

# Katrien Deroey

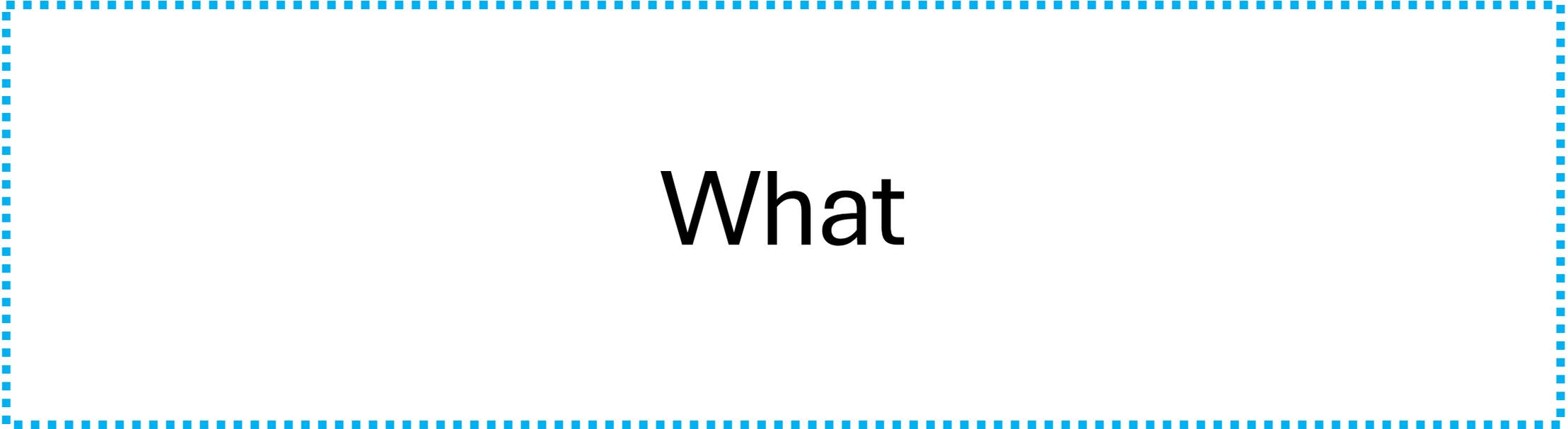


University of Luxembourg  
Language Centre (ULLC)

## **EMI lecturer training:** what, how and by whom?

Language, Assessment & Disciplinary Specialism in UK-China  
TNE Conference, 29 October 2025, Leeds University.





What

**Language**

**Communication**

**Pedagogy**

**EMI awareness**





Wikipedia

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

(Nieto & Fernandez, 2021, p. 52)

Sahan, Galloway, & McKinley (2025)  
Selvi, Galloway, & Rose (2023)



Lingua impact

‘Student-centered teaching methods [can] **compensat[e]** **for and suppor[t]** the **extra cognitive load** that the second language places both on learners and on teachers’ whilst also ‘**alleviating [lecturers’] performance anxiety**’ as ‘the language load is shared and managed in a learning approach based on **co-construction of knowledge**’

(Pagèze & Lasagabaster, 2017, as cited in Deroey, 2023, p. 5)

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(Pagèze & Lasagabaster, 2017, as cited in Deroey, 2023, p. 5)

Willingness vs ability (Dang et al, 2021)

Monologic lecturing as a coping strategy (Yuan, 2020)

Interactivity for student language development (Pun, Fu, & Cheung, 2023)

<b>Language</b>	<b>Communication</b>	<b>Pedagogy</b>	<b>EMI concepts &amp; contexts</b>
Pronunciation	Structuring discourse	Interactivity	What is EMI?
Vocabulary	Negotiating meaning	Learner-centred teaching	Internationalization
Discourse signposts	Multimodality	Compensating for language issues	Multilingual & multicultural classrooms
Language functions	Accommodating cultural differences	Sharing experiences and strategies	Translanguaging (Ou & Gu, 2024)

Deroey, K. L. B. (2023). English medium instruction lecturer training programmes: content, delivery, ways forward. *Journal of English for Academic Purposes*, 62(101223), 1-16. <https://doi.org/10.1016/j.jeap.2023.101223>



How & by whom

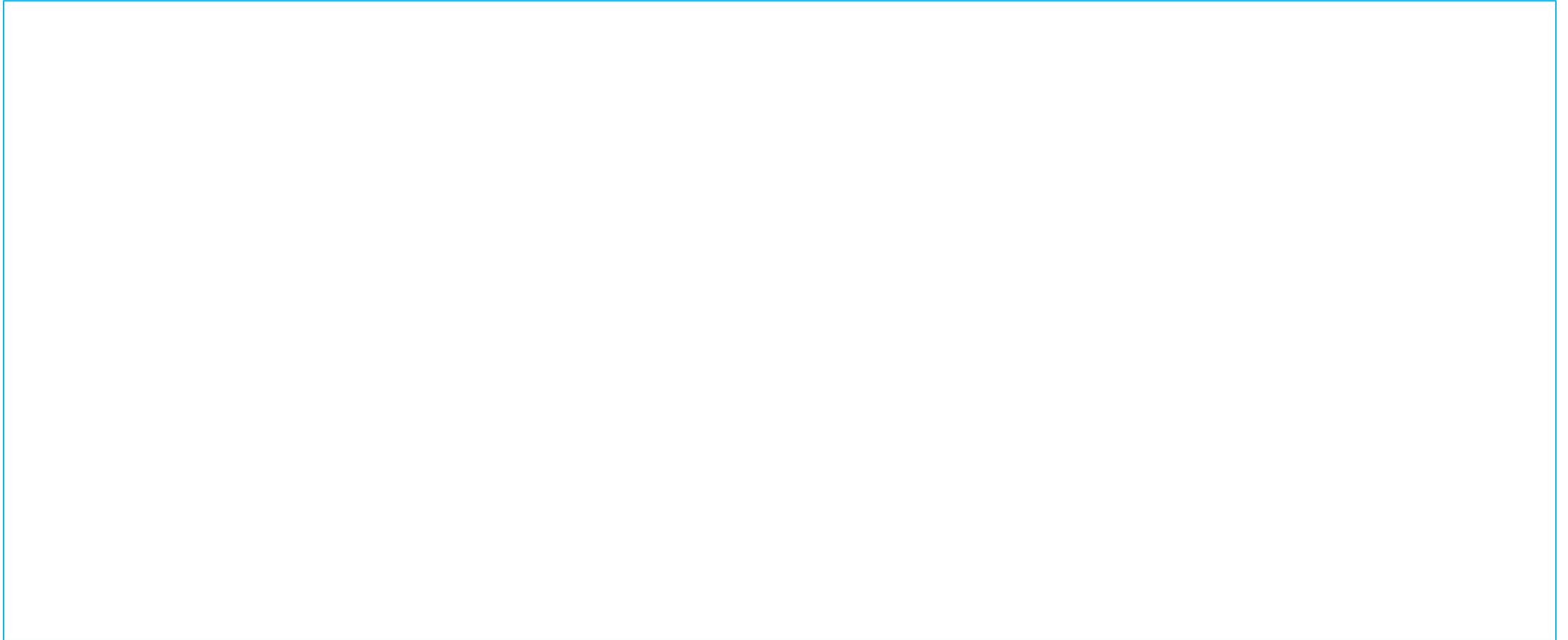
Classes	Practice	One-to-one	Online
Intensive/ extensive courses	Micro-teaching	Observations	Materials
Workshops	Reflection (Doiz & Lasagabaster, 2025; Sánchez- García, 2023)	Consultations	Teaching recordings
Guest lectures	Feedback	Coaching	Feedback
Blended learning		Peer mentoring	Tandems (Sánchez-García, 2023)
		Language-content teacher collaboration (Malmström & Zhou: Yuan, 2023)	

‘[L]anguage specialists cannot provide scaffolding in a **vacuum** without consideration of EMI teachers’ specific needs, preferences and work situations.’ (Yuan 2023, p. 273)

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‘[L]earning opportunities that combine conscious and critical **reflection**, the **sharing** of their own experiences and beliefs with other colleagues, and **research-based evidence** have proven effective cornerstones in preparing the ground for teachers to question and challenge their current practices, and to pursue their own **professional development**, with the ultimate goal of facilitating their **students' learning**.’ (Sánchez-García, 2023, p. 19)

Enable self-efficacy, continuous development, ownership, contextualisation.



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Slides: ResearchGate