

# 复旦大学全英文授课能力提升研修班

EMI professional development programme for Fudan University

Date/Time	2024 年 7 月 2 日 9:00-17:00( 当日 8:40-8:55 为签到时间) 2024 年 7 月 3 日 9:00-16:00
Location	复旦大学邯郸校区第五教学楼 5301 教室（国年路 286 号对面）
Sessions	8 sessions*1.5 hours=12hours
Participants	Teachers/professors of various Quality Courses in engineering, medicine, law, business, and science.
No. Of teacher participants	Around 90
Students of the participants:	International students from mostly Asia-Pacific area.
July 2 <sup>nd</sup>  Session 1 9:00-10:30  <i>Prof Daniel Fung</i> (The University of Hong Kong)	<b>Listening to the EMI teacher input: Comprehension problems and strategy use</b>  In EMI classrooms, teacher talk dominates and student talk is limited. It is important to understand the listening comprehension processes of students and what we can do to enhance the effectiveness of students' comprehension. In this workshop, the speaker will share some common comprehension problems experienced by students, as well as the solutions to these problems – the use of listening strategies. He will then propose some concrete suggestions on what teachers can do to enhance students' comprehension and how we can train students to become better listeners and therefore better learners.
Session 2 10:40-12:00	<b>Seminar &amp; Discussion</b> <b>1. Demo by Prof. PAN Tianshu (Fudan University)</b> <b>2. Discussion (6 parallel sessions)</b>
Session 3 14:00-15:30  <i>Prof Yuen Yi Lo</i> (The University of Hong Kong)	<b>Unpacking academic language and promoting interaction in EMI classrooms</b>  In EMI classrooms, teachers and students are interacting in their less proficient L2. It has been reported that teachers tend to dominate classroom-talk in EMI lessons, thereby limiting the opportunities for students to engage in negotiation of meaning and to use the target language. In this workshop, the speaker will first highlight the importance of interaction in students' content and language learning. She will then illustrate different strategies to unpack abstract content knowledge for students and to promote teacher-student interaction in EMI classrooms.
Session 4 15:40-17:00	<b>Seminar &amp; Discussion</b> <b>1. Demo by Pro. BAI Tongdong (Fudan University)</b> <b>2. Discussion (6 parallel sessions)</b>

July 3 <sup>rd</sup> Session 5 9:00-10:30  <i>Prof Daniel Fung</i> (The University of Hong Kong)	<b>Effective intercultural communication with EMI students from diverse cultural backgrounds</b>  In EMI higher education contexts, students often come from diverse cultural backgrounds and use English as their L2 as a language for communication. Effective intercultural communication between the teacher and the students, as well as that among students, requires a good mutual understanding of and respect for each other's culture. In this session, the speaker will introduce the concept of communicative competence, which includes cultural knowledge. He will also unpack what 'culture' means and discuss some teaching strategies that can foster effective communication and support the learning of students in multicultural classrooms.
Session 6 10:40-12:00	<b>Seminar &amp; Discussion</b> <b>1. Demo by Pro. LIU Qiong (Fudan University)</b> <b>2. Discussion (6 parallel sessions)</b>
Session 7 13:00-14:30  <i>Prof Yuen Yi Lo</i> (The University of Hong Kong)	<b>EMI assessment and teacher assessment literacy</b>  In EMI, students' academic achievement is often assessed in their less proficient L2, which raises concerns over the validity and fairness of assessments for these students. In this session, the speaker will explicate the issues of EMI assessment. She will then introduce a conceptual framework for teacher assessment literacy in EMI, and discuss its implications for assessment design in higher education. She will conclude the seminar with some preliminary ideas about how GenAI tools can assist in designing assessment tasks and scaffolding students.
Session 8 14:40-16:00	<b>Seminar &amp; Discussion</b> <b>1. Discussion (6 parallel sessions)</b> <b>2. Group representative report</b>

### Speakers' bio

Yuen Yi Lo is an Associate Professor at the Language and Literacy Education (LALE) Unit of the Faculty of Education, The University of Hong Kong. She is also the Associate Dean (Learning and Teaching) of the Faculty. Her research interests include bilingual education, Medium of Instruction policy, professional development of teachers in Content and Language Integrated Learning (CLIL) and English Medium Instruction (EMI). Her research has been published in *Review of Educational Research*, *International Journal of Bilingual Education and Bilingualism*, *Language Teaching Research*, *Teaching and Teacher Education*, and collated in her sole-authored book "*Professional Development of CLIL Teachers*". Dr Lo is well experienced in running professional development workshops for teachers in Hong Kong, Taiwan, Mainland China and Japan, assisting them in applying CLIL in classrooms.

Daniel Fung is an Assistant Professor at the Language and Literacy Education (LALE) Unit of the Faculty of Education, The University of Hong Kong. He is interested in research that has practical implications for the teaching and learning community, and he is experienced in

providing teacher education and running professional development workshops for frontline teachers. His research interests include English Medium Instruction (EMI), listening strategies, and vocabulary teaching and learning. He has recently published in *Language Teaching Research*, *System*, *Language and Education*, and *International Journal of Bilingual Education and Bilingualism*.