

EMI HANDBOOK

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Introduction

This Handbook is the result of a European collaboration, supported by the EU Commission within the frame of the Erasmus+ Program in the period 2017-2020. TRANSNATIONAL ALIGNMENT OF ENGLISH COMPETENCES OF ACADEMIC STAFF (TAEC) is a project based on a transnational partnership of professionals from five European countries. This handbook was developed to raise awareness about the teaching approaches, language uses, and intercultural communication (ICC) in English medium instruction (EMI) contexts at non-Anglophone universities. Given that EMI at these universities has different characteristics from that at Anglophone universities, the handbook focuses on how teachers can implement EMI in their teaching, taking into consideration the local classroom characteristics and educational culture. The handbook consists of three parts:

Part 1: *Teaching Considerations in the EMI Context* focuses on the role of language, be that English or other languages, in different teaching activities in EMI courses, considering the various factors in the local teaching context.

Part 2: *Language Use in the EMI Context* deals with suggestions on how to develop lecturers' overall English proficiency for the purpose of teaching EMI courses with a specific focus on oral production.

Part 3: *Intercultural Communication in EMI* discusses how to adapt teaching and classroom communication considering the variation of cultures and communication styles of the internationalized EMI classroom.

Who is this handbook for?

The primary audiences of the handbook are EMI lecturers and EMI trainers who would like to become aware of the characteristics of the EMI teaching context. The handbook is intended for use as a self-reference guide or as a supplement in EMI teacher training programs. Except

for some sections of the second part of *Language Use in the EMI Classroom* that focus on improving language, the handbook is intended for all EMI lecturers, regardless of whether English is their mother tongue or not. The goal is that via self-reflection and analysis, lecturers will be able to make informed decisions about their language uses and, sometimes, teaching approaches based on examples and cases about different EMI experiences.

All materials have been developed on empirical data from EMI classrooms and have been tested and adjusted with EMI lecturers from universities in the countries of the project participants: Denmark, the Netherlands, Italy, Spain, and Croatia.

How to use the handbook?

No quick fixes and solution. The handbook does not offer standardized solutions to the challenges and the dilemmas in the EMI classroom because what could be considered a good solution for one context may not be relevant for another. Instead, the handbook offers examples, possibilities, and guidelines that help readers make informed decisions for their own contexts.

Self-reflection. The handbook features reflection questions and reflection points, recommendations, and self-evaluation. Each part will provide opportunities for EMI lecturers to reflect on different topics in relation to their own language, teaching, and communication practices. Various dilemmas and challenges that EMI lecturers encounter in the classroom are also discussed and recommendations about how to deal with the challenges are offered. Case scenarios taken from real EMI classrooms exemplify the dilemmas and challenges discussed. We are sure the readers will find many similarities with their own contexts. Each part ends with self-evaluation, which helps readers consolidate the information and focus on the most important takeaways.

Pick and choose. Although the content in the handbook logically progresses from one topic to another, the three parts and their subtopics can serve as independent units. Therefore, the EMI lecturers and trainers can focus on the part they find most relevant for their context or

cover each part in different orders. For example, they may want to focus only on teaching considerations in the EMI classroom because they would like to consider how to adjust their teaching approaches considering different classroom factors, or their classroom has become increasingly international so they are more interested in intercultural communication (ICC). However, we acknowledge the inseparability of these three areas (teaching practices, language uses, and intercultural communication) by frequent cross-referencing among the three parts.

1. Teaching Considerations in the EMI Context



1.1. Introduction: What is EMI?

Beyond policy and administrative constructs, we have different conceptualizations or expectations of what English medium of instruction (EMI) means for the classroom. Here are three common conceptualizations.

- **Change of language:** You move from the local language of instruction to English as the language of instruction. You have the same materials, you have the same type of students you have always had, you have the same requirements – the only thing that changes is the language.
- **Change of language + change of teaching style:** Switching to EMI means that although the context or setting of the event you are in remains the same, you change not only the language, but also the way you teach. For example, your teaching might include more group work, discussion, and interactive activities.
- **Change of language + change of teaching style + change of student population:** Because your student population has changed (e.g., they no longer share their mother tongue or educational background), you change your language and teaching style to accommodate the diversity.

These different conceptualizations may be politically driven and stem from your institution's strategy and agenda. They are not exclusive and there are other forms of EMI implemented as the three conceptualizations can be combined in different ways.

REFLECTION POINT

- What does EMI mean in your context? Why?
- What does teaching style mean for you? How do you define it?

1.1.2. What is the focus of this part?

Talking about teaching considerations, one term that may come to mind is **pedagogy**. Pedagogy can be defined as theory and practice of teaching in relation to student learning. It is the methods and the practices teachers use, which are reflected in their actions, judgments, and teaching strategies.

As noted above, the fundamental change in EMI teaching is the medium -- the language. You continue to teach the same material and content that you have taught in your first (or additional) language, often in the same educational setting. While institutional strategies may employ EMI as a tool for internationalisation, the values of the educational context remain. These values are often tied closely to teaching philosophies and approaches. However, local educational culture may be a challenge for a visiting lecturer (especially if the lecturer does not speak the local language and must rely on English as a means of negotiating all aspects of teaching).

Since different teaching traditions exist across different scientific disciplines, departments, and higher education institutions, this part will not discuss best teaching practices or didactics that may be specific to your field or area of expertise. In other words, it does not recommend a selection of teaching activities, teaching materials, textbooks, assignments, or exams. Instead, this section focuses on the role of teaching practices and activities in your EMI courses, taking into consideration the various factors in your teaching context.

1.1.3. Linguistic pedagogy vs Behavioural pedagogy

The pedagogical competencies you draw on, regardless of medium of instruction, can be separated into two categories:

Linguistic pedagogy. The linguistic aspects of pedagogy for classroom teaching comprise how you use your language competencies to guide the learner and facilitate learning. These competencies include:

- how you choose words and how you express yourself, given a particular situation (pragmatics) (see Section 3.3., *Intercultural competencies for EMI teachers*)
- where you place stress on words and phrases when you speak, as well as the pitch of your voice, to convey your attitude or signal feelings or opinions (intonation) (see section 2.6., *Fluency and accuracy*)

and lastly,

- your use of language to direct the listeners and provide a roadmap to help them to follow and understand input (rhetorical signalling and coherence) (see Sections 2.2., *Structuring* and 2.3., *Cohesion*).

Behavioural pedagogy. Behavioural pedagogy includes what we think of as classroom-management aspects of teaching. These aspects can focus on specific teaching philosophies, as well as your use of the physical space in your classroom, your eye contact, your use visual aids and technology, or involvement of students in activities. Behavioural pedagogical demands differ greatly, not only across disciplines but also from institution to institution and teacher to teacher.

1.2. What to consider when teaching in an EMI context?

Although certain pedagogical requirements will have been determined at the departmental or institutional level, you still must make specific personal choices as to how to proceed with your EMI teaching. Given that EMI classrooms can vary greatly, even in the same institution, below is a list of points to consider.

1.2.1. Learning outcomes

The learning outcomes of your course or study program should inform your decisions about how you use language(s) and to what degree you explicitly focus on language(s) in the classroom.

Disciplinary competence as a learning outcome. Disciplinary competence is usually the most essential learning outcome of any content-based course at university level. If you teach medicine, your aim is that students learn medicine. EMI may be implemented so that students gain access to the disciplinary materials published in English (articles, textbooks, research reports). In such cases, you need to consider how to implement all the language resources students have in order to best develop their disciplinary competence. This means that students could use their mother tongue(s) and additional foreign languages to cognitively process the course material that may have been presented to them in English if that helps with the development of their disciplinary competence.

Preparation for the global market. The need to prepare students for the global market is one of the arguments most commonly used in support of implementation of EMI. If this is one of your learning outcomes, then you must think about the role of language in your field at global level. For example, students should learn how to discuss different concepts, terms, phenomena, and practices beyond the local institutional or national constraints. Most of them will use English to talk to other non-native speakers and English will become a lingua franca. Coping with cultural differences, using translanguaging, and solving cultural misunderstandings are strategies that learners should also be introduced to in an EMI class. (see Part 3, *Intercultural Communication in EMI*)

Language proficiency as a learning outcome. Although learning outcomes related to language proficiency development (English, students' mother tongue, of another language) may not be explicitly stated in the course syllabi or study program curricula, expectations may exist that students will improve their language in the course of their study at the university level. The more students read, listen to, write or speak in English, the more their proficiency level in English will improve. If language proficiency is one of the learning outcomes in your course or study program, you need to decide how to address it in your teaching (see Part 2, *Language Use in the EMI Classroom*).

REFLECTION POINT

- Which learning outcomes are included in your course/study program? Why?
- Are all outcomes included in your course/study program addressed?
- How do you/will you use language(s) to support these learning outcomes?

1.2.2. Student population

Your student population could consist solely of local students who share a first language (L1) and knowledge of the educational context. It could also be a mix of domestic and international students with a wider range of linguistic prerequisites and academic experiences for taking part in the learning activities of the classroom and its exam forms.

- Local students only

In this situation, the students may only be exposed to English through their coursework. Outside of this EMI context, students may not be exposed to or use English. In addition, this situation creates a more artificial environment for using English as the language of instruction. There is more pressure on the teacher to use the local language in teaching when all the students speak the local language.

- A mix of local and international students

Most classrooms at European universities have a mixture of both domestic and international students. In this case, English becomes the lingua franca for both the teacher and the students, so they must use English to communicate both inside and outside the classroom.

The diversity of this multilingual and multicultural classroom is often seen as adding extra complexity to the learning set-up, but at the same time, it constitutes a resource that can be capitalized on to maximize the learning outcomes. Managing and drawing on student diversity in the EMI classroom rests on knowing the characteristics of your student population on several dimensions.

English proficiency. Knowledge of the level of English proficiency that students bring to the EMI classroom is central both for teaching to any explicit or implicit language learning outcomes and for providing support for English as a language of learning the content. At some universities, there are specific requirements for enrolment in EMI courses and programmes usually in the form of a score from a standardized academic English test, such as the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). At others, the only requirement, especially for domestic students, is to have had English in high school. Regardless of whether entry level requirements exist, the EMI teacher may find that some students experience more difficulties than others with the level of English required in a particular course and wish to try accommodating for that by providing assistance (scaffolding) in reading, speaking, listening, writing and/or vocabulary development.

Proficiency in other languages than English. Knowing the repertoire of languages that students bring to the classroom offers the potential of making those resources for learning content in the EMI classroom. This can be promoted both as a cognitive resource for individual student learning (see above) or as a resource that operates at the level of the classroom. For example, students might present, in English, texts written in their mother tongue or in other foreign languages that they are proficient in, widening the sources of knowledge that can be drawn on in learning activities for the benefit of other students in the EMI classroom.

Educational background. For students in the EMI classroom, language difficulties in English might be confounded by having to tackle new demands of how to think about and interact around disciplinary content. If students, for example, are used to a teacher-fronted lecturing style, requirements to give presentations in class or participate in group work discussions may require extra assistance from the EMI teacher. Indeed, many non-local students find it more difficult to adjust to differences related to educational cultures than language.

REFLECTION POINT

- Do you share the same mother tongue with your students? How does this affect classroom dynamics?
- What are the specific language requirements for admission at your university regarding EMI courses? Which is the English level you think necessary to follow your EMI course?
- How can you gain knowledge of your students prior to and during a course?
- Can you use questionnaires or surveys to gain knowledge?
- How do you/will you work with student diversity in the classroom to maximize learning outcomes?
- What are the consequences for teaching of different levels of students' English proficiency?

1.2.3. Institutional and national norms/policies

Your decisions about teaching approaches and pedagogic choices in your context may not always be in your hands. There are several factors to consider in relation to institutional and national norms and policies related to why you are teaching in an EMI programme.

Top-down or bottom-up decision. Where the decision for EMI implementation has taken place plays a large role in the development of the structure of degree programmes and specific courses. In some contexts, the decision to implement EMI may come directly from the ministerial/governmental level or from within a university faculty or department. When this happens, content teachers' language proficiency or desire to teach through the medium of English may not be taken into consideration regarding teaching assignments. Alternatively, grassroots activities may result in the development of EMI courses and programmes due to, e.g., a desire by specific faculty members to expand their course offerings, the appearance of guest students and faculty who do not speak the local language, or specific academic disciplinary objectives.

Mandated or optional EMI. Whether or not EMI courses are a requirement will also play a role in how you approach your course. If EMI is a mandatory element of the curriculum or an optional choice can affect the extent to which your students 'buy in' to the demands put on

them. In some cases, elective EMI courses attract students already motivated to study their foreign language or those who have stronger English language proficiency. On the other hand, mandated EMI may result in a more heterogeneous student population with regard to motivation and proficiency.

Purpose of EMI degree programmes and courses. Many institutions/departments/degree programmes reach out for international student enrolment to bolster declining numbers in the national student population, to promote study abroad and student exchange, to create a more heterogeneous student population, or to increase their international profile. In some cases, inclusion of international students is intended to enhance the educational experience for local students by providing diversity in the classroom and creating a multilingual, multicultural setting. Whatever the reason, you need to be aware of the policy decision(s) that resulted in the students arriving in your class.

REFLECTION POINT

- Why are you teaching EMI courses? Who made this decision? How much autonomy do you have in material selection and development?
- How do you feel about teaching in English?
- What is your students' motivation to study through the medium of English? How does this affect their needs and expectations of your teaching?

1.2.4. Language use in EMI

Since your students, with the exception of those coming with English as their mother tongue, are studying through a foreign language, you need to consider your role in supporting and developing your students' English proficiency.

Students' language proficiency. Students in an EMI class may not have the same level of proficiency. As we have already seen, there are some universities that ask them to have a minimum English level but not all of them have the same proficiency. Besides, a disparity can be found between the language some students use for conversation in undemanding

cognitive contexts and that which is used for more academic purposes. Indeed, as you are aware from your own abilities in English, particularly for your professional performance, your language skills are not always equal. Many students note that they feel much more proficient regarding their *passive* language skills, i.e., reading and listening, while their *productive* academic English skills, i.e., speaking and writing, are not always as developed. For some students, speaking out in class or group work in English, particularly in a new disciplinary field, can be a daunting task.

Scaffolding academic language development. As you would in teaching your subject in your mother tongue, introducing academic terminology and disciplinary literacy requires support and development. Taking this into a foreign language, namely English, will require additional consideration regarding to how to teach. When making pedagogical choices for EMI, you may need to think about how to address your students' language development needs and proficiency levels, as well as about ways to enhance their acquisition of both technical and academic language in your field. These approaches are referred to as scaffolding.

REFLECTION POINT

- To what degree should you be able to support student speaking, listening, reading, writing, and vocabulary development? How will you go about this?
- To what extent do you feel able to support student speaking, listening, reading, writing, and vocabulary development?
- What can you do to provide better support?
- What can your institution do to support your needs?
- What can your institution do to support your students' needs?
- How will you give feedback on assignments? (see Section 3.4., *Applying ICC to the EMI classroom*)

1.3. Suggested practices and recommendations

In the previous section, we presented some considerations you should take into account when teaching EMI courses. In the following, we offer some suggestions so that you can adjust

your teaching based on these considerations. Naturally, many of the points we include here may overlap with your current teaching practices in your mother tongue. However, given all the considerations mentioned above, you should be even more attentive to certain aspects of teaching in EMI. Experience has highlighted the importance of setting explicit expectation regarding course requirements, assignments, exams, and learning outcomes, and clear and open communication in the classroom in the EMI context.

1.3.1. How to adjust your teaching based on local EMI considerations

For many teachers, focus on language proficiency and the ability to talk about their discipline with authority and expertise is high on their list of priorities. However, several aspects beyond language must be considered in an EMI context, including the learning outcomes, the local political climate, as well as the students in your classroom.

During the course development process, the learning outcomes for a particular course or program will be delineated. Time and again, EMI teachers have expressed frustration because they think that teaching in EMI is simply translating the material that they already use into English. As noted above, these outcomes may be multifaceted (see Section 1.2., *What to consider when teaching in an EMI context*) and include, in addition to disciplinary competency goals, addressing internationalization and/or the development and support of students' language proficiency. There may be much more to the process than the language of instruction. To support achievement of these learning outcomes, you need to address these considerations in the planning process.

You can, for example, adjust your pedagogy based on **learning outcomes** in a variety of ways. Regarding **disciplinary competencies**, teaching in the EMI classroom opens up your options for including and adapting material from around the globe. Drawing on material produced in English (i.e., publications, video/audio files, textbooks) you can replace the material you have been using in your mother tongue with material in English. Of course, if you are designing a course from scratch, you may find yourself needing support from your colleagues in the development of assignments, classroom activities, or labs.

Course design in your mother tongue is a time-consuming process. Preparing for teaching, designing your syllabus, and creating course materials in a foreign language takes even more time. Here follows a list of recommendations that can help you:

- Address new or additional disciplinary content learning outcomes for your course and select appropriate English language material that will support the learning goals.
- Request release time or additional funding to develop and plan your teaching.
- Work in teams to develop course material or teach courses (team teaching).
- Consider how the material will be used in class and how to make difficult material accessible to students.
- Seek out assistance/support for creating and checking the language of your teaching materials in English (e.g., course descriptions, slides, written feedback).

Beyond the specific disciplinary content, the local political and academic agenda at your institution may play a role in how you approach your teaching. In some cases, pre-existing courses and programmes are chosen for EMI with little change in regard to the learning outcomes. The course material and pedagogical approach may not be altered dramatically. However, it is not uncommon for institutions to implement EMI to address their political agenda regarding internationalization. These learning outcomes may fall under developing competencies for **global citizenship**, implementing an **international curriculum**¹, or achieving **internationalization at home**.² In this situation, you will need to enhance the focus of your teaching. Some of the things that can help you are listed below:

¹ An international learning outcome should refer to an ability to function in a certain discipline in other national contexts and other regional settings of the world. (Aerden, 2017: 16).

² Internationalisation at Home is defined as “the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students, within domestic learning environments” (Beelen & Jones, 2015: 69).

- Include both national/domestic and international cases and examples to support global understanding.
- Explain local references that non-local students may not understand.
- Provide comparative examples stemming from different contexts.
- Pair international and local students to work collaboratively on group activities and to share ideas and different points of view.

1.4. How to adjust your teaching to be explicit in EMI

1.4.1. Giving directions

Setting explicit expectations regarding course requirements, assignments, exams, and learning outcomes is essential for all courses, regardless of which language is used as a medium of instruction. However, it becomes even more important in the EMI classroom (when teaching in a foreign language) because of two main reasons (see Section 3.4., *Applying ICC to the EMI classroom*).

The first reason is **language**. Since for most students the language of instruction is a foreign (or a second) language, you have to make sure that the students understand the language used in the directions for the assignments, the exams/projects, or the different classroom activities. For further elaboration, see parts 2 and 3 of this handbook dealing respectively with *Language Use in the EMI Classroom* and *Intercultural Communication in EMI*.

TIPS

- Provide instructions both in written and oral form to make sure the students understand them and can refer to them later on.
- Be clear and explicit about expectations.
- Ask comprehension questions to confirm students' understanding of the directions.
- Avoid using idiomatic language to minimize confusion.
- Repeat the most important details to make sure the students remember them.
- Use intonation and stress to highlight the most important details.
- Use bold or highlight the most important details when the instructions are written.

The second reason is **implicit knowledge** regarding what is expected from students during and after the different activities and how they may be evaluated. This implicit knowledge often comes from students' educational culture (see Section 3.2., *What is Culture?*) and their previous education experiences. For example, when the teachers inform students that they will take an exam at the end of the course, they have to be explicit about the exam protocol, the process, and the expected exam performance (what students need to do to pass), rather than just mention the exam type (written or oral) and the material or topics they need to focus on.

TIPS

- Do not assume that students are familiar with the type of activity, project, or exam even if they say they are because their previous experiences may be different.
- Where possible, obtain information about students' previous experiences with the type of activities, projects, exams, that you use to make sure they overlap with your expectations.
- Provide examples or templates of previous activities, exams, projects that were successful so that students have a model to work with.
- Provide rubrics for evaluation so that the students know on what they should focus.

1.4.2. Addressing language proficiency

Your own. The second part of this handbook, *Language Use in the EMI Classroom*, deals with the different aspects of language proficiency that teachers may need to develop for successful teaching. Since the majority of participants in the EMI classroom (teachers, students) have mother tongues other than English, there should not be an expectation that the teachers have to speak English like native speakers or have native-like accents. In fact, sometimes non-native English-speaking EMI teachers are more empathetic when they communicate with their students because they have been through what their students experience when learning in English and can anticipate possible difficulties. Therefore, non-native English-speaking EMI teachers can still be good teachers despite occasional grammar or pronunciation slips that

may happen during teaching. To avoid misunderstanding, you can also use a number of compensatory strategies.

TIPS

- If you think you have difficulties with pronunciation, try not to speak fast. If you speak slower, the students will have more time to process the language. Check the pronunciation of frequently used words.
- If you decide to slow down, try not to have a monotonous voice. Instead, try to vary your intonation and emphasis.
- Avoid reading because students could have difficulty listening to long passages, especially if the material is challenging.
- Write important vocabulary (e.g., terms, keywords, concepts) on the board or in your slides in order to make sure the students can also see them.
- Use visuals or simulations when possible to help comprehension of words or concepts.
- Prepare a glossary of common terms.
- Ask students to help with a word/term you cannot remember.
- Use circumlocution (explain the word you do not know or cannot remember) instead of breaking down the communication. For example, you want to use the word “syllabus,” but you say “the course guidelines.”

Your students’. Regardless of which type of language requirement for admission to EMI programmes is in place at your university, you should expect variation in your students’ proficiency levels because the minimum score required for admission tends to be set at B2 on the Common European Framework of Reference (CEFR). Therefore, you must consider how to adjust your teaching despite the range of proficiency levels in the classroom.

TIPS

- Avoid using idiomatic language.
- Pre-teach subject-specific vocabulary and technical terms. You can emphasize them by using definitions and explanations.
- Provide pre-reading or pre-listening questions to help develop schema and focus on key points
- support for orally presented information (e.g., provide information in chunks, summarize, use concept checking questions, present terminology/key terms, outline the topic, use visuals, use set phrases).
- Support for vocabulary development (definitions, synonyms, mind maps, realia, diagrams).
- Provide slides before class.
- Provide handouts or study guides that will help students with the coursework and exam.
- Encourage students to ask questions.
- Break the lesson in different parts and tell students what the objective of each activity is.
- Ask direct questions to students (e.g., How many arteries are there?) instead of vague questions (e.g., Do you understand it?).
- Signpost the lesson. Start by telling students what you will do in the lesson and end it by summarizing what you have done (see Section 2.2., *Structuring*).

Due to differences in English proficiency (both your own and the students'), you need to consider how you can establish clear and open communication in the classroom. Research has shown (Dale & Tanner, 2012) that those teachers who openly address the topic of language can create a positive learning environment. By building a supportive, collaborative atmosphere, where everyone (including you) can draw on each other through group work and peer support, everyone involved feels more secure-and should feel comfortable asking for clarification, and even moving between two languages, when this is a viable option.

1.4.3. Teaching in your first language (L1) and teaching in English (L2): Similarities and differences

As a teacher, you have probably had success and difficulties teaching classes in your first language (L1) and in a second language (L2), in this case English, and have used different didactic activities and taken steps to foster student learning. In some cases, these steps are quite similar, in others, very different.

- To get an idea of the similarities and differences, consider the didactic activities listed in Table 1.
- Make a check in the L1 box for those didactic activities that do you do when you teach in your L1.
- Make a check in the ENG box for those you do when you teach in English.

How much overlap is there? What is different? What is the same? There are no right or wrong answers to these choices, so please make the selections that best describe your teaching situation.

L1 Eng		L1 Eng Activity	L1 Eng Activity
	Explain material without oversimplification	Illustrate abstract concepts with examples	Relate new concepts to students' experiences
	Address student language proficiency	Foster collaborative learning	Resolve difficulties (e.g. group work)
	Reduce course content	Use group work	Set clear learning goals
	Address intercultural issues	Give feedback on assignments	Simplify complex content
	Change rate of speech	Provide vocabulary	Simplify language
	Check student comprehension	Make course requirements explicit	Speak clearly and accurately
	Create a supportive environment	Adapt teaching style to diverse students	Structure coherent presentations
	Capitalize on student diversity	Monitor and reflect on teaching	Switch between languages
	Design course materials	Prepare students for international contexts	Give feedback on academic language
	Design learning activities	Provide clear instructions	Use interactive approaches
	Elicit questions from students	Provide handouts to students	Use international materials and examples
	Focus on language	Assess students	Explain key concepts
	Encourage student critical thinking	Encourage student autonomy	Foster student interaction

Table 1. Activities

REFLECTION POINT

- Are there any didactic activities that you checked for both L1 and L2? What do you think the reason is?
- Are there activities missing from the list that you would add?
- Which didactic activities would you like to introduce in the EMI classroom?
- Has anything struck you as new or surprising? Why?
- Have any questions come to mind as you were going over the list?

Case studies: Teaching considerations

In this section, you will be introduced to a teacher in a particular context followed by some reflection questions for you to think about.

Case Study One

Roberto teaches courses in management in the EMI Master's business programme at an Italian university. The classes comprise 30 students, all of whom speak Italian. Although the language of instruction for this course is English, when there are no guest students enrolled in the course, Roberto uses Italian to clarify concepts and respond to students' questions. Occasionally, an international student enrolls in the course. When this happens, Roberto tries to avoid speaking in Italian and uses only English in class. However, the local students tend to ask questions in class in Italian, and fall back on their common language when working in pairs and groups. Roberto is concerned about the use of Italian in class, especially when international students are present.

REFLECTION

- What language is appropriate for the classroom/supervision /private discussion?
- Should Roberto address the use of Italian in the presence of guest students? Why/Why not?

Case Study Two

Annette teaches at a Danish university and her course on popular media concludes with an "oral exam with synopsis". In the syllabus, "oral exam with synopsis" is described as an oral exam that lasts 30 minutes including grading. This means that students have 20 minutes to first present and then discuss the topic from their synopsis with the teacher. Jan, a Dutch student in the course, prepares the synopsis-and, during the oral exam, he elaborates on each point of his synopsis and answers Annette's questions. What Jan does not know is that the lecturer expects him to go beyond the points in the synopsis in his oral discussion, which is an implicit understanding of this type of exam. Jan barely passes the exam.

REFLECTION

- What could you do to avoid this situation? Which of the above consideration(s) is/are relevant here?

Case Study Three

Mariana is a lecturer of Medieval Art in both Spanish medium and English medium courses at a Spanish university. She teaches a group of about 40 students. Regardless of the language of instruction, she tries to cover one specific topic per session and includes pictures and multimedia (e.g., slides) to support her input. When she teaches in Spanish, her students are active, ask questions, and participate in open discussions. However, in her EMI classes, although the students listen attentively and appear to take notes, they seldom ask questions or speak. Mariana is concerned whether the students understand the lectures, so at the end of class she always asks, “What do you think?”, “Have you understood?”, or “Do you have any questions?”, but the students rarely ever respond.

REFLECTION

- Why do you think Mariana’s students do not speak in class?
- What should Mariana do? How can the students be engaged to a greater extent?

Case Study Four

Jordi teaches Landscape Architecture at a Catalan university in English. Most of his students are Catalan or Spanish, but there are also international students, some of whom have English as their mother tongue. Jordi’s level of English is intermediate and, even if he has no problems when giving a lecture, he is not confident when he has to answer students’ questions. Therefore, he has decided to give students more lectures and less discussion time. As a result, Jordi’s classes in Catalan are more student centred with debates, group work and projects, and EMI classes are more teacher centred, with lectures and individual work.

REFLECTION

- What could Jordi do to gain confidence in his English?
- Which strategies can he use in his classes to make them more learner-centred?

Case Study Five

Mara is a teaching assistant for a business course at a Croatian university. Although she is not keen on participating in EMI because she feels her English skills are not adequate, she has no choice but to take part because the lead course instructor has decided to offer the course in English. To make the situation worse, the lead professor teaches the lectures, while Mara teaches the interactive seminar classes. Mara has noticed that she has difficulty expressing herself in English and providing feedback. In her classes in Croatian, she speaks freely and gives detailed and elaborate feedback. In the EMI class, she tends to avoid giving constructive feedback and usually praises student work, or says “good and well done.” As a result, the majority of students have higher grades than they deserve. This strategy allows Mara to avoid having to justify why she has taken off points, or explaining what should be improved.

REFLECTION

- What can Mara do to feel more secure in the EMI classroom?
- What can Mara do to cope with teaching in the interactive classroom?
- How can Mara give constructive feedback to the students?
- What are some alternative forms of feedback that could be used?

Case Study Six

Nivja was asked to teach Chemistry in English at a Dutch university. Therefore, she translated all her teaching material into English. At the beginning, her students seemed to follow her lessons without problem, but soon she realized that some students often asked for clarifications and to paraphrase her main points. She revised all the documents she used and found no problem with them. Some students told her the problem was that only good English speakers could follow her, but the others got lost after some time.

REFLECTION

- What could be the possible reason for the breakdown in communication?
- What could Nivja do to make students follow her train of thought?
- Which strategies can she use in her classes so that all the students can follow her?

Self-assessment related to pedagogy

These can-do statements describe specific competencies and didactic activities EMI teachers are likely to perform in the classroom. You can use these statements to analyse what you think you can do and identify the areas with which you might need support. Check off a specific can-do statement when you are able to demonstrate that you can perform that particular task.

- I can develop the students' disciplinary competence in English.
- I can prepare students for the global market.
- I can address student language proficiency in my teaching.
- I can identify the characteristics of my student population.
- I can adjust my teaching to reach different student language levels.
- I can make pedagogical choices to address my students' language development needs.
- I can adapt my teaching to meet the needs of students from different educational backgrounds.
- I can design activities to foster student interaction in the classroom.
- I can select varied instructional material.
- I can set explicit course requirements in EMI.
- I can provide clear and explicit instructions.
- I can use different approaches to check student comprehension.
- I can use intonation and language to highlight important details.
- I can familiarize students with aspects of the course that differ from their prior experience.
- I can design meaningful and useful learning activities.
- I can engage students in learning activities.
- I can design rubrics to assess student knowledge.
- I can assess student knowledge.
- I can accommodate my speech to the students' level and needs.
- I can use compensation strategies when I am uncertain how to say something in English.

- I can use different ways to present and illustrate new vocabulary.
- I can structure a coherent lesson to facilitate student learning.
- I can break complex material into manageable chunks.
- I can develop schema to facilitate comprehension.
- I can design slides and visuals in English.
- I can create a supportive collaborative learning environment.
- I can use interactive approaches in my content classes.
- I can capitalize on student diversity and plan appropriate instruction.

2. Language Use in the EMI Classroom



2.1. Introduction

As in any teaching situation, teaching in an EMI context requires you to use clear, coherent language to interact with students effectively. Whether or not you already feel confident about your oral proficiency for teaching or lecturing, you may want to skim the contents of this section and focus on the aspects that you consider necessary for consolidating your oral skills.

If English is not your mother tongue, switching to EMI in delivering lectures and lessons is not just a question of translating the contents of a course previously delivered in your native tongue into the English language. Research has shown (Lasagabaster & López, 2015; Guarda & Helm, 2017) that teaching in a language that is not your own, and possibly not even your students', may involve changing or adapting your teaching style to a new context. Moreover, we cannot forget that most of your students' main language is not English and, thus, they may also need to be helped to make the most of their language proficiency (Richter, 2019).

REFLECTION POINT

The following descriptors relate to the minimum proficiency required for teaching in EMI. Check whether your oral skills match these minimum requirements:

- **Fluency:** speech is produced smoothly and with a natural speech rate.
- **Accuracy:** pronunciation may display L1 features, but is generally accurate in terms of intonation and stress.
- **Vocabulary:** sufficient range of general, academic and domain-specific vocabulary.
- **Grammar:** grammar control is sufficiently correct; occasional mistakes do not create misunderstanding.
- **Interaction:** the lecturer can easily answer students' questions and check comprehension.

2.1.1. What is the focus of this part?

In this part we deal with the linguistic aspects that are necessary for teaching and that will help you improve your lessons (see section 1.2.4, *Language use in EMI* and 1.4.2 *Addressing language proficiency*). We will focus specifically on oral production and on the qualitative aspects of spoken language. According to the Common European Framework of Reference (CEFR), the most important qualitative aspects of spoken language use are range, accuracy, fluency, interaction and coherence. You can review these aspects, described in this [link](#), and self-assess your skills.

Drawing on these descriptors, we will discuss the following points:

- **Structuring.** This section presents language you can use to frame your lesson, that is, state your purpose, introduce and conclude a topic, which helps your students to follow the flow of the lesson, and summarize the main points.
- **Cohesion.** This section deals with creating cohesion in the presentation of content, which means using a variety of connectors, signalling nouns, lexical and syntactic parallelism in order to amplify and reinforce meaning in the lesson, an aspect which has a positive effect on comprehension.

- **Interaction.** As students are not passive listeners, this section explains how to maintain interaction by asking and answering questions, providing feedback, and creating a good learning environment.
- **Engaging.** This section discusses what language strategies and tools help conduct lessons that are dynamic and motivating, enriching your contents with a several examples, illustrations, and even humour.
- **Fluency and accuracy.** Finally, we deal with the key factors of intelligible speech, i.e. clear and accurate pronunciation, fluency and natural rhythm, and intonation.

2.2. Structuring

REFLECTION POINT

- How important is structuring for quality teaching?
- What constitutes a well-structured lecture?
- How can your students benefit from a well-structured lecture?
- What can you do to improve the coherence and comprehensibility of your lecture, and consequently prompt classroom interaction and student engagement?

2.2.1. What is the point of structuring?

Teaching is more than presenting content; teaching is an act of communication whose goal is to convey meaning and help our students build knowledge about the topic at hand. To fulfil this purpose, we strive to organize our lessons in a logical and comprehensible manner. As Mendelsohn and Rubin (1995) point out, when people listen, they “must comprehend the text by retaining information in memory, integrate it with what follows, and continually adjust their understanding of what they hear in the light of prior knowledge and of incoming information.”

Generally, lectures have a clearly identifiable three-part structure: an introduction, a body and a conclusion, each of which has a specific function. Introductions are there to capture attention and announce what follows; the central part is where all the content is presented; and conclusions serve to recap the main points. That said, there are various organizational

patterns at your disposal, and your choices will depend both on your personal preferences, and the topic you are tackling. Sometimes, it will make sense to present a list or a classification, and at other times, a chronological overview or a process structure will lend itself better to the topic in focus.

Finally, it must be pointed out that on top of all the benefits for students, structuring is equally important for lecturers. A clear structure helps you remain focused, while having a repertoire of go-to phrases (or anchor points, so to speak), if you get distracted or search for adequate vocabulary, can favour your delivery, and possibly your self-esteem as well.

In the following sections, we consider the language that supports these structuring efforts. In addition to the brief discussion of the purposes and importance of the various sections of a lecture, we provide you with sets of typical phrases for each.

2.2.2. Introductions and conclusions

Introductions and conclusions frame a lecture. Regardless of how compelling a topic is, what you say about it at the beginning and at the end is what will most likely remain fresh in your students' minds.

Introducing a topic and establishing its relevance. At the beginning of a lecture, when the levels of fatigue are low, and students have not yet been exposed to an influx of new information, the introduction has three main aims: to gain attention, to communicate your purpose, and to set the scene for what follows. This is also the point at which you can convey your enthusiasm for the topic and encourage your students to connect with it.

Today, I am going to focus on/discuss/talk about...

Today's topic is very important because...

What we are going to cover today is...

Today's topic is of particular interest to those who...

Stating your purpose. Regardless of which teaching style you prefer, when preparing a lecture, it is crucial to bear in mind its desired objective. What should the students know after the lecture? What should the students be able to do? This would need to be clearly communicated to them.

Our goal is to determine how/the best way to...

What I want to show you is...

Today, I'd like to update you on/inform you about...

In the next few hours, we'll be working on...with the purpose of...

By the end of this lecture, you will be familiar with...

Announcing the lecture structure. It is useful to put yourself in the shoes of your audience. You surely know what you set out to do, but if you make it explicit for the students as well, they will follow you more easily. Thus, it is advisable to give them a roadmap or an outline of your lecture. At this point, you can also inform your students of how you would like to tackle questions.

I have divided my presentation into X (main) parts.

In my presentation I will focus on X major issues.

First, I will deal with... Next, I will talk about... Finally, I will discuss...Let me know if you have any questions at any point.

Concluding a lecture and summarizing the main points. It is difficult to maintain the same level of attention throughout a lecture, especially when we are exposed to a wealth of new information. At the end of a lecture, students tend to focus again, as they expect you to reiterate what they are required to know. In addition to summarizing the main points, conclusions allow you to connect the topic to the bigger picture and to emphasize how the aims of the lecture were fulfilled.

We'll now briefly refer to the key points.

Before I stop, I'd like to recap/sum up/go over/run through the main points, which were...

As we wrap up, let me briefly summarize the main issues.

First, I covered..., then we talked about... and finally we looked at...

I think we can conclude that...

Today I wanted to... and I'll finish by saying...

Ending the lecture. After you have finished summarizing the topic of the day, you may want to leave the audience with a “take-away” message – the final point you want to underline. Before the very end, you can thank your audience for their attention and invite them to ask any questions they may have.

I'd like to finish by emphasizing...

Finally, may I say...

Thank you for your attention.

Let's call it a day, and I'll see you next week.

REFLECTION POINT

- Think about a very successful lecture or presentation you attended. How was it structured? Which elements helped you follow the presenter's train of thought?
- Reflect on your own lectures and try to estimate to what extent you utilize the structuring elements mentioned above. Do you familiarize the students with the lecture purpose at the beginning of the class?
- Do you provide the students with an outline of the lecture?
- Do you recapitulate the key points of the lecture at the end of the class and refer to the fulfilment of the class objective?
- Think about your own teaching style. Do you prefer lecturing without interruptions or a more interactive approach? When do you like to handle students' questions?
- Do you inform your students when they can ask questions relating to the covered topic?

2.2.3. The core of the lecture

The central part of the lecture is when we deal with the actual content. We present the main points, support them with examples, and walk the students through the steps of argumentation, while ‘weaving’ in how different aspects relate to one another and to the bigger picture. In other words, we perform many tasks and, correspondingly, many communicative functions.

It is important to remember that in order to stay on topic (for both our own and our audience’s sake) the body of the lecture should be organized around a limited number of main ideas. The following section presents phrases that help us achieve clarity as they reveal the relationships between concepts and ideas, mark the direction of the lecture, and orient the audience by reminding them of what has been said and what is to follow. It also shows that it is useful to supply mini summaries before moving to a next point, to highlight certain points and provide supporting examples. Finally, as we typically present a fair amount of content in the central part of a lecture, it can be useful to provide accompanying visuals; hence a set of useful phrases for referring to visual aids (see *Referring to visuals* below).

Referring to the previous lesson. By reminding students of the issues that you have already covered, you help them activate their schematic knowledge. This not only helps them focus on what follows but may also reinforce their understanding of previous topics, and, consequently, lead to the construction of new knowledge more easily.

Let’s review some of the concepts we talked about last time.

Last time, we were looking at..., so today we’ll discuss/move on to...

In our last class, we dealt with..., and today we continue with...

Internal summaries. If a segment of a lecture goes on for a while, it is quite possible that your students’ attention will wander. Using these signposting phrases will alert them to the fact that you are restating what you have already explained.

In the previous part of today's lecture, we've covered...

So, this gives us context for...

What I am trying to say is...

So far, I've presented...

Moving from one point to another. Marking topic changes helps maintain the students' attention and makes it easier for them to follow the lecture. Here are several phrases that might come in handy when you want to indicate that you are moving from one point to another.

Now, let's look at/move on to/consider/turn our attention to...

This leads/brings me to my next point/question, which is...

This raises the following issue(s)/question(s)...

So far, we have looked at... Now I'd like to...

Backward reference. There will often be a need for you to show how one aspect of the topic relates to another one already introduced. Before you establish the connection between such parts, you might want to signal to your students that they have been exposed to the information you are about to mention.

As we saw/noted earlier...

Let's go back to...

As I pointed out in the first section...

If you consider what I've told you about X at the beginning of today's lecture...

The other aspect of X that I mentioned compares to Y in the following features...

Emphasizing important points. Given that we present our students with a multitude of new information, it is well worth the effort to highlight the most significant points to facilitate student learning.

I would like to draw your attention to...

It should be underlined /emphasized that...

This brings us to our major question...

The point to understand is...

This is exactly what/why...

Providing examples. Our aim is to help students understand the concepts we present and their interrelationships. Examples make our claims clearer, give students more information and reduce the possibility of misunderstanding. (see Section 2.5. *Engaging*)

I'd like to illustrate my point with an example.

For instance, ...

To clarify, here is a common/well-known/typical example...

A less well-known/similar/different/recent example is...

An example you might be familiar with is...

Referring to visual material. Different disciplines make use of charts, diagrams, illustrations and similar visuals to demonstrate relationships, changes or trends related to relevant concepts. If you use visual material, make sure you explicitly address it and point out what students should be looking at and how exactly it supports or illustrates your argument.

As can be seen/you can see from the chart/ table/ picture...

This slide/ table/ diagram shows...

I'd like you to look at this illustration of... On the X side you can see...

The vertical/ horizontal axis shows...

The coloured segment represents...

Digressions. Lecturers sometimes feel the need to briefly move away from the main topic. It is useful to signal such moments to your audience; here are some phrases you can use to digress from and get back on topic.

I'd like to digress here for a moment and look at/consider...

If you'll allow me to stray for a moment, ...

You might be interested to know...

To get back to the point...

Getting back/returning to what we were discussing earlier...

REFLECTION POINT

Do you use any of the transition phrases mentioned in the previous section? Make note of the ones you often use. Read aloud the following excerpt on types of language assessment. Where could you add transitions to improve its flow? Try to add transition phrases and read the excerpt aloud again.

And now... erm... we look at... hmmm... this other type. It's called performance assessment. It's different because it integrates skills. Traditional tests focus on one or two skills at the time. Performance assessment integrates, so it's more authentic. Giving a presentation is more authentic... a more authentic language use than a grammar test. And... erm... yes, traditional tests look at product. Performance looks at process. Here... see how they differ. But it doesn't mean one is better than another. Depends on the purpose. If your assessment construct is the recognition of some grammatical structure, you can use multiple choice. OK. Then portfolios. They are also performance assessment, and you can look at the process and the product.

PLACEHOLDERS: Sometimes your students might ask a question you have not anticipated. You may, then, wish to use some of these placeholders to help you while you are thinking of a coherent reply:

- Right, that is an interesting point.
- Let me try to answer by addressing one part of your question at the time.
- Thank you for asking that/pointing that out. It is a very good question.
- That's an interesting idea. I haven't thought of that.

COMMUNICATION REPAIR: Situations may occur in which you do not fully comprehend what your students are asking, or they do not seem to understand something you said. Here are some phrases to handle communication breakdowns:

- If I understood correctly, you would like to know...
- Let me check if I understood what you meant. Please feel free to correct me.
- I'll try to rephrase that.
- Let me try to break this down and explain step-by-step.
- Does that make sense?

TIPS

- EMI courses are likely to pose a cognitive strain on the lecturer and the students, so try to remember that using the language of structuring works in your favour.
- The two-fold advantage lies in the fact that the language of structuring (1) gives you some time to organize your thoughts without jeopardizing the flow, and (2) points your students to what came before and will follow and refocuses their attention.
- Having a clear outline of your lecture improves your level of delivery. Likewise, using appropriate transitions to make that outline clear to your audience adds significantly to the overall quality of your lecture. Try to make use of the explicit phrases to signal different stages of the lecture.
- For good effect, make sure you effectively use the volume of your voice and intonation, and your pauses, especially when you want to emphasize key points or support them with examples.
- The overview of the language presented in the previous sections is aimed at helping you expand your repertoire. However, bear in mind that the overuse of these phrases might divert attention away from the topic.
- Finally, try to monitor your production of fillers such as “hmm”, “right” or “so”, as they can be rather distracting to the listeners.

2.3. Cohesion

REFLECTION POINT

- Put it simply, cohesion is what allows speakers to organize and connect ideas to create a sense of unity and coherence in discourse. Based on this definition, what do you think can make a stretch of discourse cohesive?
- Are there any differences in the way ideas are joined together in spoken and written language?
- Sometimes lecturers have the impression they constantly use the same structures and words. Has this ever occurred to you? What short- and long-run strategies could you use to enrich your repertoire?

2.3.1. Why bother about cohesion?

Cohesion is a property of language that gives your lecture a sense of ‘hanging-togetherness’. In other words, cohesion is what makes a series of sentences, or spoken utterances, a unified whole rather than a disconnected set of ideas. The main reason why we, as lecturers, should bother about cohesion is that it is fundamental to the production of clear, smoothly flowing, well-structured speech (see Section 2.2., *Structuring*). This feature contributes to coherence, making disciplinary content accessible and meaningful for our students.

In this section, we present the main resources English employs to create cohesion. We focus, in particular, on the phenomena that are most common in spoken English and the register of university teaching, which is characterized by a combination of features typical of academic prose and others typical of conversation.

REFLECTION POINT

Read this extract from a lecture in Renaissance to Modern Art History (taken from the *Michigan Corpus of Academic Spoken English* (MICASE), (MICASE, n.d.) , transcript ID: LEL320JU143). Underline the words that in your opinion contribute to the cohesion of this stretch of discourse.

[...] but there's another way that Courbet's art can be described as real also, and that has to do with his painting technique and that's why I've brought along the Burial at Ornans from eighteen forty-nine on the left and a close-up of it on the right. and you'll recall some of the comments that people made at the time about how Courbet applied his paint about his technique for painting. um he was criticized for not having any of the conventional technique. people thought he was inept people thought he was crude people thought he painted like a child, or that the paintings looked like folk woodcuts or that they looked unskilled. um they complained that they_ that the paintings didn't seem to use the conventional skills of perspective the perspective is all out of whack here. um and that the paint itself is kind of sloped onto the canvas with these heavy dark art- outlines, without the kind of careful brushwork or um gradual modulation of colours that was supported in academic technique [...]

2.3.2. Grammatical cohesion: Reference

Reference is the phenomenon that allows you to connect two utterances avoiding the repetition of words. The devices you can use to this purpose are third-person pronouns (i.e. *he, she, it, they*) and words such as *this* or *these*. Read the example in the extract below to see how reference works.

*...if you cut, the, peripheral nerves going to a muscle, you denervate the muscle. you denervate the muscle and of course you paralyze **it**, if you do **that**.* Extract adapted from the MICASE corpus, transcript ID: LEL500SU088

In this extract, the pronoun *it* refers back to *muscle* and *that* refers to the idea of *cutting the peripheral nerves going to a muscle*. By using these two grammar words, the utterances are connected, word repetition is avoided, and the whole passage is easier to process.

However, you should make sure that you do not overuse pronouns because it can become difficult to understand to which noun they refer. In some cases, it may be more useful to repeat the word than to use a pronoun. For example, the message in the following extract.

*...writers can unify different members of a community just by discussing **their** ideas...*

Can you see the problem in this passage? Who does *they* refer to? *Writers* or *different members of a community*? The message is not entirely clear. To disambiguate the meaning of this sentence, instead of *their*, you could repeat *community members* in order to clarify whose ideas are in question, i.e., *writers can unify different members of the community just by discussing community members' ideas*. Although it may be challenging to plan ahead what to say in order to avoid ambiguity, when you realize that you may have used references that are unclear, you have the possibility to rephrase yourself and make sure your students understand your message correctly.

Another point regarding uses of pronouns is the generic uses of the pronoun *he*. Some people would find inappropriate the personal pronoun *he* in the example below. Why?

*...it initially happens you don't know whether it's cure or remission, doctors to be safe will usually initially say, well the patient's gone into remission [...] but we'll have to wait you know five ten years maybe to know whether **he's** actually gone into remission*

Extract adapted from the MICASE corpus, transcript ID: LEL175SU106

In this example, *patient* is a common noun indicating a generic member of a group. The use of *he* to refer to individuals of either sex is now commonly regarded as inappropriate. This might be somewhat problematic in the EMI classroom because your students' languages and

cultures may work in different ways. You should be aware that some students may have specific expectations about political correctness. Instead of using *he*, you can opt for more inclusive forms, such as *he or she* or *they*. Make sure that you use these inclusive forms also in your written materials (e.g., exam papers, slides, activities).

2.3.3. Lexical cohesion

Lexical cohesion is important in speech, but even more in EMI lectures, because it helps improve students' comprehension of the disciplinary terms and concepts you discuss. You can achieve lexical cohesion when you use a word that recalls the sense of an earlier word. To do so, you may repeat the word verbatim, use a synonym (*class/lesson*) or use a general word (*thing/issue/matter*). Repeating words and terms helps signal their importance and allows students to remember them. Given some students' limited English proficiency, they may not understand certain words. Using synonyms will give them a further opportunity to get the meaning. Use of general terms helps avoid redundancy, but you should not overuse them because that may lead to imprecision, just like what happens when you overuse pronouns as references.

Another way to establish lexical cohesion is using words that make sense together (e.g., *medicine, drug, patient, disease*) or tend to co-occur in language (e.g., *left and right, question and answer*).

the big questions, that people had, from the very beginning of biology, are still being asked today. and I sort of jotted down what are some of these big questions? what are, how does the body know how to develop? how does the body_ how come all humans develop the same way? Extract adapted from the MICASE corpus, transcript ID: LEL115SU107

In the extract above, you may notice that the utterances are held together thanks to the verbatim repetition of some lexical items (*questions, body*); the use of words that commonly come together (*questions, asked*); and the selection of terms that belong to the semantic field of biology (*biology, body, humans, develop*).

You may want to opt for uses of synonyms instead of lexical repetition, because you may consider lexical repetition a sign of unrefined style. You should keep in mind, however, that although both help maintain coherence, they have different roles in teaching. Repetition helps emphasize important parts, draw attention to, and help students remember key terms. Synonyms, on the other hand, help clarify terms, establish analogies, and improve students' comprehension of the material. Therefore, you should consider using both to maximize your teaching effectiveness.

The expression '*this/these + noun*' (e.g., *this phenomenon*) is another useful resource to establish cohesion through lexis. The following example shows how '*this/these + noun*' can be used in discourse to link two utterances.

*...Plato said people with great natures will either turn out very good or very bad depending on the environment that is brought to bear on them and in particular dependent on their education. **This theory** is particularly important...*

Extract adapted from the BASE corpus, transcript ID: ahlct003

REFLECTION POINT

Read the example below (adapted from the British Academic Spoken English (BASE) corpus, ahlct037) (BASE n.d.):

*a) Hume divides perceptions into impressions and ideas, and **this distinction** is extremely important and is the whole foundation for his empiricism*

*b) Hume divides perceptions into impressions and ideas, and **this** is extremely important and is the whole foundation for his empiricism*

In what way do you think the structure *this distinction* (a) is clearer? How may it assist student comprehension and learning better than just the expressions *this* (b)?

In spoken language, '*this/these + noun*' is not as frequent as in written language; however, it may be used to improve the clarity of specific passages. In addition, it helps students learn

important academic or discipline-specific metalanguage to talk about phenomena in appropriate ways.

To summarize, the language tools you use to achieve lexical cohesion (repetition, synonyms, general words, co-occurring words) may have different roles in your lecture, so you should consciously consider using all of them. If you realize that you resort to repetition or uses of general words (*thing, issue*) because you lack more precise vocabulary, then it may be particularly useful to become familiar with typical subject+verb (e.g., *the attention has shifted*) or verb+object (e.g., *raise an issue, teach a class, attend a class*) combinations.

2.3.4. Conjunction

Conjunction is the most explicit way of achieving cohesion and coherence. We use words, or conjuncts, to explicitly show the relationship between the parts of an utterance or the relationship between two utterances. You are probably familiar with the different types of conjuncts, but in this section, we would like to underline a few points regarding uses of conjuncts that may be useful for your teaching in EMI.

When you speak, you do not have to use a wide variety of conjuncts, unlike when you write, especially if the use of certain conjuncts does not come naturally, and your endeavour to use these conjuncts results in interrupted fluency and communicative effectiveness. For example, in writing, you would favour items such as *furthermore, nevertheless, consequently* and *subsequently*, but in speech you may opt for *and, but, so, and then*. Indeed, spoken language tends to employ a more limited range of forms, normally *and, so, then, but, because, now, and then* (Flowerdew, 2013: 38).

REFLECTION POINT

In university lectures, there is a much greater use of “*but*” than “*however*”, “*and*” than “*in addition*” and “*so*” than “*therefore*”. For instance, in a large database of spoken university language, called the *Michigan Corpus of Academic Spoken English* (MICASE), the ratio of cohesive “*but*” to “*however*” is approximately 50:1 in lectures. Why do you think this is the case? The following extract, taken from the MICASE corpus, transcript ID: LEL295JU035, may help you provide an answer. Pay attention to the two uses of *but* in bold type and try to understand in what way they differ.

[...] *this does not exhaust all the different kinds of loops there are because everybody comes along and he says, oh you know i use_ i organize my loops this way all the time i think i'll, sort of make that a new structure. for example when we look at Matlab Matlab has something called a for loop, **but** it's really like what most languages call a for-each loop. **but** we'll see that in the fullness of time. for the moment, if i can say that, for the moment think about for loops as, loops that simply repeat something a specified number of times [...]*

The reason why conjuncts such as *so*, *but* or *and* are so widespread in spoken language is that they allow us to 'hold the floor' and manage topics, indicating when we continue a theme (e.g., *and* or *but*) or we shift to a new one (e.g., *so*). For instance, *and* is used by speakers to indicate that they are sticking to the same topic, while *but* may be used to shift topic or to return to a previous subject after a digression.

On the other hand, you may consider using conjuncts such as *in addition*, *however*, or *therefore* when you want to relate the information in your current utterance to information you presented earlier in your talk. As exemplified in the extract below, *however* contrasts the situation in the early eighties to that in the late seventies, which is described by means of several utterances.

*[...] up until the late seventies, most nursing stations had at least one nurse midwife and the policy at that time was that low risk women however they defined low risk (at) at this time and this place low risk women were delivered by nurse midwives, at the nursing station. and it was only high-risk women that were shipped out of the Keewatin into city hospitals. **However**, in the early eighties there was a policy change and the a mandate came down that all women were to be evacuated from the Keewatin to hospitals for delivery [...]*

Extract taken from the MICASE corpus, transcript ID: LEL115SU005.

We would like to emphasize that different disciplines rely on different structures of knowledge and, as a result, on different ways of talking about content. Therefore, the use of conjuncts is likely to vary according to the field. If your field requires the adoption of a formal type of delivery, then you may decide to include formal conjuncts in addition to other formal vocabulary. Whether or not you use formal conjuncts also depends on your teaching preferences and your identity as a teacher. Formal lecturing may be a distinctive trait of your lecturing style either for your personal inclination or for cultural preference.

Finally, you should check the meaning of some conjuncts especially if similar ones are used in your mother tongue. For example, connectors in two languages may be false friends, like *in fact* and the Italian *infatti*, which are similar in form but are used differently in discourse, with the former having an adversative meaning and the latter an additive one. Hence, we suggest that you always ensure that the conjuncts you normally use do convey the meanings that you intend. Looking items up in a dictionary and constructing a brief glossary of useful conjuncts when preparing for EMI classes may be useful.

REFLECTION POINT

The table below (taken from BASE) shows the frequency of some of the main additive, adversative and causal conjuncts in four broad disciplinary areas. What differences do you notice across disciplines? Do you think these data reflect typical uses in your field?

	Social Sciences	Arts and Humanities	Physical Sciences	Life Sciences
<i>In addition</i>	3	1	2	1
<i>Moreover</i>	6	13	0	0
<i>Furthermore</i>	4	3	0	0
<i>However</i>	81	69	36	27
<i>Nevertheless</i>	29	21	6	9
<i>On the contrary</i>	3	7	0	0
<i>Therefore</i>	102	110	104	87
<i>As a consequence</i>	10	1	0	6
<i>As a result</i>	4	1	1	2
Total	242	226	149	132

As you may notice in the social sciences, there may be greater need for lexical variety and, hence, more competences in the use of a range of linking words; by contrast, in the life sciences, people tend to use a more limited repertoire. In that case, suggestions to try and improve cohesion by resorting to a wider range of items does not seem appropriate.

Table 2. Frequency of some of the main additive, adversative and causal conjuncts

2.3.5. Parallelism

Parallelism is the repetition of phrases, words, or sounds elements in consecutive utterances. For example, in the extract below, the lecturer reiterates **people thought he** in each statement, thus relating one clause to another and showing that they belong together. This usage of parallelism also allows the lecturer to create a particular stylistic effect.

people thought he was inept people thought he was crude people thought he painted like a child

Extract taken from MICASE, transcript ID: LEL320JU143)

Some forms of parallelism are less deliberate and may depend on the content or the line of reasoning. In the extract, the speaker is explaining some procedural choices and their result; notice the repetition of the pattern **if we + verb + entity + factual statement** (verbs, entities and factual statements underlined).

*now in this one, **if we** set, R from here, R is fixed so the left-hand side is fixed, the partial derivative of S, star was gonna be positive, then your ray of partial derivatives, on N-X, star was gonna be that, so if R little R is fixed this is fixed, **if we** have a Y and a capital R, that satisfies equation three, then **if we** raise Y, this'll go up, this'll go down*

Extract taken from MICASE, transcript ID: LEL280JG051

Finally, some forms of syntactic parallelism are necessary in English because they depend on the grammatical structure of the utterance. In the extract below you may notice the repeated use of **that** (in bold type), which is needed because the speaker is joining together dependent clauses. Specifically, *that there were differences...* and *that black communities in Britain...* both depend on the same noun, *recognition*. This is not the only form of structural parallelism; you may also notice the constant use of the simple past and the repetition of **that**, again, in *that were important differences that couldn't be whitewashed*. Here, these two **that**-clauses relate to the noun *differences* and their role is to specify the type of 'differences' being referred to. All these features, together, contribute to the creation of cohesive and coherent speech.

*there was a recognition **that** there was there were differences that were important differences that couldn't be whitewashed and **that** black communities in Britain would not take an active participatory role in British life unless those differences were acknowledged in some sort of positive way*

Extract taken from BASE corpus, transcript ID: sslct022

TIPS

- Remember that cohesion is a condition for coherence. Cohesion creates redundancy of meaning, which has a positive effect on listeners: it relieves their memory and enhances understanding. Make sure that you are familiar with a wide range of lexico-grammatical means to create cohesion.
- Be explicit in the way you connect your utterances, especially in key logical passages. For instance, you may use formal connectors (e.g. *moreover*, *however*, *therefore*) to join your ideas or '*this + signalling noun*' (e.g. *this phenomenon*). These strategies will help your students understand your main points better, develop logical reasoning skills and learn important academic metalanguage.
- When preparing for a class, you could explore the vocabulary you need by looking for synonyms, hypernyms, hyponyms or items belonging to the same semantic field. You may use a thesaurus for help. Online, you can find numerous useful resources.
- Avoid mid-sentence digressions, because they put a strain on your audience and it may be difficult for you to maintain connectedness. If asides are needed, make sure you finish your main idea first; then, say it clearly that you are making a parenthetical comment.

Parallelism is a practice that may be effective in the EMI classroom: not only does it create cohesion but, arguably, it also amplifies the discourse more, an aspect which is often recognized as having a positive impact on lecture comprehension. However, if it is challenging for you to manage syntactic parallelism, especially when it is structural rather than intentional, a suggestion is to reduce the pace of your delivery to have greater control of your production. You may also try to reduce the length and syntactic complexity of your

utterances. Longer-term advice is to familiarize yourself with and consolidate the use of common syntactic patterns in academic speech.

2.4. Interaction

REFLECTION POINT

- How many questions do you tend to ask during the class? What kind of questions do you ask: rhetorical (you do know the answer) or referential (you do not know the answer)? Do they imply long or short answers?
- How do you react when a question from you is not answered by any student? How long do you stand the silence that ensues? (See Section 3.2.2., *Practising Mindfulness Listening*)

2.4.1. About questions and answers

The participants in a lecture could be described as members of a community of learning who gather to... learn! In theory, the lecturer is the one with the most knowledge on the subject matter, but learning normally takes place through the interaction that unfolds between the lecturer and the students or among the students. There might be sessions with greater doses of monologic speech, and, as you know, this varies depending on a number of factors (e.g., country, discipline, class size). Most sessions, however, will contain a certain amount of interaction. Although there tends to be an emphasis on interaction in teaching when university programs implement EMI, in most cases lecturers can continue with the same interaction practices they used when they taught the course in their mother tongue.

REFLECTION POINT

Consider the following scenario:

A course in theories of communication in the Audio-visual Communication and Journalism degree at a Catalan university is offered both in English and Catalan. The twenty students in the course have intermediate to high intermediate proficiency in English, while the lecturer's proficiency is advanced. Two of the students come from the Czech Republic, and two are from other parts in Spain. The lecturer has just explained the main characteristics of one of the theories (Uses and Gratifications Theory) and wants to make sure students have understood the material.

How can the lecturer check if the students have understood the material?

As an experienced lecturer, you would probably opt for at least of the following three ways to involve students. One possibility could be to formulate open questions to the group as a whole with questions like, "What do you think?". However, students might use this openness as an excuse not to participate. In fact, if the question is too broad or too obvious, the students may not find it worth providing answers.

Another possibility is to direct the question to a particular student (e.g., "So, John, what do you think?"). You may ask a specific student because you could not motivate the students to respond voluntarily when you posed the question to the entire class, and you want to start a whole class discussion. Although this approach may sometimes be an effective way to involve students, you should be careful because it can create anxiety among students if they do not know the answer. This approach works only when you know the student has something to say and is likely to be willing to participate. You can usually tell by their facial expressions (e.g., if the student is avoiding eye contact, then probably he or she may not be comfortable responding).

A third possibility is to ask closed questions, again either to the whole class group or to one student in particular. This type of question normally entails the use of examples or

hypothetical scenarios. It can be used to check whether students understood the explanations provided (e.g., “So, how would you apply Uses and Gratifications to find out why young Catalan people no longer go to the cinema?”).

People may need time to answer questions for a variety of reasons (e.g., the questions might be challenging or require great cognitive work, students might be reluctant to participate). You have to give students time to come up with the answers. Silent gaps might be uncomfortable, but they should be embraced as useful and partly inevitable.

What you need to keep in mind in the EMI classroom is students’ language proficiency and their educational background. Students may not feel comfortable answering questions if they are not comfortable with their English proficiency. In that case, you will need to assist them in the response or allow them to discuss the answers in small groups before they formulate the answer. In terms of their educational background, if you have students coming from educational systems in which interaction was not encouraged, they may not feel comfortable taking part. Therefore, you must also take cultural differences into account, especially at the beginning of the semester (see Section 3.2., *What is Culture?*)

REFLECTION POINT

Think about a lecture in which you had the feeling students were not willing to participate. How did you notice it? How did you try to engage them? Why do you think it did not work?

2.4.2. About co-constructing knowledge: Scaffolding

The typical lecturer behaviour entails the lecturer asking a question, the student replying, and the lecturer evaluating that answer. That evaluation is a form of feedback that is used to tell students whether their guesses or claims are correct. When a question is difficult, one way of engaging students is by leading the students to provide the answer by offering gradual assistance. This type of assistance is called scaffolding. In the following excerpt, you can see an example of scaffolding.

Lecturer: why do you think the main character wears black clothes?
Student 1: because it's a beautiful colour
Lecturer: ehm well not really, come on someone else?
Student 2: well, it's the colour of darkness
Lecturer: alright, we're getting closer. it is connected to darkness. what is related to darkness, to black?
Student 3: like, the end of everything
Lecturer: there you go. elaborate on that, please
Student 3: well, you mean death
Lecturer: okay, so what does death have to do with the story? who's the main character?
(Adapted from a real case)

In the excerpt, the class discusses the story about *The Red Riding Hood*. The teacher asks a question about the colour of the hood. When Student 1 provides an incorrect answer, the lecturer politely dismisses it (she uses “not really” rather than “not correct”, for instance). Student 2 provides a correct response, but it is too vague, so the lecturer does not know whether the student is just guessing. Student 3 gets it right, but the link has not been made explicit yet, and the discussion continues. The excerpt provides an example of content scaffolding, but in the EMI classroom, the same type of guidance can be used for language.

2.5. Engaging

REFLECTION POINT

- How do you establish rapport with your students at the beginning of a class or during a lecture?
- What kind of examples better explain abstract or complex content?
- Do you make use of humour and anecdotes to maintain or raise attention levels?
- Do you improvise your examples and your jokes, or do you prepare them?
- To what extent are your examples effective and successful?
- What do you do when your students do not laugh at a joke or understand an example?

2.5.1. Spicing up strategies: From raising attention to engaging your listeners

Lectures are exceptionally rich in content with varying degrees of complexity and abstractness. Most lecturers use ‘spicing up’ strategies to maintain or increase students’ attention levels, to make content delivery and reception more effective, and to build rapport. Presenting examples is one major strategy of this kind, along with figurative language, personal anecdotes, and humour (see also Section 3.3.4. *Communication and learner motivation*). Although teaching in EMI means that you can continue using the same strategies you applied when you taught in your mother tongue, there are several important points that you should pay attention to in the EMI classroom.

In terms of examples, the EMI classroom requires more detailed contextualization of local examples because international students may not be familiar with them. For example, if you are referring to the work of a local company, you should provide some background information about the company so that the students are able to understand the example. If the EMI course has internationalization as a learning goal, then you should plan on including international examples so that the students get a global perspective on the issue/concept/phenomenon at hand (see Section 1.4., *How to adjust your teaching to be explicit in EMI*).

You would probably like to use figurative language (such as metaphors) and idiomatic expressions in your lecture because they help with explanations and exemplifications of difficult material. What you have to keep in mind is that the students in your classroom will have varying degrees of English proficiency, and, therefore, varying degrees of exposure to idiomatic expressions in English. Hence, when using figurative or idiomatic language, you may include a short explanation what it may mean, especially the first time you use it.

Sometimes you may want to use a metaphor from your mother tongue, a direct translation of which may not exist in English. Such metaphors bring a local flavour to the EMI classroom, so you should not avoid them. However, it is important to give more explicit cues and

contextualise the origin of such figurative references so that the students who are not familiar with the local language and culture can fully grasp them.

REFLECTION POINT

Consider the following situation in which the use of an idiomatic expression by the EMI lecturer is likely to be unsuccessful. Can you think of alternative ways to make it successful?

An EMI lecturer illustrates extreme cases of a particular concept and makes it explicit that it is somewhat provocative, or even impossible to actually have such cases in real life. Therefore, she uses the expression “climbing on the mirrors”, which is a literal translation of an idiomatic expression in Italian that refers to the obvious impossibility of defending or supporting certain ideas while insisting in doing so (i.e. “arrampicarsi sugli specchi”, in English it would correspond to “clutching at straws” or “gabbing at straws”).

In the case above, the equivalent idiomatic expression in English may or may not be comprehensible for either the domestic or the international students, so avoiding the idiomatic expression could be a solution. However, if the reference is made explicit, both the domestic and the international students could also understand it, and the EMI lecture would be enriched with local references (e.g., In Italian we say, “I am climbing on the mirrors”, which means something like , “I am doing something impossible”).

The use of anecdotes and humour is important for building rapport and for keeping students’ attention. Although using personal anecdotes may be more straightforward, including humour in lectures is more difficult. To what degree lecturers include humour in their lectures varies depending on lecturer personality, teaching identity, and the local educational culture. Some lecturers fear making jokes because they have experience of unsuccessful jokes, so they tend to avoid them. In other words, if you are uncomfortable making jokes in your mother tongue, you should not feel compelled to include jokes in your EMI course.

If you want to include humour when you teach an EMI course, there are some points you should remember. First, although language proficiency may be important to use the right words and deliver the punch line effectively, the difficulty of telling jokes cross-culturally is that jokes often require implicit knowledge (linguistic or cultural) and that the humour characteristics are different across cultures. For example, Danish humour is dry and borders with sarcasm, so it is sometimes difficult to tell what is a joke and what is not. This may be confusing for students who have not been exposed to such humour before. Second, what topics are considered appropriate for a joke also vary across cultures. What may be considered appropriate in one culture may be considered offensive in another. You should discuss this openly with your students so that you avoid remaining unaware that some students are uncomfortable with your jokes.

TIPS

- Consider which spicing up strategies can be most successful in your lecture among examples, anecdotes, and humour. (see Section 3.4.1 *Strategies to make the curriculum more ICC cognizant*)
- Plan your examples, anecdotes, and jokes in advance where possible, making sure there is enough contextual and explicit information to make them accessible to all students.
- Make sure that the topics of your jokes are not inappropriate for some students.
- When using figurative language and culture-specific references, consider providing an explanation or more background information.

2.6. Fluency and accuracy

REFLECTION POINT

- Identify the major language challenges that you encounter when teaching in English.
- Which of the following - pronunciation, grammar, vocabulary - is in your opinion the key factor for clear and successful communication?
- How important do you consider pronunciation in successful teaching?
- Do you provide your students with a glossary of the keywords of the course?

2.6.1. Why bother about accurate pronunciation?

Many lecturers feel that they are good communicators, but they are insecure about their pronunciation. Psychological reasons may generate lecturers' reluctance to teach in a language other than their own mother tongue, although their competence may be very good. The reason is, first of all, that in their job academics are often more exposed to written texts rather than spoken ones. Secondly, we know that English spelling is inconsistent, that is, there is no one-to-one correspondence between sounds and orthographic letters and many letters are not pronounced, like the <l> in the word *half*. For these reasons, you may feel confident in receptive skills, i.e. reading and listening, but insecure in productive ones, i.e., writing and speaking.

Courses are delivered through the spoken mode, which is in itself a face-threatening task (see Section 3.1., *Introduction*), even when you are using your native language. It can be more so if you are using a foreign language, so that teachers and lecturers must be well prepared, both in terms of the content to present and in the way such content is delivered.

You may feel insecure about your pronunciation and need support to strengthen your confidence. Your pronunciation may sound unclear for several different reasons:

- you mispronounce words
- your foreign accent is too strong
- your speech is fragmented, non-fluent.

In this section, we will show you that improving your pronunciation in adult age is not impossible. There are many 'fossilized' pronunciation mistakes and inaccuracies that can be corrected simply by focusing your attention on aspects that you had never considered important before. By fossilized mistakes we mean incorrect pronunciations that have become a habit in your speech and that are more difficult to correct.

Finally, you may wonder which language model is best. There are many native, non-native and foreign accents of English, which you have probably heard in your stays abroad in Anglophone and non-Anglophone countries. Your accent may be modelled on British, American or international norms, setting the goal of intelligibility as a priority for your professional and academic objectives.

2.6.2. Fluency

What does it mean to be 'fluent' in English? According to the Common European Framework of Reference for Foreign Languages (CEFR), speakers may have different degrees of fluency, depending on their competence level (remember that B2 is the level of an independent user, C1 and C2 are the levels of a proficient user):

C2: [A speaker] can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.

C1: [A speaker] can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.

B2: [A speaker] can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.

REFLECTION POINT

- Read the descriptors of fluency according to the CEFR and identify your own.
- Do you feel that your expression is more fluent when you are dealing with your academic discipline or when you interact with students on non-academic topics?

Hesitations or pauses may be natural when you are presenting a conceptually difficult subject or searching for a meaningful pattern or rephrasing a definition. When you use a foreign

language, you may also pause when you try to remember the word you want to use or to think about the order of the words in the sentence. Another reason for pausing is when you try to quickly translate something you want to say from your mother tongue to English. Sometimes you also pause before you articulate a particular sound because you need to set your mouth appropriately to produce it, and this does not happen automatically. In other words, your fluency is disrupted because you cannot find words, create grammar structures, or produce sounds automatically, but you still have to think of the language rules or translate. It is like when you learn how to drive a car: you think about what to do with your feet when you want to stop or shift gears, or you think about how to apply traffic rules. Over time, if you drive regularly, your feet know their job, and you almost instinctively react in traffic. It is the same with language: if you use it regularly, your speech production becomes more automatized. Following are some tips on how to gain fluency.

TIPS

- Learn set chunks (e.g., noun+preposition, adjective+noun, verb+preposition) so that you can create a sentence faster than building the sentence word by word.
- Find the vocabulary words you need to give examples or provide explanations beforehand.
- Ask students to help you with the word you need but cannot remember.
- Practice the sounds or the words that are difficult for you in order to facilitate their production.

2.6.3. Speaking rate

When students listen to longer lectures or shorter explanations, they are trying to process the information they hear both linguistically and conceptually. Therefore, how fast you speak may affect whether and how they process the input. If you pause a lot (see Section 2.6.2., *Fluency*), your speech becomes too slow and monotonous, students may lose interest.

Sometimes, lecturers transfer their fast speech rate from their mother tongue to English. Although the fast speech rate may work well with students who share the same mother tongue as the lecturer, it may not work as well with students who have English as a foreign language because they cannot process the language input fast enough, not to mention the

content of the speech. Moreover, if the students are not used to your accent, the fast delivery may affect their comprehension. If you tend to speed up, especially when you get excited about the topic or you are nervous, you need to remind yourself to slow down. For example, you can add a reminder to slow down in the notes of your slides, in your lecture notes, or on post-its.

In short, if you speak too quickly or do not spell out your words clearly enough, your students will find it difficult to follow and take notes. If you speak too slowly, students will be bored. The best delivery rate is a comfortable and intelligible pace.

2.6.4. Rhythm and intonation

In English, rhythm is said to be stress-timed, that is, based on the occurrence of accented or prominent syllables, as can be better visualized in the following extract, taken from a chemistry course:

ahm the **department** of **applied science** and **technology** is a **brand new** **department** it was **founded** a **couple** of **years ago** and it **includes** all the **professors** of **physics** **chemistry** and **material science** so **everyone** of you will will **have some** of these **professors** in his **career** **independently** of the eh **chemical engineering** or **mat-** the **mechanical engineering** or **informatic engineering** **course** that you are **attending** mm? so **generally** a **lot** of **automotive engineers** are **here** **attending** the **English courses** how **many** of you are **automotive engineers** **candidates** **please raise** your **hands** i will then **tell** the **camera** that you are about **twenty** or so eh **maybe more**, okay **don't** be **shy** mm?

In the extract above, the strong syllables are highlighted in bold. Prominence is given to lexical words (nouns, verbs, adjectives, adverbs), to the strong syllables of polysyllabic words, and to elements that you want to highlight for emphasis. The syllables that are not in bold are the unstressed syllables of polysyllabic words and the grammatical words like articles, prepositions, and auxiliaries.

When you are speaking, your utterances should be dynamic and melodic, so that you can manage to engage your students and hold their attention and you sound interesting and not boring. Speech melody, or intonation, can thus be useful when you want to emphasize important parts, show certain attitude in English, and ask questions. So, for example, a rising intonation can strengthen the force of a 'yes-no' question (a question eliciting a yes/no answer), like:

- *Is that ↗clear?* (rising intonation is placed on the word 'clear').
- *Would you like some more ↗time?* (rising intonation is placed on the word 'time')

A rising intonation is also typical of open questions :

- *How many of you are automotive engineers ↗candidates?* (your voice goes up on the word 'candidates')
- A falling intonation is more common in 'wh' questions:
- *What date does the course ↘finish?* (your voice goes down on the word 'finish').

A falling intonation is also typical of statements:

- *The department of applied science and technology is a brand new ↘department* (your voice goes down on the word 'department')

In the following sections, we will deal with more specific aspects of pronunciation, namely the pronunciation of separate sounds, the weakening of unstressed syllables, the assignment of the correct stress on words, and variation in the standard pronunciations of English. Some examples will be accompanied by 'phonetic' transcription, with which you may not be familiar. If you find the following sections a bit too technical, simply ignore the phonetic script! Yet, if you start using online dictionaries to solve your pronunciation doubts, you will see that dictionaries record pronunciation using the International Phonetic Alphabet, but fortunately they are also equipped with audio recordings (and sometimes video recordings) of the

pronunciation of separate words. At the end of the handbook (see *Additional Resources*), you will find references to online resources and books that you can use to check phonetic transcriptions of words and hear their pronunciation.

2.6.5. Accuracy

As far as accuracy is concerned, the CEFR defines the various levels of phonological control as follows:

C2: Can employ the full range of phonological features in the target language with a high level of control – including prosodic features such as word and sentence stress, rhythm and intonation – so that the finer points of his/her message are clear and precise. Intelligibility and effective conveyance of and enhancement of meaning are not affected in any way by features of accent that may be retained from other language(s).

C1: Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility.

B2: Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility

REFLECTION POINT

- Have you identified your level of phonological accuracy?
- Are you satisfied with the level of accuracy of your spoken English?
- Which features of accuracy need to be improved in your spoken English

Many lecturers think about pronunciation when planning their lessons so that they avoid the risk of making mistakes or remaining speechless in front of students. Yet, a large amount of

improvisation is necessary in classroom interaction. Although this spontaneous interaction may seem difficult at the beginning, you will feel more comfortable with it over time. A glossary of course keywords is recommended (see below Section 2.6.8., *Key words and the creation of a course glossary*) and looking up their correct pronunciation beforehand, to avoid mispronunciations, is very important.

In order to improve your intelligibility, a number of recommendations should be kept in mind. There are some pronunciation errors that are considered ‘more serious’ than others to guarantee mutual comprehension, whereas others are less essential for intelligibility. These findings have emerged from linguistic and pedagogical research about the use of English as a lingua franca. In order to present these features, let us consider the following extract:

... eight credits **correspond** to eighty teaching hours as a whole and these eighty hours are split into **three different categories** the **first** one to **present** is theory, we are currently spending theory time ah and then you will have exercises and are_ there are two types of exercises ah in the classroom you do some calculus you solve problems with your calculator but ehm in this in this classroom you are followed by some ehh assistants of mine ...

If you do not pronounce the dental fricative ‘th’ perfectly in *three different categories and the first one is theory*, your interlocutors will understand what you say, although they will notice your foreign accent. Conversely, if you place primary stress on the wrong syllable, comprehension may be seriously impaired: for example, the word *correSPOND* is stressed on the last syllable and *CAtegorY* is stressed on the first. Wrong stress placement may change the meaning of the word altogether: for example, the verb *preSENT* is stressed on the final syllable; if you place stress of the first (*PREsent*) you indicate ‘an object that you give for a special occasion’. The following features are very important for the preservation of intelligibility:

- long and short vowels as in *this* and *these*, and the vowel sound [ɜ:] as in the word ‘first’
- primary stress placement, as in the words *CAtegorY*, *CUrrently*, *correSPOND*, *preSENT*

- the rhythmic progression of speech (alternation between strong and weak syllables)

2.6.6. Weak syllables

Read out loud the following extract, taken from a mathematics lecture:

I could not resist **to** quote Einstein because Einstein discovered the relationship between matter **and** energy, **and** this is the well-known law he discovered **in** 1905. The variation **of** energy is equal **to** the variation **of** mass times the square power **of**. the speed **of** light. We will use this relationship here sometimes when dealing with nucleons, Some particles that are the nucleus **of** atoms. We will go back **to** it. We will use it.

In English natural speech, the words highlighted in bold characters – grammatical words – are less audible than the others or weakened. Weakening is a phonetic phenomenon of English pronunciation that affects grammatical words such as prepositions and conjunctions like ‘of’ and ‘and’. Grammatical words normally receive less prominence in utterances, so that a natural pronunciation of *matter and energy, variation of mass times, the speed of light* would be characterized by a smooth transition between words, by prominence given to stressed syllables of the main lexical items and by the weakening of the grammatical words, like this:

MAtter and Energy	'mætə' ənd 'enə'dʒi
variATIOn of MASS TIMES	veəri'eɪʃən əv mɑ:s taɪmz
the SPEED of LIGHT	ðə spi:d əv laɪt

Weakening also occurs in non-accented syllables of polysyllabic words, e.g. the word re-la-tion-ship. In English, polysyllabic words normally carry primary stress on one syllable, while the other syllables are weakened to the neutral ‘hesitation’ sound [ə] that in phonetics is called the ‘schwa’. As a result, the second syllable of re-LA-tion-ship is more prominent and the other syllables are less salient. If you check the pronunciation of this word in a dictionary you will see the transcription in International Pronunciation Alphabet (IPA) symbols

[rɪ'leɪʃənʃɪp] but if you have problems with the phonetic symbols you can listen to its audio-recording.

Another example of the weakening of an unstressed syllable is the word va-ri-ATION in which the suffix -ation is stressed only on the first element but not on the second; in other words you do not say [ʃən] but [ʃən].

REFLECTION POINT

Read out loud the following sentences extracted from EMI lessons of mathematics and chemistry, applying the principles of weakening illustrated in this section:

- I will use this notation when needed in the next future lesson okay?
- the value of this function at zero is zero
- chemists often look at energy as heat
- you don't have medicine and food everywhere in the world

Which elements have you pronounced in a more prominent way?

Which elements have been weakened?

2.6.7. Stress placement

In phonetics, word stress is used to indicate the relative prominence given to a syllable. The word 'accent' can be used too, but you must not confuse the meaning of 'accent' (geographical variation in pronunciation) and that of 'word stress'. Although English is a Germanic language and many words are stressed on the first syllable like MANager, stress placement is a mobile feature and many words carry stress on the second syllable like rePORT or have a primary and secondary stress like the word underSTAND.

Stress placement is a difficult aspect of English pronunciation and mistakes in stress assignment may generate miscomprehension. For instance, stress distinguishes noun/verb homographs such as EXport, to exPORT, DEsert, to deSERT.

REFLECTION POINT

- Try and find a general rule that will help you with the pronunciation of the suffix -ate in the following words:

operate v., hesitate v., fortunate adj., delicate, adj.

- Try and find a general rule for the pronunciation of the suffix -agious, -ation, -ee, -ician in the following words:

contagious, outrageous, examination, application, trainee, employee, politician, mathematician

- Try and find a general rule for the pronunciation of the suffixes -able, -ful, -less, -ness, -ment in the following words:

available, remarkable, useful, meaningful, meaningless, hardness, fitness, development, engagement

- The following are frequently mispronounced words. First, try pronouncing the words and then, check your pronunciation using an online dictionary:

colleague, essay, course, source, management, report, access, repository, urban, automobile, difficulty, currency, favourable, performance, choir, otorhinolaryngology

2.6.8. Key words and the creation of a course glossary

The notion of ‘range’ in your spoken production refers to how rich your vocabulary is. This allows you to express yourself in an appropriate way, not only when dealing with the topics of your lessons but also in other moments of the interaction with your audience, such as exam preparation or office hours, or simply small talk.

Every lecturer is an expert in his/her own disciplinary subject and will be very familiar with the relevant terminology. You are continually called upon and need to define concepts, phrasing definitions and rephrasing them in many different ways, so that students can understand and remember. In the first place, it will be necessary for you to have at your disposal a range of synonymous terms. For example, if you were to define a ‘merger’ in the area of business and commerce, it might not be enough to provide only one definition, like “a merger is a legal consolidation of two entities into one entity”, but further elaboration may

be needed, such as “a merger is the process of combining two companies or organizations to form a bigger one”, and further synonyms like “union, alliance, fusion, amalgamation, joining together, takeover” etc. But are you sure that you can pronounce all the terms correctly? You can check the pronunciation of the words online by accessing some of the resources listed in *Additional Resources*.

The creation of a glossary can be of great help for you and your students in order to focus on the course terminology, expand your range of synonyms and related vocabulary that allows you to define and illustrate concepts in greater depth and precision. A glossary for an EMI course should include the key term, its definition, pronunciation, frequent combinations (collocations) and examples of usage. For the term ‘merger’ you or your students may build a lexical profile of key terminology that includes a range of terms that modify ‘merger’ (*cross-border merger, planned merger*) and are modified by it (*the merger regulation, the merger negotiation*), verbs that combine with this term (*to negotiate the merger*) and other typical lexical patterns like (*the merger of, with, between...*).

The glossary may also include acronyms, or these might form a separate list. Most acronyms in English are made from the initial letters of the most important words in a phrase, for example BA (Bachelor of Arts) or EU (European Union). They are generally spelt out and each letter is pronounced individually, so for example it is not a MP (Member of Parliament) but an MP [ən ,em 'pi:]. Acronyms are normally pronounced with the main stress on the last letter and a secondary stress on the first letter, so the USA (United States of America) is pronounced [ðə ,ju: es 'ei]. A few acronyms are pronounced like words, such as the North Atlantic Treaty Organization which is pronounced as NATO ['neɪtəʊ]. Acronyms are often different in different languages, thus the English acronym NGO (Non-Governmental Organization) is ONG in Spanish, French, and Italian, while NATO is OTAN in Spanish and French.

REFLECTION POINT

Identify some of the key terms of your course subject, phrase their definitions, rephrase definitions in other words, elaborating on synonyms, collocations and typical usage patterns, much in the same way as we did for ‘merger’.

2.6.9. Variation in standard pronunciations

Because there are so many speakers and varieties of English all over the world, there is a certain amount of variation in standard pronunciations. This is why it is advisable to double-check the pronunciation of words before you utter them, even of those you have already heard competent speakers pronounce. Variation applies to stress placement and/or individual sounds. Research into varieties of English has highlighted pronunciation differences within the same variety (eg British English) or across different varieties (e.g. British English vs American English). It is interesting to point out that variation is subject to preferences, and these have been collected by phoneticians through opinion polls. For example, the word *reSEARCH* (verb and noun) is stressed on the second syllable by 80% of both British and American English and on the first by 20%. Preference for the first option (*reSEARCH* with stress on the second syllable) seems to reach 95% of university staff.

In American English the noun *diSPUTE* is stressed on the second syllable by 74% of speakers and on the first syllable (*Dispute*) by 26%. For the verb *DIScount* 82% of American users prefer initial stress rather than final *diSCOUNT* (18%).

In British English the noun *Mlgraine* is pronounced with a long pure vowel [ˈmi:greɪn] by 61% of speakers, whereas 39% pronounce it with a diphthong [ˈmaɪgreɪn]. The term *LONGitude* in British English has a plosive consonant [ˈlɒŋgɪ,tju:d] for 85% of speakers, and an affricate [ˈlɒndʒɪ,tju:d] for 15%.

Another noteworthy difference is found in words beginning with <di->, which can be pronounced [dɪ] or [daɪ] from speaker to speaker in all varieties. The word *diRECT* (verb, adjective, adverb) in American English is pronounced with stress on the final syllable by 78%

and by stress on the first (*Direct*) by 22%. The words *director*, *directory*, *direction*, *directive*, *directory* and so on present such variation too.

Another difference can be found in words ending in *-ate*. Despite the general rule of the *-ate* ending, which should be pronounced [ət] in nouns, the word *TEMplate* is pronounced ['tem,pleɪt] or ['templət] by different people, irrespective of their geographical origin.

Finally, proper nouns may display divergent pronunciations, like *Renaissance* [rɪ'neɪs(ə)ns] or [ˌrenəsɑːns] and *Caribbean* [ˌkærə'biːən] or [ˌkə'ɪbiən].

These observations may sound irrelevant to speakers who are frequently exposed to spoken English and are more aware of variation in English connected speech; it will be less so among users who are more frequently exposed to written English and find it hard to cope with the inconsistencies between the written and the spoken language.

REFLECTION POINT

How are the following words pronounced? Which of them can be pronounced differently depending on variety of English or speakers' preferences?

Advertising, advertisement, Muslim, dynasty, directory, address, laboratory, reliable, economics, law, although, tough, paradigm, missile, privacy.

TIPS

- Double check the pronunciation of all the course keywords. Check audio-recordings of terminology.
- Make sure your students are actually taking in the course content – pay attention to the pace of your delivery. Slow down or speed up when necessary. Remember that the English language has a stylistic preference for sentences which are short and clear.
- Do not drop your voice at the end of the sentence and do not raise your intonation at the end of sentences.

Case studies: Language use in EMI

In this section you will be introduced to a teacher in a particular context followed by some reflection questions for you to think about.

Case Study One

An Italian lecturer of Italian Private Law gave this comment on the use of examples during her classes: “I use more or less the same examples in my Italian and English-medium classes because I realise that the students need examples. I present the general rule and then I give an example, so they understand how the general rule is applied to each case. The examples I give in Italian have usually been translated into English because we are not so different in cultural terms, in our everyday life, from common law countries as in the example of a stolen bicycle or an item purchased at a street market. Just the examples on marriage have caused some discomfort among the students, this happens when the class is mixed. Sometimes with Italian students, one can give more irreverent examples, which I also used in EMI: “Let’s consider this example, you drink 30 shots and drive while being drunk” – in fact, since there were students for whom the use of alcohol is forbidden for religious reasons, this example might not have been so effective... I know that most Italian students drink alcohol, but for some students this example may not be as effective.”

REFLECTION

At the time of the interview, this lecturer was teaching the same module both in Italian and in English and used exactly the same examples to present concrete cases and better explain some particular rules. Why do you think the examples in English are not effective?

Case Study Two

Below is the transcript of the first lecture of Italian Private law in an intensive 42 hours module, which was delivered in classes lasting up to four hours on the same day.

“Good morning everybody, my name is Maria and I will be your teacher for the next 42 hours in this Italian Private Law course. I think we are going to have rules, I think we are going to have 10 minute breaks every hour, is it ok for you? [students reply: yes!] Because I don’t want you to faint ... and ehm ... you have a textbook...

Warnings. We’re going to have a lot of problems with language as you can tell by my heavy Italian accent I am not a mother speaker. How many mother speakers are here in the class? None of you. So it may be or surely there will be occasions in which we shall not be able to understand each other because I am speaking a really bad English and you can’t understand me or I’m not used to your accent and so on. So we are going to have problems of mutual understanding because of the language that we are using but we’re also going to have problems of translation because, as I told you before, words and concepts are linked, very narrowly linked in law and we are going to use words that pertain to another system in a civil law system

REFLECTION

Can you identify the use of spicing up strategies?

Self-assessment related to language

These can-do statements describe specific competencies EMI teachers are likely to perform in the classroom. You can use these statements to analyse what you think you can do and identify the areas with which you might need support. Check off a specific can-do statement when you are able to demonstrate that you can perform that particular task.

- I can make an effective use of language devices to express the objectives of my lecture.
- I can make an effective use of language devices to outline the structure of my lecture.
- I can make an effective use of language devices to indicate the beginning, the central part and the concluding part of my lecture.
- I can make an effective use of language devices to move on to the next point.
- I can make an effective use of language devices to refer to the related aspect covered earlier.
- I can make an effective use of language devices to support and emphasize important aspects.
- I can make an effective use of language devices to refer to visual aids.
- I understand how the above actions can help my students follow the lecture and understand the salient points.
- I can speak English with a clear and natural pronunciation.
- I can express myself clearly and my interlocutors never ask me to repeat what I said.
- I can vary intonation and place sentence stress correctly.
- I can avoid typical pronunciation features of my mother tongue (like the trilled 'r').
- I know how words are pronounced but sometimes I am not sure where the main stress falls.
- I feel that my pronunciation is intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.

3. Intercultural Communication in EMI



3.1. Introduction

Intercultural communication (ICC) is frequently taken for granted and an often-overlooked aspect of EMI teaching. Whether your university has mandated a switch to English, or it is specific to your course, both you and your university may be more inclined to focus on the pedagogical skills that a switch to EMI would require or worry about the uses of English. Meanwhile, how teaching in another language changes the dynamics of the classroom is often overlooked. While it may seem that knowledge of English is sufficient for learning and teaching in the EMI classroom, language in itself is not enough for intercultural communication (Deardorff, 2006) and an “internationalized learning environment” at university “does not, as such, necessarily lead to intercultural learning” (Gregersen-Hermans, 2017: 67). On the other hand, poor language proficiency will impede intercultural communication, lead to isolation, and can determine hierarchical positions in groups (Méndez García & Pérez Cañado, 2005). Weak students may have difficulty communicating with peers and teachers and face problems with academic assignments and exams. Even if students may be able to communicate, they also need additional skills and competences to be able to work collaboratively.

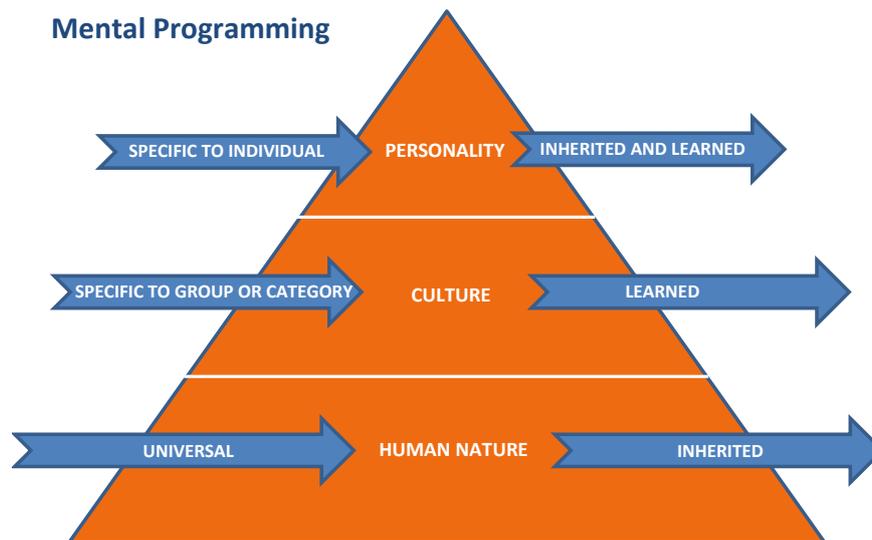
Verbally delivering any course can be a ‘jarring’ or ‘face-threatening’; experience for any teacher, but even more so when in a second language. Do you change your teaching behaviour or methodology when delivering lessons in a language other than your native tongue? Maybe you were fully confident teaching in your mother tongue but feel less confident now, are worried about making jokes or interacting with students in case your intentions are misinterpreted, and are more inclined to resort to low interaction teaching approaches. Apart from focussing on the EMI educational setting (see Section 1.2., *What to consider when*

teaching in an EMI context), you might also want to consider the intercultural communication implications of encountering a variety of cultures, backgrounds, and communication styles among your student cohort. Furthermore, you may wonder what kind of intercultural competencies you, as an EMI teacher, should have, and how your curriculum could be adapted to be ICC cognisant. This part of the handbook deals with each of these questions in three separate sections.

It is worth remembering that, as the teacher, your students will see you as the ICC facilitator in the EMI classroom. This means that your students will most likely follow your lead; thus, you will first need to be aware of your own cultural background and then you can adapt your behaviour and actions to create a supportive environment that supports learning for students from linguistically and culturally diverse backgrounds. Your students will monitor how you respond to the various intercultural issues that arise and many will mimic your behaviour on the basis that they will believe this acceptable and appropriate in the context. Moreover, the students will most likely continue to apply this learned behaviour when they leave university.

3.2. What is culture?

So, what is culture, and why is it so important to be aware of it in the multicultural and multilingual classroom? Spencer-Oatey (2008) defined culture as “a fuzzy set of basic assumptions and values, orientations to life, beliefs, policies, procedures and behavioural conventions that are shared by a group of people, and that influence (but do not determine) each member’s behaviour and his/her interpretations of the ‘meaning’ of other people’s behaviour” (p.3). Figure 1 on the next page depicts where culture lies in a person’s mental programming, as proposed by Hofstede and Hofstede (2005). It differentiates culture and cultural traits from personality traits and those assigned to human nature. It shows that culture is both learned and is specific to a group or category.



Source: Hofstede, *Cultures and Organizations: Software of the Mind*, 2005

Figure 1. What is culture?

In Figure 2, you will see the cultural dimensions framework provided by Hofstede (2001). Here, we can see how your students, but also you as a teacher, are affected by your own culture specific ideas regarding power, personal space, uncertainty, gender, time, and restraint. This framework sheds more light on how status-orientation and hierarchy vary in different cultures. For you as a teacher, it can also indicate how effectively a student will integrate within a group; how well he/she adjusts to the uncertain or unknown; and how some students may be task-oriented while others are person-oriented individuals. All of these culture-informed traits could directly affect your classroom dynamics, both student-student and student-teacher interactions, and indirectly affect a student's productivity and willingness to interact in class.

Being aware of these cultural dimensions can help you identify how attuned or receptive a student might be to the behaviours of other cultures, as well as how likely students are to deviate from their cultural norm.

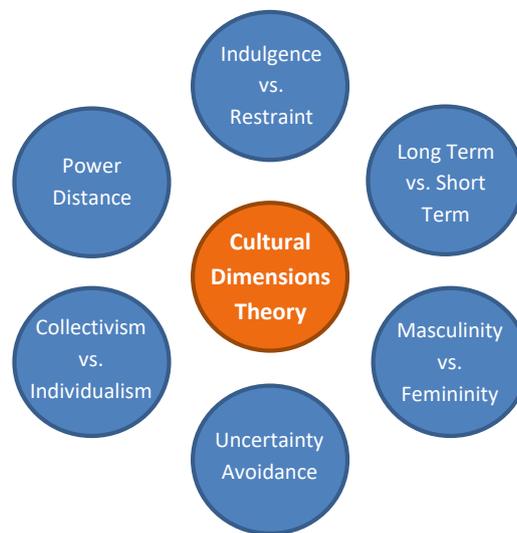


Figure 2. Hofstede's Cultural Dimensions

3.2.1. Cultural differences in the EMI classroom

The term 'face-threatening' is used a number of times in this handbook. This refers to how uncomfortable any act makes us feel as we perform it. For example, talking to your best friend about a night out might not be considered very face-threatening, whereas speaking in public could be considered to be very face-threatening. However, how face-threatening either of these acts may actually be depends on the person and the context. Some people may feel uncomfortable thinking about going out to a public place with a possibility of meeting new people, and others may feel perfectly comfortable about talking to large audiences. Apart from personal confidence levels, the person's cultural background and communication style can determine how face-threatening an act is perceived to be.

REFLECTION POINT

- How is your way of teaching in the EMI classroom influenced by your previous experiences?
- How diverse is your EMI classroom in terms of students' academic backgrounds and experiences?
- How does student diversity affect learning, classroom dynamics and your teaching?
- How would you explain your academic culture to the students?
- What is your point of view regarding students from different backgrounds in the classroom?
- What are the advantages/disadvantages of teaching internationally diverse classes?
- How do domestic students benefit from the international classroom?
- Have you detected any patterns of behaviour among students from a specific national/educational background? If so, what is the behaviour and how can it be explained? Could the behaviour be due to other factors than national background? If so, which?

Avoiding face-threatening instances can be difficult in a multicultural learning environment, as students and teachers might behave in a specific way, but also expect specific behaviour from the other party. Most interaction can be classified as either high context (where communication is implicit and relies heavily on context, e.g., Arabic, Chinese) or low context (where communication relies on explicit verbal communication, e.g., English, German) (see Figures 3 and 4).

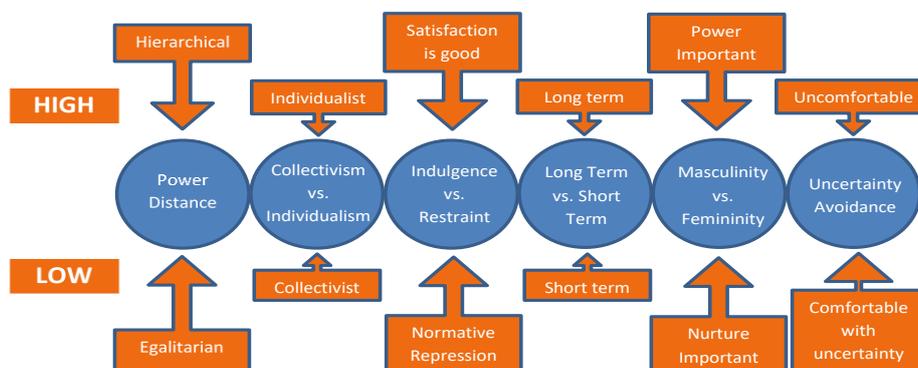


Figure 3. Low to High Context Cultures

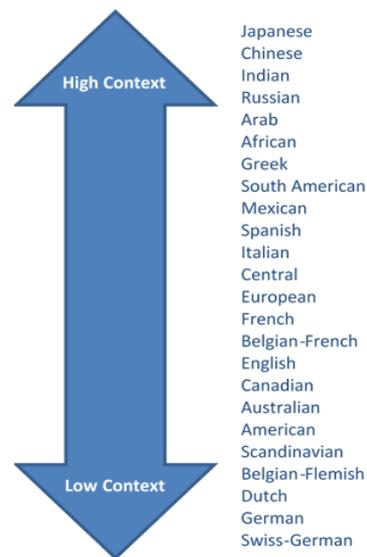


Figure 4. Low to High Context Cultures

You should first be aware of your own cultural background and take time to identify your own preferred communication style so that you can adapt according to the requirements of your students. However, identifying the type of communication and interaction most appropriate to use in the classroom solely based on the culture of origin, either high or low context, is still not enough to tailor each lesson, especially for students of diverse backgrounds. As you might consider this form of classification too broad, the Lewis Model three-tier behaviour classification provides another perspective. The model includes linear-active, multi-active, and reactive variation (See Table 3).

- Linear-active is the easiest to identify and it encompasses the English-speaking-world (North America, Britain, Australia and New Zealand), Scandinavian and Germanic countries.
- Multi-active is more scattered, and includes Southern Europe and the Mediterranean countries, South America, sub-Saharan Africa, Arab and Middle-eastern countries.
- Reactive, on the other hand, is more localised in and around Asia, except the Indian sub-continent.

CULTURAL CATEGORIES		
Linear-active	Multi-active	Reactive
Talks half the time	Talks most of the time	Listens most of the time
Does one thing at a time	Does several things at once	Reacts to partner's action
Plans ahead step by step	Plans grand outline only	Looks at general principles
Polite but direct	Emotional	Polite and indirect
Partly conceals feelings	Displays feelings	Conceals feelings
Confronts with logic	Confronts emotionally	Never confronts
Dislikes losing face	Has good excuses	Must not lose face
Rarely interrupts	Often interrupts	Doesn't interrupt
Job-oriented	People-orientated	Very people-oriented
Sticks to facts	Feelings before facts	Statements are promises
Truth before diplomacy	Flexible truth	Diplomacy over truth
Sometimes impatient	Impatient	Patient
Limited body language	Unlimited body language	Subtle body language
Respects officialdom	Seeks out key person	Uses connections
Separates the social and professional	Interweaves the social and professional	Connects the social and professional

Table 3. The Lewis Model: Dimensions of Behaviour

Please note that the tables and frameworks used in this handbook are intended as a guide to help you better understand your students. It is essential, however, to avoid stereotyping and pigeonholing students into categories based on presumption.

3.2.2. Communication styles

Communication is usually perceived as being a combination of words and behaviour, both of which are heavily influenced by our native culture. This in turn means that intercultural communications and interactions are usually more complex and more difficult than most spoken or written interactions in the native language. Effective cultural communication relies heavily on identifying the appropriate way to respond to the given interaction and context.

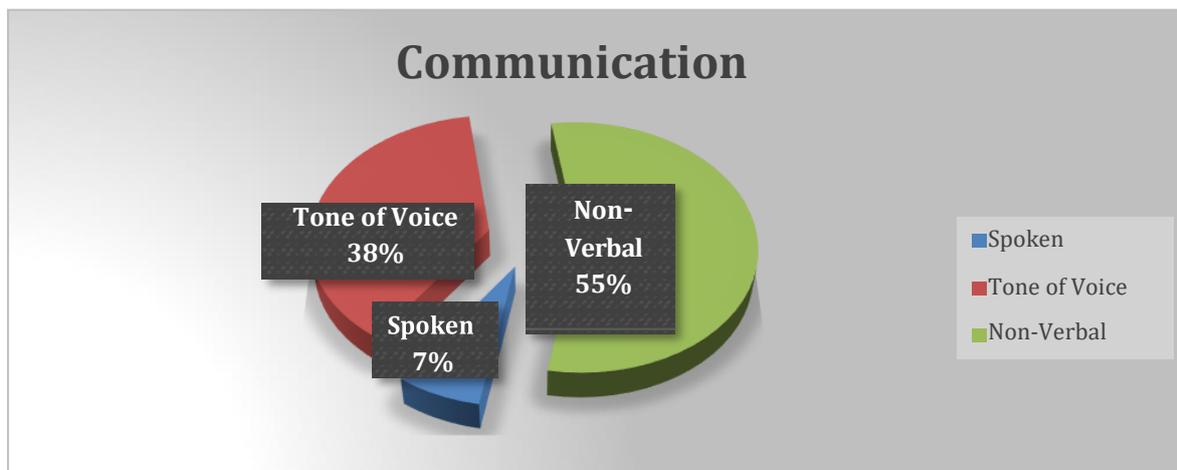


Figure 5. Communication is not only verbal

Depending on your student population (see Section 1.2.2., *Student Population*), your students may all have a similar communication style (e.g., in a homogeneous university where students share an L1 and are only exposed to English in their coursework) or varying communication styles (e.g., internationalized institution of higher education where English is a lingua franca). While the varying levels of your students' English language abilities may influence their learning experience in the EMI classroom, their communication style may also dictate how interactive or responsive they are to your questions and class activities. Both a student's educational and cultural backgrounds could significantly influence their communication styles. Using our egalitarian vs. hierarchical cultures example above (see Section 3.2., *What is culture?*), a student who is used to attending teacher-led lectures may find the student-centred classroom daunting and wait for their teacher to ask a question rather than volunteering an opinion. Furthermore, some of your students will have different considerations towards turn taking when asking and answering questions. Depending on their own cultural norms, and sometimes personality, some students will wait patiently for the others to finish before they speak up, others will interrupt or speak at the same time.

One of the most important things to keep in mind in the EMI classroom is the appropriate speed of information assimilation and the cognitive load for students learning through a second or third language. That means thinking about whether you are sending a **fast** or **slow message**, which is very dependent on the context and topic of interaction.

Fast messages include:

- use of manners (i.e., how you communicate with a person in face-to-face interactions; focus on intonation; style and pace of spoken language; physical aspects such as proximity between interlocutors, hand gestures and facial expressions)
- television and radio, headlines and prose (such as magazines and newspapers)

Slow messages include:

- books
- print (such as journal articles)
- deep relationships
- culture

Fast messages are seen as communication styles that may be more quickly interpreted, while slow messages would require longer to fully understand. It is important to know the difference between the two as these areas all affect the classroom in: how and when teachers and students access information; how they present it in class; and how quickly students take it all in. As people and their respective cultures are classified as slow messages, it takes time to understand and interact effectively, and in some cultures, the slower the better. In turn, this may directly affect the tempo, rhythm, and synchrony of your class. Although there are deviations, it would be helpful for you to take the time to identify your students' cultural background, especially in a small class as this may affect your understanding of your students' decision-making and time management skills, which could also affect work on class or group projects. Making sure that students are given plenty of time to be introduced to a topic, assimilate it and learn how to apply it typically solves most of these problems.

Whether communication is direct or indirect is also important to keep in mind when teaching in a multicultural setting (see Table 4). In most cultures, people use a gradation of many verbal styles; however, in **individualistic** cultures (cultures where there is more focus on the self over the group) there is a clear preference for direct verbal interaction, while **collectivistic** cultures (those who put the needs of the group ahead of an individual's needs) prefer indirect verbal interaction and even silence. In either case, this may present a clear communication barrier within the classroom, where students and teachers alike might not communicate their

concerns, questions, or feedback effectively to the other party. As a teacher, being more precise and direct, while still being polite and sensitive, will help students keep better track of their progress.

Direct	Indirect
Explicit / verbal	Implicit / non-verbal
Details verbalised	Details implied
Linear	Circular
Deductive	Inductive
Schedule specific	Time open, flexible
Reactions obvious	Reactions reserved
Threatened by ambiguity	Tolerant of uncertainty

Table 4. Individual vs. Collectivist

The terms **monochronic** and **polychronic** refer to the people rather than communication itself. As shown in Table 5, there are several differences between these two types of individuals. It is important to keep this in mind as it may affect classroom dynamics in reference to teacher-student and student-student interactions. Furthermore, these differences may be evident in your students' approach to deadlines, their focus, and commitment priorities. To help with this, you could give your students indirect and direct reminders of the course schedule and deadlines.

Monochronic People	Polychronic People
Tend to do one thing at a time	Do several things at the same time
Are not easily distracted	Are susceptible to distractions
Commit to work	Commit to relationships
Place importance on deadlines	Place less importance on deadlines
Stick to plans	Change plans often and easily
Value and respect privacy	Value connection
Relate punctuality to reputation	Relate punctuality to the relationship
Accept short-term relationships	Lean towards life-time relationships

Table 5. Typical Monochronic vs Polychronic Traits

In some cases, monochronic and polychronic tendencies may also cause a student's isolation due to a style difference from the group and/or teacher norm. A tip for trying to avoid this isolation could be by creating group tasks to do in class and/or for homework.

Finally, register is another aspect of communication that should be considered in an EMI setting. Formal (presentations, exams), professional (meetings) and group (conversations) are applicable, as all three, or one at a time, could be present in class, or even in a one-to-one teacher-student interaction. Your register may vary depending on the specific purpose, context, and audience. It is important to note that your students may be used to a different level of familiarity or formality depending on their cultural norm. This affects how any interaction unfolds, and which format is deemed acceptable for either party. How familiar or formal the classroom environment is may also affect how face-threatening you feel it is to teach that class.

3.2.3. Intercultural sensitivity in the EMI classroom

As an EMI teacher, you will experience cultural differences in the classroom. By recognising how you experience and react to these differences and how your perceptions affect your reactions, you will be able to critically analyse your behaviour, increase your cultural awareness, examine your orientations to cultural differences, and develop competencies to

engage with student diversity. Figure 6 depicts Bennett’s (1993) Development Model of Intercultural Sensitivity (DMIS) with six stages of increasing cultural sensitivity.

By analysing and identifying how you react to a particular situation, you may be able to recognise at which stage of cultural sensitivity you are, and consciously monitor your behaviour to increase your intercultural competence and sensitivity, and move from an ethnocentric perspective to one that is ethnorelative. Furthermore, you will be able to identify the stage your students are at in the DMIS and help them progress in their intercultural development.

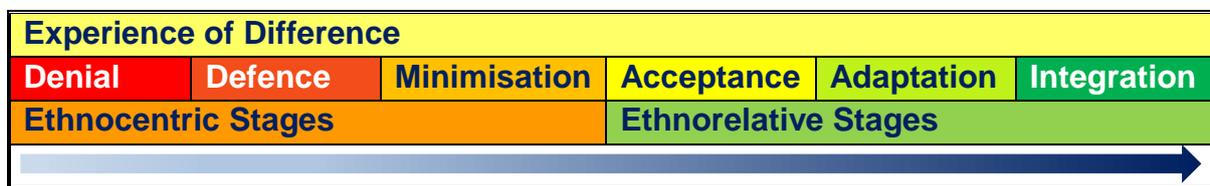


Figure 6. Bennett’s Developmental Model of Intercultural Sensitivity

The D.I.E. (Describe, Interpret, Evaluate) Activity

The goal of the following activity is for you to consider what to do in order not to react impulsively and intuitively, but rather to suspend judgment and look at a situation from multiple perspectives before evaluating and taking action. This will help you make informed decisions rather than jumping to conclusions. By describing, interpreting and evaluating events, you will be in a better position to see the situation from the other person’s perspective, manage situations that are different, and develop more effective and appropriate interactions with students.



REFLECTION POINT

Look at the picture above (retrieved from www.unsplash.com) and answer the following questions

a. **Describe** what you see in the picture

What do you see in the picture? Consider only objective and observable facts. Do not interpret what they are doing or make value judgements.

b. **Interpret** the events.

How would you interpret the events? What are some possible explanations as to what is happening? List as many as you can think of.

c. **Evaluate** the events

Evaluate your interpretations. How do you feel about the situation now that you have looked at it from multiple perspectives? Try and determine which of the scenarios is most likely.

3.2.4. Generalisations and stereotyping

Please note that the tables and frameworks used in this handbook are intended as a guide to help you better understand your students. It is essential, however, to avoid stereotyping and pigeonholing students into categories based on presumption or previous experience with a limited few. It is easy to generalise about a cultural group when you have had many students through your classes from that cultural group. Cultural generalisations occur when we draw conclusions based on a set of traits identified in a subset of a particular cultural group. For example, inferences that all members of a cultural group hold the same beliefs and values is a cultural generalisation. The danger is that the generalisation could be applied to form a stereotype of all students from that cultural group. This is usually an oversimplified, negative conclusion, often verbalised in the form of “the [insert cultural group name] students are [insert negative characteristic].” It is important to remember that each student is an individual and may not adhere to the generalised norm. Furthermore, it is worth applying the teachings of the D.I.E. activity, and trying to determine, before judging, why any student or group of students are behaving in a certain manner. **By doing so, you can address the issue with an informed and positive approach.**

3.3. Intercultural competencies for EMI teachers

We now look at how you can apply your knowledge of cultural and communication style differences and the DMIS to your teaching and classroom environment. We discuss how you can be an ICC facilitator and practice mindful listening in the classroom. We provide some insights into key issues that may arise in the multilingual multicultural EMI classroom and look at how the solicitation and provision of answers or feedback differ in an EMI international and intercultural setting from that of a homogeneous setting or a group with whom the teacher is culturally familiar. This section builds on the linguistic aspects of interaction in the Language part of this book (see Section 2.4., *Interaction*) and how to be explicit in EMI in the Pedagogy part of the book (see Section 1.2.4., *Language Use in EMI*).

This part uses cultural descriptors, such as high context and low context, as defined by Hall and Hall (1976) and Hofstede’s cultural dimensions (Hofstede, 2001). If you are not already

familiar with these terms and dimensions, please return to Section 3.1., *Introduction* which provides you with the required background knowledge.

REFLECTION POINT

- What should your students know about your classroom environment and course tasks that is not explicitly stated in the syllabus? To what extent are your expectations up for negotiation?
- What are your expectations of your students and classroom interaction?
- What methods, if any, do you use to gain knowledge of your students' prior educational experience?
- In what ways do you encourage your students to take part in the class?
- Have you observed any specific reactions, e.g. in class participation or completion of course requirements, from students of differing levels of English proficiency? If yes, can you describe them?
- Has the teaching of culturally and linguistically diverse students affected you as an EMI teacher? If so, in what way?
- Do students feel comfortable asking questions in your class or asking you for feedback? If yes, how do you know and what do you do that makes them feel comfortable? If not, why do you think that is?
- Do you ever adjust your style/method of giving feedback or answering questions? If so, why and how? If not, why not?
- Is your feedback acted upon? If yes, how is it implemented? If not, why do you think that is?

Since each EMI classroom is a complex, unique context that comprises students and teachers from different linguistic and cultural backgrounds who have specific disciplinary language-learning expectations, it is difficult to anticipate or acquire all the skills and competences that might be needed for effective intercultural communication (Byram, Gribkova & Starkey, 2002). Try to develop your knowledge, skills, abilities, and awareness of intercultural aspects of the multilingual classroom so that you can understand and overcome potential obstacles and misunderstandings. Consider your teaching with regard to international students. Then

you can analyse and capitalise on the similarities and differences between international and domestic students, promote cultural appreciation and understanding, develop teaching strategies to prevent misunderstanding and miscommunication, and foster learning in the multilingual classroom. Successful intercultural interaction is, after all, at the very heart of international education (Deardorff, 2017).

3.3.1. The role of the EMI teacher as an ICC facilitator

Even where ICC is not part of the explicit learning outcomes of an EMI course or program, disciplinary learning is likely to rely partially on the ability of the teacher to create a culturally responsive learning environment – to take on the role of an ICC facilitator (Bennett, 2012). EMI students bring different ways of thinking, knowing, and learning to the classroom that shape how they how they engage with the content, each other and the teacher. To support interaction and learning in the EMI classroom, it may thus be relevant to consider what is involved in being a successful mediator across the different academic backgrounds and educational experiences that come together in the EMI learning setting.

For the EMI teacher, this first and foremost involves an awareness of potential gaps between the academic conventions that students bring to the EMI setting and those they are expected to adhere to. The complex set of academic expectations (see Section 1.2., *What to consider when teaching in an EMI context*) of how students should behave and act in a particular program is referred by Ulriksen (2009) as the ‘implied student’. The ‘implied student’ is to a large extent presupposed in the way a program is structured, in the ways of teaching, and in assessment methods. For the EMI teacher, there may in particular be a need to spell out and negotiate these conventions in EMI classrooms that consists of a mix of domestic and international students. In these settings, academic cultures may also have to be bridged to a larger extent.

The role of the EMI lecturer as an ICC facilitator can be considered further through some the components of Paige’s (1993) lengthy list of general intercultural facilitator competencies represented in the box below.

The effective intercultural facilitator has the ability to:

- communicate clearly to speakers from different linguacultural backgrounds in the program
- facilitate multicultural groups (including taking turns, participation, use of silence)
- ‘code shift’ from one communication style to another
- paraphrase circular or indirect statements for **linear and direct** group members
- express enthusiasm for the topic in culturally appropriate ways
- suspend judgement of alternative cultural norms
- recognize culture-specific risk factors for trainees (e.g., loss of face, group identity)
- develop multiple frames of reference for interpreting intercultural situations
- demonstrate good judgment in selecting the most appropriate interpretation in a transcultural situation
- ask sensitively phrased questions while avoiding premature closure
- avoid ethnocentric norms in goals, objectives, content, process, media, and course materials, as well as group interaction
- motivate learners based on their own values
- deliver programs in a variety of methods
- interpret nonverbal behaviour in culturally appropriate ways
- monitor the use of humour for cultural appropriateness
- encourage students to set their own communicative goals

You may also want to consider how your students view you and your role. Are you a teacher, a mentor, or a learning facilitator, for example? Depending on their cultural background, they may see you as being of equal status or of a higher status. You should also ask yourself how you see your role and consider if you need to either explain your methods to those unfamiliar with your approach or adapt your behaviour. For example, if you see yourself more as a learning facilitator, students from a hierarchical background may be unfamiliar with this approach and be expecting you to take a more leading role. Alternatively, if you prefer a more traditional teacher-student relationship, remember that students from an egalitarian culture may challenge your teachings in class.

REFLECTION POINT

At a university that uses a task-based or problem-based learning system of education, a teacher noted that non-western students or non-European students may be inadvertently disadvantaged by the use of this system as it caters more to a Western style of learning and interaction. This can result in quieter, more contemplative students underperforming. The teacher is not sure if these less vocal students should be pushed out of their comfort zone or not and feels it is harder to assess the students level of understanding of the course materials.

What advice would you give?

3.3.2. Practicing mindful listening in the classroom

One of the key ICC competences for the EMI teacher identified by Ting-Toomey (1999) is practicing mindful listening in the classroom. Using her findings, we can distinguish between two closely related dimensions of mindful listening that are seen as particularly useful for bridging between low-context and high-context communication patterns (see Section 3.2.2., *Communication styles*):

- **Listening attentively and openly**

Mindful listening first and foremost means paying careful attention to both the verbal and nonverbal (e.g., facial expressions and tone of voice) messages of the speaker before responding or evaluating. It thus involves a commitment as a listener to checking our own process of decoding meaning on all the levels of the conversation and a willingness to suspend judgement of the message and its speaker. As a listener, jumping prematurely to judgments of the verbal message and/or its speaker can often blur our views of what we actually agree or disagree with (Swann, 2016).

- **Paraphrasing in culturally sensitive ways**

To minimize misunderstanding and facilitate the co-creation of meaning, the mindful intercultural listener also needs to be able to: a) verbally restate the content of the speaker's message in his/her own words; and b) nonverbally echo the emotional meaning of the speaker's message. Verbal restatement is geared towards conveying a tentative understanding of the speaker's meaning behind the content message,

through phrases such as “It sounds to me that....” and “In other words, you are saying that....” Nonverbal echoing means paying attention to the attitudinal tone that underlies verbal restatement, making sure that the desire to avoid misunderstanding is conveyed clearly to the receiver with the appropriate level of directness.

3.3.3. Managing multilingualism

REFLECTION POINT

- List five benefits of teaching monolingual/multilingual classes, i.e., classes comprising students who share the same mother tongue or classes comprising students with different language background..
- What are the three biggest challenges you have faced in the monolingual/multilingual classroom?
- What are some similarities/differences between teaching monolingual/multilingual classes?

The questions above reflect some of the issues related to multilingual classes. As EMI is becoming more widespread in European universities, student demographics have been changing with international student populations on the rise. An important implication of this is that an international student/teacher body with native competences in certain languages and cultures widely use English (as a lingua franca) in the content classroom.

As the use of English depends on the student’s cultural and linguistic background, as well as their language proficiency (Méndez García & Pérez Cañado, 2005), for weaker students, learning complex academic content can prove to be a major obstacle. Furthermore, differences in English language proficiency among students can lead to ‘linguistic asymmetry’ in the classroom (Wilkinson & Gabriels, 2017: 345) as less fluent students are less autonomous and more dependent on others, which is reflected in their (lack of) use of English, uneven power relations, and poor classroom dynamics (Méndez García & Pérez Cañado, 2005).

3.3.4. Communication and learner motivation

When teaching a culturally diverse group, you may find it more difficult to arouse your students' attention and engage your listeners. One of the reasons for this may be varying language levels, where some students find it more difficult to keep up. As a starting point, try to make a habit of rephrasing what you say and checking for understanding, as some students may be too embarrassed to ask you to clarify or repeat.

One of the most common struggles that EMI lecturers comment on is reduced student participation and difficulty in eliciting answers in a multicultural group. There can be many reasons for this. As pointed out in the interaction section in the language part of the book (see Section 2.4., *Interaction*), it may be because of the cognitive load that the processing of the answer requires or the students' difficulty in understanding. However, it may also be because your students find answering questions face-threatening; they are afraid of getting the answer wrong or possibly they do not like drawing attention to themselves.

Finally, humour and anecdotes can be stumbling blocks that lecturers face. Teachers often rely on the use of anecdotes and humour to break the ice and establish a rapport with their students (see Section 2.4., *Interaction*). Providing a personal anecdote may help clarify your point and provide your students with something more tangible. You may feel more encouraged to share your own perspective or experiences. However, as a teacher, using humour or telling anecdotes must be approached with caution as the jokes and anecdotes could be misinterpreted or perceived as face-threatening by the students. This is important to remember as every culture typically takes its own cultural norms for granted.

One way of making the situation less face-threatening is to start your course using a formal set up, both in your language choice and class familiarity. This can change gradually over time as you and your students become more comfortable with each other and as you get to know and understand your students better.

3.3.5. Answering student questions and providing feedback

In order for a student to progress in the learning process, they may ask questions and solicit feedback. How the information is solicited and how you reply typically depends on the setting. For example, there will be high verbal interaction in tutorials or task-based learning environments, but this will be lower in lectures. In the EMI classroom, you must also decide what role a student's culture plays, if any, in how the student will ask questions and solicit feedback, and in establishing the most appropriate and effective way to answer that student. For instance, will the student ask their question to you directly, will they consult with a fellow student, or will they solicit information and feedback by steering a conversation to a specific point of interest? Further, would the student prefer instant verbal answers or prefer to engage in a private email conversation? Cultural background can influence willingness to interact verbally.

When you have the same communication style as the group of students, it is easier to understand when a student is soliciting feedback. It is also easier to recognize when feedback would be expected or required and how specific that feedback needs to be if your tolerance for ambiguity is the same as your students. If you have the same status-orientation as your student(s), you will know whose feedback the student(s) would value most. If you come from the same or a similar education system as your student(s), both you and students will be familiar with how feedback is provided within that system, including timing and location. Further, in a homogenous group of students, you will typically know if group or individual feedback is preferred. However, these details may be less obvious when in an EMI classroom thus becoming challenges for you.

REFLECTION POINT

- How do you typically answer student questions?
- What is your usual/preferred feedback style?

The list below represents some of the challenges of answering questions and providing feedback in an EMI ICC classroom:

- Creating an environment in which all students feel comfortable to ask questions and soliciting feedback
- Being aware of the ways in which a student may ask a question or solicit feedback and when they may wish to do so
- Determining on what aspect of the student's work they want feedback
- Identifying the student's desired style or method of feedback giving or question answering, and knowing where the communication should take place
- Recognizing how and when to step in and provide the feedback the student needs, even when unsolicited
- Knowing if a student has understood your answer or feedback and will act upon it

3.3.6. Which actions should you try to avoid in the EMI classroom?

- Projecting your own culture onto the other
- Expecting full assimilation
- Presuming that because you know aspects of a student's culture you 'get' the student
- Forgetting that each student is different and that while a student's behaviour may be imbedded in a certain culture, it does not mean that they should be stereotyped
- If a conflict occurs, avoiding to tell the student the conflict is because he or she is from a certain culture
- Providing judgmental feedback
- Making evaluative comments

Unhelpful phrasing:

-Sentences that stereotype such as "The Dutch/Chinese/Spanish are..." Phrase sentences "In Dutch/Chinese/Spanish culture..." instead

-Exclusionary or 'us versus them' terms such as the repeated 'us' or 'we' when referring to the dominant culture and 'they' for the minority group

-Value judgements such as "The ... are lazy". Qualify remarks about other cultures by saying "In my view" or 'It is my perception' to show this is only your opinion and always provide examples from your own experience to support your claims

-Unclear phrasing such as euphemisms and idioms

3.4. Applying ICC to the EMI Classroom

When students come to university, they often have different expectations of their experience at that university. Furthermore, they bring a wide and varied range of prior knowledge and different attitudes towards autonomy of learning. Determining how best to meet all these expectations, to utilise this knowledge, and to encourage learner responsibility can lead to difficulties when designing a curriculum for the EMI class. Building on the structuring advice in Section 2.2., *Structuring* and the learning outcomes advice in Section 1.2.1., *Learning Outcomes*, we now look at how you could adapt your curriculum to be more ICC cognizant and why you might want to think about explicitly including ICC in your learning outcomes and at task level.

REFLECTION POINT

- When planning your course curriculum, do you adapt the structure in any way for EMI courses you teach? If so, how and why?
- Do you make the instructions and your expectations any more explicit in EMI course materials?
- Where do you find your supporting examples and case studies?
- What factors do you take into consideration when designing tasks and activities?
- What expectations of the examination / assessment procedure do you need to make explicit?
- What specific actions do you take to create an inclusive culture in the classroom?
- How do you cater to the needs of the international student?

TIPS

- Ensure that you are familiar with your own communication style. Think about how students who use a different communication style might perceive it. Think about how you perceive the communication styles of others.
- Give students a friendly welcome to your class and some background information about yourself. This establishes a friendly rapport as well as your professional credibility. Consider the language you use and choose terminology carefully; ensure it is clear and can be understood.
- Explain to your students the context and norms of your education setting. They can then learn to correctly identify and interpret the signals of the most frequently used communication styles within that context.
- Let students know that they will have opportunities to learn from one another's varied experiences and perspectives if they ask questions in class.
- Establish early in the course when it is appropriate to ask questions or to solicit feedback. Another option would be to use digital teaching support tools that allow students to participate in in-class discussions, questionnaires, and polls anonymously.
- Consider providing a list of tutor grading and assessment criteria and an example of written feedback so students know on what aspects of their work to expect feedback and how you will present it. Try to establish your students' feedback preferences. Does a student prefer group or individual feedback? From whom would the student be most comfortable receiving feedback? Would the student rather explicit or implicit feedback? Would they prefer it to be detailed or general feedback? Consider if general feedback to the group or whole class would be more effective.
- Have 'Office Open Hours' and invite students who would prefer private communication to come with their questions during those hours.
- If a student solicits feedback, determine their motive for soliciting feedback and decide at which level - the task, the process, self-regulation, or self - the feedback should be directed and would be most effective. Establish if the feedback is expected to include compliments, but try to avoid including personal evaluations such as "Good boy!" or "you're very clever".

3.4.1. Strategies to make the curriculum more ICC cognizant

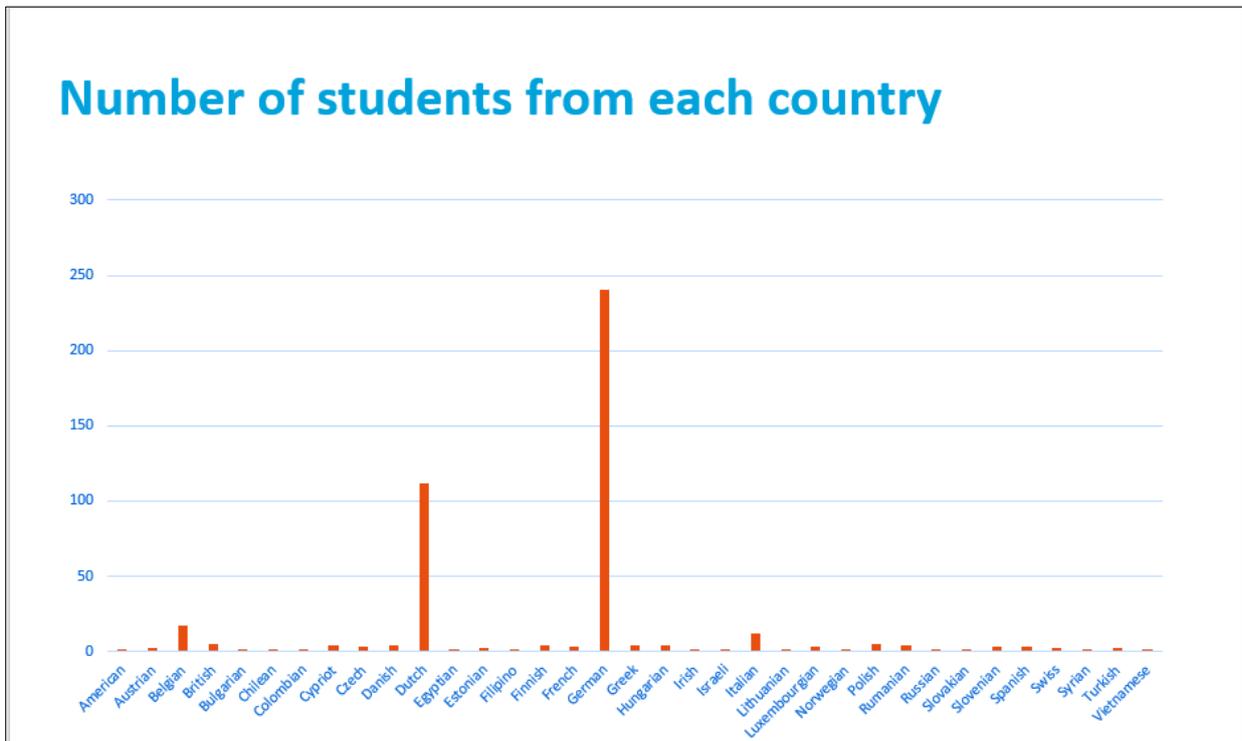
While you understandably will not want to drop the standards of your course to aim at those with the least background knowledge, you can differentiate your materials so that they appeal to a wider audience and activate a varied schema while still directed at an appropriate academic level. Encouraging your students to present their range of prior knowledge in a lesson and allowing them to view topics from a number of perspectives will give them the best learning foundations. Before a course starts, you can invite students to do a diagnostic test to ascertain their background knowledge in your discipline, or you could have them do a quick quiz in class. When the course starts, you could inform the students of how culturally diverse the group is. One option is to show a map with the students' countries of origin shaded in one colour in order to make the mix of cultures and backgrounds more visible to the students (see example in Figure 7).



Figure 7. Map identifying students' nationalities

Generated using https://www.amcharts.com/visited_countries/#

If your class is dominated by students with the same background, after showing the map, you could then show a graph such as the one below. to highlight these students’ responsibility to be inclusive of the students with other backgrounds.



Another option is to spend time on ice-breaker activities during your first session with the students. You could also put students in small groups that are diverse in order to do a quick topic knowledge share, so that they all start the course with the same foundational knowledge, but also to learn how to negotiate information in different ways.

TIPS

- Where applicable, you could focus on international themes rather than those specific to your local environment.
- Where possible, give students an opportunity to get to know each other. Use non face-threatening icebreaker activities in the first class.
- Implement a buddy system where students can work in culturally diverse pairs and support each other throughout the learning process.
- Encourage students to seek and provide each other with feedback and to listen to each other's feedback.
- Ask students to paraphrase what you have said and ask probing questions to ensure they have accurately interpreted your message.
- Ask students their opinion on what you have discussed and if they have anything to add.
- Inform the class of open office hours, when and how you are available to give them feedback or answer their questions, and inspection hours.
- Try to use visual tools such as the whiteboard, graphs, tables, pictures, and videos as much as possible.

3.4.2. Intercultural Intended Learning Outcomes (IILOs)

In the first part of the handbook, where we discuss different teaching approaches in EMI, we mention the relevance of learning outcomes when preparing an EMI study program (see Section 1.1.2., *What is the focus of this part*). Considering ICC during course development will help you to be more aware of ICC as you teach. For example, as mentioned in Section 1.2.1., *Learning outcomes*, preparing your students for the global market may be one of your learning outcomes, and may be one of the reasons your course is in EMI. How can you best prepare your students for the global market? What aspects should you consider beyond simply teaching disciplinary context? What student skills and competences could you develop that would help them function in the international arena? An increasingly globalised market means more culturally diverse workplaces and that can mean different approaches to hierarchical systems, communication styles and languages, and can even influence conventions and workplace attire. Which examples and case studies could you use in your

course to provide a better global perspective? How can you develop assignments and tasks that are more diverse and inclusive? Leask (2009) notes four areas that teachers should consider in curriculum design:

- Addressing the structural issues of the curriculum such as the intercultural learning outcomes to foster interaction between local and international students, and designing activities in accordance with this
- Remembering the face-threatening aspect of intercultural communication, don't underestimate the challenges you may face
- Designing tasks that require students to exchange cultural information is critical
- Addressing lecturers' need for ICC skills, especially an understanding of the cultural background of their discipline as well as how to manage a culturally diverse classroom.

Further options may be to think about linking your course with a possibility of studying abroad or learning another foreign language, which may also include a cultural component. You could bring in guest speakers from diverse backgrounds or establish a link with a similar course in a university abroad and develop joint activities and tasks on which students from both universities would work together. You could also consider working with language staff to help improve the weaker students' language skills so that they feel more comfortable about participating in class.

TIP

Producing culturally responsive global citizens is increasingly important for universities. Therefore, it is a good idea to think about and then write the intercultural intended learning outcomes into your course descriptors and your course materials. This will inform your students, colleagues and department heads that ICC and the students' future employability in diverse contexts is something you have considered and want your students to be aware of while in your classroom.

3.4.3. Selecting examples and case studies

Exemplifying is a very effective way of making theoretical concepts and explanations more relatable (see also Section 2.2.3., *The core of the lecture*), but finding the right examples is not always easy. When including examples in an EMI curriculum you should consider if all students in your class will understand them and interpret them correctly. You may need to state the purpose of the example, highlight its relevance to the concept you are teaching, and emphasise the important points. Further, you might want to make sure that examples are culturally sensitive before sharing them with the class to avoid anyone feeling uncomfortable. Finally, it is worth including examples from as wide range of contexts as possible to show your students the global applicability of the concepts you are teaching. Obviously, this is not as easy in nationally determined disciplines (Dutch Law in the Netherlands, for example), but aspects of culture beyond nationality can still be considered. You could then encourage students to research and find examples from their own cultural context to share with the class.

3.4.4. Designing activities

Students from a different background may be perceived as less knowledgeable because they communicate in a different manner to others, might not be accustomed to interactive activities, or because they have difficulty expressing themselves in English. As a result, it may be difficult to get students from various educational backgrounds to interact with each other or work with each other. This can lead to sentiments of isolation for some students, not to mention that students are not utilising one of the key features of an intercultural classroom, varied perspectives. The longer the issue the persists, the harder it is to rectify, so you could think about preventing the issue from occurring by designing inclusive activities rather than trying to cure it at a later stage. For example, designing an activity where students get the opportunity to know more about each other or have to think in the perspective of other students can bridge divisions. Splitting your class into smaller culturally mixed work groups also fosters communication between students. You could ask the members of each group to first discuss their strengths and weaknesses in the discipline and areas of subject-matter

expertise so that group members can appreciate what each student adds to the group. Here are some other suggestions:

- Design activities that promote a critical comparison of two or more diverse settings.
- Restate and paraphrase your explanation of activities to ensure full comprehension. Make sure all your students understand the relevance of the activity to them.
- Ask students their opinion of the tasks and if they have any suggestions for next steps.
- Check students' understanding of a task on a regular basis and their process of completing the task. Rather than singling out individual students or checking in class (face-threatening), you could make this a feature of the class by asking students to complete and submit a progress report on which you could provide feedback.
- Encourage students to reflect on and reassess their work on a regular basis; provide them with the tools to do so, such as by providing a list of questions that students should be able to answer as they work through each task.
- Encourage students to brainstorm or to check in with their peers to establish if they are following the same process and, if not, why not?
- Set guidelines by telling your students when you expect them to solicit feedback during an activity. For example, tell them to ask you or one of their classmates if they do not understand the task set. You could also tell them not to continue beyond a certain point if they are unsure of what to do, and to seek clarification first.

3.4.5. Evaluation and assessment

Language barriers and different attitudes to knowledge, learning, and assessment can result in misinterpretation causing communication breakdown or failure between a teacher and student. While this can be negotiated in class activities, it may not be as easy for a student to ask for clarity during an assessment process. A lack of familiarity with assessment methods can cause further problems. For instance, some students may only be familiar with writing critical essays while others may only be familiar with multiple choice questions. Even if they are familiar with these types of assignments or exams, they may have different expectations and experiences with them. What is more, the teacher may not realise that they are

misinterpreting the students' intentions. Therefore, in order to minimise communication breakdown from the start, it is a good idea to communicate details of assignments or exam requirements in multiple communication methods. For example, you could provide both written and verbal explanations. Try to provide as many resources as is appropriate and consider providing examples of grading criteria, past papers or of best practice, so students understand what is required of them. You could also allow students some extra time to clarify with you anything that is unclear to them. Another option is to organise student mentors or 'buddies' who have already taken your course to support your new students in navigating their way through the material and curriculum. Providing feedback mid-way through a project or paper-writing process can steer students onto the correct path if they go astray and holding inspection hours after you have published grades will give your students the opportunity to clarify any misunderstandings so they can learn from their mistakes.

Case studies in ICC

In this section you will be introduced to a teacher in a particular context followed by some reflection questions for you to think about.

Case Study One

Maastricht University uses the problem-based learning (PBL) system of education. One teacher there noted that non-western students or non-European students may be inadvertently disadvantaged by the use of this system as it caters more to a Western style of learning and interaction. This can result in quieter, more contemplative students underperforming. The teacher is not sure if these less vocal students should be pushed out of their comfort zone or not and feels it is harder to assess the students' level of understanding of the course materials.

REFLECTION

What advice would you give?

Case Study Two

The Theories of Communication course at the University of Lleida-is offered in English and Catalan. Twenty students attend the course, among whom two are from the Czech Republic. The lecturer explains the main characteristics of one of the theories (Uses and Gratifications Theory) and uses an example from a local television channel (TV3, the national state-funded television in Catalonia). Right after the example, he realises from the expression on the face of one of the Czech students that they may have never heard of that specific program.

REFLECTION

What advice would you give?

Case Study Three

One teacher reflects that language barriers can negatively impact communication if students and teachers cannot express themselves as they would in their native language. This can lead to misunderstandings in various situations, which affect learning, assessment, and feedback. Messages can be interpreted in different ways and issues with speaking up or being hard to understand, due to the language barrier (e.g., accents) or the attitudes students have towards authority figures, can highly influence the grade a student receives in certain scenarios. Even different body language can lead to interaction problems.

REFLECTION

What advice would you give?

Case Study Four

Teaching in English to a mixed group is a case of mixing languages. Although the lecture is in English, our students often ask questions/comment in L1. I don't want to insist everyone communicates only in English because I am afraid that then some of our students, who are less confident in speaking English, would not ask questions/comment and I wouldn't want that so I don't want to push this. Then the discussion switches into L1 - which I don't like because the international students become excluded from the discussion - so it turns into some kind of strange question/answer/translation session, where I get into this muddle of answering their questions/responding to their comments and translating for the international students all at the same time. This can be quite stressful at times and I have not found an adequate solution to this yet!

REFLECTION

What advice would you give?

Case Study Five

I am not sure that I would like to teach international students anymore. Some students simply do not have an adequate level of English for the course. When they come in during consultations times, I try to help with this and explain everything one more time, but I feel this is too much – since in effect I am teaching the same course twice. In class they are silent, never ask questions and hardly answer any. They never make eye contact for fear that I will call on them. If I do, I rarely get a response. They mainly take note of the slides. Also, in group work, they tend not to mix with other students. The weaker ones are particularly shy. Two even asked me if they could do their presentations separately from the groups. Students from the same country are always stick together.

REFLECTION

What advice would you give?

Self-assessment related to ICC

These can-do statements describe specific competencies EMI teachers are likely to perform in the classroom. You can use these statements to analyse what you think you can do and identify the areas with which you might need support. Check off a specific can-do statement when you are able to demonstrate that you can perform that particular task.

- I can design a course so that it is accessible to diverse multilingual students.
- I can design classroom activities to engage international students in collaborative tasks.
- I can design activities that take into account the different student proficiency levels in the EMI classroom.
- I can anticipate, at least in part, problems students from different background might incur when in the classroom, and when carrying out set tasks.
- I can differentiate between appropriate and inappropriate topics, or jokes that can be brought up in class, or in academic meetings.
- I can select activities that foster an inclusive and sharing learning environment.
- I can fairly and accurately grade students giving them valuable and appropriate guidance.
- I can introduce examples appropriately.
- I adjust my examples depending on the composition of the student audience in my class.
- I am aware of the need to provide more contextual or explicit information when presenting anecdotes or using figurative language.
- I avoid literal translation of humour and idiomatic expressions, or at least I provide explanatory background details of what makes a certain message humorous or idiomatic in one's culture.
- I can notice the cultural differences among my students.
- I can critically assess my attitude towards students from different linguistic and cultural backgrounds.
- I can identify issues involved in teaching a culturally diverse student body.
- I can critically reflect on my own perception of other cultures.
- I can detect patterns of behaviour among students from a specific cultural background.
- I can understand how the educational culture affects the international classroom.
- I am aware of different styles of verbal and non-verbal communication.

- I can understand different types of English e.g. English spoken by Chinese, Spanish, etc.
- I can anticipate, at least in part, the potential challenges a student may face in a culturally new learning environment.
- I can analyse my teaching in terms of international students.
- I can critically examine the multilingual class environment.
- I can respond to the demands of the multilingual and multicultural classroom.
- I can accommodate my language if students are not able to follow or have language difficulties.
- I can overcome potential obstacles and misunderstandings in the multilingual classroom.
- I can reassure students who are struggling to understand content and/or language using different strategies and activities.
- I can critically assess my teaching and adapt it to meet the needs of the multilingual classroom.
- I can identify the constraints present in the multilingual classroom and adapt my teaching and the level of my spoken English accordingly.
- I can capitalise on the advantages of the multilingual classroom.
- I can reassure students who are struggling to understand content and/or language using different strategies and activities.
- I can create a safe teaching environment where students feel comfortable to ask questions or for feedback.
- I can recognize when feedback is expected or required.
- I can answer questions and give feedback, constructive criticism, and praise effectively.
- I can motivate students effectively to be language-aware in the classroom.

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