EMI: Essentials

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Introduce yourself, please

Tell us about yourself:

Who are you?

What do you do?

Why did you come here?

What else should we know about you?

HELLO
my name is

What can you expect?

We are going to talk about:

- EAP, EMI & CLIL - what's your context?

- identifying your needs as EMI instructors

- identifying your language needs

- speaking practice

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EAP, EMI & CLIL

Task 1

With a partner, discuss the relationship and differences between **English for Academic purposes** (EAP), **English as a Medium of Instruction** (EMI) and **Content and Language Integrated Learning** (CLIL).

English for Academic Purposes (EAP)

"[EAP] means grounding instruction in an understanding of the cognitive, social, and linguistic demands of specific academic disciplines. This takes practitioners beyond preparing learners for study in English to developing new kinds of literacy: equipping students with the communicative skills to participate in particular academic and cultural contexts."

(Hyland & Hamp-Lyons, 2002)

English as a Medium of Instruction (EMI)

"The use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions in which the majority of the population's first language is not English."

(Dearden, 2015)

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Content and Language Integrated Learning (CLIL)

"An approach having the dual purpose of teaching learners curriculum content and a second language (L2), usually English, in an integrated manner."

(Banegas & del Pozo Beamud)

Practical implications

- EAP, EMI & CLIL take place in a variety of different contexts (fully English-speaking countries, countries with ESL and EFL) => different knowledge of English, different needs
- taught by different teachers (NS, NNs)
- at different levels (EAP vs EMI vs CLIL)
- for students (pre-sessional or in-sessional) or for academic staff (EAP)
- full-time, part-time, distance-learning, online

What's your context?

Task 2

In pairs - talk to your partner. Consider the information on the previous slide. What is the situation at your workplace? Do you teach EAP, EMI or CLIL? What is **the extent of using EMI** where you work?

Step 1 - Exchange information. Listen carefully to your partner, take notes if necessary.

Step 2 - Share the information you learnt from your partner with the class.

EMI needs analysis

Task 3

In pairs - talk to your partner. Discuss the following questions:

Have you ever received any formal training in EMI?

How confident do you feel using EMI?

Do you have sufficient knowledge of generic expressions and specific

vocabulary to communicate and interact in the EMI class? If not, what do

you need to improve?

What are your biggest challenges when using EMI?

Is there anything you would like to improve in terms of EMI?

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Language skills

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LANGUAGE SKILLS

speech-based

	RECEPTIVE	PRODUCTIVE
speech-based	Listening	Speaking
text-based	Reading	Writing

text-based

Adapted from Jordan (1997)

What are your needs?

Task 2

Step 1 In pairs - discuss the following questions:

Have you ever been involved in any kind of needs analysis? How can we analyze our needs and our students' needs? Give examples

What are your needs?

Task 4

Individually - Think of the individual language skills (reading, listening, speaking and writing) and areas of knowledge (grammar, vocabulary, functional language etc.). Write a short evaluation on a piece of paper. What are **your strong points** in each area? What would you like **to improve**?

Then compare your answers with a partner.

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Task 4

In groups - play the card game.

Take a card from the pile. Say if you need to **use this language function** (written or spoken) in your job.

If possible, give a specific example.

Example: Giving instructions - Yes, I tell my colleagues how to fill in reports.

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Improving your English

Task 5

In pairs - Discuss the questions on the handout. Are your answers/opinions similar or very different?

References

Banegas, D. L., & del Pozo Beamud, M. (2020). Content and Language Integrated Learning: A Duoethnographic Study about CLIL Pre-Service Teacher Education in Argentina and Spain. RELC Journal. https://doi.org/10.1177/0033688220930442

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Jordan, R. R. 1997. English for Academic Purposes. A guide and resource book for teachers. Cambridge: Cambridge University Press.

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Exit ticket?

Thank you for your attention!