



OXFORD EMI

INTERNATIONALISATION
TRAINING & CONSULTING

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Japanese High School - Teacher Training: Active Learning in English Medium Instruction (EMI)

Host: Otsuma High School, Tokyo, Japan
27-29 August 2025

Oxford EMI Certificate for High School Teachers

What is EMI?

Schools and universities across the world are offering more courses taught in English. Teaching subjects through English is known as English Medium Instruction or EMI. Teachers face many challenges when teaching through EMI. To guarantee the same high level of teaching and learning in class, EMI requires a new set of pedagogical skills.

Course Description

This course provides teachers with the practical teaching techniques which you can use to teach your subject successfully in English. The course is taught by our team of Oxford EMI trainers who have extensive experience working with teachers around the world.

The course content is based on current international research into EMI and Second Language Acquisition (SLA) and on our practical experience working with hundreds of teachers around the world. The knowledge and feedback that teachers continue to share with us via online chats, emails and meetings has allowed us to gain valuable insights into their specific teaching contexts and challenges.

Course Participants

This course is for high school teachers in Japan who teach in English. This includes:

- English as a Foreign Language (EFL) teachers
- Subject teachers who teach through English, e.g. CLIL teachers
- Teachers working at international schools
- Teachers preparing students for the International Baccalaureate (IB)

The course is taught in English, so you will need to be able to understand us and participate. Your English can be “global English” and does not need to be perfect! We hope that you will gain confidence in both your English and your pedagogical skills during the course.



The British Chamber of Commerce in Japan



BCKK
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Course Aims

The aim is to enhance teachers' EMI pedagogical skills in alignment with MEXT objectives for student-centred, communicative teaching.

On this course, high school teachers will learn new skills and techniques to help their students:

- Think critically
- Interact in English
- Participate more in class
- Work in groups
- Be more motivated

Course Outcomes

By the end of the course participants will be:

- More confident in their ability to plan and deliver effective classes in English
- Better at increasing student engagement and ensuring active participation
- Better able to create and manage classroom tasks that engage students in critical thinking and language practice

Oxford EMI will collect written feedback from participants at the end of the course. We will also contact participants 6 months later to carry out a Course Impact Survey.

Course Delivery

This is a 3-day course delivered face to face, by Oxford EMI trainers. Before the start of the course, Oxford EMI will conduct a needs analysis of all participants.

Course Materials

All participants will receive a copy of the Oxford EMI Coursebook. Additional resources will be provided throughout the course. These will include links to online resources and useful course materials.

Oxford EMI Certificate for High School Teachers

Participants who successfully complete the Oxford EMI course will be awarded the Oxford EMI Certificate for High School Teachers.

Course Outline

Topic	Focus
Language	<ul style="list-style-type: none">• Developing the four skills in our teaching: listening, speaking, reading and writing• Understanding language levels and their implications for effective teaching
Planning skills	<ul style="list-style-type: none">• Planning, adapting and managing interactive, engaging tasks
Comprehension Checking	<ul style="list-style-type: none">• Using the IRF framework to check comprehension efficiently and effectively
Interactive teaching	<ul style="list-style-type: none">• Increasing opportunities for active student engagement• Using technology to improve interaction• Designing and managing effective, authentic and engaging tasks
Active learning	<ul style="list-style-type: none">• Developing students' critical thinking skills• Helping students to take responsibility for their own learning• Motivating students to participate in class and engage with learning
Ongoing support	<ul style="list-style-type: none">• Encouraging teachers to become reflective practitioners by giving feedback on a class activity plan• Creating a Community of Practice (CoP) among the course participants to share ideas and techniques after course completion

Training timetable

Local Time	Wednesday 27 August 2025	Thursday 28 August 2025	Friday 29 August 2025
9:00 - 11:00	<p>Introduction We look at research into Second language Acquisition (SLA) and analyse global trends in English Language Teaching (ELT), including English Medium Instruction (EMI).</p> <p>Teaching contexts We consider who the students are, why they are learning English, how they will use it in future, and what this implies in terms of pedagogy.</p>	<p>Developing language skills How should we teach in order to ensure we develop, and not just test, all four skills of listening, speaking, reading and writing?</p> <p>We explore and develop, engaging and communicative tasks and consider how these can be adapted to different contexts.</p>	<p>Real-world communication We explore how to design classroom activities that help develop the four skills and encourage critical thinking by using authentic, engaging contexts.</p> <p>Teaching with technology We consider how we have used technology on this course, and how to adapt these ideas to different teaching contexts.</p>
11:15 - 12:30	<p>Active learning 1 How and why do we need to reduce TTT and make classes more student-centred and interactive?</p>	<p>Active learning 2 Participants practise teaching Brief Interactive Tasks (BITs) and receive feedback from colleagues and trainers.</p>	<p>Group work - planning a class activity Groups finalise their class activity plans and prepare to present them.</p>
12:30 - 14:00	Lunch	Lunch	Lunch
14:00 - 17:00	<p>Checking comprehension We look at the role IRF, Wait Time and TPS can play in terms of increasing interaction and collecting evidence of learning.</p> <p>Group work - planning a class activity We form groups for the lesson activity planning task which will link to the UN SDGs.</p>	<p>Thinking skills and expanding the IRF We discuss how to recognize and create higher-order questions to extend the IRF framework to maximize learning potential.</p> <p>Group work - planning a class activity Groups continue preparing their class activity plan.</p>	<p>Group work - planning a class activity Groups present their final class activity plans and receive feedback from colleagues and trainers.</p> <p>Going forward We discuss the creation of a Community of Practice (CoP), and consider the role teacher observation plays in Continuing Professional Development (CPD).</p> <p>Certificates and closing ceremony</p>



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Oxford EMI runs high school and university teacher training programmes around the world based on research in education.

Our international team is made up of researchers, teachers, trainers and course writers to create the most effective and practical course for teachers.

A Tokyo-based teacher who completed an Oxford EMI training course said:

“Completely new insights, gained many new ideas, techniques, context and confidence, as well as encouragement”