

Plenary Lecture 1

The Evolving Role of English Language Teaching for English Taught Programs

Rose, Heath (University of Oxford)

The function of English language teaching within English Medium Instruction (EMI) university programs can differ significantly based on educational policy goals of individual universities. This can create disparities in the way that university English teachers address the language and educational needs of their students. My presentation explores research at the intersection of EMI and student language requirements to succeed in English taught courses. This research underscores the crucial roles of English for Academic Purposes and English for Specific Purposes in providing targeted linguistic support to EMI students through academic literacy and the mastery of specific disciplinary genres. I discuss methods to enhance the effectiveness of English preparatory or in-session courses to optimally aid EMI students in achieving their educational goals. I draw on research at two universities in Japan specifically, and compare this with other research I have conducted in China and Turkey. Findings indicate a need for increased cooperation between English language specialists and subject lecturers to ensure appropriate academic literacy development for students. Fundamentally, I contend that universities implementing EMI must consider their distinct institutional traits to make English language teaching a focal point in their organizational and curriculum policies. Failing to do so could disadvantage their students.



Heath Rose is Professor of Applied Linguistics at the Department of Education, University of Oxford. He is the coordinator of the English Medium Instruction Research Group and runs the wider EMI Oxford Research Network. Before moving into academia, Heath spent 11 years teaching in Japan in variety of settings, including Rikkyo University and Kanda University of International Studies. Heath's research interests are situated within the field of language teaching and language learning, with a specific focus on the pedagogical implications of the use of English a global and academic lingua franca. His main area of interest in EMI research is on improving students' learning outcomes, particularly exploring the effects of English support in EMI, and the language needs of students learning in EMI settings. He has published books on Global Englishes, research methods, and data collection. He is series co-editor of *Cambridge Elements in Language Teaching*.

Plenary Lecture 2

ELT in Higher Education in Asia: Trends, Challenges, and Innovations

Park, Joo-Kyung (Honam University)

This presentation explores the diverse and dynamic landscape of English Language Teaching (ELT) in higher education across Asia, highlighting key trends, challenges, and innovations that are shaping the field. With English serving as a global lingua franca, its integration into Asian higher education systems is crucial for equipping students with the competencies necessary for global participation. Based on the literature review and the results of a survey conducted with ten AsiaTEFL Regional Representatives, first, the major characteristics and varied approaches to ELT across Asian universities will be outlined, including mandatory English courses, Content and Language Integrated Learning (CLIL), and English Medium Instruction (EMI). Second, significant challenges that complicate the implementation of effective ELT programs will be identified such as diverse student proficiency levels, the need for qualified teaching personnel, and different stakeholders' perceptions of English and English speakers. Innovations in ELT in higher education will be also discussed, focusing on the integration of technology. The session concludes by emphasizing the importance of adaptive strategies in ELT, advocating for assessments that better reflect real-world language use, and calling for global collaborations and partnerships that enrich ELT practices and better prepare students for the demands of a globalized world.

Keywords: ELT, higher education, Asia, CLIL, EMI, technological integration, professional development, collaborations, global partnerships



Dr. Joo-Kyung Park has recently transitioned to freelancing after retiring from the Department of English at Honam University, Gwangju, South Korea. Her research interests include teacher education, critical pedagogy, English as a lingua franca, intercultural communication, and more recently, the well-being of teachers and retirees. She has been frequently invited to deliver keynote, plenary and featured talks at ELT conferences, both domestically and internationally. She has served as the journal editor-in-chief for Korea TESOL and the Global English Teachers' Association, and as an editorial board member of numerous journals in Korea and abroad. She is former president of Korea TESOL (1996–1997) and the Applied Linguistics Association of Korea (ALAK; 2015–2016). Currently, she serves as co-president of the Asian Association of Teachers of English as a Foreign Language (AsiaTEFL) (2022-2024). Email: english58@hanmail.net

Plenary Lecture 3

日本の学校教育における英語の指導と評価の課題と今後の方向性

Baba, Tetsuo (Tokyo Gakugei University)

本講演では、戦後の学習指導要領と評価システムの歴史の変遷を踏まえた上で、現行制度の特質と課題を整理し、次世代の指導及び評価の在り方への示唆を提示する。

戦後日本の学校教育における英語指導は、小・中・高等学校の学習指導要領が改訂されるたびに大きな影響を受けてきた。また、学習指導要領改訂に伴う評価システムの改革及び指導要録の改訂によって、学習評価の方法も変遷を遂げてきた。

日本の英語教育界は、第二言語習得研究や外国語教育研究の成果を取り入れていくという地道な営みを続ける一方で、学習指導要領や評価システムが改訂されるたびに、対症療法的な現場対応を強いられてきた。そして、学習指導要領に基づく指導を受けた学習者たちを大学で受け入れて指導することとなるので、大学でも小・中・高等学校の教育の内容と方法の変化と連動した現場対応を求められることになる。外国語（英語）においては、2020年度時点の小学校3年生が現行学習指導要領に基づく学びの起点となるので、その生徒たちが現役で大学に入学するのは2030年度である。

こうしたナショナル・カリキュラムの改訂に伴う事後的対応は必須であるが、それにとどまらず、ナショナル・カリキュラム自体の適切さ・妥当性を検討・検証し、問題点を洗い出し、解決策を示すことも大学人の重要なミッションであろう。本講演では、現行制度の課題を洗い出し、次世代のナショナル・カリキュラムの構築に向けての検討を行う。



東京学芸大学教職大学院教授。中・高の英語教育（特に文法指導と評価）を主たる領域とし、中学校英語検定教科書の執筆・編集に30年以上携わってきた。官民のテスト開発にも取り組んだ。また、英語教員養成コア・カリキュラムの作成において、中等教育部門の統括を務めた。2023年度より附属竹早中学校長を併任している。