



The  
University  
Of  
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English  
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# EMI Teacher Training and Development- International Case Studies

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# Talk Overview

- EMI Background and Sheffield EMI Experience
- Case Study: EMI training and development at Tomsk State University, Russia
- EMI implementation - areas of consideration

# EMI Background

- English Language is currently preferred L2 across the world for education and business in many contexts
- Internationalisation is a key national target in many HE contexts
- EMI is a 'growing global phenomenon' \*
- Increasing requests for EMI training and development internationally

\* Julie Dearden 2015

# Sheffield ELTC EMI Experience

- Over 7000 international students at the University of Sheffield and many ESL staff.
- Designed or implemented training projects for Germany, China, South Korea, Spain, Turkey, and currently Indonesia for the British Council.

# Teaching Subjects Through English

- EMI (English Medium Instruction)
- CLIL (Content and Language Integrated Learning)
  
- Language v Subject
- Awareness and Explicitness

# EMI and ELT

Implicit

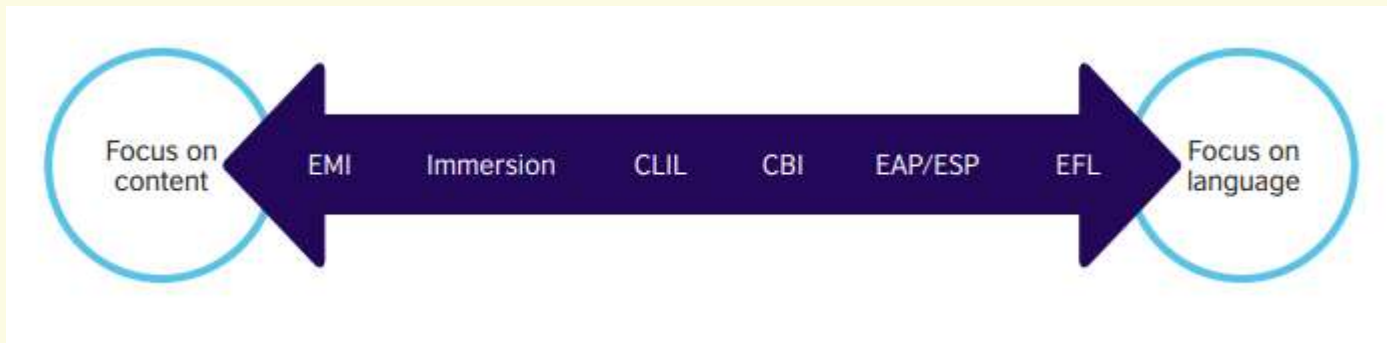
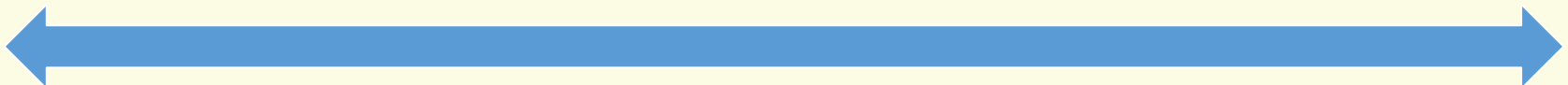
Language

Explicit

EMI

CLIL

ES(A)P



# EMI Research

## EMI Oxford Research Group

### Questions that relate to ELT...

10. What strategies do learners deploy in EMI contexts; are these different from EFL/MFL contexts, and from L1 MOI contexts?
11. What are the most effective forms of EMI and EFL/EAP/PYP teacher preparation/professional development?
12. Can EMI teachers and EFL teachers collaborate in order to improve EMI delivery?

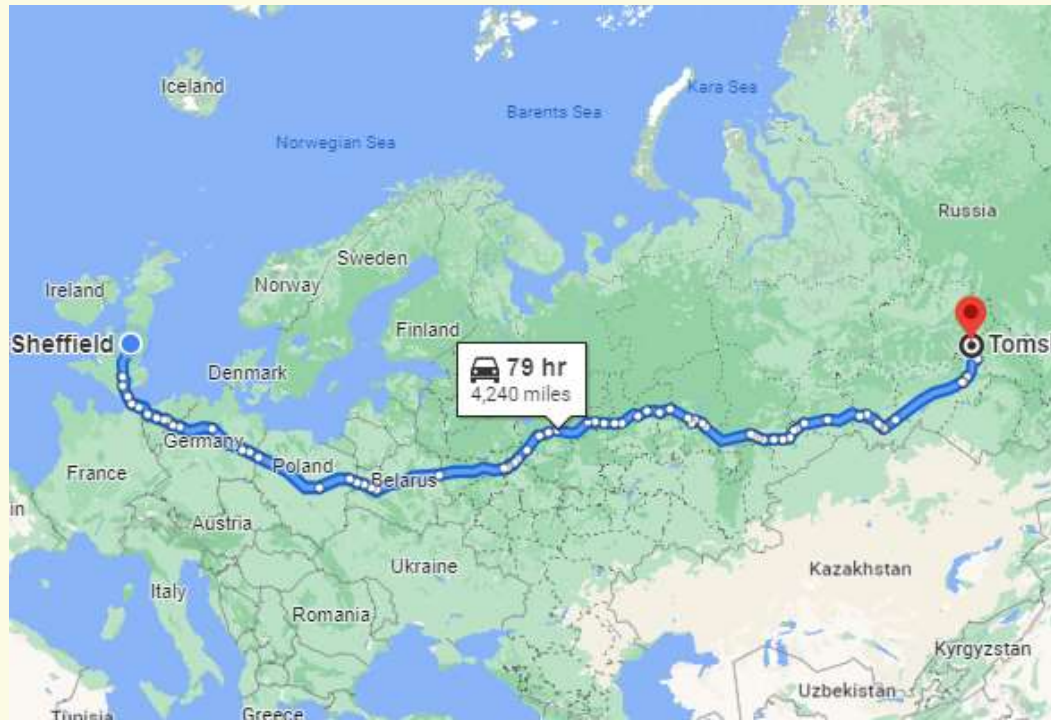
# Current EMI Debates and Issues

- [Effect on L1 and in multilingual contexts](#)
- [Effectiveness](#) on English language development
- [Impact](#) on conceptual knowledge in disciplines
- Assessment of language and subjects - [Event and Video](#)
- Move towards [English Medium 'Education'](#) from British Council in particular



# Case Study

ELTC involvement in EMI development at Tomsk State University in Siberia.



# EMI PROJECT TO TEACH IN ENGLISH AT TOMSK STATE UNIVERSITY



# TSU EMI Programme Aims

- combined language development and teaching methodology programme
- support the targets of key improvements in English language teaching quality and in the aim to provide more programmes delivered in English across the University.
- to internationalise the staff and student cohort, increase research and teaching in English and to improve international University rankings as part of the Russian 5-100 Project.
- tailored approach ensures a context-specific and needs-driven programme can be designed and implemented to best suit the development issues identified by the key stakeholders at TSU.

# THE GOALS:

to attract  
international  
students



to give students the  
possibility to study  
abroad



to offer academic staff more  
opportunities for research  
and professional  
development



to be better positioned at  
the University rankings as  
part of 5/100 project



to modernise the  
University



# TO REACH THE GOALS:

to organize workshops, conferences and forums in English (more classes of English)

to introduce training and practice (train the trainer, observations, model groups, mentors)

to introduce various courses in English for professors to be able to do research in English

to provide more programmes delivered in English across TSU

to create English-speaking environment at TSU

# TO IMPLEMENT THE EMI PROJECT

2015



Classes of English for subject teachers

2016



English language lecturer development programme - ELTC of Sheffield University

2017



Webinars and EMI workshops organised by ELTC Sheffield and TSU (50 persons)

2018



Additional classes of English for TSU students to create academic and educational setting

# TO IMPLEMENT THE EMI PROJECT

2019



Sharing EMI experience in the Institute of Economic and Management across TSU and its Facilities

2020



EMI events and sessions at the IEM with Russian and international student and online teaching collaboration with UK

2021



EMI course completed for TSU staff in St.Petersburg and TSU designing own EMI training course

2022



More TSU Faculty involved with EMI, increase numbers of staff teaching in English and more international collaboration

# 1 PHASE



Training courses: **300** subject teachers, **30** English teachers (30 groups)



Annual conference

**“Teaching in English: from Theory to Practice”**



Sessions in English at university conferences





# 2 PHASE



Course **syllabuses** in English



Workshops and round table discussions in English for **subject teachers**



**Online** courses in English developed by subject teachers



Annual conferences in English for students (subject teachers participate)



Workshops for students and subject teachers to develop follow-up **research projects**



# 3 PHASE



Lectures and tutorials in English\*



Regular sessions in English at  
TSU conferences\*



Workshops and panel  
discussions\*



Joint international projects\*

\*for students and subject  
teachers



# 4 PHASE



EMI Training course established for internal and external staff



Refinements in specialised educational events in English for staff and students



Increase in engagement with student conferences in English and international partnerships



Normalisation of English speaking environment in areas of TSU



# CHALLENGES AND BARRIERS



Lack of incentives



Low level of students' and subject teachers' English



The large amount of time to prepare for classes in English



Mistrust of a new way of teaching by subject teachers and faculty administration



# OPPORTUNITIES

Language policy of key stakeholders at TSU



EMI method and ELTC of Sheffield University assistance



Training and ongoing development provided by TSU and ELTC, Sheffield



Professional development and stimulation of follow-up research projects



# RECOMMENDATIONS:

- △ University language policy and administration support
- △ On-going training and observation provided by English teachers
- △ Popularisation of the experience across TSU and implementation of the best practice framework
- △ Bottom-up and top-down approach that can generate interest in doing research and delivering tutorials in English

# International EMI Students

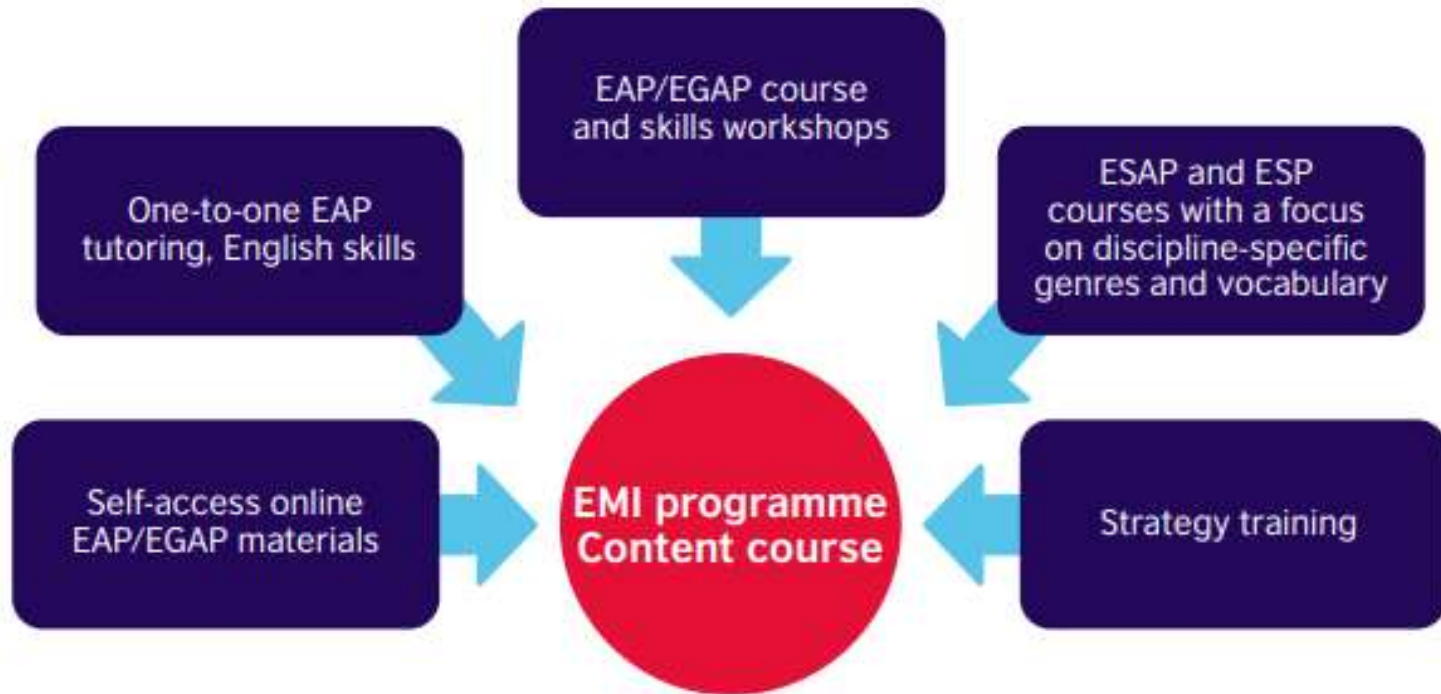
**Possible issues these students can face...**

**Technology** - access, new platforms, audio-visual expectations online

**Pedagogy** - engagement, interaction, new approaches, cultural expectations, previous learning experience

**Language** - pace, vocabulary, confidence, level, speaking/listening, academic conventions

**Figure 8:** Potential elements of an EMI student support system



TeachingEnglish

English in higher education –  
English medium  
Part 1: Literature review

Edited by Nicola Galloway

2020

# EMI Implementation Areas

- Institutional Policies (Language, Internationalisation for example) NOT just strategies and practice
- Training and ongoing development for EMI Teachers and Students (EAP, General Language)
- Contributing to 'Pathfinders' - models for module and programme development
- Assessment of English and Subjects
- In-Sessional Support (teacher and students)
- EMI Methods and Techniques