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EUROPEAN UNIVERSITY FOR CUSTOMISED EDUCATION

STUDY GUIDE

EMI in Action: From Content Expertise to Effective Teaching in English

Blended Intensive Programme

Organised by
UC, PUT, UOP, UVA, UPHF

b-tu Brandenburg University of Technology Cottbus - Senftenberg · UC Universidad de Cantabria · Università di Catania · Université Polytechnique Hauts-de-France · UMONS University of Mons · University of the Peloponnese · Vaasan yliopisto University of Vaasa · Politécnico de Viseu

1. IDENTIFYING DATA.		
· Course Name.	EMI in Action: From Content Expertise to Effective Teaching in English	
· Coordinating University.	Universidad de Cantabria (UC), Spain	
· Partner Universities Involved.	Poznan University of Technology (PUT), Poland University of the Peloponnese (UOP), Greece Université Polytechnique Hauts-de-France (UPHF), France University of Vaasa (UVA), Finland	
· Course Field(s).	Education; English-Medium Instruction (EMI) in higher education	
· Related Study Programme.	Open to all study programmes. Aimed at lecturers, researchers and PhD researchers who teach, or plan to teach, their subjects in English.	
· ISCED Code.	0111 – Education science	
· SDG.	SDG 4 – Quality Education SDG 10 – Reduced Inequalities	
· Study Level.	Doctoral level (3rd cycle) and academic staff	
EUNICE Key Competencies	Problem solving	
	Teamworking	
	Communication	
	Self-management	
	Cognitive flexibility	
	Digital competence	
	Technical competence	
	Global intercultural competence	
	• Green - strongly • Orange- moderately • Red - partially • Blank cell - not at all	
· Number of ECTS credits allocated.	3 ECTS	
· Mode of Delivery.	"Online live", “Online self-study”, and "onsite"	
· Language of Instruction.	English	
· Course Dates.	15–24 March 2027 (online, Part I) 5–9 April 2027 (on site, Part II at the Universidad de Cantabria, Santander)	

· Precise Schedule of the Lectures.	Part I – Online (15–24 March 2027): 20 hours • Synchronous and asynchronous sessions (dates to be confirmed) • Guided self-study Part II – On site in Santander (5–9 April 2027): 25 hours • Monday to Friday, 9:00–14:00 (to be confirmed) Final project and independent work: 30 hours Total student workload: 75 hours (3 ECTS)
· Key Words.	English-Medium Instruction (EMI); internationalisation of higher education; university teaching; scaffolding; assessment; multilingual classroom; intercultural communication; English as a lingua franca
· Catchy Phrase.	Teaching in English is more than speaking English.
· Prerequisites and co-requisites.	Participants should be teaching, or planning to teach, a university subject in English. A minimum B2 level of English (CEFR) is recommended.
· Number of EUNICE students that can attend the Course.	Min. 15 – max. 20
· Course inscription procedure(s).	Applications are submitted through the International Relations Office of each participant's home university, following the EUNICE call. Each sending university nominates its participants, and the coordinating university (UC) confirms final admission.

2. CONTACT DETAILS.	
· Department.	Departamento de Filología, Universidad de Cantabria
· Name of Lecturers	Lucila Pérez Fernández; Marta Gómez Martínez
· E-mail.	Lucila.perez@unican.es; marta.gomez@unican.es
· Other Lecturers.	Liliana Szczuka-Dorna Poznan University of Technology (PUT) liliana.szczuka-dorna@put.poznan.pl Edyta Olejarczuk Poznan University of Technology (PUT) edyta.olejarczuk@put.poznan.pl Nuala Mederski Poznan University of Technology (PUT) nuala.mederski@put.poznan.pl Marta E. Strukowska marta.strukowska@put.poznan.pl Areti Vogopoulou University of the Peloponnese (UoP) a.vogopoulou@go.uop.gr Maria-Eleftheria Galani University of the Peloponnese (UoP) megalani@go.uop.gr Giacomo Zangara ciacomo.zangara@uwasa.fi (UVA) Tiphaine Vrevin Tiphaine.Vrevin@uphf.fr

3. COURSE CONTENT.

The course is organised into the following thematic blocks:

- EMI fundamentals: definition of EMI and differences with CLIL and ESP, research evidence, institutional language policies and the role of the lecturer as content expert rather than language teacher.
- Planning an EMI course: learning outcomes, disciplinary language demands (key vocabulary, genres and discourse of the discipline) and adaptation of teaching materials.
- Delivering content in English: structuring lectures, signposting, classroom language and intelligibility from an English as a lingua franca perspective.
- Supporting understanding: scaffolding, multimodality and working with students of mixed language levels.
- Interaction and participation: techniques that encourage students to participate actively in a language that is not their own.
- Assessment in EMI: separating content from language, rubrics, fair and inclusive practices and feedback.
- The multilingual and intercultural classroom: different academic cultures and expectations, inclusion and English as a lingua franca in academia.

4. LEARNING OUTCOMES.

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

- Explain the main principles of EMI, the research behind it and the linguistic and cognitive challenges that students face when learning content through English.
- Identify the language demands of their own discipline and take them into account when planning a course.
- Structure and deliver content clearly in English, using appropriate classroom language and signposting.
- Apply scaffolding strategies to reduce cognitive load and support students' understanding.
- Use techniques that promote interaction and participation in multilingual classrooms.
- Design fair, valid and inclusive assessment tasks for EMI courses.
- Plan, deliver and evaluate an EMI class in their own discipline and adapt it to linguistically and culturally diverse groups.

5. OBJECTIVES.

This Blended Intensive Programme is addressed to university lecturers, researchers and PhD researchers who teach their subjects in English or plan to do so. Its objectives are:

- To provide participants with a solid understanding of what EMI is and what research says about its effects on teaching and learning.
- To help participants plan courses for students who are learning through a second language.

- To develop participants' ability to present content clearly in English, check students' understanding and encourage participation.
- To support the design of fair, valid and inclusive assessment in EMI.
- To promote reflective practice and the continuing professional development of EMI lecturers.
- To encourage collaboration and the exchange of good practice among EMI lecturers in the EUNICE alliance.

6. COURSE ORGANISATION.

UNITS

1.	**EMI fundamentals (Part I, online).** Definition of EMI and differences with CLIL and ESP, research evidence, institutional policies and the role of the EMI lecturer. Needs analysis and introduction to the final project.
2.	**Planning an EMI course (Part I, online / on site).** Learning outcomes, language demands of each discipline and adaptation of teaching materials.
3.	**Delivering content and promoting interaction (Part II, on site / online).** Lecture structure, signposting, classroom language, intelligibility and techniques to encourage participation.
4.	**Supporting understanding in the multilingual classroom (Part II, on site / online).** Scaffolding, multimodality, different academic cultures and inclusion.
5.	**Assessment, digital environments and professional development (Part II, on site).** Fair and inclusive assessment in EMI, digital tools for EMI, peer observation, final project presentations and reflective practice.

LEARNING RESOURCES AND TOOLS.

- Shared online learning platform with readings, short video lectures and tasks.
- Research-based readings on EMI.
- Participants' own syllabi and teaching materials, adapted for EMI during the course.

PLANNED LEARNING ACTIVITIES AND TEACHING METHODS.

- Guided self-study: readings and reflective tasks during the online parts.
- Live online sessions: introduction of key concepts, discussion of tasks and guidance from the tutors.
- Practical workshops during the on-site week, applied to participants' own disciplines.
- Final project: oral presentation reflecting on EMI principles on the last day of the on-site week.
- Intercultural and networking activities: cultural visits.

7. ASSESSMENT METHODS, CRITERIA AND PERIOD.

Continuous assessment throughout the online and on-site parts of the course:

- Participation in the live online sessions and completion of the online tasks.
- Final project: oral presentation reflecting on EMI principles on the last day of the on-site week.

Assessment criteria: clarity of content delivery in English and quality of reflection on one's own teaching.
OBSERVATIONS.
Attendance at the whole on-site week is compulsory. Participants who complete both parts of the course and pass the assessment will receive a certificate with 3 ECTS credits.

8. BIBLIOGRAPHY AND TEACHING MATERIALS.

Airey, J. (2016). EAP, EMI or CLIL? In K. Hyland & P. Shaw (Eds.), *The Routledge handbook of English for academic purposes* (pp. 71–83). Routledge.

Bolton, K., Botha, W., & Lin, B. (Eds.). (2024). *The Routledge handbook of English-medium instruction in higher education*. Routledge.

Dafouz, E., & Smit, U. (2020). *ROAD-MAPPING English medium education in the internationalised university*. Palgrave Macmillan.

Doiz, A., Lasagabaster, D., & Sierra, J. M. (Eds.). (2013). English-medium instruction at universities: Global challenges. Multilingual Matters.

Griffiths, C. (Ed.). (2023). *The practice of English as a medium of instruction (EMI) around the world*. Springer.

Lasagabaster, D. (2022). *English-medium instruction in higher education*. Cambridge University Press.

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Molino, A., Dimova, S., Kling, J., & Larsen, S. (2023). *The evolution of EMI research in European higher education*. Routledge.

Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, 51(1), 36–76.

Szczuka-Dorna, L., Olejarczuk, E., & Matuszak, K. (2026). *Intercultural communication in academic settings*. Publishing House of Poznam University of Techonology.