CAMBRIDGE ENGLISH CERTIFICATE IN EMI SKILLS

COURSE OUTLINE

English as a Medium of Instruction

Helps Higher Education Institutions (HEIs) to deliver courses successfully in English

This English language course is for academic staff whose first language is not English. It helps improve teaching quality and supports internationalization

Key Facts	
CEFR** Level requirement	B1 and above
Format	Online course Face-to-face tutor input
Hours	40
Assessment	In-course progress tests

Overview and outcomes

Our Certificate in EMI Skills course is for higher education teaching staff. It improves English language proficiency, develops awareness of students' language issues and explores different methodological approaches to instruction in a foreign language.

By the end of the course, participants will:

- Be able to use English more effectively
- Know a variety of language options to use in different teaching situations, from lectures to tutorials
- Have improved their skills in delivering instruction in English to students from a range of cultural backgrounds.

Format

- Online course with:
    - Engaging content
    - Video demonstrations
    - Interactive tasks
- Optional face-to-face tutor-led sessions focusing on speaking and writing skills.

Assessment

- Online progress tests throughout the course

Tracking progress

The course tracker tool makes it easy for course administrators to monitor participants' progress

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Course outline

Flexible online course content

Participants will use content from a range of academic disciplines to learn the language they need to teach will confidence. The eight modules have a practical, communicative focus and can be completed in any order.

Module 1 – Language for lectures

Module 2 – Language for seminars

Module 3 – Language for small groups and practical sessions

Module 4 – Language for tutorials and supervision

Module 5 – Language for university, faculty and student life

Module 6 – Language for online teaching

Module 7 – Language for testing and evaluation

Module 8 – Language for professional development

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	Module	Objectives	Homework (to be completed prior to class)	Activity	Teacher in charge
1	**Module 1:** **-Language for lectures: introductions and conclusions** **-Signposting your lecture and using visuals**	Session 1: -To focus on language and content for introductions to lectures -To focus on language and content for conclusions to lectures -To improve use of cohesion in introductions and conclusions to lectures/To improve use of stress for key words Session 2: -To practise signalling different phases of lecture -To focus on language for signposting -To practise language for presenting visuals -To practise use of cohesion, clarity, sounding interested, use of emphasis and pausing	Completed online work in Module 1 of Certificate in EMI Skills	Session plan Handouts 1-3	Main teacher/ Course administrator
2	**Module 2:** **-Language for constructing seminars and dealing with questions** **-Language for asking questions and for teacher-student interactions**	Session 1: -To review and practise language for structing seminars -To discuss features of seminars -To review and extend language for responding to student questions in a seminar -To practise the four-step approach to answering questions from students Session 2: -To review and practise language for asking questions -To review and practise language for responding to student answers -To focus on different techniques for interacting in seminars	Completed online work in Module 2 of Certificate in EMI Skills	Session plan Handouts 1-3	Main teacher/ Course administrator

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3	**Module 3:** **-Language for setting up small groups and practical sessions** **-Language for monitoring and getting feedback from small groups**	Session 1: -To review and practise language for setting up small groups and practical sessions -To practise and apply language strategies for setting up small groups and practical sessions -To review and extend language for describing the aims of small groups and practical sessions Session 2: -To review language for monitoring and getting feedback from small groups -To practise language for monitoring and getting feedback from small groups -To focus on different types of questions and different grammatical structures for asking questions	Completed online work in Module 3 of Certificate in EMI Skills	Session plan Handouts 1-3	Main teacher/ Course administrator
4	**Module 4:** **-Language for structuring tutorials and using different approaches to supervision** **-Language for dealing with problems and encouraging leaner independence**	Session 1: -To discuss and share ideas for best practise in tutorials and supervision -To contrast different types of language used in different approaches to the supervisory process -To identify stages of a tutorial and appreciate language for each stage Session 2: -To review and practise language for dealing with problems and suggesting solutions -To review and practise language for encouraging leaner independence and personalisation -To focus on different ways to use language when managing tutorials	Completed online work in Module 4 of Certificate in EMI Skills	Session plan Handouts 1-3	Main teacher/ Course administrator
5	**Module 5:** **-Language for email communication**	Session 1: -To consider strategies for improving email communication -To focus on the language and	Completed online work in Module 5 of Certificate	Session plan Handouts 1-3	Main teacher/ Course administrator

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	-**Language for moderating discussion forums**	structure of emails -To focus on the differences between formal and informal emails	in EMI Skills		
		Session 2: -To give practise in effective management of online discussion forums -To focus on language for moderating online discussions -To focus on language and structure of online discussion forums			
6	**Module 6:** **- Language for giving verbal feedback** **-Language for giving written feedback**	Session 1: -To review language for giving positive feedback/To review and practise language for constructive feedback on areas which need improvement -To review and extend language for giving concrete suggestions to students to help improve their academic skills -To practise strategies for giving verbal feedback to encourage learner autonomy	Completed online work in Module 6 of Certificate in EMI Skills	Session plan Handouts 1-3	Main teacher/ Course administrator
		Session 2: -To focus on language for giving written feedback on students' essays -To practise language for giving different types of written feedback on students' written work -To discuss possible ways to evaluate written work using an evaluation checklist			
7	**Module 7:** **-Language for academic interviews and for talking about professional achievements** **-Language for social networking and for peer mentoring and reflection**	Session 1: -To review and practise questions and answers for academic interviews -To develop language for improving one's CV -To focus language for talking about professional achievements -To develop language for preparing a conference proposal	Completed online work in Module 7 of Certificate in EMI Skills	Session plan Handouts 1-3	Main teacher/ Course administrator
		Session 2: -To practise language for social networking			

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		-To focus on language for peer mentoring -To practise language to encourage reflection and goal setting			
8	**Module 8:** **-Language for describing tutor expectations of student behavior** **-Language for describing aspects of university life**	Session 1: -To describe and discuss tutor roles and responsibilities -To discuss different approaches to dealing with problem student behaviour -To develop guidelines for students to help improve student participation	Completed online work in Module 8 of Certificate in EMI Skills	Session plan Handouts 1-3	Main teacher/ Course administrator
		Session 2: -To review language for describing aspects of university life -To focus on ways to help students improve their ability to adapt to other academic cultures -To compare and contrast student/university life in different cultures.			

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