

English as a Medium of Instruction (EMI)

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Coordinators:



MINISTRY OF CULTURE
AND INFORMATION



TEMPUS PROJECT ADMINISTRATION




Erasmus+

Co-funded by the Erasmus+ Programme of the European Union.

European Higher Education Area (EHEA) - Initiative to support the implementation of reforms ERASMUS-EDU-2021-EHEA-IBA Action Grant

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EMI towards Profformance+ course

- Defining EMI
- EMI course: goals and outcomes
- Course overview: duration, design, modules, evaluation
- Decision making in course design
- Course design challenges: problem-solving approach
- EMI added value
- EMI good practice and suggestions for the ideal *Profformance+* course



Defining EMI

- English has become a dominant lingua franca of academia.
- In Europe, reliable estimates of postgraduate courses being delivered in English is over 60%.
- EMI is primarily taking place in tertiary education

EMI is defined as *'the use of English language to teach academic subjects other than English itself in countries or jurisdictions where the first language of the majority of the population is not English'*.

(Macaro 2018:19)

Ernesto Macaro, Prof. of Applied Linguistics, University of Oxford



Language or content in EMI?

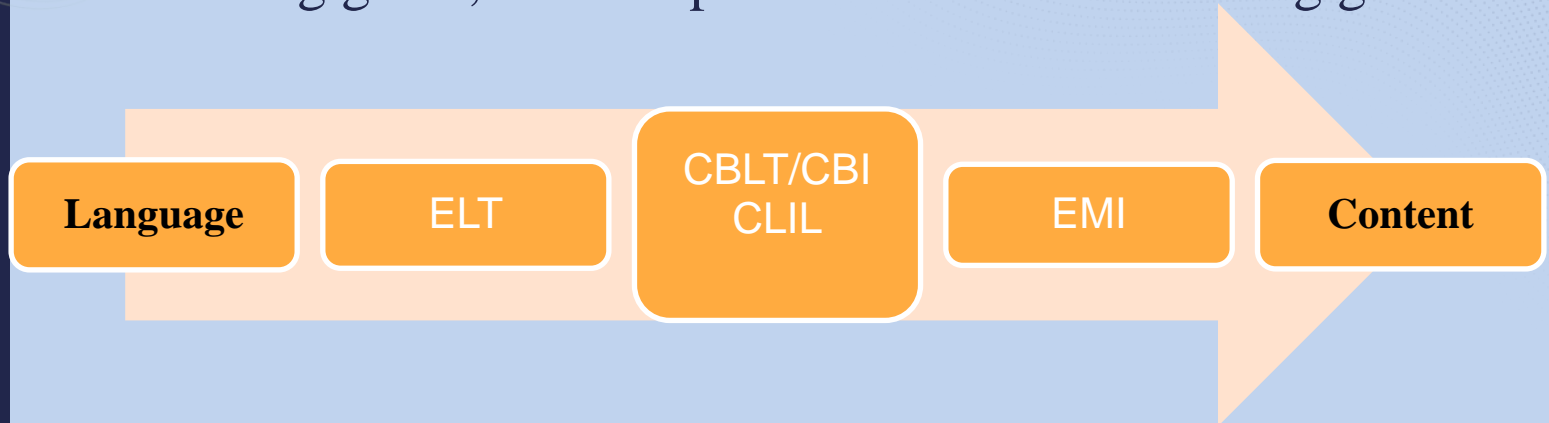
- EMI is not a language oriented class, but a subject class.
- Language is less important than pedagogy.

- **More important:**
 - - Teacher is able to engage with international students;
 - - Teacher is able to make international students participate actively in their learning process;
 - - Teacher is able to explain clearly;
 - - Teacher uses English as a tool.

- Therefore, this tends to promote a higher learning outcome than the teacher speaking or not perfect English. The teacher's focus is on the subject content and pedagogy.



- ELT: English Language Teaching
- CBLT: Content-Based Language Teaching
- CBI: Content-Based Instruction
- CLIL: Content and Language Integrated Learning
- All incorporate both language learning and content learning goals; EMI emphasizes a content learning goal



EMI course at Serbian universities

- Since 2019 (4 course cycles)
- Supported by the Tempus organization, Serbia & US Embassy
- 4 state universities: University of Novi Sad, University of Belgrade, University of Kragujevac, University of Niš
- Over 1200 HE teachers applied
- 478+ (600c) completed the course
- EMI participants: Researchers, Teaching Assistant, Assistant Prof., Associate Prof. Full Prof.
- EMI course lecturers:
 - 23 professors (Applied Linguistics, Linguistics, Literature)
 - - previously trained (2019) by EMI experts in the field (Ernesto Macaro, University of Oxford, Mark Searle, University of Oxford, Mary Page, University of Southampton)
 - - face-to-face training + online course



EMI course goals & outcomes

■ GOALS:

- To improve the knowledge and skills of the university teachers to teach their courses in English;
- To improve their knowledge and skills specifically in pedagogy of a foreign language, by using the *English as a Medium of Instruction* approach;
- To impact their attitudes and self-confidence to provide instruction in English;
- To raise awareness to GIVE to internationalization.

■ OUTCOMES:

- Teachers were able to focus more on the pedagogy of a foreign language;
- Teachers acquired the knowledge and skill to teach an international student (focus on language and focus on pedagogy);
- Teachers gained more self-confidence and awareness for internationalization (prep. for study programs in English).



EMI course overview: theoretical

- Tempus organization (Needs analysis pre/post course)
- Introduction to the course (Needs Analysis; EMI teacher/student profile)
- **Focus on language** (field-specific vocabulary+general+academic; Register: written vs. spoken language; connectives: coherence & cohesion; functional language: giving topic/structure cues, transition cues, conclusion cues, organizational cues, VA cues; signposting)
- **Focus on pedagogy** (constraints of the EMI context: institutional, resource, psychological; learning strategies & styles, lesson planning; delivering the lecture: T voice, pace, speed, intonation, emphasis; silence in teaching; scripting; interaction; intercultural awareness & interaction)
- Instructional technology and resources in EMI (tech., Vas, humor, online resources)



EMI course overview: practical

Micro-teaching sessions (individual)

- - delivering a 15-min. lecture (field-specific)
- Peer-assessment
- T assessment

Added value:

- Recording of the micro-teaching sessions (self-assessment)
- Syllabi design for a selected course to teach in English



Decision making: course design

- Needs analysis initiative (purpose: collect information on the participants; ref. to T profile and needs; benefits)
- Balance (theory & practice; language & pedagogy)
- Selection of activities in relation to course goals (questionnaires, mind maps, class discussions, observations: individual, pair and group work)
- Organization of thematic areas
- Structure & duration of micro-teaching sessions
- Evaluation and assessment (peer/self)
- Certification (*Study in Serbia* initiative: ie. Faculty of Medicine)
- Extended value: syllabi; legislation & professional development



Overcoming challenges

CHALLENGES:

1. Scheduling (participants & Ts)?
2. Micro-teaching structure: (duration – cover the lesson plan components; how to include peer-assessment)?
3. Need for more field-specific resources?
4. How do we extend the value of the course beyond classroom?

RESOLVED:

1. twice a week (1,5h sessions)
2. Reduce the theoretical part of the course to allow for 15 min. sessions; All participants were active learners by filling out peer-assessment rubrics.
3. The resources used were from diverse study fields;
4. Syllabi (prep. for study programs in English;
Incorporate the course value into the legislature for Erasmus+ mobility program ('Contribution to Internationalisation')

GIVE not TAKE!!



EMI towards *Profformance+*: good practice

- Needs Analysis (pre/post course insight)
- Benefits of the course (emphasis on the short/long-term benefits)
- Samples of effective lectures (DIGI, INTL, INCL, SUST)
- Maintain field-specific focus
- Overcoming constraints (institutional, resource, personal)
- Micro-teaching (a hands-on activity that stimulates active learning)
- Peer/Self evaluation
- Transition from educational context to real-life experience (syllabi design)

