

Designing EMI lecturer training: what and how

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Who's been involved in designing / delivering EMI lecturer training?



Please write 'yes' or 'no' in the chat.

'EMI': a myriad of contexts

In all these cases the lecturer is teaching **physics** in **English**. Which of these are **EMI contexts**?

1. A Spanish lecturer teaches in Spain to L1 Spanish students only.
2. A Spanish lecturer teaches in Spain to L1 Spanish & international students.
3. A Spanish lecturer teaches in the UK to L1 English & international students.
4. An L1 English UK lecturer teaches in Spain to L1 Spanish students only.
5. An L1 English UK lecturer teaches in the UK to L1 English & international students.

VOTE Mentimeter: <https://www.menti.com/yuzdbvabgf>

OR use Mentimeter code: **40 72 31 1**



EMI as considered here

‘[t]he use of the English language to teach academic subjects [...] where the first language (L1) of the majority of the population is not English’
(Macaro et al, 2018, 37)

≠ Integrated Content and Language in Higher Education: ICLHE

Review of programmes

Literature reviewed

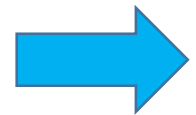
9 (Deroey, 2021) and 22 (under preparation) 'programmes'

Published

Worldwide

Mainly EMI rather than ICLHE

Training rather than needs/attitudinal analysis



Components, formats, experiences, recommendations



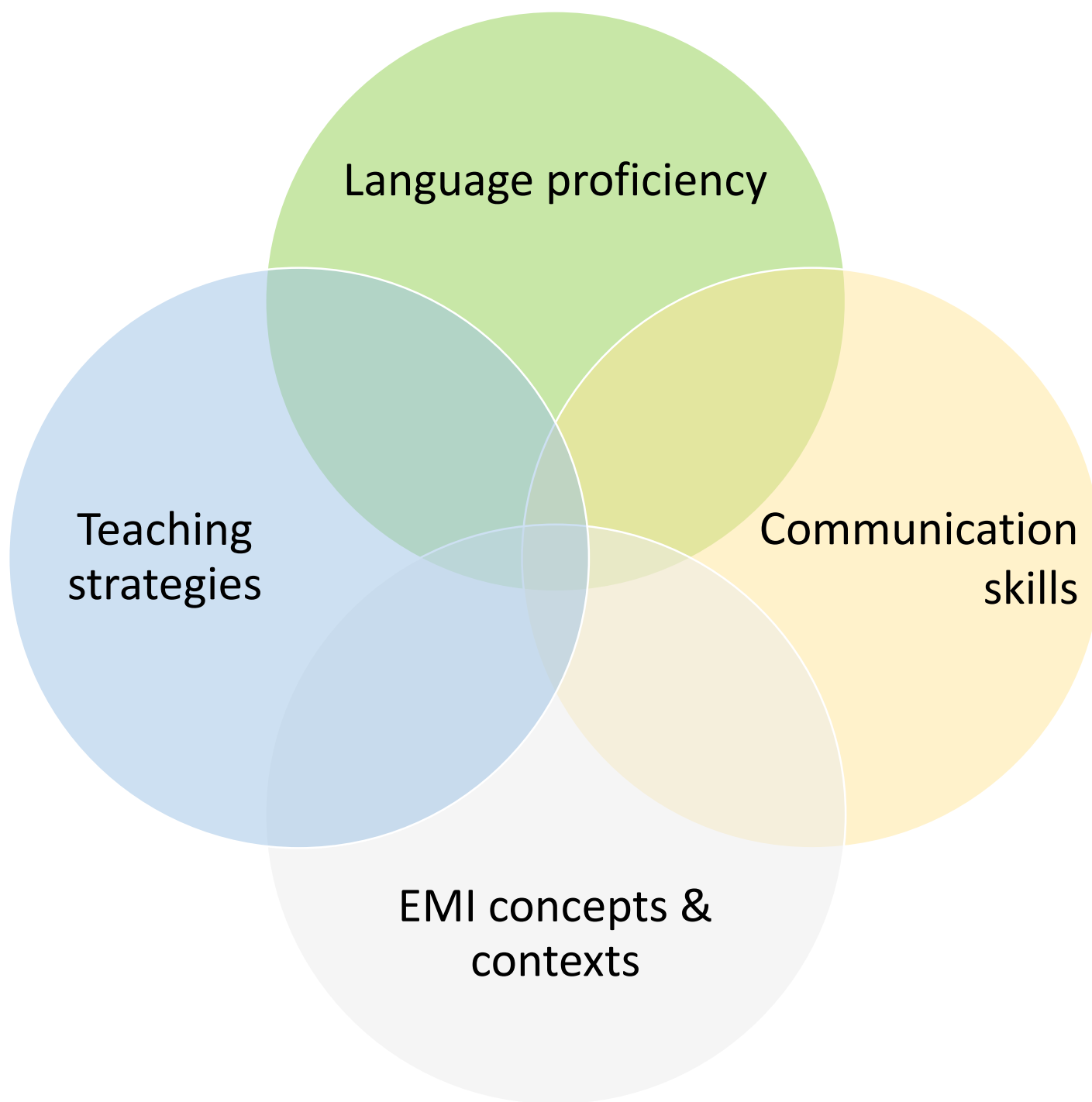
What?

'A change in the language of instruction can [...] be seen as an **opportunity leading to consideration of other elements in the training of lecturers** which help determine the quality of the education provided to students in international classrooms.'

(Dafouz et al., 2020, p. 327)

‘[T]eaching and learning activity in internationalized higher education [...] require[s] a combination of **didactic, linguistic and intercultural skills** [...].’

(Haines, 2017, p. 39)



Language proficiency

Teaching
strategies

Communication
skills

EMI concepts &
contexts

Main foci

Language	Communication	Teaching	EMI concepts & contexts
Pronunciation			
Vocabulary			
Discourse signposts			
Language functions			

‘[...] EMI teaching competence is extremely **difficult to define in linguistic terms** – and therefore difficult to monitor, train, and/or certify.’

(Gustafsson, 2020, p. 1072)

‘[...] investment in language learning entails an extra emotional cost, which drives lecturers to increasing feelings of **insecurity** and disempowerment.’

(Nieto & Fernandez, 2021, p. 52)

'[T]eaching subjects through English is much **more than simply translating class content** into a second language and teachers should not be expected to work out the skills of teaching through English intuitively.'

(O'Dowd, 2018, p. 561)

Main foci

Language	Communication	Teaching	EMI concepts & contexts
Pronunciation	Structuring discourse		
Vocabulary	Negotiating meaning		
Discourse signposts	Non-verbal & visual communication		
Language functions	English as a Lingua Franca		
	Accommodating cultural differences		

‘They also started to think of **English as a *lingua franca***, which helped to **dispel** some of their **fears** as nonnative speakers.’

‘[...] moving them on from their initial concern about their language
[...] [to] being able to identify **aspects of language that support
classroom communication.**’

(Pagèze & Lasagabaster, 2017)

Main foci

Language	Communication	Teaching	EMI concepts & contexts
Pronunciation	Structuring discourse	Interactivity	
Vocabulary	Negotiating meaning	Learner-centred teaching	
Discourse signposts	Non-verbal & visual communication	Compensating for language issues	
Language functions	English as a Lingua Franca		
	Accommodating cultural differences		

‘Effective teaching pedagogies and methodologies are necessary for **overcoming linguistic challenges and disparities.**’

(Inbar-Lourie & Donitsa-Schmidt, 2020, p. 311)

‘These pedagogical aspects are **not immediately perceived** by teachers [...]. Teacher development for EMI settings thus needs to help lecturers **appreciate EMI as a specific classroom teaching situation** [...].’

(Pagèze & Lasagabaster, 2017, p. 297)

Main foci

Language	Communication	Teaching	EMI concepts & contexts
Pronunciation	Structuring discourse	Interactivity	What is EMI?
Vocabulary	Negotiating meaning	Learner-centred teaching	Internationalization
Discourse signposts	Non-verbal & visual communication	Compensating for language issues	Multilingual & multicultural classrooms
Language functions	English as a Lingua Franca	Sharing experiences and strategies	
	Accommodating cultural differences		

‘[...] need to reposition EMI teacher professional development [...] in a **broader engagement portfolio** [...] that aligns more directly with the **internationalization strategies** of universities and that incorporates all the agencies involved.’

(Dafouz, 2021, p. 15)



How?

Main formats

Classes	Practice	One-to-one	Online	Peer networking
Intensive/extensive courses	Microteaching	Observations	Materials	Seminars
Workshops	Reflection	Consultations	Teaching recordings	Forums
Guest lectures	Feedback	Coaching	Feedback	Tandems
		Peer mentoring		Social media



The brief

University of Luxembourg (°2003)

- Rectorate request: support lecturers teaching in English
- Multilingual university: programmes generally taught in two languages (French/English or French/German), some in three and some entirely taught in English
- +/- 300 lecturers (all languages) across disciplines
- Most lecturers: L1 German, French, or Luxembourgish
- Most lecturers: self-assessed English proficiency CEFR C1-C2
- Language Centre: 1 member of staff for English + self-employed 'freelance' staff with limited availability & no EMI training expertise

- a) What components & skills would you prioritise in the training?
- b) How could the training be delivered in this context?
- c) What questions does this raise for you?

Please 'appoint' one 'secretary'.

Add summaries in Google doc:

https://docs.google.com/document/d/1PzbbJQ30_vN1QbJROCEdgcNGvhM20onil_EqOesu3fs/edit?usp=sharing





Considerations Recommendations

Some of the many practical considerations

What is the trainer and lecturer expertise & availability?

To what extent can training be adapted to the local context?

How do you work with the skills & needs of heterogeneous groups?

How can you achieve, evaluate & document long-term training gains?

Recommendations

Analyse needs

Provide just-in-time training

Allow time to consolidate learning

Create authentic materials & activities

Get trainees to take ownership of their learning

Take attitudes & emotions into account

Avoid 'remedial' approach: build confidence

Embed in a larger professional development training programme

- Dafouz Milne, E. (2021). Repositioning English-Medium Instruction in a Broader International Agenda: Insights from a Survey on Teacher Professional Development. *Alicante Journal of English Studies*, 34, 15-38. doi.org/10.14198/raei.2021.34.08
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- Inbar-Lourie, O., & Donitsa-Schmidt, S. (2020). EMI Lecturers in international universities: is a native/non-native English-speaking background relevant? *International Journal of Bilingual Education and Bilingualism*, 23(3), 301-313.
- Nieto Moreno de Diezmas, E., & Fernández Barrera, A. (2021). Main challenges of EMI at the UCLM: teachers' perceptions on language proficiency, training and incentives. *Alicante Journal of English Studies*, 34, 39-61.
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