

Session A Key Input: Lecture 1
Reflective Practice in EMI
Lecture Transcript by Jim McKinley

Hello, I'm Jim McKinley from University College London. And in these videos, I'll be talking about EMI teacher development through conducting research. In this first video, I'll be talking about reflective practice in EMI.

In this video, I draw on the work of Tom Farrell, who explains that reflection is a key competency for teachers as it allows them to analyze and adapt their teaching to EMI students in specific social, cultural and political context.

He draws on the work of EMI researchers Lasagabaster and Pagaze, who explain that if given the tools, disciplinary teachers are willing and able to explicitly manage and organize classroom communication to support EMI learning. The reflective practice tools for conducting research on your own teaching are dialogue writing, classroom observations, action research, which I'll cover in the next video, narratives and team teaching. I'll cover all of these just very briefly in turn.

So first, dialogue, dialogues give you a chance to share your experiences with colleagues, gives you a chance to clarify, question, and enhance understanding. Group discussions can be very important for even the most experienced EMI teachers. Professional development in a study conducted by Hungand Ye in 2013, they worked on the idea that forming a change environment encouraged professional development through a teacher's study group.

Next writing EMI teachers must stop to think and organize their thoughts before writing. There are different modes of writing for reflection. For example, journals to write for yourself, or online writing in blogs, chats and forums to share with others. There are different types of reflective levels of writing as well. There may be descriptive, like you might put into a log, dialogic, which gives you a chance to step back from what you're doing, and critical reflection, which offers multiple perspectives on the experience.

Now, classroom observations these are reflecting on what you do while you teach and after you teach. They can be conducted alone with a facilitator, supervisor, mentor, or with peers. You can compare what you say you do, your stated beliefs with what you actually do, your classroom practices, the observation tools you might use, for example, a category instrument. There is a seeding chart observation record known as Score that Ferrell wrote about in 2011 that allows observers to see communication flows. It can also examine video recordings in which teachers become more aware of their own strengths and weaknesses of their practice, as well as improved ability to provide insightful and constructive comments.

Now narratives, narratives involve telling the story of your experience of your life as an EMI teacher. You use small stories in interaction to answer the question who am I? You can reflect on your own personal histories, explore identity in terms of teacher abilities or desirable qualities. Teacher narratives serve to bring meaning to EMI teachers experiences and as such, offers teachers more evidence of who they are.

Team Teaching. now, team teaching involves collaboration between a content lecturer and a language lecturer in which the abilities of the team members complement each other to improve the learning results so that the whole is greater than the sum of its parts that comes from Lasagabaster. They are ideal for language and content integration, promoting

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collegiality, alleviating feelings of isolation when there is a lack of resources and or a lack of clear guidelines for teaching EMI and enhancing teaching techniques.

So in summary, what are the five tools for conducting research on your own EMI teaching covered in this talk? They are know yourself, write, observe, share your story and collaborate. In the next video, I'll be talking about action research for EMI teacher development.

And here are the references from today's talk. Thank you very much. See you in the next video.

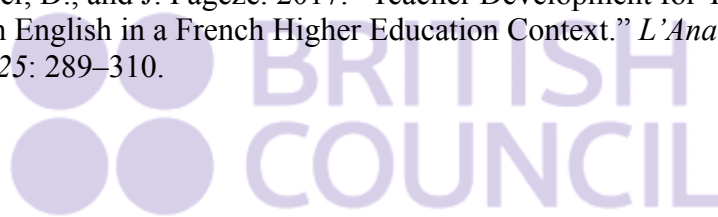


Teaching English & Teaching IN English
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