Cunice
EUROPEAN UNIVERSITY

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EUROPEAN UNIVERSITY FOR CUSTOMISED EDUCATION

STUDY GUIDE

EMPOWER YOURSELF AS A LECTURER
An Introduction to English as a Medium of Instruction (EMI)

Organised by

UMONS AND PUT

1. IDENTIFYING DATA.	
· Course Name.	*EMPOWER YOURSELF AS A LECTURER* *An Introduction to English as a Medium of Instruction (EMI)*
· Coordinating University.	UMONS
· Partner Universities Involved.	PUT
· Course Field(s).	*EMI (English as a Medium of Instruction)* *EME (English as a Medium of Education)* *ICLHE (Integrating Content and Language in Higher Education)* *Content Teacher Training and Continuous Professional Development*
· Related Study Programme.	NA
· ISCED Code.	231
· SDG.	*https://sdgs.un.org/goals : 4, 17*
· Study Level.	The course is open to PhD students, lecturers and academics who are teaching or planning to teach their discipline in English and would like to improve their skills.

· Number of ECTS credits allocated.	*3*
· Mode of Delivery.	*Online live and online self-study*
· Language of Instruction.	*English*
· Course Dates.	*7th April 2025 – 23rd May 2025*
· Schedule of the course.	*Week 1: 7th April – 13th April 2025: Self-paced introduction or orientation module 1 (estimate of two hours of work / asynchronous)* *Week 2: 14th April – 20th April 2025: First synchronous meeting (two hours)* *Week 3: 21st April – 27th April 2025: Self-paced module 2 + asynchronous group and individual activities (estimate of three hours of work)* *Week 4: 28th April – 4th May 2025: Second synchronous meeting (two hours)*

	Week 5: 5th May – 11th May 2025: Self-paced module 3 + asynchronous group and individual activities (estimate of three hours of work) *Week 6: 12th May – 18th May 2025: Third synchronous meeting (two hours)* *Week 7: 19th May – 23rd May 2025: Wrap-up: individual task + facilitated guidance for final reflections (one hour).* *Important note: Dates and time slots for synchronous meetings will be communicated at the beginning of the course.*
· Key Words.	*EMI (English as a Medium of Instruction)* *EME (English as a Medium of Education)* *ICLHE (Integrating Content and Language in Higher Education)* *Content Teacher Training and Continuous Professional Development*
· Catchy Phrase.	*Have you ever thought of teaching through English, but never dared to do so? Take up the challenge!*

· Prerequisites and co-requisites.	*A B2 level of English is recommended for this course. However, based on the participant's motivation and background, some flexibility regarding the level of language could be considered. Participants who do not have the minimum level required and wish to attend the course need to contact the coordinator prior to the start of the course.*
· Number of EUNICE students that can attend the Course.	*20 (academics, lecturers and PhD students)*
· Course inscription procedure(s).	*Stand EUNICE procedure*

2. CONTACT DETAILS.	
· Department.	*Language and Internationalisation Unit, Faculty of Translation and Interpretation, UMONS*
· Name of Lecturer.	*Julie Walaszczyk*
· E-mail.	*Julie.walaszczyk@umons.ac.be*
· Other Lecturers.	*Liliana Szczuka-Dorna, Katarzyna Matuszak and Nuala Mederski (PUT)*

3. COURSE CONTENT.

Teaching a subject in English is much more than a mere change of linguistic code. Facing the challenge of teaching content in a foreign language implies new methodological perspectives. This course will provide you with new insights, allowing you to rethink your own teaching principles.

Designed for academic staff new to teaching (in English), the course focuses on theoretical and practical principles of methodologies which combine language and content in the classroom. EMI offers an innovative teaching path where lecturers find a whole new set of possibilities to meet the requirements of today's universities.

4. LEARNING OUTCOMES.

By the end of the course, participants will be able to:

- understand the basic theoretical concepts and their implications for teaching and learning through another language.
- gain awareness of the power of language (style, register, etc.) to enhance effective communication and content learning.
- gain awareness of the importance of identity and cultural differences in the learning and teaching processes within the EUNICE context.
- identify pedagogical and linguistic strategies to facilitate learning of academic content in English.

5. OBJECTIVES.

The participants will gain an understanding of the basic theories of EMI teaching and learning and their practical application.
The participants will learn how to use the English language more effectively to guide the students in the learning process.
The course aims to foster an awareness of the role culture plays in the teaching and learning Higher Education context.
The participants will acquire a range of pedagogical and linguistic strategies that will enable them to create inclusive learning environments and design class activities that encourage student participation in the EMI classroom.

6. COURSE ORGANISATION.

UNITS

1.	Introduction to EMI
2.	Effective communication in an EMI class (classroom language, public speaking skills and intercultural communication)
3.	Pedagogical and methodological implications of EMI (student-centred approaches and didactics)

LEARNING RESOURCES AND TOOLS.

Learning resources will include:

- multimedia material, among others, videos and audio recordings
- readings

Selected tools:

- LMS EUNICE Moodle
- Videoconferencing tool such as Microsoft Teams or Zoom for synchronous meetings
- Padlet
- Miro
- Wooclap

PLANNED LEARNING ACTIVITIES AND TEACHING METHODS.

Teaching methods:
The methodological framework of the course will be based on the concept of a virtual community which will co-construct knowledge through the different activities, materials and resources provided. The course promotes a participatory approach to learning in order to foster self-efficacy, engagement and autonomy.

Facilitators or 'coaches' will be available to assist participants in the learning process by giving advice or recommendations, and providing a space for discussion and personal reflection in the individual 'wrap-up' session.

Learning activities:
Three online modules will be provided in preparation for the following synchronous online sessions. The online modules are self-paced and will consist of online resources combined with quizzes, group discussions on virtual walls and reflective questionnaires. The synchronous sessions will create a safe learning space for participants to discuss content and best practices on the one hand and, on the other, put in practice what they have learned throughout the course.

7. ASSESSMENT METHODS, CRITERIA AND PERIOD.

At the end of each module, participants will be expected to complete tasks, which could include the following:

- Asynchronous group discussions on virtual walls
- Self-assessment (regular checklists, videoing self and reflective questionnaires)
- Peer assessment (feedback on lesson "performance" through rubrics)
- Facilitators' guidance (feedback on lesson plan and personal journal)

The participants are required to complete all the tasks and attend at least two of the three synchronous meetings. Upon completion of the assignments and session participation, the participants will get a digital certificate (badge) with the EUNICE label.

OBSERVATIONS.

Regular attendance is highly encouraged as it has an impact on group dynamics. Since group interactions are key to this course, absences can negatively impact the learning process. It is therefore recommended that participants attend online live sessions and contribute to the asynchronous discussions and activities.

Dates for the synchronous meetings will be communicated shortly after the start of the course.

8. BIBLIOGRAPHY AND TEACHING MATERIALS.

Dafouz, E. & Smit, U. (2021). English-medium education revisited: Arguing for a comprehensive conceptualisation in the age of internationalised universities. In *European Journal of Language Policy 13*.2, pp. 141-159 https://doi.org/10.3828/ejlp.2021.9

Dimova, S., & Kling, J. (Eds.) (2020). Integrating Content and Language in Multilingual Universities. (Educational Linguistics; Vol. 44). Springer Gabler. https://doi.org/10.1007/978-3-030-46947-4

Mar, S.-P. M. del. (2020). Teacher training for English-medium instruction in higher education. IGI Global.

Lasagabaster, D., & Doiz, A. (Eds.). (2021). Language Use in English-Medium Instruction at University: International Perspectives on Teacher Practice (1st ed.). Routledge. https://doi.org/10.4324/9781003134534

Richards, J. C. & Pun, J. (2022). Teaching and learning in English Medium Instruction: An Introduction. Routledge.

Szczuka-Dorna L. & Vendome E. (2017). Introduction to Interpersonal Communication. Poznan University of Technology