# Resolving the challenges of teaching at tertiary level through English

**Rachel Appleby**

**IATEFL 2019, Liverpool**

Tina Leahey – Liverpool artist

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# Link to handout & slides

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# CONFERENCE TALKS / TRAINING

Posted on April 16, 2016

*(Please note that the date you can see above is when I started this blog; I update it regularly!)*

**2019 April, IATEFL Liverpool**

Very excited to be back at IATEFL UK this year – it's a rare treat! (4 April, Thurs. afternoon!)

**Resolving the challenges of teaching at tertiary level through English**

*Many students now choose to study in English, at home / abroad. This is putting enormous pressure on staff to teach their speciality in English (English as the Medium of Instruction – EMI). Additionally, lectures may be packed with students from different cultural backgrounds, with mixed levels of English and subject knowledge. This session demonstrates strategies to promote tutor confidence and effective learning.*

The Liver Building www.tinaleaheydesigns

**Handout**: *(coming soon!)*
**Powerpoint slides:**

**Tags**

adult learners advanced learners autonomy bike bookshop bottom-up business business English client communicative tasks company confidence customer cycle effective questioning **ESP** exam freer practice grammar independence intermediate IPA learner training **listening** metacognition methodology model **one:one** phonemic chart presentations process pronunciation public speaking questions **reading** real-life tasks script skills speaking strategies top-down up-to-date video vocabulary write
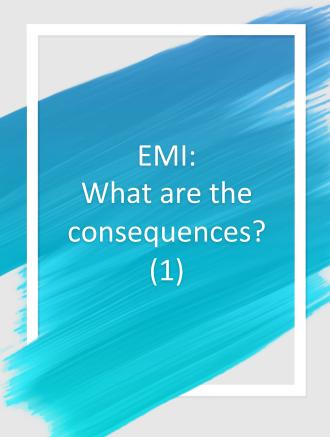
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## What is "EMI" ?
[English Medium Instruction]

" The use of the **English language to teach academic subjects** (other than English itself) in countries [...] in which the majority of the population's first language is not English.

(Dearden, 2015)

**EMI:
What are the consequences?
(1)**

**Issues for Teachers:**

Language competency

Communicative competency

Unknowns: [less well-knowns]

**Students'** level of English, subject knowledge & cultural background

## Solutions:

## SESSION OVERVIEW

○ Increase **teacher confidence**

○ Promote **effective learning**

- - -> ○ 2 sample videos, focusing on:
  ○ strategies + techniques
  ○ (not content!)

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Task 1

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True / False statements

Teaching in an EMI context
Task 1

" Seminars / Lectures in which students are actively engaged provide a better learning experience.

# True / False statements

# Teaching in an EMI context
Task 1

" The better the spoken English of the lecturer, the better the learning.
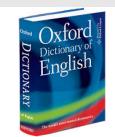
True / False statements

Teaching in an EMI context
Task 1

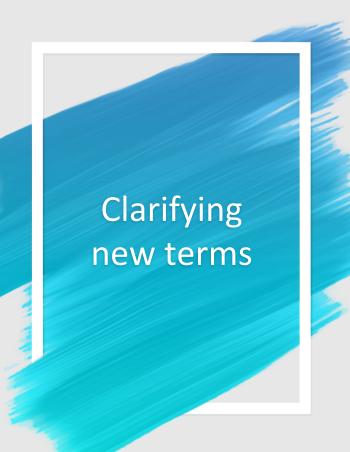" A dictionary definition is generally one of the most effective ways to explain a new term or concept.

*" students are actively engaged*

*" better English skills,*

*" check students are on task*

*" explain a new term*

ISSUES
– in an EMI
context

- ◦ Interaction

- ◦ Clarifying & checking meaning

- ◦ Delivery (in lectures & seminars)

**Clarifying new terms**

*How can you convey meaning?*

**pictures**

**from context**

**mime**

**realia**

**on a cline scale**

*love – like – don't mind – hate*

## Clarifying new terms
## Task 2

*What order would you put these in?*

a) Give an explanation or paraphrase

b) Give an example

c) Check understanding (ask for another example; give a mini-task, etc.)

d) Give a dictionary-type definition

Leo Selivan:

Clarifying
meaning
Task 3

Leo is talking about
"polysemy".
He mentions "aid".

Compare your ideas.

[10:25-11:16]

# Leo Selivan:

# Clarifying meaning

# Polysemy

## Close or distant?

He **runs** 10 miles every day.
She **runs** a restaurant.

He set up his own **party** in 2012.
I'm having a **party** on Friday.

His hands were **rough** from hard work.
I've had a **rough** day today.

I have to go to the **bank**.
A man was fishing on the opposite **bank**.

# Clarifying meaning

*("suggested order")*

- ○ Give a dictionary-type definition (d)

- ○ Give an explanation or paraphrase (a)

- ○ Give an example (b)

- ○ Check understanding (ask for another example; give a mini-task, etc.) (c)

*Other strategies: Li-Shih Huang, oupeltglobalblog.com*

## Leo Selivan:

## Effective delivery Task 4

*Underline **key** words; add pauses /*

Well *polysemy* is the fact of having a number of meanings 'semy' in other words semantic meanings and poly from Greek meaning 'many' so polysemy is the fact that many English words are polysemous some are close some are distant

*(punctuation removed)*

[10:28-10:50]

## Leo Selivan:

## Effective delivery

Well *polysemy* is the fact of having a number of meanings / 'semy' in other words semantic meanings and poly from Greek meaning 'many' / so *polysemy* is the fact that many English words / are / polysemous / some are close / some are distant

## EFFECTIVE DELIVERY

## STRESSES & PAUSES

Stress **key** words

**Pause /** between phrases

**Teacher** > delivery a text clearly
**Students** > better understanding

Tatiana Golechkova

# Tatiana Golechkova

## Approaching new concepts

- ◦ What do you **know** about "**student-generated activities**"?
- ◦ What do you **want** to know?

- ◦ What have you **learnt**?

# A **KWL** CHART

| | |
|---|---|
| WHAT YOU **K**NOW | |
| WHAT YOU **W**ANT TO KNOW | |
| WHAT YOU'VE **L**EARNT | |

*Underline **signposts***

Tatiana Golechkova:

Effective delivery
Task 6

Right, today I would like to speak a little bit more about the activities themselves, their benefits for learners, and for the teacher.  I would like to speak about the problems that I encountered in my practice, suggest some solutions, and finally again if we have time I will share some feedback that was provided by my students. Once again, these are the exercises that students create for one another. These could be exercises based on and focused on either the skills or systems. To illustrate more clearly what I mean by that, let me show you what the students were asked to do.

[02:03 – 02:58]

## EFFECTIVE DELIVERY

## SIGNPOSTS

**Teacher** > organise content logically

**Students** > follow the talk

**RECAP:**

ISSUES – in an EMI context

" *students are actively engaged*

" *better English skills,*

" *check students are on task*

" *explain a new term*

- ○ Interaction
- ○ Clarifying & checking meaning
- ○ Delivery (in lectures & seminars)

# RECAP:
## ISSUES – in an EMI context

- Interaction

- Clarifying & checking meaning ✓
  - Giving clear definitions
  - Checking understanding (Qs; mini tasks)
  - Drawing on what sts know (KWL chart)

- Delivery ✓
  - stress & pauses; signposts

## INTERACTION
Task 7

What forms of **interactivity** have you used / experienced in this session? Tick ✔ the ideas on the handout.

Why is interactivity especially important in an EMI context?

increase
**Teacher confidence**

promoting
**Effective learning**

1. stress / pauses

3. online interactive tools

2. using signposts

5. pair discussions

5. clarifying meaning: 4-steps

6. ways to check meaning

Any questions?

# REFERENCES

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Menti.com [for students]; **mentimeter.com** [for teachers] – online interactive presentation software

@SlidesCarnival (slide template)

www.tinaleaheydesignsuk.etsy.com – illustration of Liver Building on ppt slides

**PPT slides & handout** for this talk, go to 'Conference Talks' at **rachelappleby.edublogs.org**