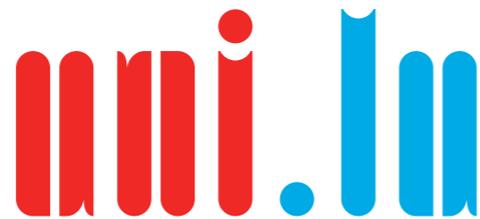
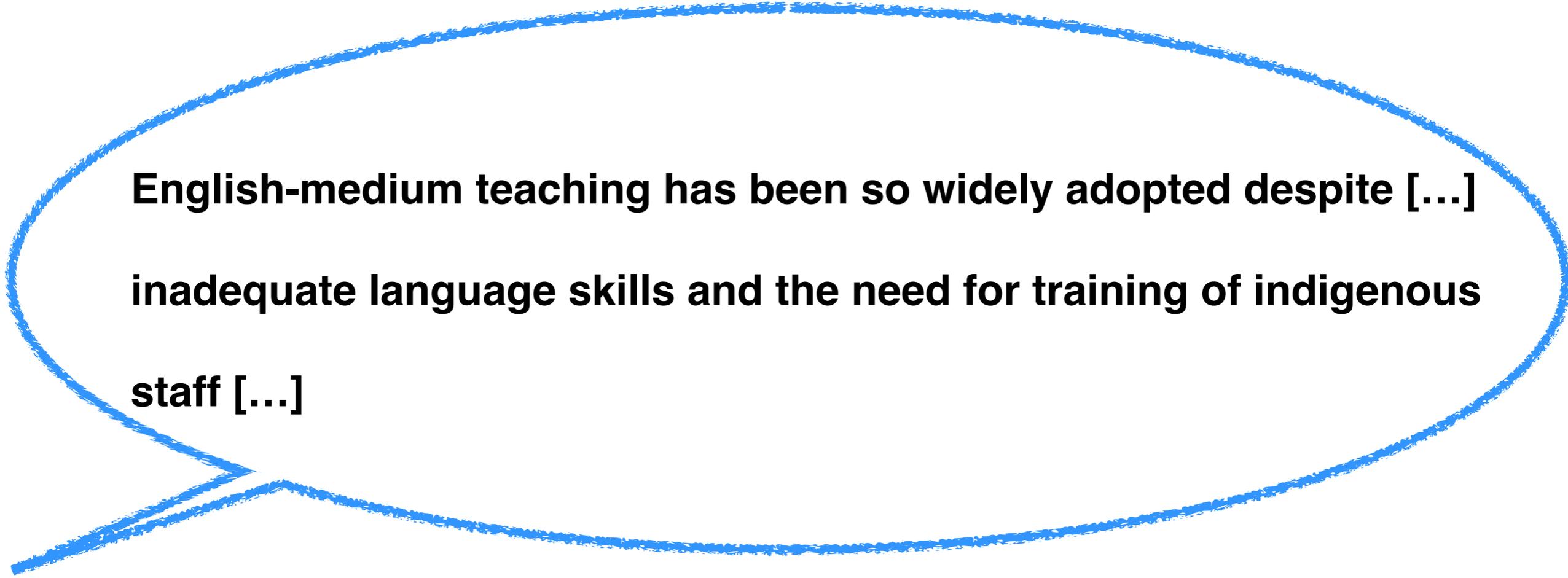

How can EAP tutors support EMI lecturers?

Katrien Deroey



University of Luxembourg
Language Centre (ULLC)



English-medium teaching has been so widely adopted despite [...] inadequate language skills and the need for training of indigenous staff [...]

Coleman (2006, p. 7)

Recommendations at European level suggest language concerns

IntlUni Erasmus Academic Network
<http://intluni.eu/>

Practices at 38 European HEIs

Teaching & learning in multilingual & multicultural HE

Found little lecturer training + optional

Recommends ‘provid[ing] the necessary professional development and teacher training programmes that will allow HE teachers to appropriately develop their language proficiency’

Reported EMI issues

Students

Lecturers

Pronunciation & prosody

Increased work load

Accuracy

Reduced clarity & precision

Ineffective discourse structuring

Reduced interactivity

Evidence from lecture analyses

Pronunciation

Accuracy

Reduced clarity

Increased redundancy

Slower speech

Speech resembling writing

Evidence from lecture analyses

How do native and non-native lecturers signal important points?

BASE & ELFA lectures

Same variety of importance markers, but

NS: multifunctional, implicit markers predominate

remember that most developing countries are small (BASE)

the point is that people can't do that (BASE)

NNS: more referring pronouns + more explicit markers

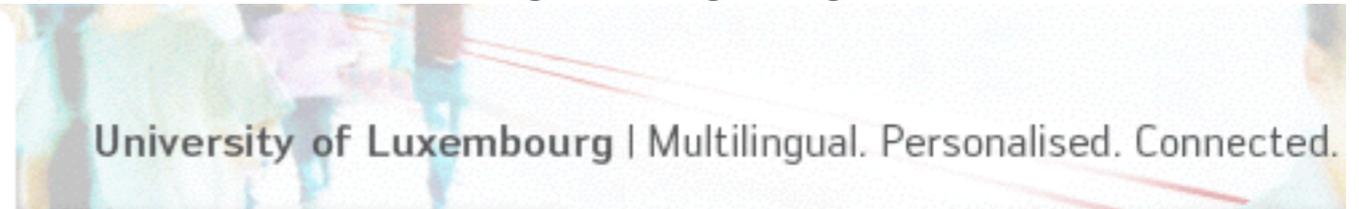
that's the main idea (ELFA)

the major question of course is remains where do they

come from

Needs analysis

University of Luxembourg Language Centre (2014)

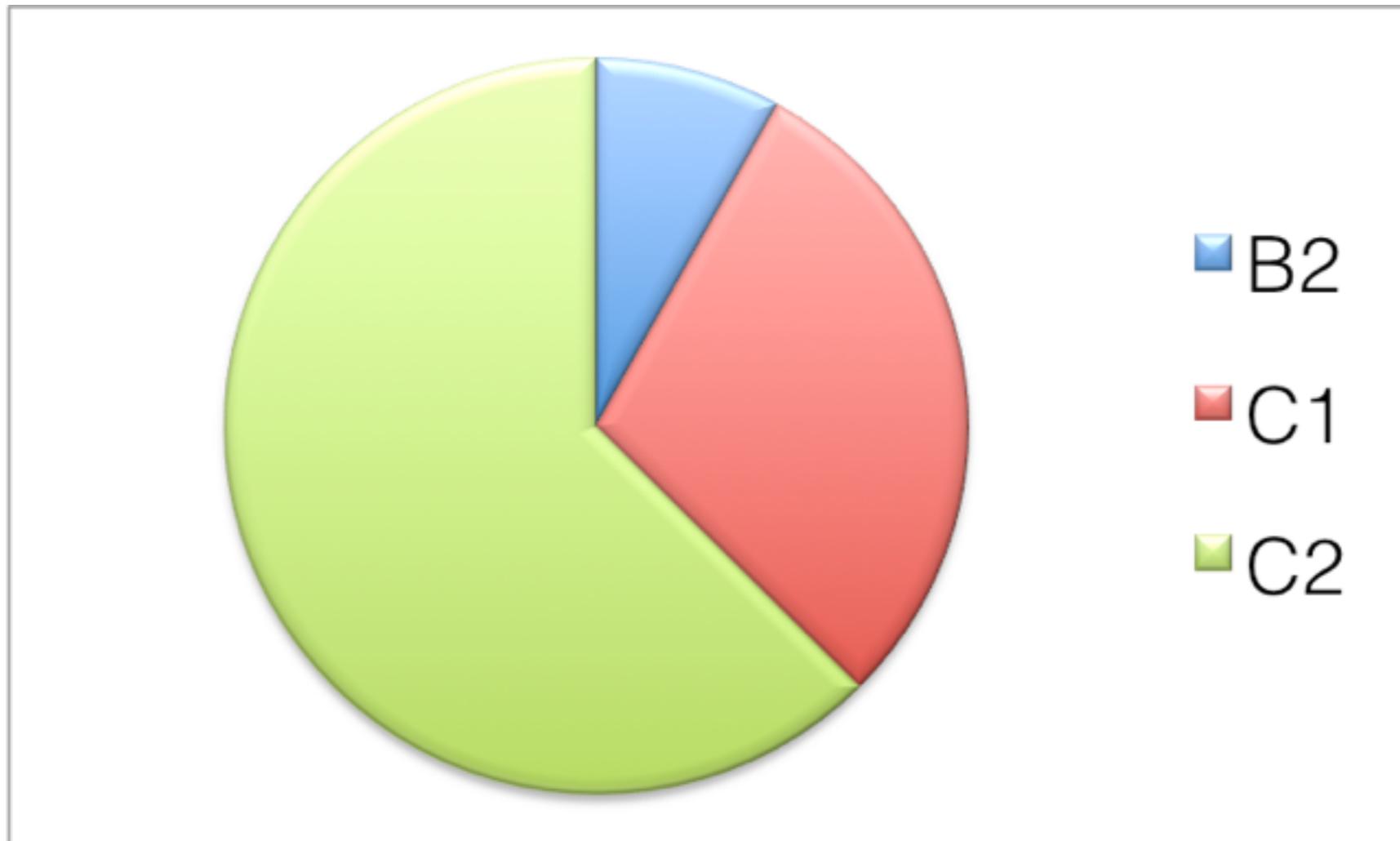


Questionnaire: all staff & PhD (c. 23%, N=471)

Interviews with academic directors (N=25)

EMI lecturers: 136 (c. 65% of 'teachers')

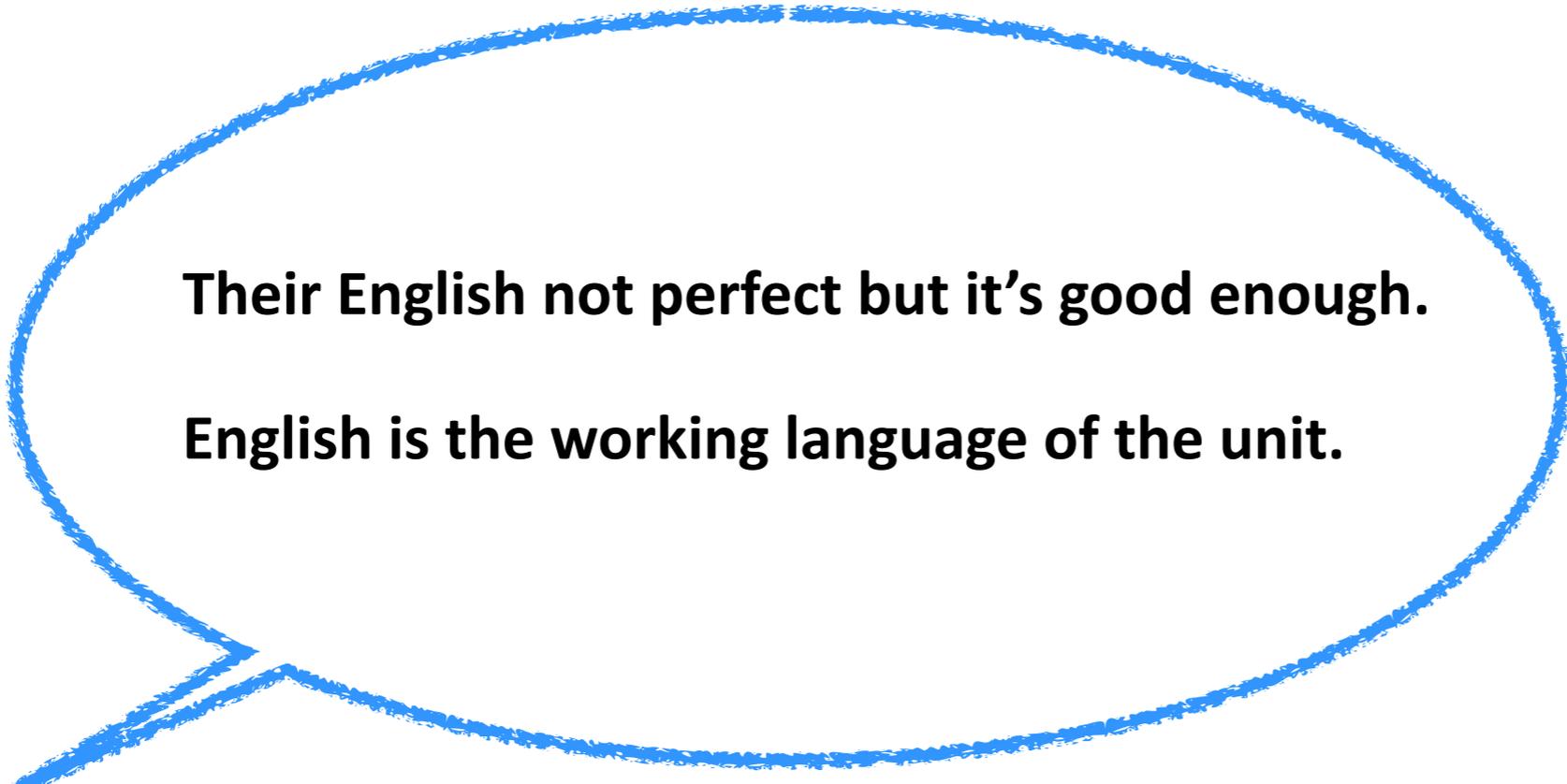
English language training is not needed



Self-reported English CEFR level

EMI lecturers (N=136), University of Luxembourg (2014)

English language training is not needed



Their English not perfect but it's good enough.

English is the working language of the unit.

Course directors, UL

English language training is not needed ?

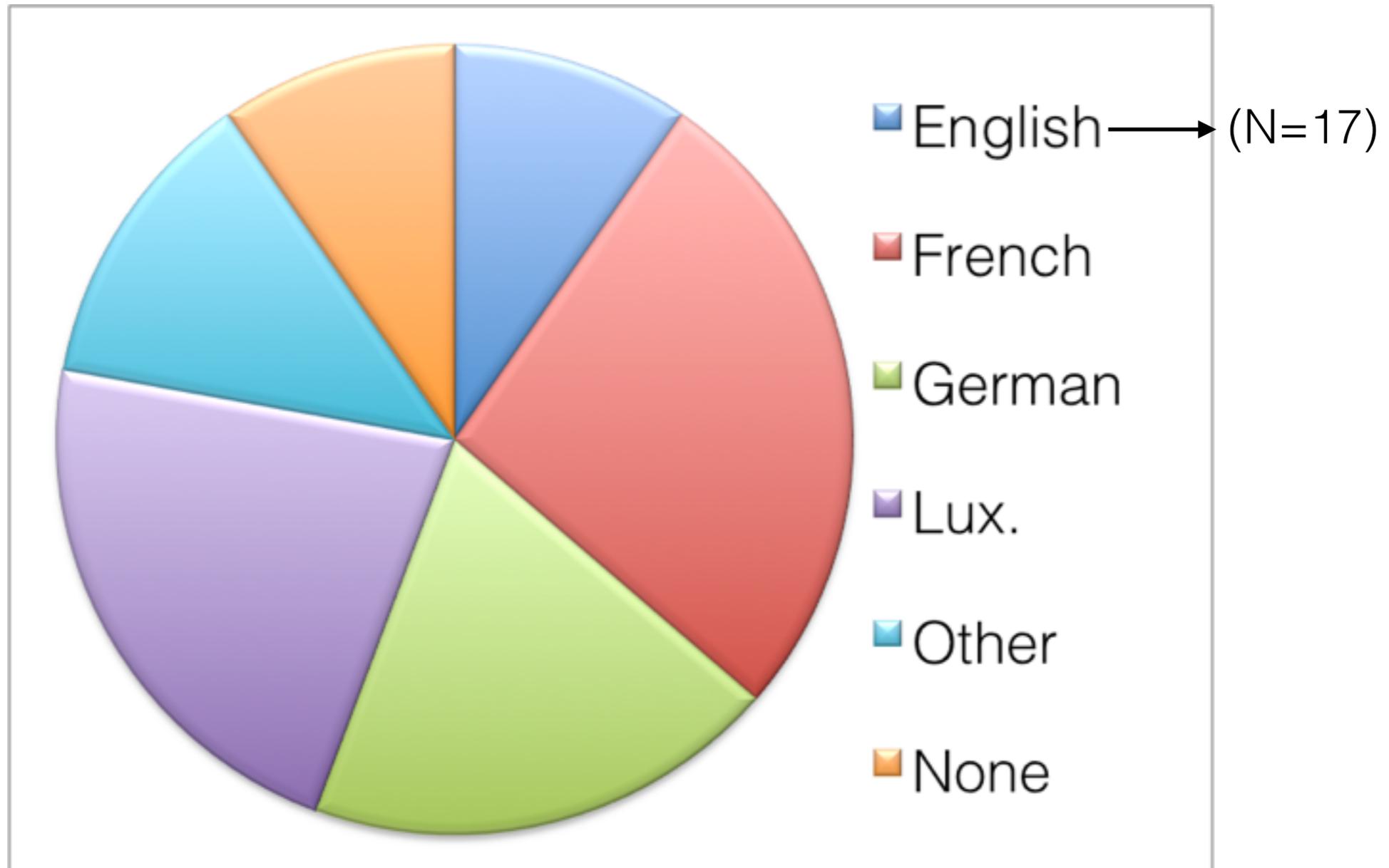
Professors overestimate their language competence in teaching.

Students complain about accents.

Support staff's English is sometimes not good enough to understand texts.

I can't say they need it because that would be saying there is a deficit.

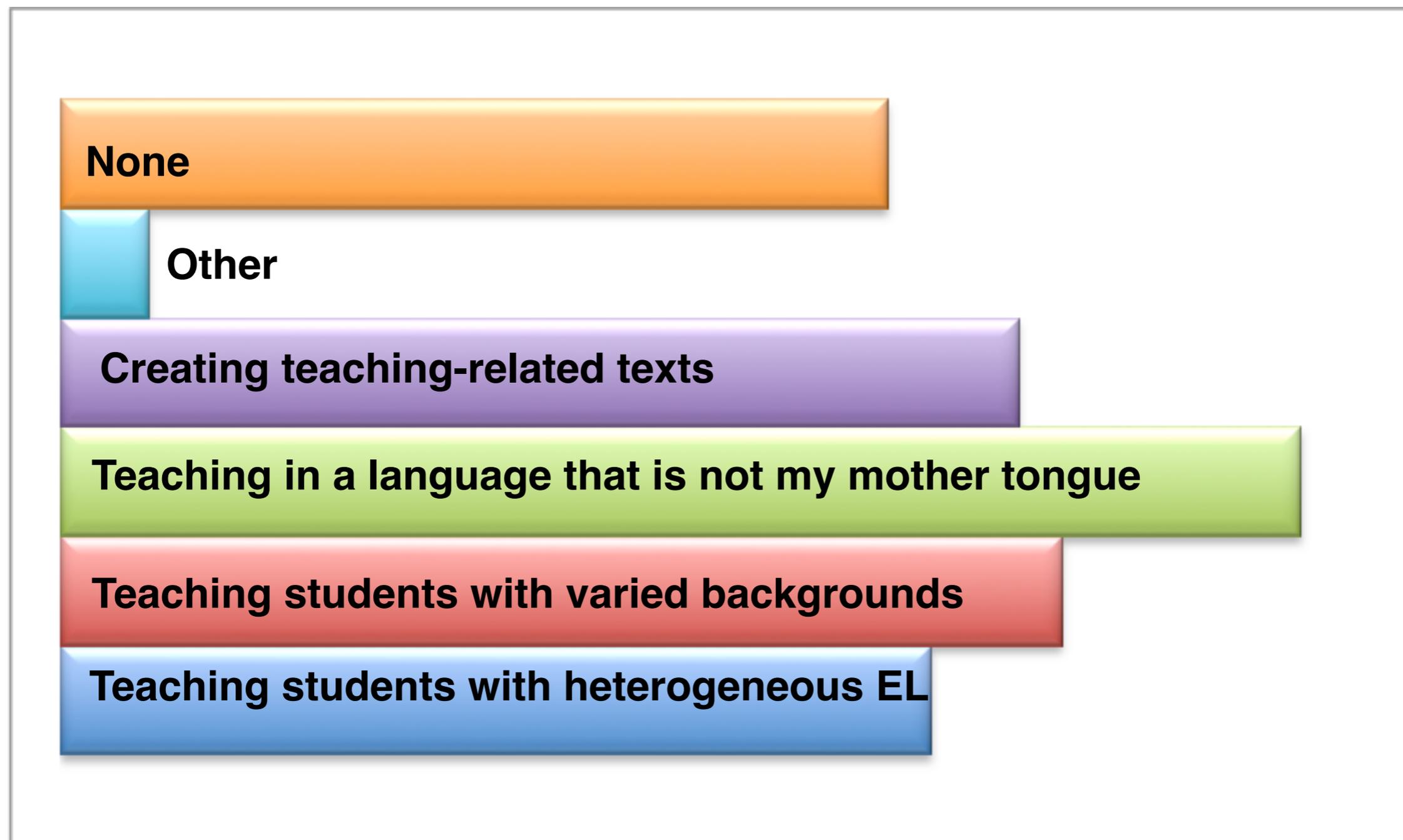
Lecturers don't see the need for EL training



Which language(s) would you like to improve?

EMI lecturers, University of Luxembourg (2014)

EMI lecturers are interested in teaching-related (English) communication ‘coaching’



Which teaching-related communication coaching would you be interested in?

EMI lecturers, University of Luxembourg (2014)

[E]ven if staff have an adequate command of English [...], they are unlikely to have specialist knowledge of the particular demands of university-level education through an L2, where mixed ability becomes the norm and complex content exacerbates already high cognitive processing loads [...]

Coleman (2006, p. 7)

EMI competencies do not simply entail language proficiency, but rather language use for pedagogic purposes.

Susanne Gundermann, EMI team Freiburg University, Germany (p. c.)

Courses: carrying coals to Newcastle?

'English for Lecturers'



10 lunchtime sessions of 2 hours

Lecturing, intercultural communication, socialising

Functional language & awareness raising

Online support

'Lecture Board'

KU LEUVEN

Online regular, short language practice

Fr De En Es Inschrijven

High or highly? Low or lowly?

Another finding was that respondents who scored **high/highly** on impulsivity tended to be more aggressive than those who scored **low/lowly** on impulsivity.

Oplossing?

Geheugensteuntje nodig? Schrijf hier je oplossing:

#124

Working with whole study programmes

‘EMI Quality Management System’

**Sprachlehrinstitut der Albert-
Ludwigs-Universität Freiburg**
Albert-Ludwigs-Universität Freiburg

Certifies entire study programmes

Lesson observation with student/lecturer/expert feedback

E-modules in language and teaching strategies

‘[W]e highlight strengths (English, use of questions, handling student input) and point out points to improve on, which can be done with the EMI team on an individual basis, through further observations with constructive feedback, or through attending workshops given at our teaching center.’ (Gregg Dubow, EMI team, p. c.)

Working with whole study programmes

‘EMI Quality Management System’

**Sprachlehrinstitut der Albert-
Ludwigs-Universität Freiburg**
Albert-Ludwigs-Universität Freiburg

‘Framing support as "we will evaluate and improve your English" will probably fall on more deaf ears or arouse resistance than framing it as "assessing status-quo communicative quality of teaching in English".’

‘The teachers [...] have been much more interested in [...] ESP for teaching (formulating clear learning objectives, crystallizing questions which they pose to students, setting up tasks, handling unclear student input).’

Gregg Dubow, EMI team (p. c.)

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- BASE: <https://the.sketchengine.co.uk/open/> (corpus searches)
- ELFA: <http://www.helsinki.fi/elfa/elfacorpus>