

STUDY GUIDE

EMPOWER YOURSELF AS A
LECTURER IN ENGLISH

EMI BASICS

Organised by
EUNICE



1. IDENTIFYING DATA.	
• Course Name.	EMPOWER YOURSELF AS A LECTURER IN ENGLISH. EMI BASICS
• Coordinating University.	UMONS EUNICE
• Partner University Involved.	UMONS, PUT, UVA, and UC. Open to all partner universities
• Course Field(s).	EMI and ICLHE teacher training
• Related Study Programme.	N/A
• Course Code.	N/A
• ISCED Code.	N/A
• SDG.	https://sdgs.un.org/goals : 4, 17
• Study Level.	N/A

• Number of ECTS credits allocated.	N/A
• Mode of Delivery.	Online
• Language of Instruction.	English
• Delivery Period.	Mid-October 2022 until early December 2022
• Course Dates.	Starting week of 17 th October 2022 and ending week of 28 th November 2022
• Precise Schedule of the Lectures.	<p>Week 1: 17th October – 23rd October 2022 Self-paced introduction or orientation module 1 (2 hours of work / asynchronous)</p> <p>Week 2: 24th October – 30th October 2022 First synchronous meeting on Wednesday 26th October 2022 from 13:00 to 15:00 CET (2 hours)</p> <p>Week 3: 31st October – 6th November 2022 Self-paced module 2 + asynchronous group and individual activities (3 hours of work)</p> <p>Week 4: 7th November – 13th November 2022 Second synchronous meeting on Wednesday 9th November 2022 from 13:00 to 15:00 CET (2 hours)</p> <p>Week 5: 14th November – 20th November 2022 Self-paced module 3 + asynchronous group and individual activities (3 hours of work)</p> <p>Week 6: 21st November – 27th November 2022 Third synchronous meeting on Wednesday 23rd November 2022 from 13:00 to 15:00 CET (2 hours)</p> <p>Week 7: 28th November – 2nd December 2022 Wrap-up: individual task + facilitated guidance for final reflections (one hour) Synchronous – date and time slot to be agreed on by</p>





	both participant and facilitator in charge
• Key Words.	English, teaching, pedagogy, culture, awareness, style
• Catchy Phrase.	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.
• Link to Course Guide.	N/A

• Prerequisites and co-requisites.	Being academic, lecturer or PhD student. Having 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.	14 (academics, lecturers and PhD students)
• Applications Deadline.	26th September

2. CONTACT DETAILS.

• Department.	Language and Internationalisation Unit, Faculty of Translation and Interpretation, UMONS
• Name of Lecturer.	Julie Walaszczyk
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• Office.	Language and Internationalisation Unit, Faculty of Translation and Interpretation, UMONS. Rue de l'Épargne 56 7000 Mons Belgium
• Other Lecturers.	Javier Barbero Andrés (UC) Liliana Szczuka-Dorna, Katarzyna Matuszak and Nuala Mederski (PUT) Karen Carter (VAASA)

3. COURSE CONTENT.

Designed for academic staff new to teaching (in English), this course focuses on theoretical and practical principles of methodologies which naturally combine language and content in the classroom. If we assume the global drift of the English language from a universal linguistic code to its new status as a medium of academic instruction, EMI may offer a new 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 EMI 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.

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1.	Introduction to EMI: theoretical background
2.	Effective communication in an EMI class (for example classroom language such as giving instructions and asking questions, the importance of pronunciation, sentence stress and non-verbal communication skills)
3.	Pedagogical and methodological implications of EMI (for example focus on student-centred approaches, cultures of teaching and learning, language awareness, assessment)

LEARNING RESOURCES AND TOOLS.

Learning resources will include:

- online modules (multimedia material, among others, videos and audio recordings, virtual walls, readings)
- videoconferencing tools





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 there to guide and assist participants in the learning process by giving advice or recommendations, asking questions, offering them extra linguistic help and providing a space for discussion and personal reflection.

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.

Orientation Module. Teaching in English: Just a linguistic challenge?

Overview of the course and of the practicalities. Introduction to EMI and ICLHE (theoretical background).

Session 1. Juggling with content and language

Icebreaking and activities related to the orientation module.

Module 2. Teaching & learning: a question of communication

Focus on communication.

Session 2. What’s behind language?

Reflections on discourse and language awareness.

Module 3: We know “what” but ... what about “how”?

Focus on pedagogy: Encouraging participation and creativity.

Session 3. Model as you teach

Practice-oriented. The participants will have to design and facilitate a short learning activity integrating the different aspects addressed previously. This will be peer-assessed. The lesson plan will be discussed with the facilitator prior to the activity.

Final individual task: It’s a wrap!

This session will give the participant the opportunity to discuss with their facilitator their learning journey and the main takeaways from the course.

7. ASSESSMENT METHODS AND CRITERIA.

At the end of each module, participants will be expected to complete a task, which will then be assessed as part of the course requirements (see evaluative methods below):



- 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.

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8. SITOGRAPHY AND TEACHING MATERIALS.

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.

