

# English Language Teaching

## English Medium Instruction

A course for MA students in areas related to ELT.

### Aims and Outcomes

The overall aim of this course is to introduce the issues around, and practices in English-Medium Instruction (EMI)

Successful participants will have an understanding of current state of knowledge in English as a Lingua Franca (ELF), English as an International Language (EIL), Transcultural and Intercultural communication, Internationalisation in HE and Contrastive Rhetoric. Successful participants will have enhanced their English-language-based communication skills in HE contexts.

### Course timetable

#### 0. Pre-course

Individual or group self-assessment and self-awareness tasks  
Individual pre-course reading/ reading groups

#### Monday

##### 9.00 – 10.30 Session 1. Links to MA, Expectations, Forming a learning group

- a) Individual tutorials with participants to explore MA experience, expectations of this course and future ambitions.
- b) Group members undertake a range of group-forming tasks
  - to enable the group to function effectively in future sessions
  - to provide an instructional model for later discussion

##### 11.00 – 12.30 Session 2. Ideological issues in EMI and English as an international language (English as a Lingua Franca)

- a) Discussion on five problems listed by Ammon & McConnell (2002), relevant to the use of English in HE settings. The problems will be discussed in light of participants' reading of Seidlhofer 2011, Chapter 1.
- b) Debate on globalisation vs. English as liberation

#### Tuesday

##### 9.00 – 10.30 Session 3. Oral Communication in EMI settings

- a) Discussion based on Fortuño 2006 – possible differences between Spanish and North American lecturing styles.
- b) Lecture – Spoken English in international settings

##### 11.00 - 12.30 Session 4. Intercultural and Transcultural communication

- a) Brief lecture on intercultural and transcultural communication

(interaction between reified cultures vs. 'superdiversity' and transcultural competence; illustrative videos of transcultural communication among York students, introduction to cultural norms in spoken interaction)

- b) Discussion based on pre-course readings in translingual and transcultural competence
- c) TC practice using 'critical incidents'

### **Wednesday**

#### **9.00 – 10.30 Session 5. The Internationalisation of Higher Education**

- a) 'Jigsaw' reading activity (Lemasson 1999, Ellingboe 1999, Mestenhauser 2002, Calgary) leading to discussion of the meaning of 'internationalisation' in the U of Zaragoza context.
- b) Brief discussion based on Knight (1999) – what are the reasons for internationalisation of HE?

#### **11.00 – 12.30 Session 6. The place of English in internationalised HE**

- a) Brief overview of internationalised curriculum goals
- b) Workshop addressing key questions:
  - To what extent would you want to commit to any of the goals of an internationalised curriculum?
  - How do these goals coincide with using English (as opposed to another language)?
  - To what extent do you use English in order to construct yourself as a global citizen?
  - What help and guidance would EM-instructed students need on making their disciplines impactful globally?
  - How might transcultural communication, through the medium of English be fostered among students?
  - What help and guidance would EM-instructed students need in furthering their career chances?
  - How might EMI transform the curriculum positively? And what might be the negative transformations?

### **Thursday**

#### **9.00 – 11.00 Session 7. Issues in Academic Writing in an international context**

- a) Lecture on linguacultural construction of knowledge and the risks associated with linguacultural homogenisation
- b) Seminar discussion – personal experiences of writing in English

#### **11.00-12.30 Session 8. Fulfilling internationalisation aims through a process writing procedure**

- a) Group discussion to identify a theme or topic worthy of a course-summary article
- b) Process writing workshop to address the theme
- c) Brief discussion on the value of process writing in an internationalised curriculum. Lead into individual writing tasks.

### **Friday**

#### **9.00-10.30 Session 9. EMI and EAP**

- a) Brief introduction to Genre-based and Academic Literacy-based approaches to teaching EAP
- b) Viewing of 'international' English in published work (in Business Studies, Computer Science, etc.). Discussion of aims and goals in EAP teaching.

#### **11.00-12.30 Session 10. Concluding session**

In this session participants will be encouraged to share the reflective writing they have begun.

The session will also provide an opportunity to take up any points from earlier in the course, which participants would like to develop a little further.