



EMI Workshops

Workshop 1: An introduction to English-medium instruction

Much has been written about the didactic aspects of CLIL (Content and language integrated learning) at secondary level but an appropriate didactic approach to English-medium instruction (EMI) in tertiary education has only recently started to receive more attention. A change to EMI presents significant challenges to subject teachers, challenges that should not be underestimated if the change is not to result in teacher/student dissatisfaction and a reduction in quality. This workshop defines what exactly is meant by English medium instruction and focuses on the consequences of its introduction for lecturers, students and institutions. We will discuss practical changes that can be made when planning lectures in order to overcome potential obstacles caused by a switch in the language of delivery. The workshop will be interactive, allowing time for input, questions and discussion.

Workshop 2: It's not just a matter of translating your slides! A look at important aspects of EMI

The challenges posed by lecturing through English to non-English speaking students are often underestimated by lecturers or their institutions. In general, concerns tend to focus on purely linguistic issues with other more communicative/didactic issues relegated to second place or not considered at all. Students themselves are very conscious of this, frequently rating lecturers' methodological abilities far higher than merely linguistic competence. But what does this actually mean? In this workshop, we would like to include, but go beyond, the purely linguistic when considering aspects of communication and didactics that contribute to successful EMI, e.g. cohesion, intercultural transparency and an awareness of changes in the role of the teacher. The workshop is based on work we have done in collaborating on the development of assessment criteria for EMI lecturers and on developing a didactics course for those planning to teach in English. The workshop will be interactive, allowing time for input, questions and discussion.

Workshop 3: The use of formal and informal language in lectures

It has been remarked that teaching their subject through English can turn 'good lecturers into bad communicators' (Tange, 2010). In order to avoid this, it is necessary for lecturers to use a wide range of language in both formal and informal registers. There is a danger that lecturers focus too much on the formal, technical language of their field and neglect the questions, responses, anecdotes and humour that make them good communicators in their mother tongue. This can lead to the phenomenon of the 'reduced personality' whereby a lecturer is unable to be the person he/she normally is in the classroom. In this workshop, we will look at some differences between formal and informal language and when each may be appropriate in a lecture. We will also look at how to plan for some of these informal usages as well as strategies to help with those times that cannot be planned. You will have the opportunity to practice several of these strategies as well as to ask questions and discuss the issues raised.

Workshop 4: Effective communication with non-native English speakers

As lecturers teaching your subject through English, you have more than enough on your plate to develop students' knowledge of the content without having to worry about their language development. However, even when teaching in your (and their) first language, you are teaching them the language they need to function in the professional community they will subsequently find themselves in. The switch to English makes it a little more challenging to achieve this goal. This workshop will look at the way in which methods used by English teachers, who communicate on a daily, professional basis with non-English speaking students, can be transferred to the English-medium instruction context to facilitate effective communication and language development in the classroom. The workshop will be interactive, allowing time for input, questions and discussion.

To organise workshops at your institution or for further information, please contact:

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