



# Methodological Recommendations (Descriptors) for Teaching English as the Medium of Instruction (EMI) in Higher Education in Uzbekistan

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Methodological Recommendations have been developed in the framework of EMI project run in partnership with the Ministry of higher and secondary specialised education of Republic of Uzbekistan and the British Council by the team of specialists represented from different Universities of Uzbekistan (the full list is attached) and the British Council, Tashkent.

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# Introduction

The Methodological Recommendations for Teaching English as the Medium of Instruction (EMI) for Higher Education in Uzbekistan describes the pedagogical and professional competencies for EMI teachers working in Higher Education in Uzbekistan.

The recommendations contain ten competency areas. These competency areas have been identified through consultation between the British Council, Norwich Institute for Language Education (NILE) and Higher Education institutions in Uzbekistan. In addition, the recommendations have been constructed with the involvement of EMI and EAP (English for Academic Purposes) teachers delivering EMI programmes at Uzbekistan Higher Education institutions.

The ten competency areas in these recommendations are divided according to three overarching pedagogical and professional responsibilities: planning for EMI; delivery of EMI; continuing professional development (CPD) for EMI.

The three responsibilities and the associated ten competency areas are organised as follows:



## Planning for EMI

This first competency area focuses on how an EMI teacher plans their teaching. This involves using models of learning and relevant principles of teaching.



## Delivery of EMI

The next eight competency areas focus on these aspects of EMI teaching practice:

- Activating prior knowledge
- Using multimodal input and guiding understanding
- Teacher's use of language
- Supporting students' spoken output and interaction
- Supporting students' written output
- Materials development for EMI
- Formative assessment and feedback
- Collaboration with colleagues



## CPD for EMI

This last competency area looks at how a teacher engages with their own professional development. This includes reflecting critically on their teaching and approaches to EMI.

While the descriptions of pedagogical and professional competencies for EMI in the recommendations are organised into the ten competency areas shown above, it should be kept in mind how a competency within one area can overlap and connect with other competencies in other areas.

The descriptions of pedagogical and professional competencies are formulated as 'can do' statements to help institutions with formulating objectives for EMI teacher education and training, as well as supporting teachers to reflect on their own professional development goals.

Throughout the recommendations the term 'EMI *teacher*' has been used to focus on the pedagogical aspect of the competencies. The terms 'lesson' and 'classroom' are used as generic terms to describe the teaching context, whether this is a lecture, seminar, practical session or any other mode of delivery.

## Aims for the recommendations

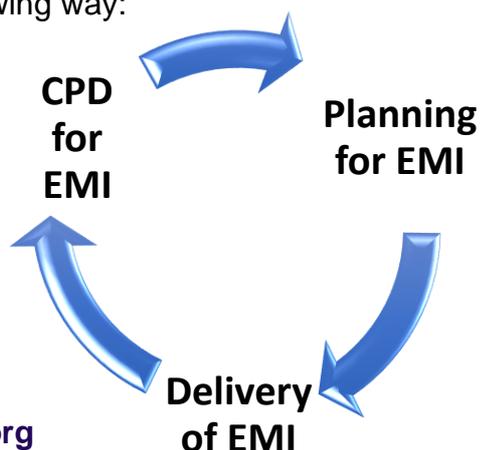
The Methodological Recommendations for EMI provides Higher Education institutions in Uzbekistan with descriptions of the range of pedagogical and professional competencies that EMI teachers can be expected to develop during their career. The descriptions of EMI pedagogical and professional competencies can also help institutions with:

- Professional dialogue as part of the implementation of EMI programmes
- Planning EMI teachers' professional development
- Formulating objectives for EMI teacher education and training
- Mentoring and supporting EMI teachers' continuing professional development
- Identifying and prioritising areas of teaching practice for development within the institution
- Informing the recruitment and selection process of EMI teachers
- Lesson observation procedures (including peer observation by EMI teachers)
- Raising awareness of the pedagogical and professional competencies of EMI teachers within the institution.

The recommendations also support individual EMI teachers working in Higher Education institutions in Uzbekistan with their own continuing professional development. The descriptions of EMI pedagogical and professional competencies can help individual EMI teachers with:

- Planning their EMI teaching career and personal development and progression
- Setting targets and actions for career and personal professional development
- Supporting professional collaboration with colleagues and peer feedback on professional development
- Increasing their employability.

These aims for the recommendations are also related to a continuing cycle of professional development at both institutional and individual levels, in which the three overarching professional responsibilities in these recommendations feed into each other in the following way:



# Competency area 1: Planning for EMI

This competency area focuses on how an EMI teacher plans their teaching. This includes the ways theory and models of learning, as well as principles of good EMI teaching practice, are used for this planning. Planning also involves collecting information about students' learning needs — linguistic, cognitive and affective — in order to inform the planning process. EMI teachers also plan the on-going collection of feedback from students on the teaching and their learning, which is then used to inform the teacher's on-going planning for EMI.

When planning for EMI, an EMI teacher can:

- 1.1. Conduct a needs analysis to collect information about students' learning needs — linguistic, cognitive and affective — to inform the planning for EMI.
- 1.2. Write SMART (specific, measurable, achievable, relevant, and time-bound) learning objectives.
- 1.3. Formulate language focused learning objectives (when these are useful and relevant) as well as subject learning objectives.
- 1.4. Identify if students can be expected to achieve a learning objective in a single lesson or over a sequence of lessons.
- 1.5. Share learning objectives with students and use a suitable technique to check if students understand these objectives.
- 1.6. Choose different learner-focused approaches and methods depending on topics and students' learning needs.\*
- 1.7. Use relevant theory and models of learning, as well as principles of good EMI teaching practice, to plan sequences of learning with specific teaching and learning activities and tasks.
- 1.8. Use knowledge of teaching approaches and methods that are responsive to the learning needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.
- 1.9. Plan suitable ways to check students' understanding and progress during a sequence of learning.
- 1.10. Collect regular feedback from students and use this to inform the planning for EMI.

\* For example, choosing a flipped learning approach for some topics and a lecture approach when this is better suited to other topics.

## Competency area 2: Activating prior knowledge

Teaching practice related to this competency area focuses on the ways EMI teachers find out about and build on the prior knowledge of their students: this includes prior knowledge of the topic as well as prior knowledge of the language related to the topic. This activation of prior knowledge is undertaken at the start of a sequence of learning as well as at other moments when this is needed in the sequence of learning (for example, as part of a pre-task phase before showing a video or reading a text).

To activate the prior knowledge of students, an EMI teacher can:

- 2.1. Elicit from students what they already know about a topic and support students to identify the initial knowledge that they need in order to understand the subsequent content of the lesson.
- 2.2. Activate students' prior knowledge of the language related to the topic.
- 2.3. Build a positive classroom culture so that students can identify what they already know and feel comfortable sharing this knowledge.
- 2.4. Assess and provide feedback on students' prior knowledge and learning.
- 2.5. Use pre-lesson tasks that prepare students for the lesson.
- 2.6. Use activities and tasks in which students talk to each other to activate and share their prior knowledge and learning.

## Competency area 3: Using multimodal input and guiding understanding

For this competency area, teachers make use of multimodal input\* – texts, pictures, real objects, videos alongside their own verbal input – to help students understand new content and concepts. Other teaching strategies related to this competency area include the use of graphic organizers (such as mind maps, tables, charts, diagrams) to help students understand new content and concepts. Interactive and task-based activities also help students to understand and process new subject content and concepts.

To guide students' understanding of lesson input, an EMI teacher can:

- 3.1. Prepare and provide different materials to support the students' understanding of lesson input, including texts, pictures, real objects, videos, models.
- 3.2. Select the most appropriate way to provide lesson input based on the demands of the topic and the learning needs of the students.
- 3.3. Present the lesson input through more than one sensory mode using varied materials, for example: visual (images, videos), audio (music, sounds), gestural (movements, facial expressions).
- 3.4. Stage the lesson input in appropriate phases — such as pre-, while and post phases — with appropriate accompanying materials and guidance for students.
- 3.5. Take into consideration different learning preferences while preparing teaching and learning materials.
- 3.6. Guide students to process the input and to work on actively understanding new content and concepts through interactive and task-based activities.
- 3.7. Use graphic organizers to arrange and review information and concepts.
- 3.8. Use graphic organizers to build students' creative and critical thinking skills.
- 3.9. Use classroom management techniques to allow students to interact, to be involved interpersonally, and to actively process new content and concepts.
- 3.10. Support students to organize and review their notes and to identify the important points of learning.

\* The term 'dual coding' can also be used as an alternative term to refer to the combination of visual aids and teacher's verbal input, to provide two different representations of the information, both visual and verbal, to help students understand the lesson input.

## Competency area 4: Teacher's use of language

EMI teachers need to think about how they adjust and modify their own uses of language to take account of the language needs of their students. This modification of the teacher's own use of language includes adapting the speed of spoken delivery; using non-verbal techniques, including gesture and posture, to support the teacher's spoken language; adjusting the choices of vocabulary to take account of the level of understanding of the students (this might also involve translanguaging strategies in which the L1 is used in relation with the L2). This competency area also includes the ways spoken language (for example, the language used by a teacher during a lecture) is signposted with discourse markers and connectives.

When using English, an EMI teacher can:

- 4.1. Adapt the speed of their speaking to take account of the level of understanding of students.
- 4.2. Use non-verbal techniques, including gesture and posture, to support their speech.
- 4.3. Use language, intonation and other non-verbal techniques to highlight important points of learning.
- 4.4. Choose the vocabulary they use to take account of the level of understanding of students.
- 4.5. Use compensation strategies when uncertain about how to say something in English or to support the understanding of students.
- 4.6. Structure their spoken language with effective signposting (for example, connectives such as 'first', 'then', 'finally') to help their students' understanding.
- 4.7. Provide opportunities for clarification and summaries of learning to check and support students' understanding.
- 4.8. Organise own verbal input (for example, a lecture) in clear sections, including appropriate rhetorical signalling indicating the transition between sections.

## Competency area 5: Supporting students' spoken output and interaction

In EMI teaching and learning contexts it is important to use interactive and task-based activities to support students' spoken output, to help students use and recycle language related to a topic, and to help students speak for different audiences and purposes, informally and formally. Since students' spoken language production needs to be supported in EMI, the use of scaffolding strategies such as speaking frames to help students to speak (for example, to use subject-specific terminology and/or functional language) is also a concern for this competency area.

To support students' spoken output and interaction, an EMI teacher can:

- 5.1. Use interactive and task-based activities to support students' spoken output (for example: games, problem-based learning tasks, role play in real-world situations).
- 5.2. Use speaking frames to support students' speaking (for example, to help students to use subject-specific terminology and/or functional language).
- 5.3. Check regularly the students' knowledge and understanding of subject-specific terminology.
- 5.4. Motivate students to speak by using engaging and interesting speaking activities in their lessons.
- 5.5. Use speaking activities to help students recycle vocabulary related to a topic.
- 5.6. Help students to speak about their subject for different audiences and purposes, informally and formally.
- 5.7. Monitor the progress students make with their spoken English.

## Competency area 6: Supporting students' written output

This competency area focuses on the ways students' academic writing is supported and developed: for example, with the use of writing frames and graphic organizers (diagrams, tables, mind maps), as well as model texts, to help students organize their writing. EMI teachers also need to help students with the different stages in writing (brainstorming, organizing ideas, drafting, editing).

To support students' written output, an EMI teacher can:

- 6.1. Support students to use academic English in their writing.
- 6.2. Provide guidance about the writing process, including helping students with strategies to support the different stages in their writing (brainstorming, organizing ideas, drafting, editing).
- 6.3. Create writing frames and graphic organizers (diagrams, tables, mind maps), as well as model texts, to help students organize their writing.
- 6.4. Help students notice how written language is used in their subject.
- 6.5. Provide constructive and specific feedback to students on their written English, including action points for improving a student's writing skills.
- 6.6. Develop clear assessment criteria when marking students' written work and ensure that students know and understand these criteria.

# Competency area 7: Materials development for EMI

Materials development includes the ways materials are adapted for specific EMI teaching and learning contexts, as well as the way they are designed from scratch. Adaptations and design have to be informed by relevant principles: for example, the use of visual support, ways of making key language for students salient, and the use of a task-based approach. EMI teaching and learning materials also need to include support for language comprehension (for example, through the use of glossaries). The process of developing EMI materials includes distinct stages: development, piloting, evaluating and improving materials

To develop EMI materials, an EMI teacher can:

- 7.1. Design and/or adapt EMI teaching and learning materials to address the learning objectives stated in the EMI curriculum/programme, as well as the learning needs and background of the target students.
- 7.2. Design and/or adapt EMI teaching and learning materials according to relevant materials design principles (for example: the use of visual support, ways of making key language for students salient, and the use of a task-based approach).
- 7.3. Design and/or adapt EMI teaching and learning materials to engage and motivate students (for example: with visually appealing illustrations; by using attractive colours; with appropriate use of white space; with interesting and stimulating activities and tasks; with different input text-types taken from different sources).
- 7.4. Design and/or adapt EMI teaching and learning materials to ensure the content is appealing and relevant (for example: by identifying topics of interest to the target students; using topics which offer the possibility of learning something new; with local and/or international references).
- 7.5. Design and/or adapt EMI teaching and learning materials to ensure activities and tasks have suitable challenge.
- 7.6. Design and/or adapt EMI teaching and learning materials to address communicative learning objectives (for example: by using information gap activities, communication regulator tasks or cooperative learning structures; by using post-listening and post-reading activities which require the learners to use information from the text to communicate with other students).
- 7.7. Design and/or adapt EMI teaching and learning materials to ensure support is provided for language comprehension (for example, through the use of glossaries).

- 7.8. Pilot and evaluate own designed/adapted EMI teaching and learning materials to determine the strengths and areas for improvement of the developed materials.
- 7.9. Revise and improve own designed/adapted EMI teaching and learning materials based on the materials evaluation.

## Competency area 8: Formative assessment and feedback

This competency area is concerned with the ways EMI teachers check on and support their students' progress. This includes supporting students to give each other feedback on their progress, as well as self-assessment opportunities. EMI teachers need to give feedback to students on their language (including on the spot corrective feedback). EMI teachers also need to know how to use different types of questions (such as Socratic question types) to support their students' learning.

For embedding formative assessment in EMI lessons, an EMI teacher can:

- 8.1. Track student progress within and between lessons and identify where there are gaps in students' knowledge.
- 8.2. Formulate and use different kinds of questions (such as Socratic question types) to check on and support students' progress.
- 8.3. Identify where there are gaps in students' knowledge and adjust the lesson plan in response to students' learning needs as the lesson unfolds, in order to address these identified learning needs.
- 8.4. Help students to produce spoken and written evidence of their learning through a variety of activities and tasks (for example: starter and plenary (review) activities; discussion tasks) to get information about students' progress on a specific topic.
- 8.5. Use focused formative assessments (for example, a multiple-choice quiz) to find out the specific gaps in knowledge and understanding of individual students.
- 8.6. Regularly check students' progress with the help of spaced practice techniques, so that learning from previous lessons is checked alongside new learning in the current lesson.
- 8.7. Devise clear and specific success criteria to help students understand the quality of their work and to give detailed feedback to students about their learning.
- 8.8. Provide individualised feedback to students on their strengths and areas for development, as well as supporting students to identify targets and actions for the next step in their learning.
- 8.9. Give feedback to students on their language use (including on the spot corrective feedback when this is appropriate).
- 8.10. Give feedback to students in an appropriate, respectful and professional manner.

- 8.11. Provide opportunities for students to give each other feedback on their progress, using clear and specific success criteria.
- 8.12. Create tools for students' self-assessment of their progress.
- 8.13. Support students to keep learning journals for their on-going self-assessment of their progress.
- 8.14. Collect students' feedback about their progress on a regular basis.

## Competency area 9: Collaboration with colleagues

This competency area focuses on the ways resources and teaching and learning materials can be shared among EMI teachers. Subject teachers can collaborate with an English language teacher (ESP/EAP lecturer) to investigate and identify ways to support students with the language they need for their learning.

To collaborate with colleagues, an EMI teacher can:

- 9.1. Identify where and how they can cooperate with colleagues on delivering the curriculum through English.
- 9.2. Share EMI teaching and learning resources and materials, including ideas for how to provide language support in EMI lessons.
- 9.3. Observe colleagues' lessons and provide constructive feedback on their EMI teaching practice.
- 9.4. Conduct regular surveys among students to find out their thoughts on the teaching process in EMI lessons.
- 9.5. Share experience and ideas with colleagues (for example: interesting ideas about teaching methodology; language and grammar ideas; ideas for in-house materials development; experiences of CPD training and seminars)
- 9.6. Share teaching and learning materials at team meetings and share feedback and guidance on the materials both in terms of content and language aspects of the materials.
- 9.7. Investigate, identify and share with colleagues the ways to support students with the language they need for their learning.
- 9.8. Co-teach in demo-lessons and find other ways and means to develop cooperation.

# Competency Area 10: Continuing professional development

This competency area looks at how a teacher engages with their own professional development. This includes reflecting critically on their teaching and approaches to EMI: for example, with the use of a critical incident reflection. These reflections include as well the identification of specific targets and actions for professional development in EMI. EMI teachers can also observe each other's lessons and give each other feedback on their EMI teaching practice.

To engage with their own continuing professional development in EMI, an EMI teacher can:

- 10.1. Reflect critically on their teaching and their approaches to EMI.
- 10.2. Undertake critical reflection in a systematic and regular way.\*
- 10.3. Set targets and actions for the next steps in their own professional development in EMI.
- 10.4. Plan their EMI professional development and progression, including seeking out relevant training opportunities.
- 10.5. Engage in professional collaboration with colleagues and provide feedback to colleagues on their professional development in EMI.

\* For example, through the use of a critical incident reflection.