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13th International Conference on TESOL
Breakthroughs in English Language Teaching
in the Post-Pandemic

SEAMEO RETRAC, November 17-18, 2022

The role of English Language Teachers in EMI and CLIL

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EMI Centre



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Vietnam context

- Vietnam has mandated the use of English in many universities to internationalise and drive standards (Nguyen et al., 2017)
- Teaching and Learning Foreign languages in the National Education System 2008-2020 (Kirkpatrick & Liddicoat, 2017)
- An aim for all institutions to teach English by 2025 (Kirkpatrick & Liddicoat, 2017; Tran & Tanemura, 2020)



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EMI

“EMI is the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language (L1) of the majority of the population is not English” (Macaro, 2018, p.19)



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Challenges & opportunities

- What are the challenges of this ambition to increase the use of English-taught programs?
- What issue might this present for teachers of subjects other than English?
- What are the opportunities for students and content teachers?



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The role of English language teachers

- What role can language teachers play in supporting this shift and/or in influencing policy or practice?



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The role of English language teachers

- Support students
- Support teachers
- Lobby and influence



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Examples

- Provide informal support to colleagues
- Develop and deliver in-house teacher training/education programs to content specialists
- Help content teachers re-assess their new role to include language as well as content as core business
- Support the transition to using L1 and L2 (i.e. translanguaging)
- Co-develop and share resources, rubrics, material with content specialists
- Co-teach with content specialists (integrated approach)
- Deliver academic language and learning sessions to students (adjunct approach)
- Lobby and influence
- Seek external support



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- EMI – English as a Medium of Instruction
- CLIL – Content and Language Integrated Learning
- TESOL Methodology – Methodology for Teaching English to Speakers of Other Languages

Session 1	Session 2
Structuring lessons	Practice Workshops Micro-teaching
Encouraging active participation	
Managing group activities	
Asking questions	
Assessment & feedback	

EMI Symposium September 2022



Day 1

For policy makers and institution decision-makers



EMI: Challenges and opportunities



EMI case studies: Success stories & reflections



Panel Discussion: Best practice in transitioning to EMI

Day 2

For practitioners



Researching EMI in higher education across the Asian region



Translanguaging: and the sustainable use of EMI



Using EMI in the classroom: Top tips for delivering through EMI



Taking Action: Upskilling in EMI

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Focus areas of research;

- EMI and CLIL
- Teacher education and TESOL methodology
- English in a multilingual society
- Pragmatics and intercultural communication
- Language testing and evaluation
- Second language class interaction
- Pedagogy in higher education



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For more information

Professional development

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English for STEM

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