Teaching in English in the 21st Century

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Overview of Teaching in English (TiE)

What is EMI?

- English as the Medium of Instruction (EMI)
- The use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English.

Why is EMI Increasing?

- English is ‘lingua franca’ of the country.
- Opportunity to attract wider range of students.
- Who want to be more employable in a world where a quarter of the population speaks English.
- Who want increased mobility for study abroad, work and home.
- Contributes to political alignment of country with English-speaking countries.
What is International Status of EMI?

- English as a medium of instruction (EMI) is rapidly increasing in many countries, especially in the private sector.
- Few countries have official statements or policies on EMI.
- Clear guidelines on the pedagogical approach to delivering education through EMI.
- Most teachers/faculty who are expected to use EMI are not native speakers, and there are no clear regulations on the level of English language competence required for instructors or learners.
- There are not enough teachers/faculty.

What are Institutional Barriers and Benefits?

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<td>Financial cost</td>
<td>Increased participation in global community</td>
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<td>Faculty ability and motivation</td>
<td>Increased student enrollment</td>
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<tr>
<td>Student ability and motivation</td>
<td>Improved perception as 21st century institution</td>
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<td>Nationalism</td>
<td>Increased global knowledge and skills of graduates</td>
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What Challenges Face EMI Faculty?

- **Language Abilities (Basic, Academic, and Instructional)**
  - Research suggests that instructors delivering a seminar via EMI can fail to express up to 25 per cent of what they would explain in the same time in their primary language.
- **Student Proficiency (Basic and Academic)**
- **Pedagogy**
  - Knowledge and skills in appropriate teaching methods
  - Knowledge and skills in code-switching strategies
  - More time to cover curriculum or reduction in content to be covered
- **Instructional Resources**
  - Texts (textbooks, manuals, handouts, presentations)
  - Classroom Environment
  - Technology infrastructure, equipment, and software
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Four Proficiencies for Teaching in English (TiE)

- **English Proficiency (EP)**
  - Knowledge of English language – reading, writing, speaking, and listening
  - Knowledge of English linguistics – the technical elements of the English language, including grammar, morphology, syntax, and phonology
  - Skills in using English language - fluently and accurately on all levels pertinent to professional needs

- **Academic Proficiency (AP)**
  - Knowledge of subject matter to be learned or taught, including concepts, theories, ideas, organizational frameworks, knowledge of evidence and proof, as well as established practices and approaches toward developing such knowledge.
  - Experience and skills in analyzing, synthesizing, applying, and creating knowledge in the academic discipline.
**Pedagogical Proficiency (PP)**
- Skills in all aspect of teaching process - processes and methods of teaching and learning, including understanding of how students learn; the learning environment; lesson planning, implementation, and evaluation; how to engage and support all students; and student assessment.

**Pedagogical Academic Proficiency (PAP):** Skills in interpreting the subject matter, finding multiple ways to represent it, and adapting instructional materials in response to alternative or misconceptions conceptions and students’ prior knowledge.

**Digital Proficiency (DP)**
- Knowledge about certain ways of thinking about, and working with digital tools and resources.
- Skills in applying IT productively at work and in everyday life, recognizing when information technology can assist or impede the achievement of a goal, and adapting to changes in information technology.

**Academic English Proficiency (AEP)**
- Knowledge of the English language that is applicable to a specific academic discipline
- Experience and skills in using English to explain, represent, and demonstrate subject matter concepts
- Experience and skills in adapting English-based instructional materials to address students’ alternative conceptions and prior knowledge.

**Pedagogical English Proficiency (PEP)**
- Skills in helping English learners access the subject and in using code-switching during instruction to support student learning.
- Skills in use of English to engage students, interpret the subject matter, and represent the subject matter in multiple ways.
- Skills in understanding student use of English in action (speaking and writing) and responding in ways that support learning.
Digital Academic Proficiency (DAP):
- Skills in using digital tools and resources used in the academic discipline to further knowledge development, application, and education.

Digital English Proficiency (DEP):
- Skills in using digital tools and to support communication in English (reading, writing, listening, and speaking) and teaching in English.

Comprehensible Input +1
- Theory that language is acquired by hearing and understanding messages that are slightly above students’ current English language level (Krashen)
- EX: An English language learner may understand the message “Put the paper in your desk.” By slightly changing the message to “Put the paper in the garbage,” the speaker scaffolds new information that increases the learner’s language comprehension. In order to do this, the teacher must provide new material that builds on the learner’s prior knowledge.
- Comprehensible input may be provided by teacher, texts, and classmates.

Comprehensible Output
- Students need opportunities to practice language at their level of English language competency.
- This practice with English-speaking peers is called Comprehensible Output.
- Many researchers feel that comprehensible output is as important as input.
Increasing Opportunities for Comprehensible Input/Output

- Active learning, formative assessments, and use of digital interactives:
  - Increase opportunities to practice at the pace of the learner.
  - Increase opportunities for learner to reflect and monitor progress.
  - Increase opportunities for speaking and listening to multiple individuals.
  - Increase opportunities for short reading and writing activities.

- Groupwork (pairs, triads, and quartets):
  - Group members may modify or adapt the message to the listener’s needs.
  - Group members may more easily check on the understanding of the listener.
  - There is more opportunity for oral practice and for repetition of content information as peers help negotiate meaning.
  - Student talk in small groups is centered on what is actually happening at the moment as the task is completed.
  - Feedback and correction are non-judgmental and immediate.

Academic English Language and Literacy

- Refers to the oral, written, auditory, and visual English language proficiency required to learn effectively in schools and academic programs—i.e., it’s the language used in classroom lessons, books, tests, and assignments, and it’s the language that students are expected to learn and achieve fluency in.

- Frequently contrasted with “conversational” or “social” English language.

- Includes vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions.

- Allow students to acquire knowledge and academic skills while also successfully navigating school policies, assignments, expectations, and cultural norms.

Academic English Language/Literacy

- Includes related non-linguistic skills that are difficult or impossible to separate out from language ability:

  - Foundational academic skills - organizing, planning, researching
  - Cognitive skills - critical thinking, problem solving, interpreting, analyzing, memorizing, recalling
  - Learning modes - questioning, discussing, observing, theorizing, experimenting
  - Work habits - persistence, self-discipline, curiosity, conscientiousness, responsibility
  - Other forms of literacy - required to succeed in 21st century classrooms, including 21st century skills and themes

Adapted from Academic Language, EdGlossary.org
8 Active Learning Strategies for Developing Academic Language

1. Assign diverse texts.
   - Reading and thinking and talking about different genres is a robust sequence for learning academic language.

2. Use written and oral sentence/summary frames in class active learning activities.
   - ORAL: Students read a section of text to themselves before verbally summarizing the passage to a partner.
   - WRITTEN: Students complete sentence frames
     - If the main idea of the paragraph is problem/solution, use the frame: "_____ wanted _____ but ______ so ______."
     - If the main idea of the paragraph is cause/effect, use the frame: "_____ happens because ______." 

3. Model and require students to translate from academic to social language (and back).
   - Model how to say something in a more academic way or how to paraphrase academic texts into more conversational language.

4. Model and require students to practice scripts of academic routines in group work and presentations.
   - "The topic of my presentation is ______." 
   - "In the first part, I give a few basic definitions. In the next section, I will explain ______. In part three, I am going to show ______."

5. Model use of transitions and require use in oral and written activities.
   - See examples at Transition Handout

6. Dynamically introduce academic vocabulary.
   - Repeat encounters with words in various authentic contexts.
   - Make first encounters with vocabulary "sticky."
     - Use the word in a funny or personal story.
     - Show a short video from VocabAhead.

7. Require students to diagram similarities and differences between concepts.
   - See example.

8. Insure they understand critical thinking terms.
   - See 10 Terms.