How can EAP tutors support EMI lecturers?

Katrien Deroey
English-medium teaching has been so widely adopted despite [...] inadequate language skills and the need for training of indigenous staff [...] 

Coleman (2006, p. 7)
Recommendations at European level suggest language concerns

Practices at 38 European HEIs

Teaching & learning in multilingual & multicultural HE

Found little lecturer training + optional

Recommends ‘provid[ing] the necessary professional development and teacher training programmes that will allow HE teachers to appropriately develop their language proficiency’
## Reported EMI issues

<table>
<thead>
<tr>
<th>Students</th>
<th>Lecturers</th>
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<tbody>
<tr>
<td>Pronunciation &amp; prosody</td>
<td>Increased work load</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Reduced clarity &amp; precision</td>
</tr>
<tr>
<td>Ineffective discourse structuring</td>
<td>Reduced interactivity</td>
</tr>
</tbody>
</table>

*Overview: Deroey (2013)*
Evidence from lecture analyses

Pronunciation

Accuracy

Reduced clarity

Increased redundancy

Slower speech

Speech resembling writing

Overview: Deroey (2013)
Evidence from lecture analyses

How do native and non-native lecturers signal important points?

BASE & ELFA lectures

Same variety of importance markers, but

NS: multifunctional, implicit markers predominate

remember that most developing countries are small (BASE)

the point is that people can't do that (BASE)

NNS: more referring pronouns + more explicit markers

that's the main idea (ELFA)

the major question of course is remains where do they come from

Deroey & Taverniers (2012); Deroey (2014)
Needs analysis

University of Luxembourg Language Centre (2014)

Questionnaire: all staff & PhD (c. 23%, N=471)

Interviews with academic directors (N=25)

EMI lecturers: 136 (c. 65% of ‘teachers’)

English language training is not needed

Self-reported English CEFR level

EMI lecturers (N=136), University of Luxembourg (2014)
English language training is not needed

Their English not perfect but it’s good enough.

English is the working language of the unit.

Course directors, UL
Professors overestimate their language competence in teaching.

Students complain about accents.

Support staff’s English is sometimes not good enough to understand texts. I can’t say they need it because that would be saying there is a deficit.

Course directors, UL
Lecturers don’t see the need for EL training

Which language(s) would you like to improve?

EMI lecturers, University of Luxembourg (2014)
EMI lecturers are interested in teaching-related (English) communication ‘coaching’

Which teaching-related communication coaching would you be interested in?

- None
- Other
- Creating teaching-related texts
- Teaching in a language that is not my mother tongue
- Teaching students with varied backgrounds
- Teaching students with heterogeneous EL

EMI lecturers, University of Luxembourg (2014)
Even if staff have an adequate command of English [...], they are unlikely to have specialist knowledge of the particular demands of university-level education through an L2, where mixed ability becomes the norm and complex content exacerbates already high cognitive processing loads [...]

EMI competencies do not simply entail language proficiency, but rather language use for pedagogic purposes.

Coleman (2006, p. 7)

Susanne Gundermann, EMI team Freiburg University, Germany (p. c.)
Courses: carrying coals to Newcastle?

10 lunchtime sessions of 2 hours

Lecturing, intercultural communication, socialising

Functional language & awareness raising

‘English for Lecturers’
Online support

Online regular, short language practice

High or highly? Low or lowly?

Another finding was that respondents who scored high/highly on impulsivity tended to be more aggressive than those who scored low/lowly on impulsivity.

Oplossing?

Geheugensteuntje nodig? Schrijf hier je oplossing:
Working with whole study programmes

‘EMI Quality Management System’

Certifies entire study programmes

Lesson observation with student/lecturer/expert feedback

E-modules in language and teaching strategies

‘[W]e highlight strengths (English, use of questions, handling student input) and point out points to improve on, which can be done with the EMI team on an individual basis, through further observations with constructive feedback, or through attending workshops given at our teaching center.’ (Gregg Dubow, EMI team, p. c.)
Working with whole study programmes

‘EMI Quality Management System’

‘Framing support as "we will evaluate and improve your English" will probably fall on more deaf ears or arouse resistance than framing it as "assessing status-quo communicative quality of teaching in English".’

‘The teachers [...] have been much more interested in [...] ESP for teaching (formulating clear learning objectives, crystallizing questions which they pose to students, setting up tasks, handling unclear student input).’

Gregg Dubow, EMI team (p. c.)
References


BASE: https://the.sketchengine.co.uk/open/ (corpus searches)

ELFA: http://www.helsinki.fi/elfa/elfacorpus