

Ministry of Education and Science of Ukraine
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English Medium Instruction in Higher Education

An elective course

*for the students pursuing a Master's degree in Education
(specialisation: the English language and literature)*

Students' Manual

Poltava
2024

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Полтавський національний педагогічний університет імені В. Г. Короленка
Навчально-науковий інститут іноземних мов
Кафедра англійської та німецької філології

Луньова Тетяна Володимирівна

Англійська мова як засіб викладання у вищій школі

*Методичні рекомендації
щодо підготовки до практичних занять та виконання
самотійної роботи*

для здобувачів другого (магістерського) рівня вищої освіти

Галузі знань: 01 Освіта/Педагогіка
Спеціальності: 014 Середня освіта
Предметної спеціальності (спеціалізації): 014.02 Середня освіта
(Мова та зарубіжна література (англійська)):
014.021 Англійська мова і література

Полтава

2024

УДК 811.111(072.8)

Л84

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Луньова Т. В.

Л 84 **Англійська мова як засіб викладання у вищій школі : метод. рек. щодо** підготовки до практи. занять та виконання самост. роботи для здобувачів другого (магістерського) рівня вищої освіти галузі знань «01 Освіта/Педагогіка» спеціальності «014 Середня освіта» предметної спеціальності (спеціалізації) «014.02 Середня освіта (Мова та зарубіжна література (англійська)): 014.021 Англійська мова і література». / Т. В. Луньова. Полтава : ПНПУ імені В.Г. Короленка, 2024. 24 с.

У методичних рекомендаціях уміщено завдання до практичних занять та для самостійної роботи з вибіркової навчальної дисципліни «Англійська мова як засіб викладання у вищій школі», поради щодо виконання завдань, списки рекомендованої літератури та критерії оцінювання. Усі завдання і рекомендації подані англійською мовою у відповідності до мови викладання цієї дисципліни.

Для здобувачів другого (магістерського) рівня вищої освіти галузі знань «01 Освіта/Педагогіка» спеціальності «014 Середня освіта» предметної спеціальності (спеціалізації) «014.02 Середня освіта (Мова та зарубіжна література (англійська)): 014.021 Англійська мова і література».

УДК 811.111(072.8)

Рекомендувала до друку вчена рада Полтавського національного педагогічного університету імені В. Г. Короленка (протокол № 5 від “28” листопада 2024 року).

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Outline of the elective course “English Medium Instruction in Higher Education”

The aim of this elective course:

this course is designed to enable students to explore the linguistic, cultural, ideological and pedagogical aspects of English Medium Instruction in Higher Education (EMI HE) as a burgeoning tendency worldwide. The students are encouraged to critically reflect on the practices of EMI HE and the research exploring this phenomenon.

Expected learning outcomes:

On completion of this course, the students will be able to:

LO 1. describe the linguistic, cultural, ideological and pedagogical aspects of using English as a medium of instruction in higher education,

LO 2. explain the challenges and difficulties of using English as a medium of instruction in higher education and reveal the potential of EMI HE,

LO 3. develop teaching materials for delivering content in the EMI HE setting,

LO 4. compare the role of English in EFL and EMI contexts,

LO 5. integrate existing teaching EMI techniques into their own teaching and use recent research findings to inform their teaching activities in the EMI HE context,

LO 6. reflect on and critically evaluate one’s own approaches to using teaching methods and techniques in the EMI HE classroom.

The course will be covered within 4 ECTS credits.

Recommendations and guidelines for the students taking the course

1. General recommendations

1. At all times the students should follow the principles of academic integrity.
2. All the resources used by the students in their preparation for the seminars or to do the tasks of the independent work should be properly referred to in the work that the students produce.
3. References should be made using the APA referencing style:
<https://apastyle.apa.org/style-grammar-guidelines/references/examples>
4. The students are strongly advised to submit the tasks before the set deadline.
5. The students are encouraged to contact the lecturer if they have any questions about the tasks or would like to discuss some of the topics further.
6. The “group project tasks” should be done in groups of 3-4 students. The students are free to team up with their peers by themselves.
7. For the tasks that presuppose choosing a country/ a university etc. in order to do a detailed analysis, the students are expected to ensure that everybody in their group has made a unique choice.

2. How to prepare for the seminars

Seminars are devoted to the discussion of various aspects and challenges of English Medium Instruction in higher education. The seminars are not meant to be a repetition of the lectures presented by the lecturer.

The tasks for each seminar are of two types: 1) the list of topics that will be discussed during the face-to-face seminar and 2) a hands-on activity that should be completed before the seminar.

As EMI in HE is a new trend and a new area of research, the students are strongly encouraged to complement the recommended resources with the sources they find on their own. Thus, to prepare for the discussion of the listed topics the students are advised to do their own search for the relevant literature. While using various resources, the students are recommended to check the credibility of the resource.

The hands-on activities are of a more applied nature and invite the students to do their own observation, analysis and reflections.

3. How to do the independent work tasks

Independent work gives the students an opportunity to further deepen their understanding of the issues discussed.

The students should carefully read the tasks and make sure they understand the topic and the type of the task (e.g., an essay, a mind map, a scheme).

For all the tasks, structuring the answer well is essential. It is a good idea to include the “Outline” or “Contents” slide into the Power Point presentations.

Doing the tasks for Independent Work 9 and Independent Work 10 presupposes a lot of personal input on part of the students. The students should keep in mind that even though both the lecture fragment and the group work tasks should be engaging, they should not be merely entertaining. The students should set the teaching aims for the lecture fragment (Independent Work 9) and group work (Independent Work 10) and should prepare the teaching and learning material and design the tasks that can be reasonably expected to help achieve these aims.

Seminars tasks

Seminar 1 English Medium Instruction in Higher Education: the key contextual factors

Topics to be discussed:

Education and globalisation.

Internationalisation of higher education.

English as a global language, as an international language, as a lingua franca and implications of the English language status for education.

Task to be done before the seminar:

Find a video of a student/ students sharing their experience of EMI. Watch the video. Take notes of the positive/ negative/ problematic/ challenging aspects of their experience. Get ready to share your findings at the seminar.

Recommended resources to use in preparation for the Seminar:

17 English Language Learning Statistics [2024]. *Simon & Simon*.
<https://www.simonandsimon.co.uk/blog/17-english-language-learning-statistics>

Deller, S. & Price C. (2017). *Teaching Other Subjects Through English*. Oxford: University Press.

Jenkins, J. (2014). *English as a Lingua Franca in the International University*. London: Routledge.

Kachru, B.B. (1996). World Englishes: Agony and Ecstasy. *The Journal of Aesthetic Education*, 30(2), 135-155

Macaro, E. (2018). *English Medium Instruction*. Oxford: Oxford University Press.

Patel, M. (no date). In our rapidly changing world what is the future of the English language? Future of English. *British Council*.

https://futureofenglish.britishcouncil.org/insights/in-our-rapidly-changing-world-what-is-the-future-of-the-english-language?_gl=1*181p983*_gcl_au*MTcwMjQyMTQ3MC4xNzMxNjgzOTE1*_ga*MTgzNTMzMzMDMzOC4xNzMxNjgzOTE0*_ga_X5M3D7HLQQ*MTczMTY4MzkxMy4xLjEuMTczMTY4NDU1Ny4zNS4wLjA.*_ga_69GLCDRMSF*MTczMTY4MzkxMy4xLjEuMTczMTY4NDU1Ny4zNS4wLjA.

Seidlhofer, B. (2011). *Understanding English as a Lingua Franca*. Oxford: Oxford University Press.

Smit, U. (2010). *English as a Lingua Franca in Higher Education*. Berlin: de Gruyter Mouton.

The British Council looks into the Future of English. (2023, 18 April). *British Council*, <https://www.britishcouncil.org/about/press/british-council-looks-future-english>

Varghese, N.V. (2013). Globalization and higher education: Changing trends in cross border education. *Analytical Reports in International Education*, 5(1), 7-20.

Seminar 2: English Medium Instruction in Higher Education: practices and studies

Topics to be discussed:

Language policies on the national and institutional levels that shape using English as a medium of instruction.

Local contexts of English as a medium of instruction in higher education.

Current research into EMI in higher education: findings and knowledge gaps.

Task to be done before the seminar:

Find a research article discussing EMI in higher education which was published no later than in 2021. Write a 300-word summary of the findings presented in the article. Get ready to share your summary during the seminar.

Recommended resources to use in preparation for the Seminar:

Akincioğlu, M. (2023). Rethinking of EMI in higher education: a critical view on its scope, definition and quality. *Language, Culture and Curriculum*, 37(2), 139–154. <https://doi.org/10.1080/07908318.2023.2251519>

Deller, S. & Price, C. (2017). *Teaching Other Subjects Through English*. Oxford: University Press.

Han, J. (2023). *English Medium Instruction as a Local Practice*. SpringerBriefs in Education. https://doi.org/10.1007/978-3-031-19904-2_1

Liddicoat, A.J. (2004). Language Policy and Methodology. *International Journal of English Studies*, 4(1), 153-171. <https://files.eric.ed.gov/fulltext/EJ1072191.pdf>

Macaro, E. (2018). *English Medium Instruction*. Oxford: Oxford University Press.

Macaro, E. (2022). English medium instruction: what do we know so far and what do we still need to find out? *Language Teaching*, 55(4), 533 – 546. <https://doi.org/10.1017/S0261444822000052>

Spolsky, B. (2004). *Language policy*. Cambridge; Cambridge University Press.

Seminar 3: EMI in Higher Education and linguistic imperialism

Topics to be discussed:

English linguistic imperialism.

Decolonisation of education.

Translanguaging in teaching English and via English.

Task to be done before the seminar:

Find a video with an example of translanguaging in the classroom. Watch it and think of how efficient translanguaging was in that particular educational context. Why do you think so? Take brief notes of your ideas and get ready to discuss them at the seminar.

Recommended resources to use in preparation for the Seminar:

Canagarajah, A.S. (1999). *Resisting Linguistic Imperialism*. Oxford: Oxford University Press, 1999.

García, O. & Lin, A. M. Y. (2016). Translanguaging in Bilingual Education. In O. García et al. (Eds.). *Bilingual and Multilingual Education, Encyclopedia of Language and Education*. Springer International Publishing. <https://ofeliagarciadotorg.wordpress.com/wp-content/uploads/2011/02/translanguaging-in-bilingual-education.pdf>

Han, J. (2023). *English Medium Instruction as a Local Practice. Language, culture and pedagogy*. Springer.

Macedo, D. (Ed.) (2019). *Decolonizing Foreign Language Education. The Misteaching of English and Other Colonial Languages*. Routledge

Phillipson, R. (1992). *Linguistic Imperialism*. Oxford, Oxford University Press.

Seminar 4: EMI in Higher Education and challenges of cross-cultural communication

Topics to be discussed:

The impact of the interrelatedness of language and culture on education.

Metaphors in an EMI classroom.

Humour in an EMI classroom.

Code-switching in an EMI classroom.

Task to be done before the seminar:

Think about a joke you might use to break the ice with a new group you might be teaching. How culturally specific is this joke? Do you anticipate any problems it might create? If so, how to mitigate these problems?

Recommended resources to use in preparation for the Seminar:

Landau, M. J., Oyserman, D., Keefer, L. A., & Smith, G. C. (2014). The college journey and academic engagement: How metaphor use enhances identity-based motivation. *Journal of Personality and Social Psychology*, 106(5), 679–698.

Macaro, E. (2018). *English Medium Instruction*. Oxford: Oxford University Press.

Heigham, J. & Walters, J. (2019). Enhancing communication in English-medium instruction. *European Association for International Education. Blog*, 18 June. <https://www.eaie.org/resource/enhancing-communication-english-medium-instruction.html>

Holmes, P. & O'Neill, G. (2012). Developing and evaluating intercultural competence: Ethnographies of intercultural encounters. *International Journal of Intercultural Relations*, 36(5), 707-718.

Huang, W., & Fang, F. (2022). EMI Teachers' perceptions and practices regarding culture teaching in Chinese higher education. *Language, Culture and Curriculum*, 36(2), 205–221. <https://doi.org/10.1080/07908318.2022.2115056>

Panhwar, A. & Buriro, G. A. (2020). An Overview of Theories and Approaches to Code-Switching. *International research Journal of Arts and Humanities*, 48(8), 262-282.

Sari, F.D (2024). *Lecturers' Humour in English Medium Instruction (EMI): Insights from Indonesian EMI and non-EMI Contexts*. A thesis submitted in fulfilment of the requirements for the degree of Doctor of Philosophy in Applied Linguistics, the University of Auckland. <https://researchspace.auckland.ac.nz/bitstream/handle/2292/68477/Sari-2024-thesis.pdf?sequence=1&isAllowed=y>

Seminar 5: EMI in Higher Education and teachers' and learners' identities

Topics to be discussed:

Identity of a language teacher.

Identity of a language learner.

Changes of identity. Factors influencing these changes.

Teachers' and learners' identities in the EMI HE classrooms.

Coping with the changes of identity.

Task to be done before the seminar:

Find a video of an English language learner/ teacher discussing the change of their identity. Take notes of the points the speaker makes. Does their experience resemble your own experience? In what way? / Why not? Take notes and get ready to share your findings at the seminar.

Recommended resources to use in preparation for the Seminar:

Macaro, E. (2018). *English Medium Instruction*. Oxford: Oxford University Press.

Mocanu, V. & Vraciu, A. (2024) Lecturer identity as a nexus between EMI planning and practice: a case study at the University of Lleida (Spain). *Current Issues in Language Planning*, 11 July. <https://doi.org/10.1080/14664208.2024.2376964>

- Ploettner, J. (2019). EMI teacher and student identities and linguistic practices: Tracing classroom tensions in a teacher development process. *Journal of Immersion and Content-Based Language Education*, 7, 115-141. https://www.researchgate.net/publication/331401250_EMI_teacher_and_student_identities_and_linguistic_practices_Tracing_classroom_tensions_in_a_teacher_development_process
- Stets, J. E., & Burke, P. J. (2000). Identity Theory and Social Identity Theory. *Social Psychology Quarterly*, 63(3), 224–237. <https://doi.org/10.2307/2695870>
- Zhang, Y. & Huang, J. (2024). Learner Identity and Investment in EFL, EMI, and ESL Contexts: A Longitudinal Case Study of One Pre-Service Teacher. *Journal of Language, Identity and Education*. <https://doi.org/10.1080/15348458.2024.2318423>

Seminar 6: Linguistic challenges of EMI in Higher Education

Topics to be discussed:

Research findings in second language acquisition and their implications for using English as a medium of instruction in higher education.

Semantic challenges of using English as a medium of instruction in higher education.

Pragmatic challenges of using English as a medium of instruction in higher education.

Task to be done before the seminar:

Read the article:

Kamasak, R., Sahan, K., & Rose, H. (2021) Academic language-related challenges at an English-medium university. *Journal of English for Academic Purposes*, 49, 1-16. <https://doi.org/10.1016/j.jeap.2020.100945>

URL:

<https://centaur.reading.ac.uk/103237/1/Kamasak%20Sahan%20Rose%202021%20Academic%20language%20related%20challenges.pdf>

Write a 500-word summary of the article. Get ready to discuss your summary at the seminar.

Recommended resources to use in preparation for the Seminar:

Al Zumor, Abdulwahid. Challenges of using English medium instruction (EMI) in teaching and learning of university scientific disciplines: student voice. *International Journal of Language Education*, 2019. 1. 74. https://www.researchgate.net/publication/337538513_CHALLENGES_OF_USING_English_Medium_Instruction_EMI_IN_TEACHING_AND_LEARNING_OF_UNIVERSITY_SCIENTIFIC_DISCIPLINES_STUDENT_VOICE

Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*.
https://www.sdkrashen.com/content/books/principles_and_practice.pdf

Li, M. & Pei, L. (2024). Exploring challenges in academic language-related skills of EFL learners in Chinese EMI settings. *Acta Psychologica*, 247 (104309). <https://doi.org/10.1016/j.actpsy.2024.104309>

Seminar 7: Language strategies in an EMI university classroom

Topics to be discussed:

Language strategies for shaping the content efficiently.

Language strategies for presenting the content efficiently.

Task to be done before the seminar:

Watch the video “Lecture expressions and strategies (EMI Core # 3)”. URL: <https://www.youtube.com/watch?v=6w0GEkD3JS4>

Take notes of the recommendations the speaker provided.

In your opinion, how efficient was this lecture? Why do you think so?

Take notes of your ideas and get ready to discuss them at the seminar.

Recommended resources to use in preparation for the Seminar:

Campbell, C. & Kryszevska, H. (2020). *Learner-based Teaching*. Oxford: University Press.

Macaro, E. (2018). *English Medium Instruction*. Oxford: Oxford University Press.

Yu, S. Y & Kaur, J. (2024). Increasing student comprehension in the English-medium instruction (EMI) context: Lecturers' use of explicitness strategies. *International Journal of Educational Research Open*, 7. December, 100334. <https://doi.org/10.1016/j.ijedro.2024.100334>

Seminar 8: Dialogue in an EMI classroom

Topics to be discussed:

Dialogue in education.

Typology of dialogues.

Active listening.

Dialogue(s) in the EMI HE setting.

Task to be done before the seminar:

Make your own podcast on how to ensure active listening in the EMI HE setting. Get ready to share your podcast at the seminar and discuss it with your peers.

Recommended resources to use in preparation for the Seminar:

Alexander, R. (no date). Dialogic Teaching. <https://robinalexander.org.uk/dialogic-teaching>

Alexander (2017). Dialogic teaching in brief. <https://coleridgeprimary.org/wp-content/uploads/2019/11/Dialogic-teaching-in-brief-170622.pdf>

Hardman, J. & Hardman, F. (2017). Guided Co-Construction in Classroom Talk. *Encyclopaedia of language and education: Discourse and education*. 199-210.

Jocuns, K. F. (2021). Dialogic Teaching as a Way to Promote Students' English Language Use in EFL classroom. *PASSA*, 62, 173-203. https://www.culi.chula.ac.th/Images/asset/pasaa_journal/file-4-49-k1c6pz218311.pdf

Seminar 9: Lectures in the EMI context

Topics to be discussed:

Typology of lectures.

Lecturing styles and cultural expectations.

Peculiarities of lectures in the EMI context.

Task to be done before the seminar:

Find a video of a lecture in an EMI HE context. How efficient in your opinion that lecture was? Why do you think so? Take notes and get ready to share your findings at the seminar.

Recommended resources to use in preparation for the Seminar:

Camiciottoli, B.C. (2005). Adjusting a business lecture for an international audience: a case study. *English for Specific Purposes*, 24(2), 183-199. <https://doi.org/10.1016/j.esp.2004.05.002>

Macaro, E. (2018). *English Medium Instruction*. Oxford: Oxford University Press.

Siegel, J. (2020). Comprehension in English Medium Instruction (EMI) lectures: On the impact of lecturer L2 English use. *Language Learning in Higher Education*. 10(1): 73–91
<https://www.degruyter.com/document/doi/10.1515/cercles-2020-2005/html?lang=en>

EMI Lecturing in English—Delivery Considerations. Ohio University. <https://www.youtube.com/watch?v=d6xTUz96ANA>

EMI Lecturing in English—Content Considerations. Ohio University. https://www.youtube.com/watch?v=LFnSDcOHR_g

Seminar 10: Group work at EMI seminars

Topics to be discussed:

Types of group work.

Approaches to arrange group work in the EMI HE context.

Task to be done before the seminar:

Find a video of a group work in an EMI HE context. How efficient in your opinion that group work was? Why do you think so? Take notes and get ready to share your findings at the seminar.

Recommended resources to use in preparation for the Seminar:

Campbell, C. & Kryszewska, H. (2020). *Learner-based Teaching*. Oxford: University Press.

Group work. (no date). Lancaster University, <https://www.lancaster.ac.uk/embrace-digital/staff/group-work/>

Hadfield J. *Classroom dynamics*. Oxford: University Press, 2020

Dr Lauren Spring. Group Work as an Effective Learning and Assessment Experience. https://www.youtube.com/watch?v=79UDiBw_WLI

Evidencing Effective and Engaging Strategies for group Work, Universty of Glasgow. <https://www.youtube.com/watch?v=zfUmjPzafTo>

Independent work tasks

1. Universities' internationalisation strategies and language policies

Choose a university in Ukraine. Study its website to find out which documents and what sections of the website outline this university's internationalisation strategy and language policy. Study the documents and the web pages you have identified.

Write a brief summary (up to 1000 words) of your findings outlining the key aspects of the university's internationalisation policy and language policy.

Submit your paper via Moodle. Be ready to discuss it at Seminar 1.

2. Current research into EMI in higher education

Read the article and write a 500-word summary of it.

Macaro, E. & Aizawa, I. (2024). English medium instruction, EAP/ESP: Exploring overlap and divergences in research aims. *International Journal of Applied Linguistics*, 04 June. <https://doi.org/10.1111/ijal.12563>

Submit your paper via Moodle. Be ready to discuss it at Seminar 2.

3. Resisting English linguistic imperialism

Find resources and recommendations on how to resist English linguistic imperialism. Organise your findings from what you believe are the most efficient methods of resisting English linguistic imperialism to those that are the least efficient. Think whether you can add anything to the list you have made.

Make a Power Point presentation with your well-organised findings.

Submit your Presentation via Moodle. Get ready to discuss your presentation at Seminar 3.

4. English Medium Instruction around the world: local context

Choose any country. Do research into how EMI HE is used in this country. In particular, find out when EMI was introduced, how it grew (if ever), what the

attitudes to EMI when it was first introduced were, how these attitudes have changed, whether there is a governmental policy for the EMI HE in the country.

Make a Power Point presentation with your findings.

Submit your Presentation via Moodle. Get ready to discuss your presentation at Seminar 4.

5. Identities of teachers of English as a FL and/or LF

Reflect on the components and aspects of your identity as a Ukrainian teacher of English. Think how it has changed over the years.

Write a reflexive essay (500 words) discussing your identity as a Ukrainian teacher of English.

Submit your essay via Moodle. Get ready to discuss your essay at Seminar 5.

6. Linguistic challenges of EMI in Higher Education

Choose any country. Do research into what linguistic challenges teachers and students in this country face in the EMI HE context.

Create a mind map to present your findings.

Submit your mind map via Moodle. Get ready to discuss your mind map at Seminar 6.

7. Linguistic strategies to make EMI in Higher Education efficient

Find three research articles discussing efficiency of various linguistic (including communicative) strategies in EMI HE. Study these articles. Make a scheme to compare the findings presented in these articles.

Submit your scheme via Moodle. Get ready to discuss your scheme at Seminar 7.

8. Achieving efficient dialogue

It is a group project task.

Together with your peers (in a group of 3-4) do research into what makes a dialogue in education efficient. Make a power point presentation with your findings.

Submit your presentation via Moodle. Get ready to present your findings and discuss them at Seminar 8.

9. Lecturing in EMI context

Choose a topic you might be interested in delivering a lecture on to your peers in English. The topic should not necessarily be within linguistics or pedagogy, but the content of your lecture should be educational rather than entertaining.

Prepare a 10-minute lecture fragment. Prepare a Power Point presentation and/ or any other materials for your lecture.

Submit the presentation/ lecture materials for your lecture fragment via Moodle. Get ready to do the lecturing at Seminar 9.

10. Group work in EMI context

Choose a topic you might be interested in teaching to your peers in English. The topic should not necessarily be within linguistics or pedagogy, but the content of your lecture should be educational rather than entertaining. You might connect the topic of these activities with the topic of the lecture fragment you prepared for Seminar 9.

Think about group work activities to teach this topic. Prepare a 10-minute seminar fragment with the relevant activities.

Submit the materials and instructions to your activities via Moodle. Get ready to arrange the activities at Seminar 10.

Module tests

Each module test is an essay. The students will be offered a choice of 3-4 essay topics for each module test. The exact essay topics will be given during the test.

Sample essay topics:

Module 1

Discuss the difficulties of clearly defining the “EMI”.

Discuss the impact of Bologna process on the development of EMI.

Module 2

Describe the challenges of preparing an EMI HE lecture.

Compare students’ and lecturers’ challenges at the lecture in the EMI context in HE.

Assessment criteria

The assessment tasks are *Formative* and *Summative*.

The grade obtained for the *Formative task* does not count towards the final grade. Completion of this task enables students to get feedback from the tutor that will help them with their summative tasks.

Overall, the course is based on **max 100-points grading scheme** with the following points distribution:

Range of points on the 100-point scale	Final control: Examination	Final control: Credit test
	Grade	Grade
90 – 100	excellent	passed
75-89	good	
60-74	satisfactory	
35-59	unsatisfactory, the student can resit the exam	not passed, the student can retake the tasks
0-34	unsatisfactory, the student should take the course one more time	not passed, the student should take the course one more time

Formative assessment includes:

Seminar 1 – max 5 points

Seminar 2 – max 5 points

Seminar 3 – max 5 points

Seminar 6 – max 5 points

Seminar 7 – max 5 points

Summative assessment that counts towards **max 100-points** includes:

Seminar 4 – max 5 points

Seminar 5 – max 5 points

Seminar 8 – max 5 points

Seminar 9 – max 5 points

Seminar 10 – max 5 points

Independent Work 1 – max 5 points

Independent Work 2 – max 5 points

Independent Work 3 – max 5 points

Independent Work 4 – max 5 points

Independent Work 5 – max 5 points

Independent Work 6 – max 5 points

Independent Work 7 – max 5 points

Independent Work 8 – max 5 points

Independent Work 9 – max 10 points:

Lecture presentation and supporting materials – max 5 points

Lecturing – max 5 points

Independent Work 10 – max 5 points

Module tests: max 20 points: max 10 points per 1 test, the course includes two module tests.

Criteria for a Seminar/ Independent Work task:

- 1) the work answers the question with sufficient depth,
- 2) the work includes analysis/ interpretation / explanation done by the student him/herself (i.e., it goes beyond simple presentation of somebody else's ideas),
- 3) the work is well-structured,
- 4) the semantic, grammatical and stylistic presentation of the work in English is strong enough to convey the message clearly,
- 5) all the sources used to prepare the work are referenced and the references are in the APA style.

Points that can be earned for a Seminar/ Independent Work task:

- 5 points – the task is done to the highest standards
- 4 points – the task is done well
- 3 points – the task is done reasonably well
- 2 points – the task is done but the result has many flaws and inconsistencies
- 1 point – the task is done very poorly
- 0 points – the task is not submitted

Essay criteria:

Content – max 5 points (relevance to the topic, references to the facts/ evidence/ research findings discussed during the seminars, personal analysis/ interpretation/ opinion)

Form – max 5 points (semantic and grammatical correctness, stylistic appropriateness, logical structure, relevant and sufficient linkers).

NOTES