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Bio: Katrien Deroey is Professor in Applied Linguistics and Language Teaching at the University of Luxembourg, where she is Head of English at the Language Centre. As a corpus linguist and EAP practitioner, her main research interests are lecture discourse and lecturer training for English Medium Instruction. Her research has been published in leading journals and she recently edited a special issue on lecture discourse and lecturer training for the *Journal of English for Academic Purposes*.

Format: interactive workshop (60 min)

Designing EMI lecturer training programmes: what and how?

Theme 11 (& 8): Learning & teaching resources; EMI

Keywords: English medium instruction (EMI), lecturer training, professional development, course design

This workshop aims to provide insights into the complex task of designing and delivering EMI lecturer training programmes. Through a review of current initiatives worldwide (Deroey, 2023), groupwork and exchanges of experiences, participants will become more aware of the factors that need to be considered when tasked with EMI lecturer training and have a basic framework for tackling this task.

The efficient design and delivery of EMI lecturer training and support is a complex challenge. First, the EMI context is very varied (Dafouz et al., 2020) and initiatives should be adapted to the local cultural, educational, linguistic and institutional contexts (Herington, 2020; Pagèze & Lasagbaster, 2017; Tuomainen, 2018). Second, most literature reports the need for language, pedagogical and intercultural components, suggesting interdisciplinary collaboration is desirable. Third, we need to be sensitive to lecturers' attitudes towards EMI and EMI training (Perez Cañado, 2020; Tsui, 2018; Westbrook & Henriksen, 2011). Fourth, there are practical considerations such as the timely provision of support (Guarda & Helm, 2017), promoting participation, facilitating learning transfer to lectures, and optimizing the support in view of what are often heterogeneous participant groups in terms of English proficiency, (EMI) lecturing experience and discipline (Ball & Lindsay, 2013). Finally, the design of these programmes typically needs to happen with limited institutional resources.

Workshop outline

- Introduction to findings from the literature on EMI lecturer training programmes worldwide
- Presentation of an EMI lecturer support brief used as the basis for group work

-Small group brainstorming on the needs analysis, components and format for EMI support appropriate to the brief

-Whole group discussion of the proposals and experiences with designing and delivering EMI lecturer support

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