

Teaching English and Teaching IN English: A teacher professional development MOOC to support EM practitioners in Indonesia

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Thank you to the project team

Indonesia team: Dr. Nurmala Simbolon, Dr. Nizamuddin Sadiq, Dr. Mariana Syamsudin, Sarah Bibi, Nurul Fadillah

UK team: Dr. Nicola Galloway, Dr. Kari Sahan, Dr. Daniel Lam, Dr. Carole MacDiarmid, Dr. Ide Haghi, Sofia Di Giallonardo, Michael Budzenski

British Council UK-Indonesia Digital Innovation Grants Project background

Growth of EMI
Internationalisation of higher education in
Indonesia

Challenges to EMI implementation

- Student support
- Teacher training/development

EMI lecturers EAP/ESAP lecturers

The project aims to build...

Infrastructure

 an online database for a) EMI and ELT-EAP teaching resources and b) delivery of a Massive Online Open Course (MOOC)

Capacity

by designing and delivering a teacher professional development (TPD) programme

Community

a collaborative network of EMI and ELT-EAP practitioners and researchers

A needs-based TPD online course

Short lecture videos

UK and Indonesia academics researching EMI and researching and teaching in EAP

Videos of real university classes in Indonesia
Interviews with teachers and students

This presentation...

 How the literature review and needs analysis informed the MOOC's

syllabus content

• design features & resource development

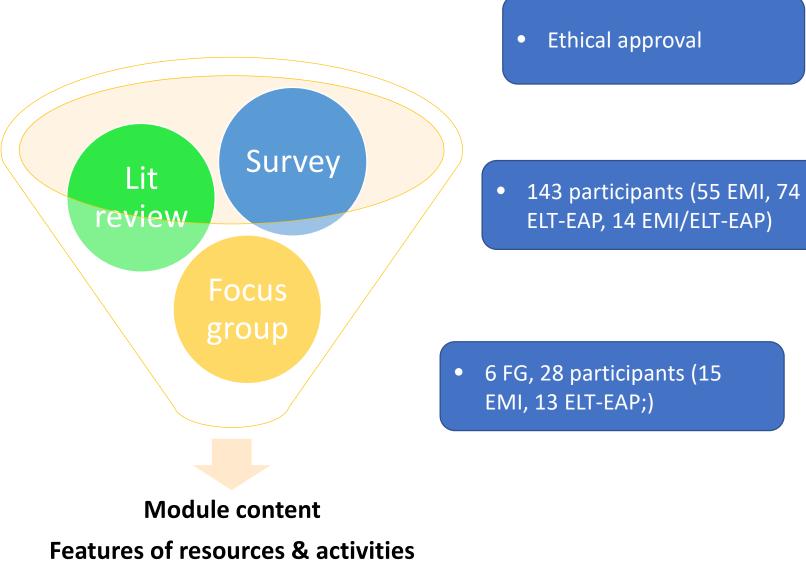


Overview of needs analysis

- EMI in context
- Professional development needs of EMI & ELT-EAP teachers
- MOOC development

Themes

- Materials development
- Pedagogy
- Language use
- Professional development
- Technology and MOOC





Questionnaire survey

- "My students always understand me when I speak English in class" – 44.4% positive
- Open-ended Q: Teaching in English to match students' limited English & Explaining technical terms were the most frequently mentioned languagerelated challenges

Literature review

- EMI/ELT-EAP teachers' limited skills in supporting students' language needs (Galloway & Ruegg, 2020; Vu & Burns, 2014)
- Content lecturers need EMI pedagogy /methodology (Lamb et al, 2021; Vu & Burns, 2014)



Focus groups

- More time spent on translating rather than understanding content due to students' limited English (FG3)
- EMI lecturers < 5 years'
 experience feel less confident
 when asked to teach EMI (FG6)





Module:

Teaching students with mixed or lower English proficiency

Module:

Teaching students with mixed or lower English proficiency







A. Teaching mixed ability classes

B. Scaffolding for mixed ability students

C. Classroom interaction and learning opportunities

Lecture by Dr Sari Karmina

- Challenges and potentials
- Teaching strategies
- Ways of checking students' learning progress

Lecture by Ms Sofia Di Giallonardo

- Theory and literature on scaffolding
- What can teachers do?
- What can teachers say?

Lecture by Prof Steve Walsh

- Interaction and learning
 Classroom recordings and interviews
- Checking and ensuring students' understanding
- Extending interaction & opening up learning opportunities

MOOC Syllabus

MOOC Introduction

Module 1: Introduction to EMI and EAP in EMI

Module 2 : Designing learning materials

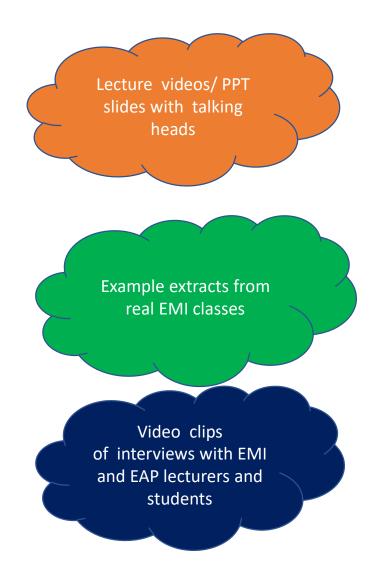
Module 3: Teaching (in) English to students with mixed

or limited proficiency

Module 4: Translanguaging and L1 use

Module 5: Engaging students in the classroom

Module 6: Teacher development



How did the needs analysis inform the MOOC's design features and resource writing?

Examples



Needs analysis

Survey participants showed a preference for

- interactive elements (84.6%)
- Feedback from other course participants (79.0%)
- hands-on activities (79%)

Higher levels of motivation for those who could relate their learning on the MOOC to real life (Hood et al., 2015)

- Time as most frequently mentioned PD challenge (survey)
- Majority reported 2-4 hours/week availability
- Shorter videos more engaging (Guo et al., 2014)

Guiding principle

Active engagement

Real-life relevance

Time

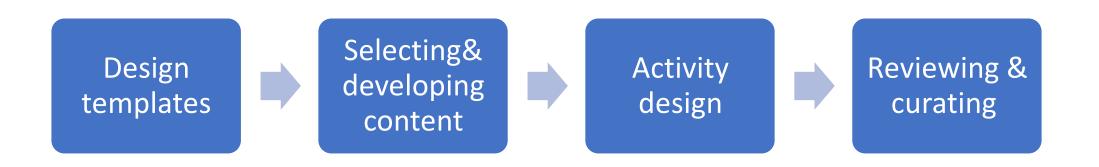
Design feature

- Discussion forum
- Variety of activities

- Reflections & forward planning
- NA findings highlighted in intro

- Max 4 hours per module
- 3-5min videos; 3-part lectures

MOOC Development: Resource writing

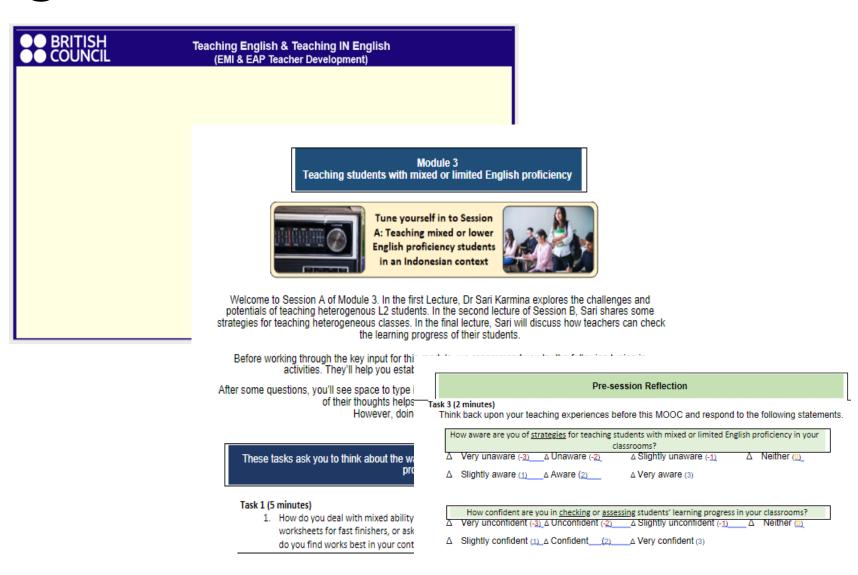


Planning & design docs

UK-Indonesia EAP & EMI Mood

 You can use this termolate to dealt module content Save the document Module X Content draft (make a folder for your module) Delete text not used †. Module X draft trovide an overview of the module [short dip or write] Make a link to the NA survey cosults Module aim & intended learning autcomes (ILOs) This unit aims to/in this module we will _iexplore/help you/reflect an/laok at/... introduce you ta/ clarify/consider Intended Learning Outcomes (ILDSs) Unit road map & time /The module is divided into X theme/parts/ References (here to at end?) For each theme/component of input: THINING IN Task 1 describe task- this task/activity asks you to... Provide tasks/activities to activate schemata/background knowledge /preparation for the unit E.g. Qs on the issue/focus of the module, what do you know about/what do you do? KEY INPUT- select LECTURE/READING/CASE STUDY/RECORDING etc. Task describe task- this task/activity asks you to... Now listen/read... Lecture / case study – observation videos or interviews Possibly include blocks of text or links to external resource or worksheets? Use MOOC slide design PPT template FOLLOW ON TASKS/ACTIVITIES: Task describe task- this task/activity asks you to... Provide tasks/activities as response to input Responses to input lecture or case study videos (e.g. reflection, comment, suggest solutions, quizi · You may give design/apply tasks (that can be for self-reflection; possibly share with peer on a discussion board-for peer comment on) epeat (tuning in/input/follow on for each theme) where relevant (for different 5. MODULE REVIEW AND ASSESSMENT Provide a summary (record or written) and self-evaluation/reflection tasks In this module we have. Task describe task- this task/activity asks you to... Self-assessment (and optional peer assessment?)

Module XX - Module name



MOOC structure

Q.34 Are you familiar with MOOCs (Massive Open Online Courses)? (N=143) (in percentage)

Lecturer	Very familiar	Somewhat familiar	Not Very familiar	Unfamiliar
EMI	20	30.91	25.45	23.64
EAP	28.38	16.22	25.68	29.73
EMI&EAP	14.29	42.86	7.14	35.71

Q.35 Have you previously enrolled in a MOOC (Massive Open Online Course)? (N=143) (in percentage)

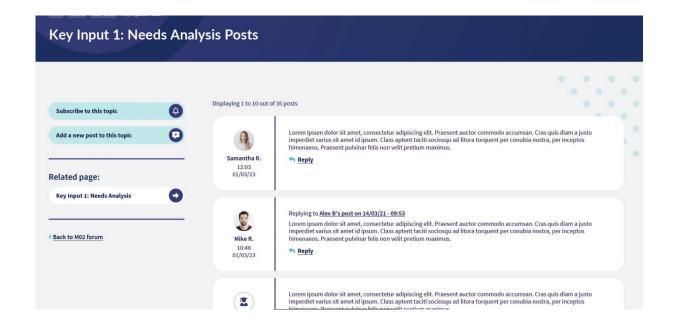
Lecturer	Yes	No	I don't know
EMI	34.55	54.55	10.91
EAP	33.78	58.11	8.11
EMI&EAP	42.86	50	7.14

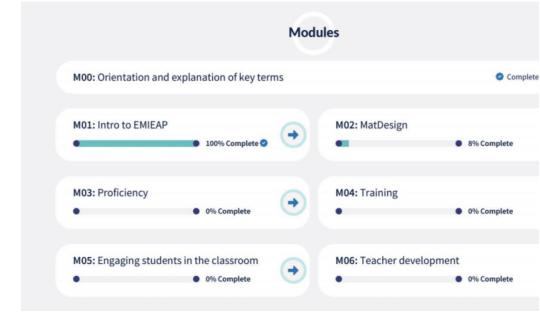
MOOC module overview

- Module introduction
- Session A
 - Tuning-in
 - Key input 1 -> follow-on activity
 - Key input 2 -> follow-on activity
 - Key input 3 -> follow-on activity
- Session B
- Session C
- Module review

MOOC structure







Welcome to Module 2

In this module, we'll seek to familiarise you with different approaches to selecting, developing, and adapting learning materials in EMI, EAP, and ESP classrooms. Teaching to mixed ability students in EMI or EAP classrooms can often be very challenging to teachers. In this module, our experts Dr Carole

MacDiarmid and Dr Dwi Kartikasari will highlight the benefits of colla

Introduction

Jump to:



Completing this module will help you to:

 Adopt a principled approach to material development (based on n language).

development, and introduce project-based learning (PBL) as well as r

- Demonstrate an understanding of project-based learning.
- Apply different methods to design materials for project-based lear

During the module you will hear from:



Dr Carole MacDiarmid of the Unives academic language use and in how language learners and for EAP tutor

- Introduce needs analysis for EMI
- Explain the principles behind sel authenticity, and student needs
- Discuss the importance of collab



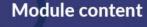
Dr Dwi Kartikasari of Politeknik Neg Management. In this session, she w

- Define project-based learning (P
- Identify key resources for the dev
- Discuss how PBL materials can h



You will also observe a selection of

- Showcase real world challenges
- Offer some of their methods and





Session B: Project Based Learning in EMI and EAP 💿 0% Complete

Expand Session >

Session C: Interviews with lectures on developing materials

0% Complete

Expand Session >

Project Based Learning (PBL)



English Medium Instruction (EMI) English for Academic Purposes (EAP)

Dwi Kartikasari





Task 1 (5 minutes)	
Think about how you could improve your current or future classrooms.	
Have you conducted needs analysis formally or informally for the classes you teach?	
⊚ Yes ○ No	
If you answered YES, can you identify or describe the methods you used to gather information? If you answered NO, what barriers limited your ability to carry out a needs analysis of your classes? Do you have any ideas how to overcome these	e barriers?
Task 2 (10 minutes)	
Task 2 (10 minutes) In your view, how satisfied are you that the different elements of your course (e.g., syllabus, learning materials, teaching/learning methods) are meen needs of your students?	eting the
In your view, how satisfied are you that the different elements of your course (e.g., syllabus, learning materials, teaching/learning methods) are mee	
In your view, how satisfied are you that the different elements of your course (e.g., syllabus, learning materials, teaching/learning methods) are meen needs of your students?	

Teacher Development Workshop

MOOC launch / taster 28-30 March 2023 Workshop participants have the opportunity to:

- familiarise themselves with the social and political driving forces behind the growth of EMI globally and in Indonesia
- share their experience of teaching EAP and EMI, and build professional networks
- apply theory to practice through practical approaches
- take away knowledge of the MOOC created to support professional development

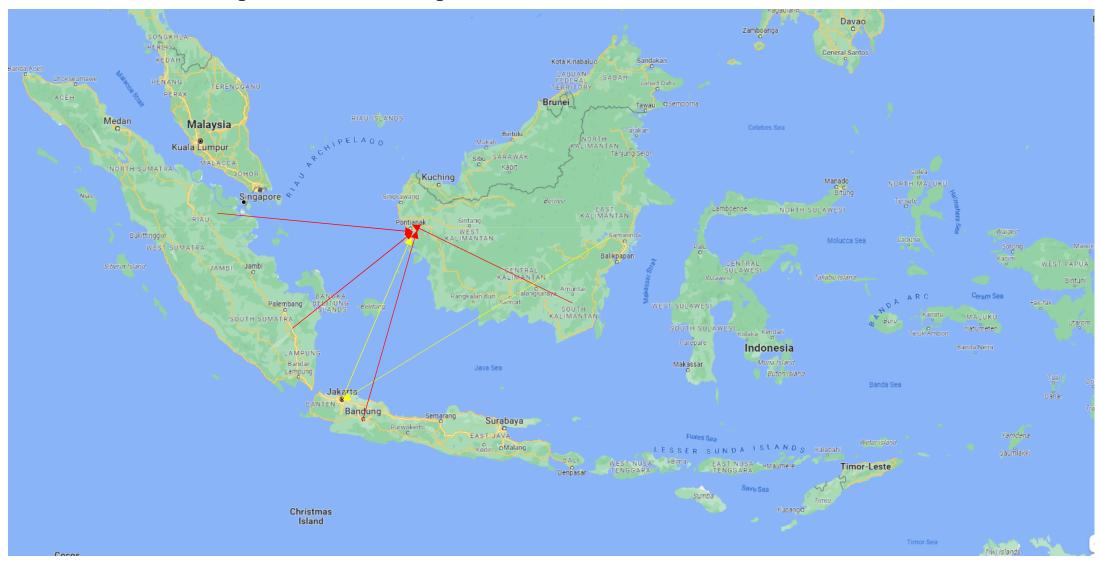
Workshop Structure

Day	Session	Focus
1	Session 1	Welcome Ceremony Getting to know to each other
	Session 2	EMI and higher education internationalisation
	Session 3	Teaching (in) English to students with mixed or limited proficiency Applying theory to practice
2	Session 4	Materials adaptation and design
2	Session 5	Teacher Professional Development ELINET MOOC Teaching English & Teaching IN English (EMI & EAP Teacher Development)
3	Session 6	Wrapping up Reflection and future TPD planning Workshop evaluation

Follow the MOOC learning journey

- Tuning in Task
- Input
- Follow up activity discussion, reflection

Workshop Participants



Participants

29 participants attended

- 17 EAP
- 12 EMI

20 completed the evaluation

- 15 EAP teachers
- 5 EMI Content instructors

Institutions

- 10 vocational higher education institutions
- 1 university
- 1 Islam-based University (EAP & EMI)

Experience

- 14 7 years or more
- 2 5-6 years
- 4 3-4 years

Courses Taught

EAP Business Admin

EAP Business, IT, Tourism

EAP Business Mgt

EMI Engineering

EMI Accounting

EMI Banking

EMI International Business Admin

EMI for management

EAP Tourism

EAP Agriculture, Business, Computer Engineering,

Sciences

EAP-ESP

General English and Maritime English

EAP Agriculture students

EAP construction engineering

EAP Business admin, public speaking, EMI excellent service

EAP Auditing

EAP Engineering

Workshop Evaluation

	SA / A	N	D
The workshop was an appropriate length (i.e. number of days)			
	18	1	1
The workshop was well organised			
	19	1	
The workshop met my needs			
	18	2	
I valued the opportunity to share my ideas with peers			
	20		
The workshop was stimulating and engaging			
	20		
I broadened my awareness of the EMI context			
	19	1	

	SA/	N	D
I broadened my awareness of strategies for dealing with mixed	A	N	U
ability classes.	20		
I broadened my awareness of teacher professional development			
routes	17	2	1
I gained some new strategies in materials development			
	19	1	
I have gained some strategies to apply into my classroom from			
this workshop.	18	2	
I have learned the importance of collaboration between Emi			
content and EAP lecturers	20		
I have learned some ways to realise collaboration between Emi	19	1	
content and EAP lecturers	13	4	
I understand more about EMI teaching practice from attending this workshop.	18	1	1

Workshop Evaluation

	Most Useful	Least Useful
Session 1 GTKY	3	2
Session 2 EMI and HE Internationalisation	1	1
Session 3 Teaching Mixed Proficiency Groups	3	5
Session 4 Adapting and Designing Materials	7	4
Session 5 Routes to Teacher Professional Development	6	8

Overall, what did you like most about the workshop?

It gave me chances to share our teaching situation with the other lecturers. It fully engaged the participants.

It offered me a new networking so I can participate globally connecting with people around the world.

ELINET offers a good platform for research collaboration n publication which be beneficial for our university

It's open my mindset about EMI, collaborative learning and handle the heterogenous class

Overall, what did you like most about the workshop?

Thank you very much for having this workshop and all the material inside. As an English Lecturer of course I have opened my mind related to teaching. As well as I'm not only an English lecturer but also teacher of Bahasa Indonesia for foreigners, and this workshop gave me a lot of ideas related to the approach and methodologies of teaching Bahasa Indonesia for foreigners also.

What suggestions do you have...?

Needs more teaching simulation and feedbacks for improvement; extending the material, contents and duration.

If it's possible, give a full training for all lecturers about how to implement EMI in their classes.

Maybe you can promote this EMI to all stakeholders especially to all vice directors in academic affairs in all Polytechnics, so this method will be spread all over Indonesia.

Where are we now?

MOOC in development stage format

To be hosted on ELINET (Education, Language and Internationalisation) webpages

Writing up projects?

https://elinet.org.uk/







About Network Outputs

Resources

Training & Consultancy

Events & Opportunities

Educational Contexts

Contact

ELINET provides a professional forum to nurture a community of researchers, practitioners, policy makers, curriculum developers, materials writers and students to collaborate and share knowledge in the areas of Education, Languages and Internationalisation.

Our team consists of **coordinators** and **members** from around the globe working together to promote the develop of research, policy and practice in these areas. We organise conferences, events and share our network research via our network newsletter, publications and project pages, reading lists, dissertation and theses databases and blog, interview and podcast interviews. The network also aims to facilitate research-informed practice, curriculum development and promote dialogue and collaboration between researchers are teachers, hosting a series of teaching resources for classroom practice and teacher professional development.

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