



- Well-designed staff training as a crucial factor in the success of EMI (Ball and Lindsay, 2013; Wilkinson, 2013)
- Few pedagogical guidelines for effective EMI teaching and learning (Dearden, 2014)

How to manage internationalised classrooms





EMI communicative competence

- Expertise in the subject
- Ability to speak or teach it in English
- Awareness of the background of international students and their different academic cultures
- Ability to manage the internationalised classroom and diverse cohorts



EMI instructors are encouraged to...

- Become familiar with different teaching techniques and strategies
- Understand the background of their students
- A learner-centred approach may be common or favoured, but...
- It is not the only approach.



- No need to abandon/Westernise your current teaching practices!
- Accommodate the backgrounds of your learners!
- Have a flexible approach to teaching!





- Some students may be familiar with group work and willing to answer your questions.
- But some may not...

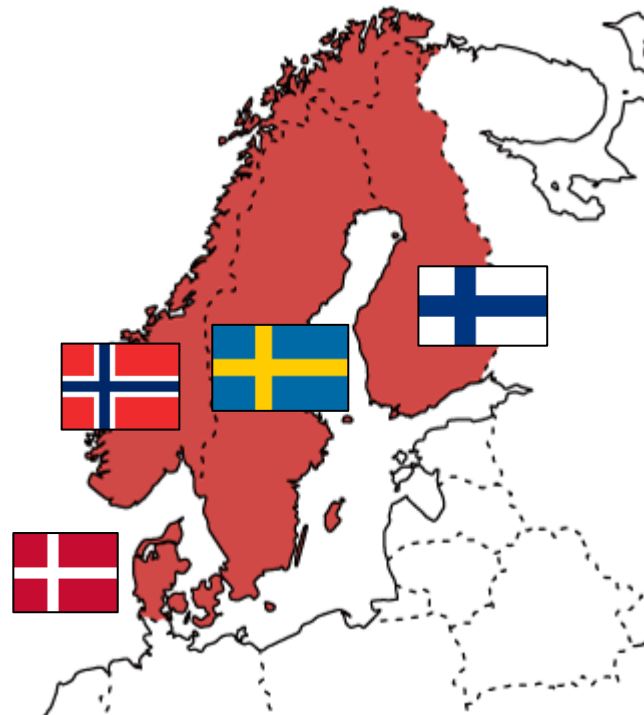




- The approach to teaching depends on the subject you teach.
- Needs analysis
- Command the class, speak in a loud voice, monitor students' comprehension and clarify language
- **No one-size-fits-all approach to EMI**
- **Be open to a flexible approach!**



- Impact on other languages
- Protection for the Nordic languages against the English language (Airey et al., 2017)



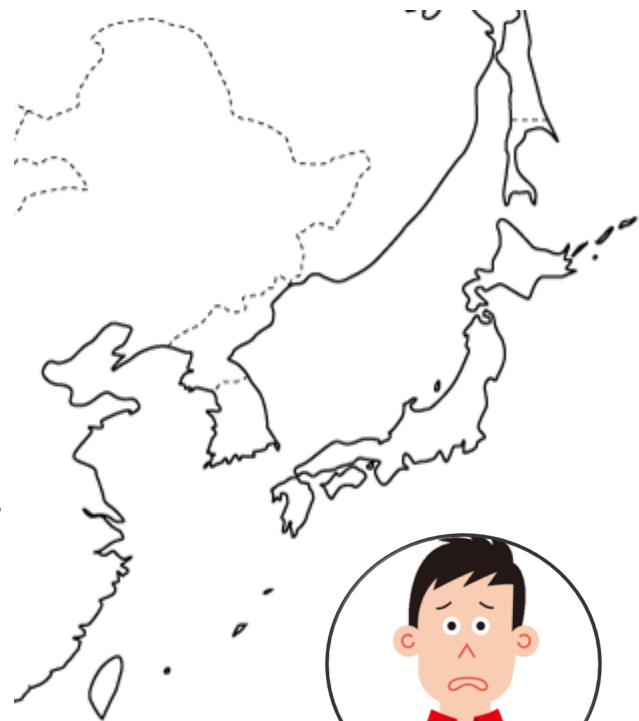


- Internationalisation (most notably Americanisation) pressures conventional Japanese style courses into meeting ‘international’ standards (Tsuneyoshi, 2005).





- American-type lectures vs. Japanese students' needs
- Concerns about teaching Japan-specific subject matter in English and the loss of a Japanese way of teaching





- Korean students were positive overall and were satisfied with their EMI courses (Jon and Kim, 2011).





- Concerns over...
 - Domestic students' struggles with English
 - Understanding the subject matter
 - Western styles of instruction
 - The impact on the Korean language



(Jon and Kim, 2011)



- ‘Cultural dilemmas’ faced by faculty in Japan and Korea
- Issues relating international students (e.g. visa overstay)

(Jon and Kim, 2011)





- A call for research into...
 - How EMI is being implemented around the world
 - The attitudes of key stakeholders towards EMI policies
 - The impact of EMI
 - The types of training needed



Recap

- Questions about skills and qualifications required
- ‘Competency’ in EMI instruction





Recap

- Scarcity of resources for teaching
- Little attention paid to EMI teacher training



How can I improve my
EMI competency... ?



Recap

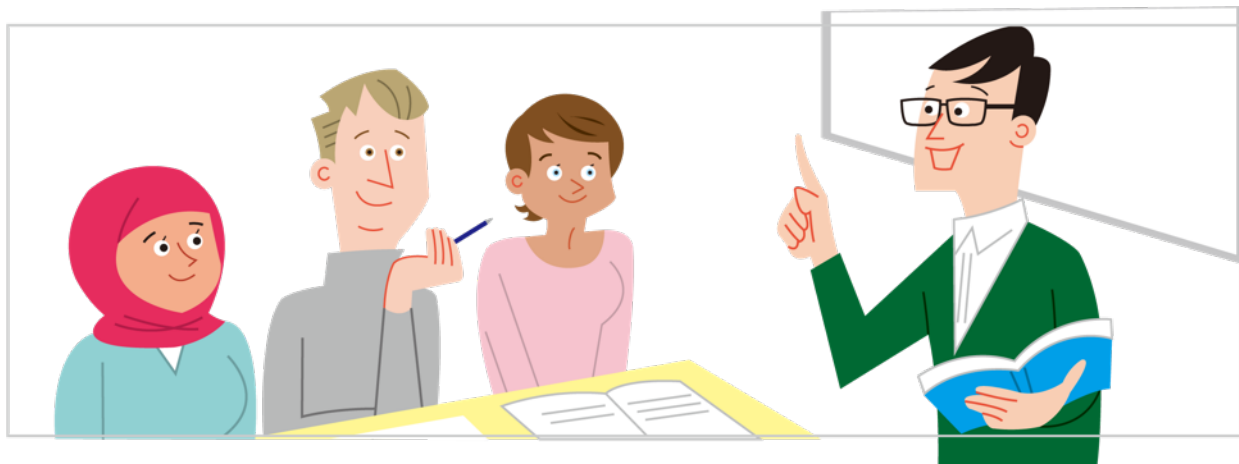
- English as a lingua franca in EMI settings
- We should move away from the 'native' speaker ideology.





Recap

- The ability to conduct a class in English, convey information and manage an internationalised classroom





Thank you for watching