

STUDY GUIDE

Teaching your Discipline in English in Higher Education: Building the Basics

Organised by

UMONS AND UEM

| 1. IDENTIFYING DATA. | | |
|----------------------------------|---|--|
| • Course Name. | Teaching Your Discipline in English in Higher Education: Building the Basics | |
| • Coordinating University. | UMONS | |
| • Partner Universities Involved. | UEM (Universidade Estadual de Marínga) | |
| • Course Field(s). | <i>EMI (English as a Medium of Instruction)</i> <i>EME (English as a Medium of Education)</i> <i>Teacher Training and Continuous Professional Development</i> | |
| • Related Study Programme. | NA | |
| • ISCED Code. | NA | |
| • SDG. | https://sdgs.un.org/goals : 4, 17 | |
| • Study Level. | The course is open to PhD students, lecturers and academics who have no or little experience of EMI and are planning to teach their discipline in English. | |
| • EUNICE Key Competencies | <ul style="list-style-type: none"> • Green – strongly • Orange - moderately • Red – partially • Blank cell - not at all | |
| | Problem solving | |
| | Teamworking | |
| | Communication | |
| | Self-management | |
| | Cognitive flexibility | |
| | Digital competence | |

| | | |
|--|---------------------------------|--|
| | Technical competence | |
| | Global intercultural competence | |

| | |
|-------------------------------------|---|
| · Number of ECTS credits allocated. | 3 |
| · Mode of Delivery. | Online live and online self-study |
| · Language of Instruction. | English |
| · Course Dates. | 19 th October 2026-27 th of November 2026 |
| · Precise Schedule of the Lectures. | <p>Week 1: 19 October – 25 October 2026: Self-paced introduction or orientation module 1 (estimate of two hours of work / asynchronous)</p> <p>Week 2: 26 October 2026 – 1 November 2026: First synchronous meeting</p> <p>Week 3: 2 November 2026 – 8 November 2026: Self-paced module 2 + asynchronous group and individual activities (estimate of three hours of work)</p> <p>Week 4: 9 November 2026 – 15 November 2026: Second synchronous meeting</p> <p>Week 5: 16 November 2026 – 22 November 2026: Self-paced module 3 + asynchronous group and individual activities (estimate of three hours of work)</p> <p>Week 6: 23 November 2026 – 29 November 2026: Third synchronous meeting</p> <p>Important note: Dates and time slots for synchronous meetings will be communicated at the beginning of the course.</p> |
| · Key Words. | <p><i>EMI (English as a Medium of Instruction)</i> <i>EME (English as a Medium of Education)</i></p> <p><i>Content Teacher Training and Continuous Professional Development</i></p> |

| | |
|--|--|
| · Catchy Phrase. | If you are curious about teaching in English but unsure where to begin, this course offers a supportive and practical first step. |
| · Prerequisites and co-requisites. | The language of communication and instruction is English. The programme provides a relaxed and safe environment in which mistakes are allowed and where you can discuss ideas with your peers while practising your language skills. Although no minimum level is required, you need to feel relatively at ease with different types of accents and language uses. No teaching experience is required. |
| · Number of EUNICE students that can attend the Course. | 15 |
| · Number of EUNICE students that can attend the course per institution | 1-2 (if spots are available, more participants per institution could be accepted). |
| · Course inscription procedure(s). | Standard EUNICE process |

2. CONTACT DETAILS.

| | |
|---------------------|---|
| · Department. | Language and Internationalisation Unit, Faculty of Translation and Interpretation |
| · Name of Lecturer. | Julie Walaszczyk |
| · E-mail. | Julie.walaszczyk@umons.ac.be |
| · Other Lecturers. | Luciana Cabrini Simões Calvo |

3. COURSE CONTENT.

The participants will gain an understanding of the basic theories of EMI teaching and learning and their practical application. They will learn how to use the English language more effectively to guide the students in the learning process.

The course aims to foster an awareness of the role culture plays in the teaching and learning Higher Education context. The participants will acquire a range of pedagogical and linguistic strategies that will enable them to create inclusive learning environments and design class activities that encourage student participation in the EMI classroom.

4. LEARNING OUTCOMES.

By the end of the course, participants will be able to:

- understand key theoretical principles underpinning teaching in English and their implications for learning in international and multilingual classrooms.
- develop awareness of how language use and cultural diversity (e.g. style, register, interaction patterns, learner identities) shape communication and learning in international classrooms.
- identify and apply pedagogical and communicative strategies that facilitate inclusive and effective learning of academic content through English.

5. OBJECTIVES.

During the course, participants will

- **Describe** key theories and principles underlying teaching and learning in English-medium instruction and **illustrate** their relevance with practical teaching examples.
- **Apply basic communicative strategies in English** (e.g. choice of language, clarity of instructions, interaction patterns) to better guide students through learning activities.
- **Identify and reflect on cultural and linguistic factors** that influence teaching and learning in international higher-education classrooms.
- **Design and justify introductory pedagogical and linguistic strategies** that support inclusive learning environments and encourage student participation in English-medium classes.

6. COURSE ORGANISATION.

UNITS

- | | |
|----|--|
| 1. | <i>An introduction to teaching in English: concepts and contexts</i> |
| 2. | <i>Communication in the EMI classroom</i> |
| 3. | <i>Pedagogical Approaches to Teaching in English</i> |

LEARNING RESOURCES AND TOOLS.

Learning resources will include:

- multimedia material, among others, videos and audio recordings
- readings

Selected tools:

- LMS EUNICE Moodle
- Videoconferencing tool such as Microsoft Teams or Zoom for synchronous meetings
- Padlet
- Miro
- Wooclap

PLANNED LEARNING ACTIVITIES AND TEACHING METHODS.

Teaching methods:

The methodological framework of the course will be based on the concept of a virtual community which will co-construct knowledge through the different activities, materials and resources provided. The course promotes a participatory approach to learning in order to foster self-efficacy, engagement and autonomy.

The facilitators will be available to assist participants in the learning process by giving advice or recommendations, and providing a space for discussion and personal reflection.

Learning activities:

Three online modules will be provided in preparation for the following synchronous online sessions. The online modules are self-paced and will consist of online resources combined with quizzes, group discussions on virtual walls and reflective questionnaires. The synchronous sessions will create a safe learning space for participants to discuss content and best practices on the one hand and, on the other, put in practice what they have learned throughout the course.

7. ASSESSMENT METHODS, CRITERIA AND PERIOD.

At the end of each module, participants will be expected to complete tasks, which could include the following:

- Asynchronous group discussions on virtual walls
- Self-assessment (regular checklists, videoing self and reflective questionnaires)
- Peer assessment (feedback on lesson “performance” through rubrics)
- Facilitators’ guidance (feedback on lesson plan and personal journal)

The participants are required to complete all the tasks and attend at least two of the three synchronous meetings. Upon completion of the assignments and session participation, the participants will get a digital certificate (badge) with the EUNICE label.

OBSERVATIONS.

Regular attendance is highly encouraged as it has an impact on group dynamics. Since group interactions are key to this course, absences can negatively impact the learning process. It is therefore recommended that participants attend online live sessions and contribute to the asynchronous discussions and activities.

This is a non-graded course. If you require a final grade for academic recognition in your home institution, please notify the lecturer no later than during the first session.

8. BIBLIOGRAPHY AND TEACHING MATERIALS.

Calvo, L. C.S.; Cogo, A.; El Kadri, M.; Gimenez, T. (2022). "English gradually" and multilingual support in EMI: insights from lecturers in two Brazilian universities. *Journal of English as a Lingua Franca*, v. 11, n. 2, p. 147-170.

Dafouz, E. & Smit, U. (2021). English-medium education revisited: Arguing for a comprehensive conceptualisation in the age of internationalised universities. In *European Journal of Language Policy* 13.2, 141-159

<https://doi.org/10.3828/ejlp.2021.9>

Dimova, S., & Kling, J. (Eds.) (2020). *Integrating Content and Language in Multilingual Universities*. (Educational Linguistics; Vol. 44). Springer Gabler. <https://doi.org/10.1007/978-3-030-46947-4>

Mar, S.-P. M. del. (2020). *Teacher training for English-medium instruction in higher education*. IGI Global.

Murata, K. (ed.). (2019). *English-medium instruction from an English as a lingua franca perspective*. London: Routledge.

Lasagabaster, D., & Doiz, A. (Eds.). (2021). *Language Use in English-Medium Instruction at University: International Perspectives on Teacher Practice* (1st ed.). Routledge. <https://doi.org/10.4324/9781003134534>

Richards, J. C. & Pun, J. (2022). *Teaching and learning in English Medium Instruction: An Introduction*. Routledge.

Valcke, J., Nashaat-Sobhy, N., Sánchez-García, D., & Walaszczyk, J. (2022). Teacher development to mediate global citizenship in English-medium education contexts. *Journal of English-Medium Instruction*, 1 (1), 65-84. doi:10.1075/jemi.21020.val

<https://hdl.handle.net/20.500.12907/10783>