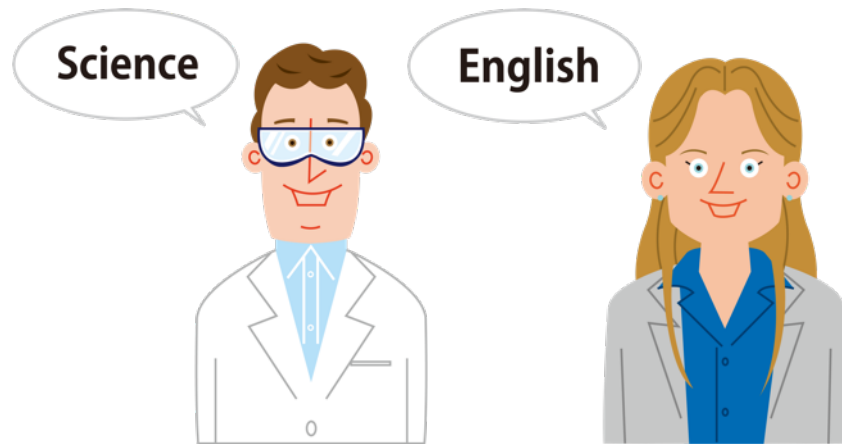
# Module 6: Teachers





## Content vs. Language

- Many EMI teachers have expertise in content areas but not in language teaching.
- Priority given to content
- They teach in English simply because they speak English.





- EMI teachers' cultural backgrounds vs. students' home contexts
- Scarcity of resources for teaching subjects
- Little attention paid to EMI teacher training



# Language-related challenges

- Students' English proficiency
- Teachers' English proficiency



# Language-related challenges

- Demand for EMI teachers
- A lack of qualified EMI teachers is reported as an issue in **83%** of countries in Dearden's (2014) British Council-sponsored study.



## Language-related challenges

- Many EMI teachers were found to be teaching in English simply because they speak English.
- EMI teachers' unwillingness to teach in English due to the increased workload

I won't teach  
in English!





- Employment of foreign or 'English-speaking' faculty
- Provision of language support to local staff
- **What do we mean by 'able' to teach in English?**
- Insufficiency of local teachers who can teach in English (Brown, 2018; Cheng, 2017; Hu, 2016; Jiang et al., 2016; Tsuneyoshi, 2005)



Teachers who were originally employed to teach in Japanese have now been assigned to teach classes in English, with little or no consultation (Brown, 2017).

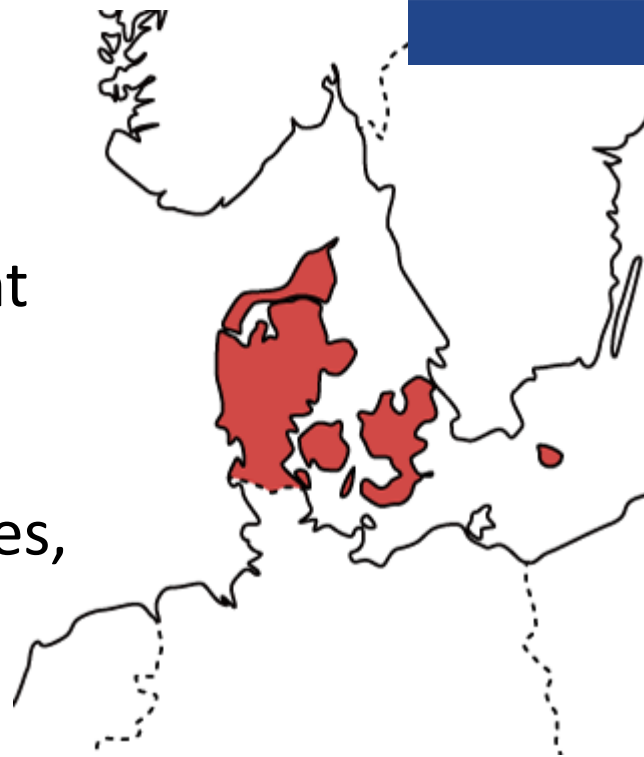
I said I didn't want to.  
I was hired to teach  
in Japanese.







Some academic staff feel obliged to teach in English, although they are not confident in their own English language competence (Tange, 2012; Werther, Denver, Jensen & Mees, 2014).





Some academic staff who  
conduct English-medium  
instruction have little  
motivation to do so.

(Cheng, 2017)





- What are desirable qualifications for EMI instructors?
- What do we mean by EMI competency?
- What does English proficiency mean?



## English proficiency's impact upon staff performance

- Avoiding asking/answering questions (Airey and Linder, 2006)



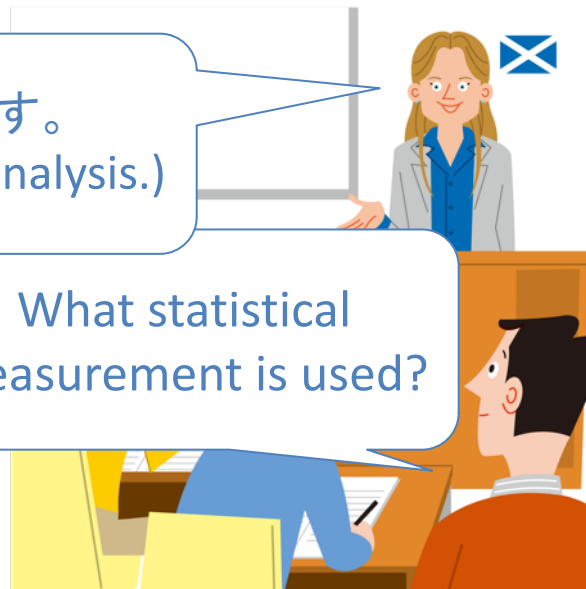
# English proficiency's impact upon staff performance

- Code-switching

回帰分析です。  
(It's regression analysis.)

Issue?  
Benefit?

What statistical  
measurement is used?





## English proficiency's impact upon staff performance

- Impoverished classroom discourse (Pecorari et al., 2011)





## English proficiency's impact upon staff performance

- Increased pressure (Tange, 2012)
- Extra time needed for preparation (Airey, 2011 ) or instruction (Thøgersen and Airey, 2011)





## English proficiency's impact upon staff performance

- Simplifying disciplinary content and difficulty explaining it (Beckett and Li, 2012)
- Interacting less with students (Tange and Jensen, 2012)
- Developing a weaker rapport with students





## English proficiency's impact upon staff performance

- Non-native English speakers: unconfident about the use of English
- 'Native' English speakers: unconfident about the student's home context





- Insufficient English proficiency's effect on implementation of EMI (Jiang et al., 2016)
- The number of EMI courses: far lower than the reported (Hu, 2016)

I'm ignoring this policy!





- The language proficiency of academic staff as the greatest challenge (Costa and Coleman, 2013)
- Different skills required (e.g. intercultural competence)





- Training in English language pedagogy (Jiang et al., 2016)
- Intercultural communication training (Galloway, et al., 2017; Kelo et al., 2010)





## Competence in EMI

- 'Native' English speaker proficiency is not important.
- The ability to present, define concepts, give examples, and conduct a class in English

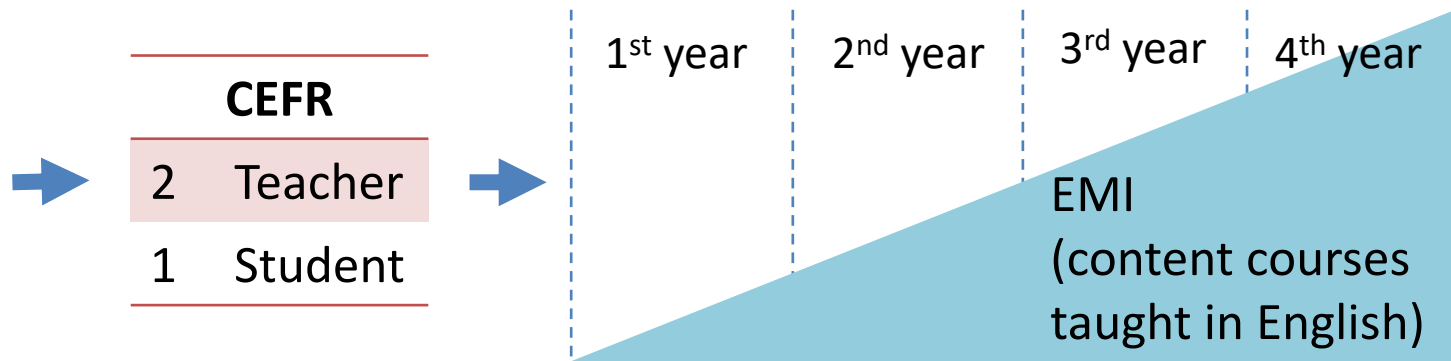


- No standard test for assessing English proficiency for those teaching in English





- CEFR (Common European Framework of Reference) as a possible benchmark
- Measurement of English proficiency vs. academic autonomy (Kuwamura, 2017)





- An assumption that 'native' English speakers are proficient in English
- **Native English speakers may require training in how to teach in English.**







- Not only non-native English speakers but also ‘native’ English speakers may face challenges.
- (Un)familiarity with the institutional culture or student’s home context



- Competence in EMI: English proficiency AND the ability to facilitate learning in an internationalised classroom
- English as a lingua franca