



Overview and Outcomes

This eight-week course is designed for teachers and academics working in EMI programmes in Higher Education. The course will consolidate participants' understanding of key issues in EMI and help participants to become educational practitioners ready to teach students in EMI contexts. By the end of this course participants will be able to use a variety of techniques that help students follow English-medium classes. Participants will be able to plan and deliver interactive lessons/lectures that use a variety of strategies to guide students' understanding and support their spoken and written output.

Trainers

- NILE's highly experienced trainers are experts, not only in their fields, but also in working with teachers for continuing professional development. Read more about NILE's trainers, their experience and interests at [The NILE Team](#) on the [NILE website](#).

Teaching approaches

- We make courses practical and 'hands-on', with reference to relevant theory
- Our courses are participant-centred and collaborative, designed to build knowledge and confidence
- We use activities and tasks to help you apply the course content to your setting
- Courses are broken down into individual units and activities, forming a clear structure.
- Tasks are interactive, involving live online sessions, forums and community walls, and utilise a range of multimedia including images, audio files and videos.

Assessment and Certification

- NILE Online Certificate courses have a four-week assignment-writing period at the end of the taught part of the course. It is the only assessed part of the course and is optional. You can complete an assignment if you have achieved the required 80% participation on the course. The assignment is a further chance for you to apply what you have learnt on the course to your professional context.
- Your end-of-course NILE certificate details the areas covered on your course and includes your assignment grade (Pass or Distinction) where relevant.
- The course can be extended to include The Trinity Certificate for Practising Teachers (CertPT) - awarded upon completing an 8-week assignment after the course, fulfilling the skills and knowledge descriptors as set out by Trinity College London.

Who should apply?

- Teachers and lecturers who are engaged in the delivery of subjects across the Higher Education curriculum through the medium of English.
- Participants with a minimum language level corresponding to B2 on the Common European Framework

Requirements and Resources

- Participants need a computer, a headset (with microphone) and an Internet connection. You can do much of the course on a tablet or mobile device, but will need a computer for certain activities.
- All participants have access to NILE's extensive ELT e-library and the NILE digital learning platform during the course and for a further two months, to access materials and keep in touch with your new colleagues. We also encourage you to sign up to the NILE membership platform, which provides a great range of free resources for ELT professionals and is updated monthly.

Content

EMI in Higher Education covers the following areas:

- Activities for activating students in EMI
- Guiding students' understanding in EMI
- Presentation skills and lecturing in EMI
- Encouraging students to speak
- Formative assessment for EMI
- Questioning techniques
- Giving feedback to students
- Language support for students
- Developing students' academic writing skills
- Developing teaching and learning materials for EMI
- Flipped learning for EMI
- The 10 EMI professional competencies
- Further professional development

Each course has a maximum of 18 participants and consists of 8 units, one unit to be completed per week, with an optional 4-week assignment. Live sessions will be held at a time agreed with participants, and recorded for those who cannot attend.

Time will be built into the course for reflection, to consider how to adapt the content to your own professional context. We then support you in creating a strategy for putting your ideas into practice in your institution.

The NILE Online platform was developed specifically for teacher development courses, and upholds the NILE tradition of excellence in tutoring, materials, support and engagement.

Schedule

This course consists of 8 units, plus an optional end-of-course assignment. Each unit requires approximately 5-7 hours work per week. Live sessions will be held at a time agreed with participants, and recorded for those who cannot attend.

EMI in Higher Education: Course Content

Unit 1: Introductions and key challenges in EMI	Unit 2: Planning for EMI
In this first unit of EMI in Higher Education you will learn about the NILE Online learning platform and how to communicate effectively online. This unit will also introduce you to the course structure and dates. You introduce yourselves and your EMI teaching contexts to each other and share your hopes for the course. Finally, you will think about what are the key drivers behind the development of EMI in your context, as well as the key challenges for teachers..	This second unit is focused on planning for EMI. In this unit you will be thinking about the issues involved in addressing the needs of EMI students at the planning stage of any EMI programme you are involved in delivering. In this unit you will also look at the concept of flipped learning and how this can be used for planning a sequence of learning in EMI.
Unit 3: Guiding students' understanding	Unit 4: Supporting students' spoken output
In this unit you will consider how to support your students' understanding of the lesson/lecture input you are providing. You look at how to activate your students' prior knowledge at the start of a sequence of learning, the idea of multimodal input to support students' understanding, and ways to support your students with the language of your subject. You also get to analyse your own use of language and think about how to modify this in order to ensure your students really do understand what you are talking about.	In this unit you will think about how to encourage your students' active participation by looking at interactive ways to provide lesson/lecture input and new subject content. You will identify different types of spoken output that students can produce and explore why and how to give students opportunities to work on their language production. This will involve analysing task types that can help with supporting students' spoken output in EMI.
Unit 5: Supporting students' written output	Unit 6: Assessment and feedback
In this unit you will explore how to support students with their academic writing in EMI. You identify the features of academic language in English and think about the problems your students face in understanding this academic language. You then look at the different stages involved in writing and how to support students during these different stages.	This unit explores a range of issues to do with assessment in EMI, including approaches to feedback and the importance of formative assessment in EMI. You identify the key features of effective feedback and look at a model for giving feedback. You look at the role of self- and peer-assessment in EMI, as well as the use of questioning strategies to get students thinking and to check their understanding. You also explore the use of assessment rubrics and examine the issues involved in designing tests for your EMI students.
Unit 7: Developing EMI materials	Unit 8: Research Trends, Course Review and Action Planning
In this unit you will focus on selecting, adapting and developing teaching and learning materials for EMI. You consider issues relating to the selection of materials, including your students' interests, motivation and how materials can raise student engagement. You also consider important principles for the design of EMI materials and share your own EMI materials with other course participants. A final activity for this unit considers the use of ICT resources in EMI.	In this unit you will consider the opportunities you have to collaborate with colleagues where you work, which can be an important aspect of developing EMI in your institution. You look back over the content of the course and identify the next steps for your continuing professional development in EMI. This includes undertaking a self-assessment of your EMI teaching practice based on 10 areas of EMI professional competencies that have been explored across the course.
Assignment	
Option A	Option B
Plan a teacher training session of 60 to 90 minutes for colleagues based on something you have learnt or become more aware of by doing this course. If possible, do the session with your colleagues.	Plan and deliver an EMI session (lesson or lecture). Collect feedback on the session from the students and reflect on how well the session went, what you have learnt from the student feedback, and what you might do differently if you gave that same session again..

At NILE we are committed to offering the best in language teacher training. As such, NILE Online courses were developed specifically to recreate the classroom experience and thus, we provide two-way tutorial contact in our online courses. Online participants will benefit from tutor interaction, support and feedback in each unit they take.

NILE Online is the first online course provider aligned to the Cambridge English Teaching Framework. NILE Online courses are also formally aligned to the Equals Framework for Language Teacher Training and Development, and the effort we take to make the NILE Online experience both positive and productive has been recognised by inspections from AQUEDUTO, The Association for Quality Education and Training Online.