

Formació específica per al PDI Pla de foment de la recerca en anglès

EMI Methodology: English as a Medium of Instruction + Development Workshops

Tutor

Doris Stanger

Course Presentation

The goal of this 30-hour course is to offer support to PDI involved in teaching their subjects in English in order to boost the overall quality of English-Medium Instruction (EMI) at UIC Barcelona. There will be equal emphasis on methodology, didactic and linguistic aspects, as well as support and suggestions for improvement. This three stage EMI course will propose methodological strategies and insights from the experience of managing second language classrooms to teachers who are not native English speakers

The three stages of this semester-long course are:

Stage 1 - Teacher training (EMI Methodology: English as a Medium of Instruction, 15 hours)

Stage 2 - Development Workshops (15 hours)

Stage 3 - Ongoing support

Stage 1: Teacher training - EMI Methodology: English as a Medium of Instruction

Teacher

Dr Alexandra Vraciu

Course Overview

This course provides UIC Barcelona lecturers who are non-native speakers of English with the strategies and concepts necessary to effectively implement English-Medium Instruction (EMI) at university. The course specifically addresses the skills related to course planning, content delivery, academic literacy and class management in English as a foreign language. It offers an array of practical resources for overcoming the language “barrier” and fostering successful content and language learning in EMI settings.

This 15-hour course will be offered on both campuses each academic year.

Prerequisites

Participants should have a certified C1 level of English and must be teaching or due to teach in English.

Objectives

To give participants strategies and resources to use when teaching in English.

Evaluation system and criteria

Pass (Apte) or Fail (No apte) based on attendance.

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Stage 2: EMI Development Workshops

Teachers

Staff of the Institute for Multilingualism

Course Overview

This second part of the EMI course will focus on putting the methodology from Stage 1 into practice and providing linguistic support. A total of 15 hours will be divided between small group work, class and/or peer observation, material review and correction in a non-threatening, supportive environment. The scheduling of the 15 hours will be based on the schedules of the participants and teacher. The workshops will begin at the conclusion of Stage 1.

There will be a maximum of 5 groups with a maximum of 3 participants per group on both campuses for a total maximum participation of 30 teachers.

Prerequisites

It will be obligatory for participants to be enrolled in or to have taken the course **EMI Methodology: English-Medium Instruction**.

Methodology

The approach to the participation in the Development Workshops will be to consider it an opportunity for collaborative action research aimed at improving the quality of teaching in English at the University. Action research has long been common in the field of Education as a vehicle to both theoretical development and teaching innovation, and can be defined as follows:

“Action research in education is research undertaken by practitioners in order that they may improve their practices. The people who actually teach children or supervise teachers or administer school systems attempt to solve their practical problems by using the methods of science. They accumulate evidence to define their problems more sharply. They draw upon all of the experience available to them as a source for action hypotheses that give promise of enabling them to ameliorate or eliminate the practical difficulties of their day to day work. They test out these promising procedures on the job, and again accumulate the best evidence they can of their effectiveness. They try to generalise as carefully as possible in order that their research will contribute to the solution of future problems or the elimination of future difficulties that they face in their teaching or supervision or administration” (Corey, 1954, p. 375)¹.

In its simplest form, action research is something teachers do every time they plan a class, deliver it, observe their students' performance and reflect on what needs to be done next time. In a more complex form, it is a conscious plan for self-development and a grass-root, participatory form of driving educational theory and advancement.

¹ Corey, S. M. (1954). The Journal of Educational Research, 47 (5), 375-380.

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Syllabus

The workshops will be flexible and based on the needs of the participants. Each development workshop could include the following:

To assess the needs of the participants:

- ❖ Intake interview

Regarding teaching in English:

- ❖ EMI lesson planning / adaptation of lessons for EMI
 - Adaptation of teaching guide
 - Assessment
 - Material preparation
- ❖ Discussions regarding spoken skills and linguistic challenges
 - Mapping / signposting / making your point
 - Making up for loss of communication
 - Basic intercultural communication skills
 - Speaking / reading - looping
 - Sound scripting - breaking it down
 - Voice and pronunciation
 - Key words
- ❖ Microteaching sessions:
 - 15-20-minute lesson/rehearsal to whole group (may include filming)
 - Feedback whole group / peer to peer
- ❖ Classroom observations of EMI (may include filming of the class session) + feedback

The following are some aspects that may be focused on during classroom observation.

- ❖ What strategies does the teacher use to get and/or hold students' attention and encourage learning? Do the students participate actively in their learning? What strategies could be tried? e.g.:
 - Linguistic (rephrasing, repeating, dialogue, writing, etc.)
 - Paralinguistic (intonation, speed, pausing, pitch, volume, whispering, etc.)
 - Multimodal (gesture, movement, signalling, diagrams, objects, etc.)
 - Innovative teaching/learning methods
- ❖ What strategies does the teacher use to make himself/herself understood?
How does the teacher know that students follow/understand the class? What strategies does the teacher use to check students' comprehension? What others could be tried?
- ❖ Is the content being dealt with at the desirable level of complexity?
Or is it being simplified by using English? If so, what strategies could help?
- ❖ Does the teacher switch into Catalan or Spanish? Why? When? What for?
What other strategies could be tried?
- ❖ Do the students use English in the classroom?
Why? When? What for? What strategies could be tried?
- ❖ Maintenance of a reflective document regarding EMI teaching development

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- Participants could respond to questions such as:
 - What did I like about my class? What did I do well?
 - What went wrong? Where do I need to improve?
 - What would I change next time?
 - Concrete measures to improve
- Vocabulary list
- Keeping a check list
- ❖ Discussions of relevant topics
 - Rubrics
 - Evaluation
 - Is language evaluated or just content?

Stage 3: Ongoing support

Overview

This is a virtual space in Moodle open to anyone who is teaching or doing research in English. The space is maintained and monitored by the Institute for Multilingualism.

This online space offers support in three areas:

- ❖ A forum for:
 - Discussion groups about relevant topics, for example, evaluation of the use of L1 in the classroom etc.
 - Ongoing and continuous support providing individual answers to specific questions and doubts related to EMI.
- ❖ Support materials, for example, links to helpful web pages, vocabulary lists etc.
- ❖ Resources and papers related to the methodology behind EMI.

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