Closing the Gap for English as a Medium of Instruction (EMI) development courses

EMI Pedagogies

Ernesto Macaro is an EMI expert and Emeritus Professor of Applied Linguistics, Director of the Department of Education, Oxford, UK

EMI Teaching Competence

Competences of teaching academic subjects through the medium of English in non-anglophone contexts

EMI teaching competence certification is held in many universities in terms of the language competence. Theoretical underpinnings of EMI render it synonymous with CLIL and development of EAP literacies. Yet, EMI teacher development programmes should be developed based on pedagogical frameworks and teaching methodology, evaluation of materials and resources and ongoing development. Join us to engage in evidence-based co-construction opportunities which entail:

Ursula Wingate Is a professor specialising EAP and EMI literacy discourse King's College London, UK.

1 PEER-OBSERVATION

After induction, participants will be asked to observe a class and complete a peer-observation protocol.

2 PEER-COACHING

Academics will provide action-oriented feedback to foster key EMI competences.

3 CO-CONSTRUCTED FRAMEWORK

Follow-up symposium and discussion

Angela Hakim Visiting Research Scholar in Second Language Acquisition Teaching | U.S.

Peer-coaching between language teachers and content teachers (and/or students)

Collaborating with, asking questions and providing feedback to colleagues who teach, implement EMI interventions or conduct research can be a very rewarding opportunity for all stakeholders.

A dialogue should be engendered between content teachers and English language specialists in order to ensure that a consensus on the benefits of EMI in terms of language learning might be reached" (Briggs et al., 2018: 692)

Peer-coaching sessions/discussion can be focused on language improvements or on how we can design our lessons to empower and scaffold EMI students to become autonomous learners. Also, being provided with the chance to micro-teach real students and receive immediate feedback regarding aspects of EMI teaching that may be of interest to you, can lead to very useful insights.

CONTACT US

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UNIVERSITY OF CRETE _ERASMUS WEEK PROGRAMME _DAY 1

Thursday 25th April

8.30   Welcome and introductions

9.00-10.30   Kiki Divini: EMI teaching competence insights drawn from research.

10.30-11.30   Maria Koutraki: Completing peer-observation protocol as development tools

Break

12.00-13.00   Peer observation

13.00-14.00   Peer-coaching (Facilitator: Noni Rizopoulou)

15.00-16.00   Kallia Katsampoxaki-Hodgetts: Towards Co-construction of EMI framework with a pedagogical focus

University of Crete _Erasmus Week programme _DAY 2
Friday 26th April

16.30	Meeting Welcome Office & Erasmus Officer Acting Heads
17.00	Discussion with Heath Rose, Oxford University, UK & Evi Kortsidaki, UOC
18.00	Ernesto Macaro, Oxford University, UK "EMI Research & Development"
19.00	Simon Webster, University of Leeds, UK "Disciplinary written discourse genres for pedagogic purposes
19.30	Satu Tuomainen, University of Eastern Finland, "MOOC course to support EMI teachers in Finnish Higher Education"
20.00	Kallia Katsampoxaki-Hodgetts, University of Crete, EMI needs analysis a the University of Crete; teacher development through multiliteracies perspective
21.30	End of Day 2

University of Crete _Erasmus Week programme _DAY 3
Saturday 27th April

09.30	Ursula Wingate, King's College London, The EAP practitioner as teacher educator for EMI
11.00	Gabriel Salinet Rodrigues, Juliana Michelon Ribeiro & Graciela Rabuske Hendges, Universidade Federal de Santa Maria (UFSM), Brazil, A research overview on EMI at UFSM
12.00	"EMI Insights from Peer and Micro Teaching" Soraya García-Sánchez & María Esther Rodríguez-Gil Department of Modern Languages, Spain
12.30	Language Planning and Policy for English Medium Instruction Chiuhui (Vivian) Wu, Taiwan
13.00	"Presenting local contexts" Ivana Čorbić, Jelena Matić & Andrijana Broćić, Belgrade University, Serbia
13.30	Lunch Break
14.30	"Student Support and Staff Collaboration in EMI , Angela Hakim, USA.
15.30	Best practices in EMI? A Genre-Based Analysis, Mariangela Picciuolo University of Bologna
15.50	Collaborative learning: fostering belonging in EMI context, Laurietta Essien, University of Leeds, UK
16.10	Virtual exchanges in EMI, Barbara Loranc, Poland
17.00	End of Day 3

University of Crete _Erasmus Week programme _DAY 4
Sunday 28th April

09.30	Academic literacy and multiliteracy in EMI language support, Heath Rose, University of Oxford
11.00	AI & Digital technologies
12.00	Parallel Workshops: Professional Development
13.30	Lunch Break
14.30	Parallel Workshop: Teacher Development
16.10	Key Takeaways and Farewell End of Day 4