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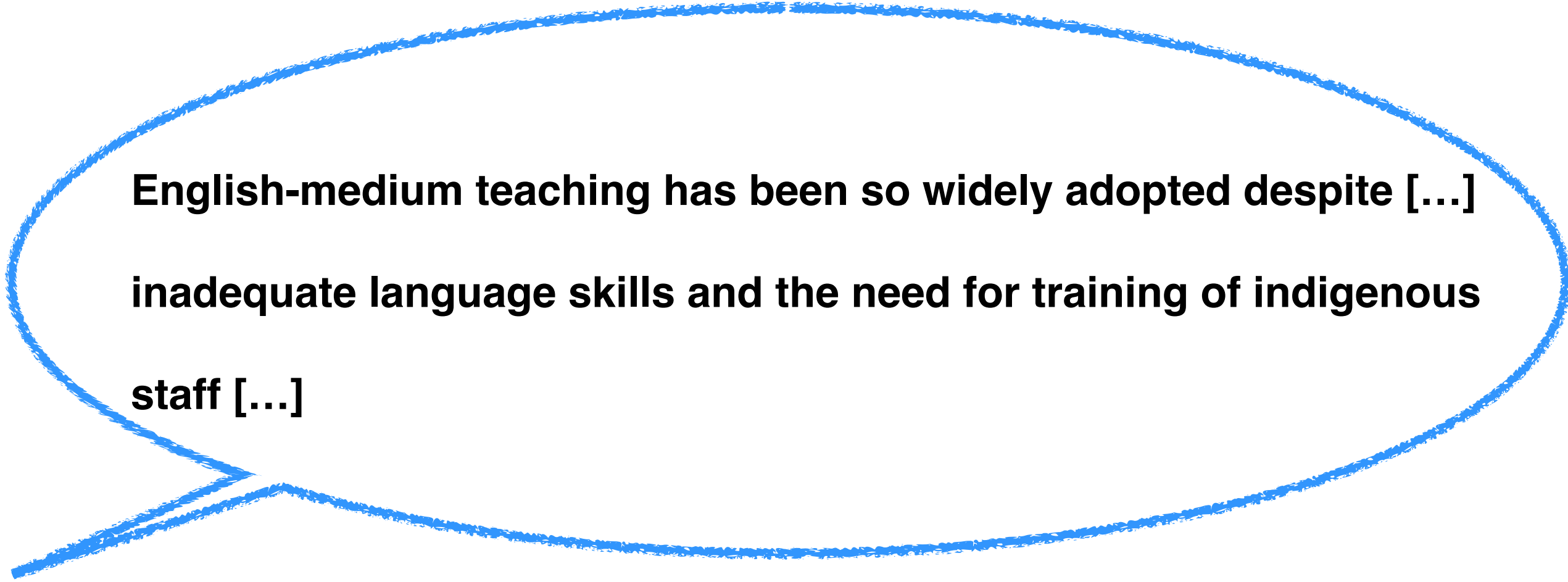
# How can EAP tutors support EMI lecturers?

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Katrien Deroey



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Language Centre (ULLC)



**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**

IntlUni Erasmus Academic Network  
<http://intluni.eu/>

## **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

**Students**

**Lecturers**

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**Pronunciation & prosody**

**Increased work load**

**Accuracy**

**Reduced clarity & precision**

**Ineffective discourse structuring**

**Reduced interactivity**

# **Evidence from lecture analyses**

**Pronunciation**

**Accuracy**

**Reduced clarity**

**Increased redundancy**

**Slower speech**

**Speech resembling writing**

# 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

# Needs analysis

University of Luxembourg Language Centre (2014)

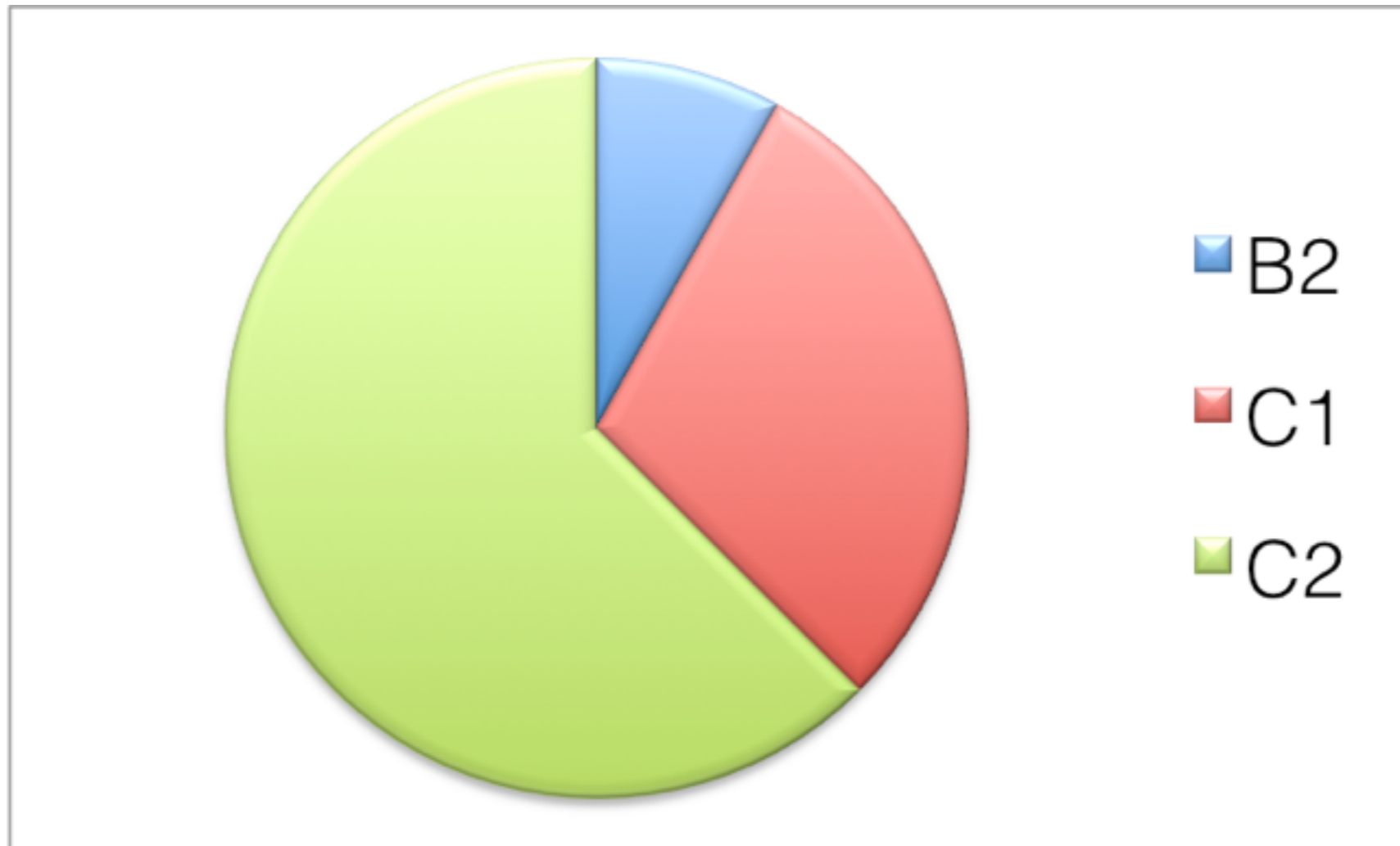


**Questionnaire: all staff & PhD (c. 23%, N=471)**

**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**

# English language training is not needed ?

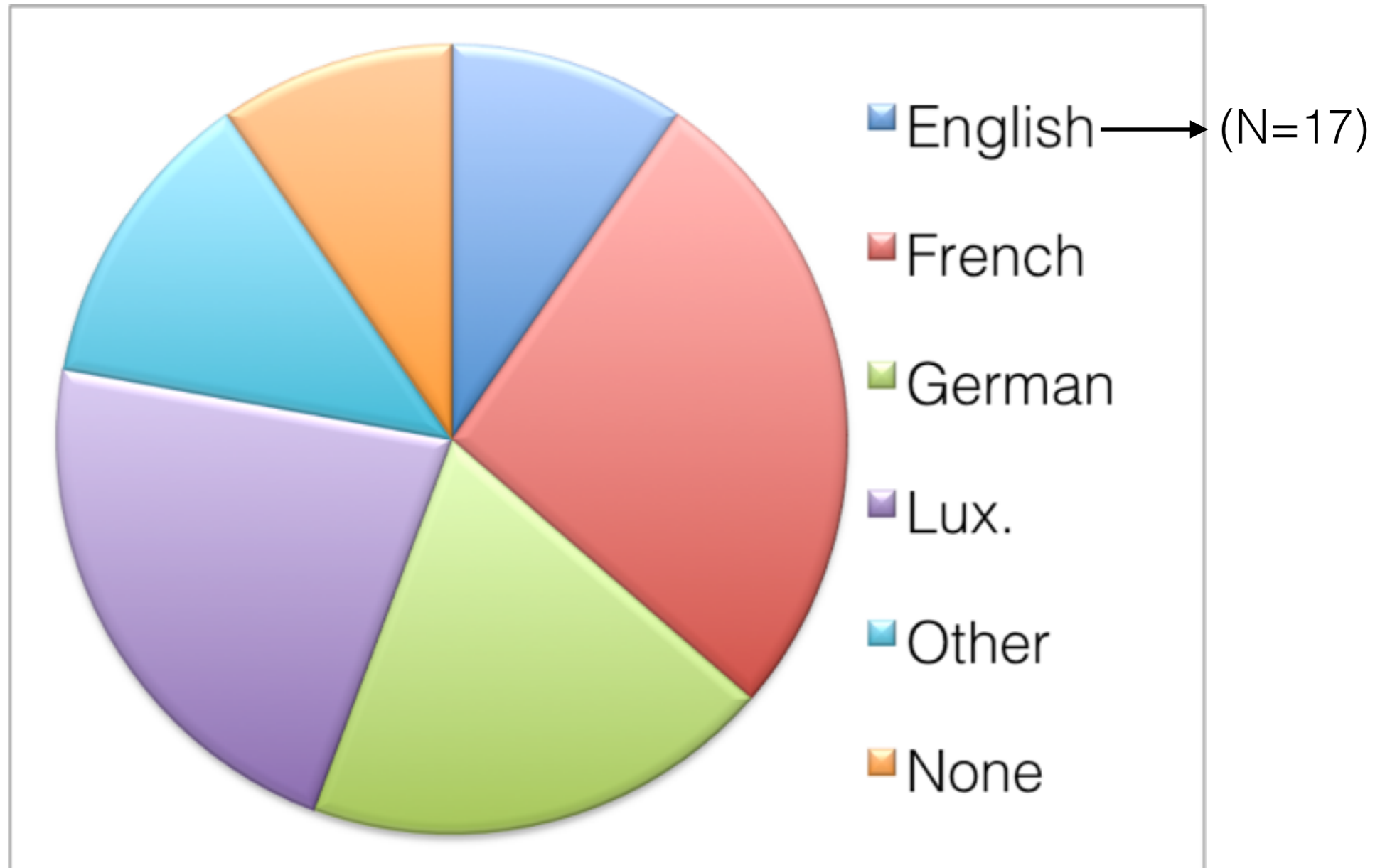
**Professors overestimate their language competence in teaching.**

**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.**

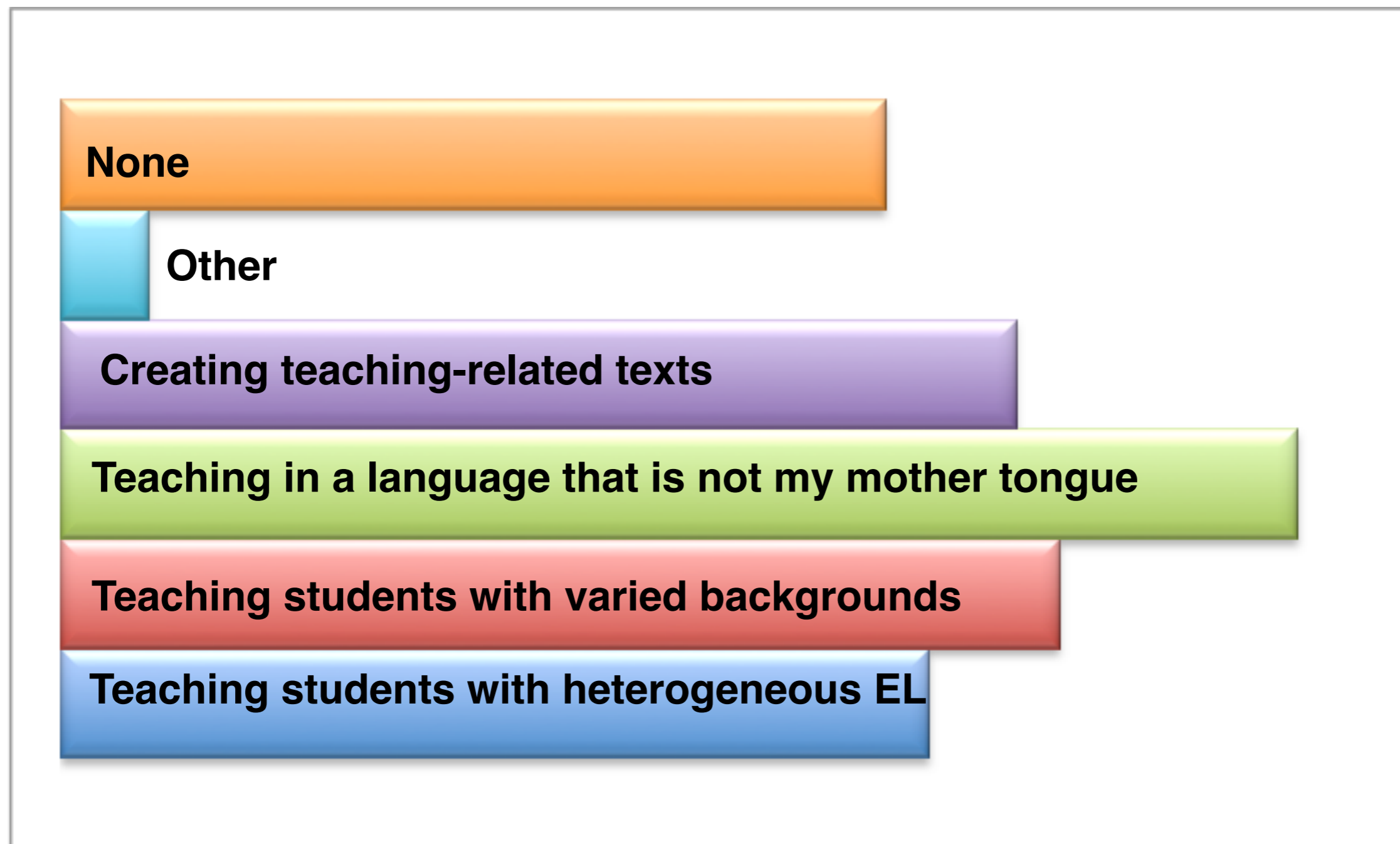
## Lecturers don't see the need for EL training



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?

EMI lecturers, University of Luxembourg (2014)

**[E]ven 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 [...]**

**Coleman (2006, p. 7)**

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

**Susanne Gundermann, EMI team Freiburg University, Germany (p. c.)**

# **Courses: carrying coals to Newcastle?**

'English for Lecturers'



**10 lunchtime sessions of 2 hours**

**Lecturing, intercultural communication, socialising**

**Functional language & awareness raising**

# Online support

## Online regular, short language practice

'Lecture Board'

**KU LEUVEN**

Fr De En Es Inschrijven

**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:

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# Working with whole study programmes

‘EMI Quality Management System’

**Sprachlehrinstitut der Albert-  
Ludwigs-Universität Freiburg**  
Albert-Ludwigs-Universität Freiburg

**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’

**Sprachlehrinstitut der Albert-  
Ludwigs-Universität Freiburg**  
Albert-Ludwigs-Universität Freiburg

**‘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.)**

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- Deroey, K. L. B., & Taverniers, M. (2012). 'Just remember this': Lexicogrammatical relevance markers in lectures. *English for Specific Purposes*, 31(4), 221-233.
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- BASE: <https://the.sketchengine.co.uk/open/> (corpus searches)
- ELFA: <http://www.helsinki.fi/elfa/elfacorpus>