EMI in Higher Education

Overview and Outcomes

The 30-hour **NILE English-Medium Instruction** (EMI) course is designed for teachers and academics teaching courses through English in Higher Education. The course will consolidate participants' understanding of key issues in EMI and help participants to become educational practitioners ready to teach students at degree level. By the end of this course participants will be able to use a variety of techniques that help students successfully participate in English-medium classes. Participants will be able to plan and deliver interactive lessons/lectures that use a variety of strategies to guide students' understanding and support their spoken and written output.

Content

EMI in Higher Education includes content drawn from some or all of the following areas, according to participants' needs and interests:

- **Activities for activating students in EMI**
- **Guiding students' understanding in EMI**
- **Presentation skills and lecturing in EMI**
- **Encouraging students to speak**
- **Formative assessment for EMI**
- **Questioning techniques**
- **Giving feedback to students**
- **Language support for students**
- **Developing students' academic writing skills**
- **Developing teaching and learning materials for EMI**
- **Flipped learning for EMI**
- **The 10 EMI professional competencies**
- **Further professional development**

Trainers

NILE and British Council's highly experienced trainers are experts, not only in their fields, but also in working with teachers for continuing professional development.

Teaching approaches

- We make courses practical and 'hands- on', with reference to relevant theory.
- Our courses are participant-centred and collaborative, designed to build knowledge and confidence.
- We use activities and tasks to help you apply the course content to your setting.
- Courses are divided into individual sessions and activities, each with specified learning outcomes, forming a clear structure.
- Teaching is interactive and utilises a range of multimedia including image and video.

Certification

- Your end-of-course NILE certificate details all the areas covered on your course. It comes with recommendations for sharing what you have learnt and implementing your action plan at your institution.
- The course can be extended to include The Trinity Certificate for Practising Teachers (CertPT) - awarded upon completing an 8-week assignment after the course, fulfilling the skills and knowledge descriptors as set out by Trinity College London.

Who should apply?

- Teachers and lecturers who are engaged in the delivery of subjects across the Higher Education curriculum through the medium of English.
- Participants should have a minimum language level corresponding to B2 on the Common European Framework.

Venue and Facilities

- The course takes place in British Council Bogotá's fully-equipped teaching venue. All course materials are provided.
- All participants have access to NILE's extensive ELT eLibrary and the NILE digital learning platform during the course and for a further six months, to access course materials and other resources. We also encourage you to sign up to NILE Membership Area, which provides a great range of free resources for ELT professionals.

Each course has a maximum of 18 participants and consists of 10 sessions, each scheduled on a Monday, with an optional 8-week Trinity College London assignment at the end.

Time will be built into the course for reflection, to consider how to adapt the content to your own professional context. We then support you in creating a strategy for putting your ideas into practice in your institution.

The complementary NILE Online platform which is available to all course participants contains all course materials, plus additional resources including videos and academic journals and e-books.

NILE and British Council are committed to offering the best in language teacher education. NILE and British Council's highly experienced trainers are experts, not only in their fields, but also in working interactively with teachers for continuing professional development which has lasting and meaningful impact.

Schedule

This course consists of 10 sessions. Each session lasts 3 hours and takes place on Mondays at British Council Bogotá teaching centre.

Session 1: Introductions and Key Challenges in EMI	Session 2: Planning for EMI
This session will introduce you to the course structure, content and learning outcomes. You will also find out what you can expect from us and what we expect from you, and learn how to access the supplementary digital resource platform. You will introduce yourselves and your EMI teaching contexts to each other and you will think about the key drivers behind the development of EMI in your context, as well as the key challenges for teachers.	This session is focused on planning for English-Medium Instruction. You will think about the issues involved in addressing the needs of EMI students at the planning stage of programmes you are involved in delivering. In this session you will also look at the concept of flipped learning and how this can be used for planning a sequence of learning in EMI.
Sessions 3 and 4: **Guiding Students' Understanding**	**Session 5:** **Supporting Students' Spoken Output**
In this session you will consider how to support your students' understanding of the lesson/lecture input you are providing. You look at how to activate your students' prior knowledge at the start of a sequence of learning, the idea of multimodal input to support students' understanding, and ways to support your students with the language of your subject. You will also analyse your own use of language and think about how to modify this in order to ensure your students really do understand what you are talking about.	In this session you will think about how to encourage your students' active participation by looking at interactive ways to provide lesson/ lecture input and new subject content. You will identify different types of spoken output that students can produce and explore why and how to give students opportunities to work on their language production. This will involve analysing task types that can help with supporting students' spoken output in EMI.
Sessions 6 and 7: **Supporting Students' Written Output**	**Session 8:** **Assessment and Feedback**
In this session you will explore how to support students with their academic writing in EMI. You identify the features of academic language in English and think about the problems your students face in understanding this academic language. You then look at the different stages involved in writing and how to support students during these different stages. You work with writing frames and consider the role of Artificial Intelligence tools in supporting, or even replacing, students' writing in EMI contexts.	This session explores a range of issues to do with assessment in EMI, including approaches to feedback and the importance of formative assessment in EMI. You identify the key features of effective feedback and look at a model for giving feedback. You look at the role of self- and peer-assessment in EMI, as well as the use of questioning strategies to get students thinking and to check their understanding. You also explore the use of assessment rubrics and examine the issues involved in designing tests for your EMI students.
Session 9: **Developing EMI Materials**	**Session 10:** **Research Trends, Course Review and Action Planning**
In this session you will focus on selecting, adapting and developing teaching and learning materials for EMI. You consider issues relating to the selection of materials, including your students' interests, motivation and how materials can raise student engagement. You will also consider important principles for the design of EMI materials and share your own EMI materials with other course participants. A final activity for this session considers the use of digital resources in EMI.	In this session you will consider the opportunities you have to collaborate with colleagues where you work, which can be an important aspect of developing EMI in your institution. You look back over the content of the course and identify the next steps for your continuing professional development in EMI. This includes undertaking a self-assessment of your EMI teaching practice based on 10 areas of EMI professional competencies that have been explored across the course.

Optional Assignment Trinity Certificate for Practising Teachers (NB. Additional fee applies)
The Trinity Certificate for Practising Teachers (CertPT) is an in-service vocational teaching qualification at Level 6 on Ofqual's Regulated Qualifications Framework (RQF). It is defined around pedagogical outcomes and requires the completion of four practical teaching assignments related to the teacher's professional context: • Evaluate teaching/training resources, making suggestions that will help meet the needs of a specified learner group • Adapt teaching/training resources to meet the needs of a specified learner group • Create teaching/training resources to meet the needs of a specified learner group • Reflect on pedagogical decisions made to meet the needs of a specified learner group

At NILE we are committed to offering the best in language teacher education. NILE courses have been developed specifically to maximise the classroom experience and harness participants' own experience, knowledge and ideas to co-construct the learning experience. Participants will benefit from tutor expertise, extensive resources and tailored materials, and the support of fellow course participants in every session. NILE courses are formally aligned to the Eaquals Framework for Language Teacher Training and Development, and the effort we take to make the NILE experience both positive and productive has been recognised by inspections from AccreditationUK and Eaquals.