

## Approaches to EMI teacher training

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### Program text

The presenters describe and provide materials from an EMI teacher-training program that raises awareness about the role of local context in teaching approach, language and intercultural communication.

### Abstract

Given the growth of English medium instruction (EMI), questions have been raised about best EMI teacher-training practices (Costa, 2015; Fenton-Smith, Stillwell, & Dupuy, 2017; Tuomainen, 2018). To address these questions, this presentation draws on the materials and practices developed as part of a large transnational project, Transnational Alignment of English Competences of Academic Staff (TAEC). More specifically, the presentation proposes context-based EMI teacher-training programs that raise awareness about three main areas: 1) teaching approaches, 2) language uses, and 3) intercultural communication (ICC) with a special focus on the characteristics of the local setting.

First, the training program focuses on the role of language, be that English or other languages, in different teaching activities in EMI courses, taking into consideration the various factors in the local teaching context. Then, the training deals with suggestions on how to develop teachers' overall English proficiency for the purpose of teaching EMI courses with a specific focus on oral production. Finally, the training addresses how to adapt the teaching and classroom communication considering the variation of cultures and communication styles of the internationalized EMI classroom.

This teacher-training program, which includes a handbook and training materials, has been developed on the basis of transnational empirical data from EMI classrooms and has been piloted and adjusted with EMI lecturers from Croatian, Danish, Italian, Dutch, and Spanish universities. Data from piloting across the different contexts suggest that the cookie-cutter solutions to the challenges and the dilemmas in the EMI classroom lack utility because what is a good solution for one context may not be relevant for another.

The presenters describe the project and provide examples of training materials that can be used across contexts.

### Author(s)

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### Literature

Costa, F. (2015). EMI teacher training courses in Europe. *RiCOGNIZIONI. Rivista di Lingue e Letterature straniere e Culture moderne*, 2(4), 127-136.

Fenton-Smith, B., Stillwell, C., & Dupuy, R. (2017). Professional development for EMI: Exploring Taiwanese lecturers' needs. In *English Medium Instruction in Higher Education in Asia-Pacific* (pp. 195-217). Springer, Cham.

Tuomainen, S. (2018) Supporting non-native university lecturers with English-medium instruction. *Journal of Applied Research in Higher Education*, 10(3), 230-242. <https://doi.org/10.1108/JARHE-03-2017-0022>