

# Welcome to the Captive workshop!





**Whiteboard:**

[https://miro.com/app/board/uXjVKA8TH8E=?share\\_link\\_id=290881910271](https://miro.com/app/board/uXjVKA8TH8E=?share_link_id=290881910271)

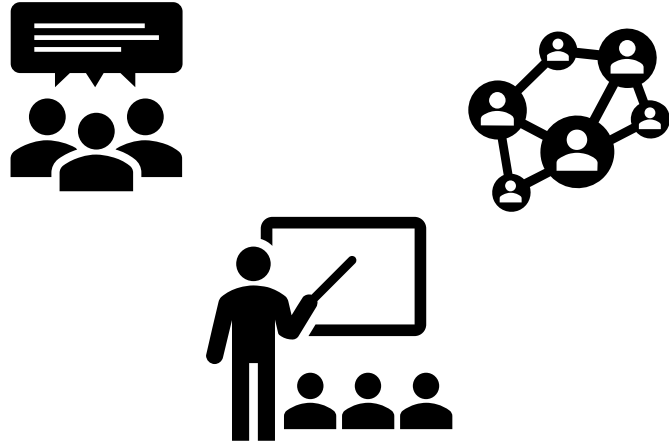
**Password: Captivate**

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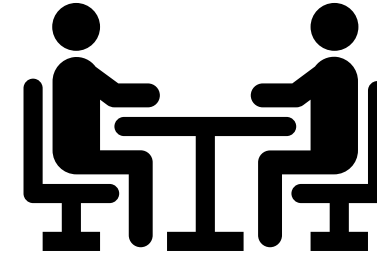


**Learning Platform:**

<https://centralesupelec.edunao.com/course/view.php?id=3230>



four two-hour group  
sessions



5 x 30-minute  
individual coaching  
sessions

# Workshop goals



- Define who we are as EMI practitioners
- Identify and analyse the challenges of the EMI classroom
- Find strategies to overcome the challenges
- Design and structure a course to increase clarity
- Share techniques for effective interactions

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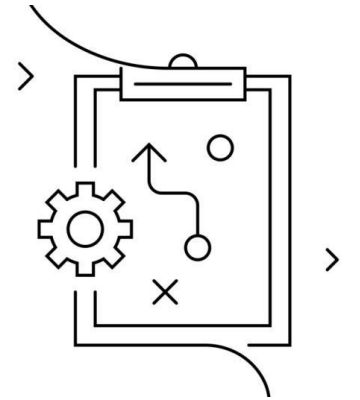
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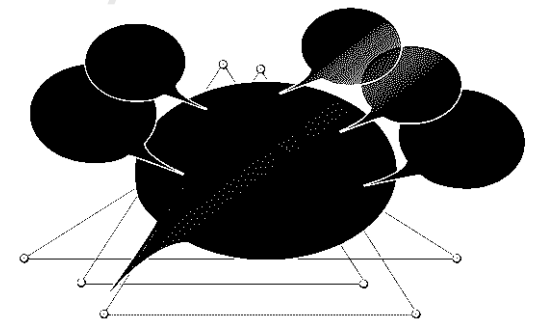
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- **Design and structure a course to increase clarity**
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# Workshop goals

- Define who we are as EMI practitioners
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- Find strategies to overcome the challenges
- Design and structure a course to increase clarity
- Share techniques for effective interactions



# Five individual coaching sessions

For these sessions, you need to have an existing course you teach or will have to teach!

**In what way can you use these individual coaching sessions?**

# Five individual coaching sessions

For these sessions, you need to have an existing course you teach or will have to teach!

- Practise rehearsing part of your lecture
- Preparing scripts for your lecture
- Address pronunciation issues
- Design some activities



# Objectives of the session:

- Reflect on who you are as an EMI practitioner
- Discuss what good communication in the classroom means
- Find and discuss strategies to overcome the challenges of EMI learning environments.
- Practise using the Miroboard as a learning tool.



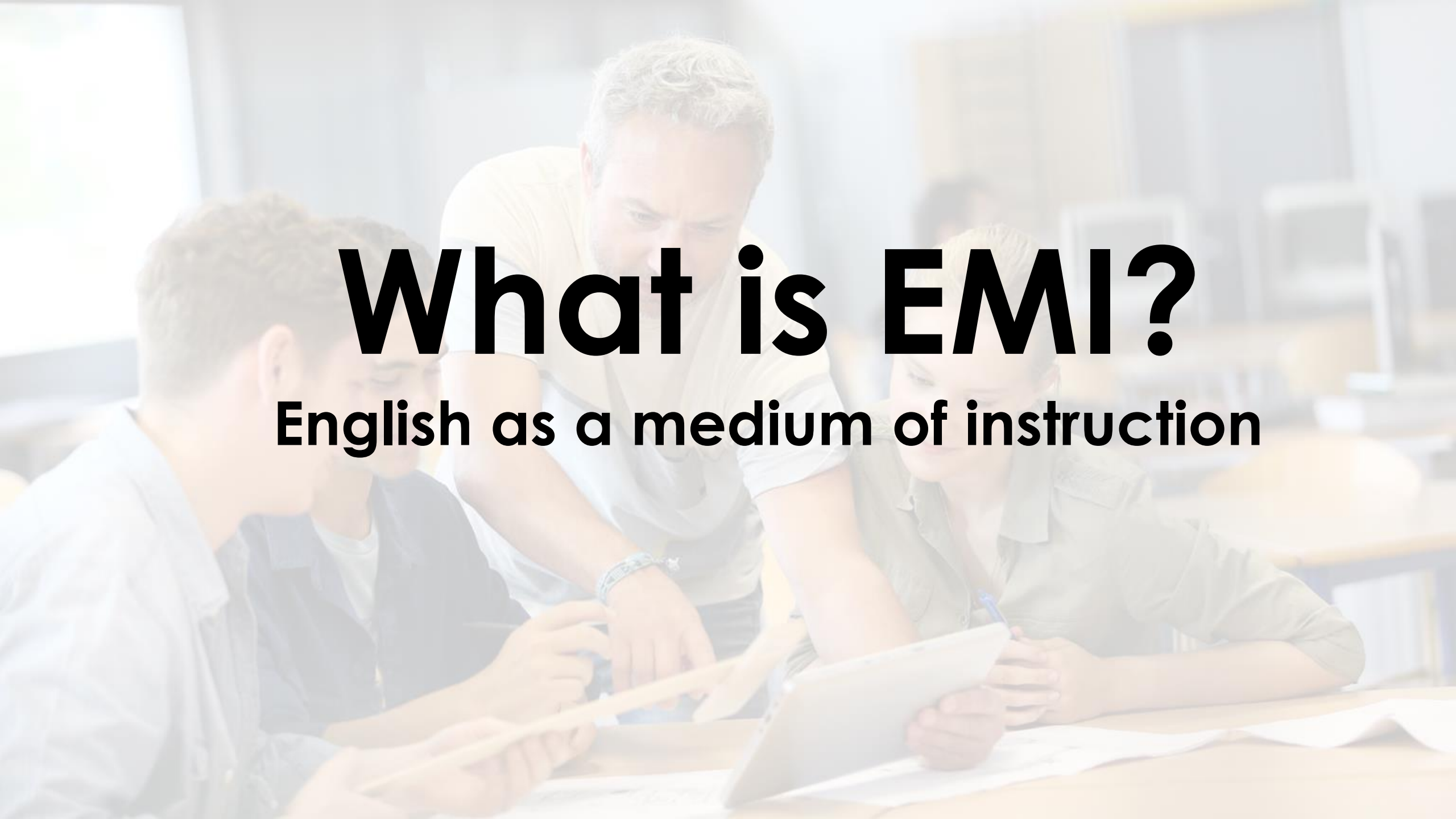
# **Go to the Miroboard**

## **Activity 1 (main room)**



### Objectives:

- Get to know each other
- Practise using a digital whiteboard

A blurred background image of a classroom. A male teacher with grey hair is leaning over a desk, pointing at a laptop screen. Two students, a boy and a girl, are sitting at the desk looking at the laptop. The boy is on the left, and the girl is on the right. The text 'What is EMI?' is overlaid in large, bold, black letters.

# **What is EMI?**

**English as a medium of instruction**



‘The use of English language to teach academic subjects (other than English itself) in countries and jurisdictions where the first language of the majority of the population isn’t English.’

Ernesto Macaro, 2018

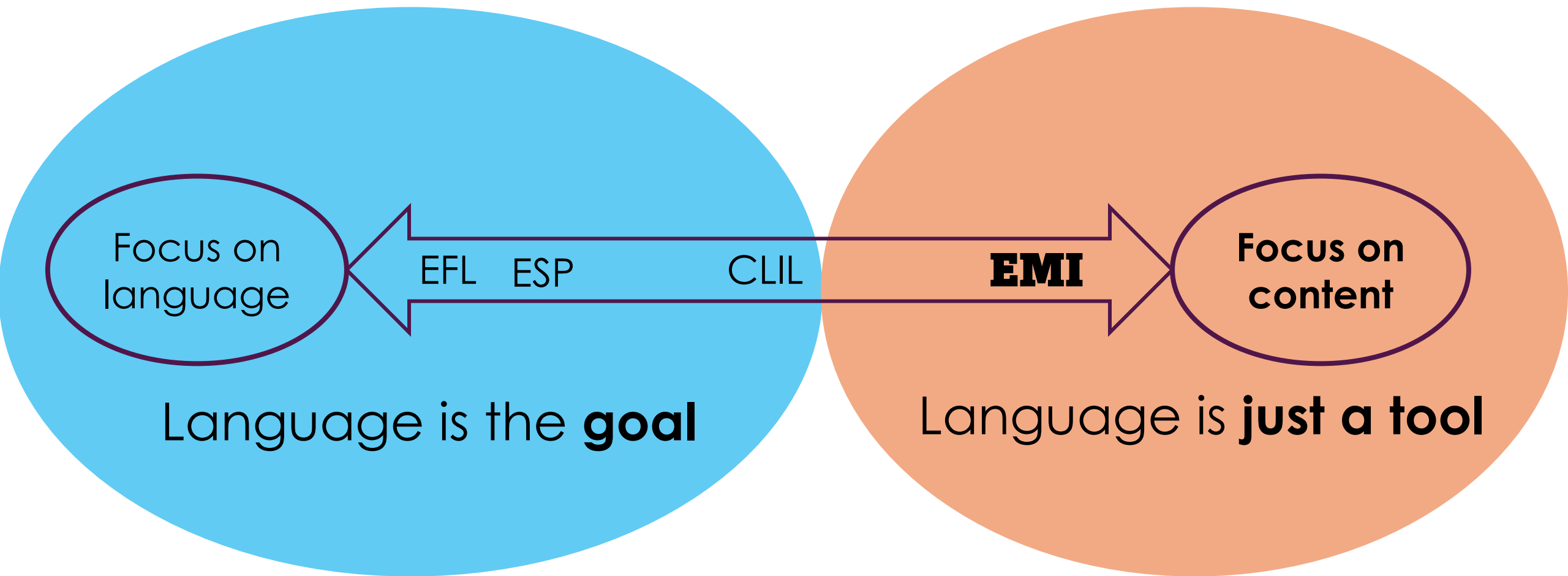
Professor of Applied Linguistics and EMI Specialist,  
University of Oxford



‘There are no explicit language aims  
... the focus is solely on teaching the  
subject content’.

Jade Blue, 2018

English language teacher and trainer



**EFL** = English as Foreign Language

**ESP** = English for Specific Purposes

**CLIL** = content and language integrated learning

**EMI** = **English as a Medium of Instruction**

internationalization  
exchange programs





Google Translate

bing™  
Translator



DeepL



# Back to the Miroboard

## Activity 2 (breakout rooms)



### Objectives:

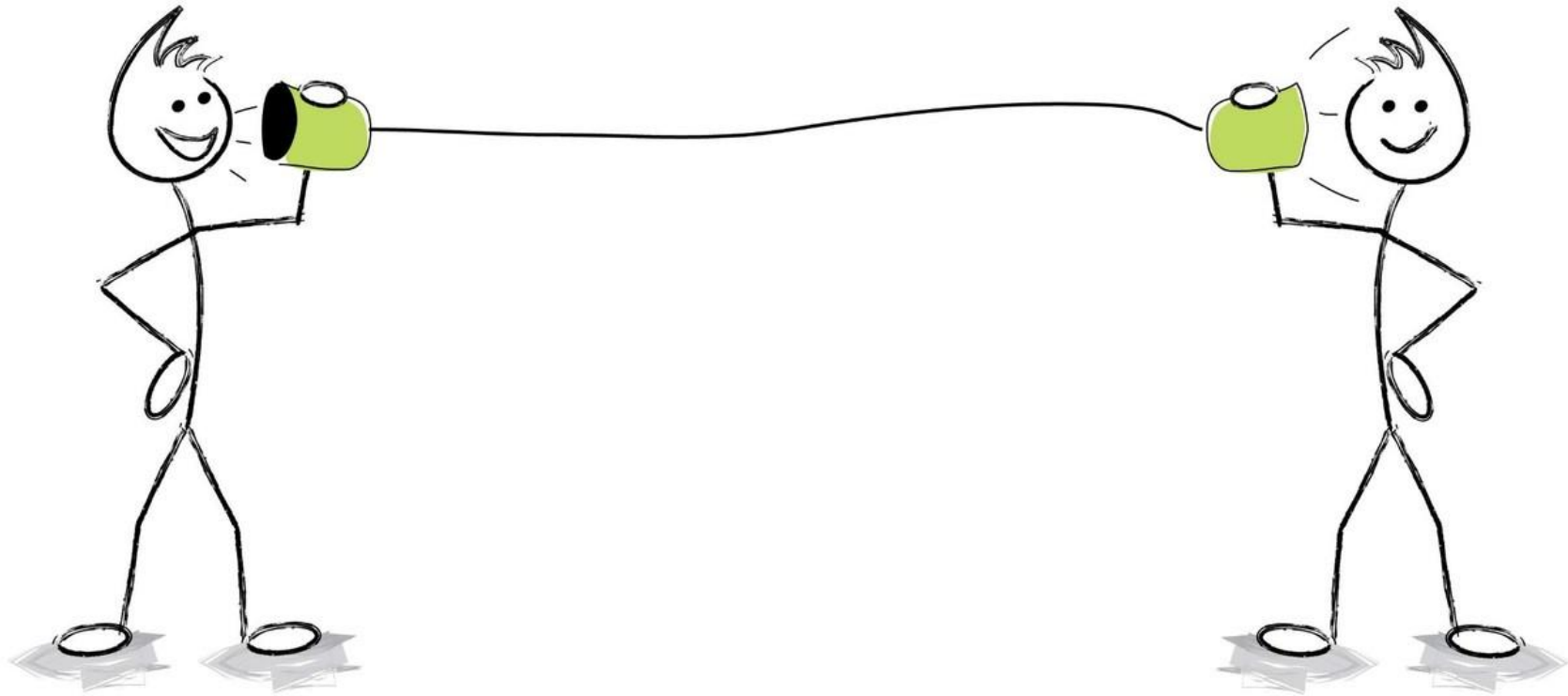
- Who are you as an EMI practitioner?
- More practice using a digital whiteboard.

positively or negatively  
affected by having to  
teach their subject  
through English

influenced by lots of  
factors



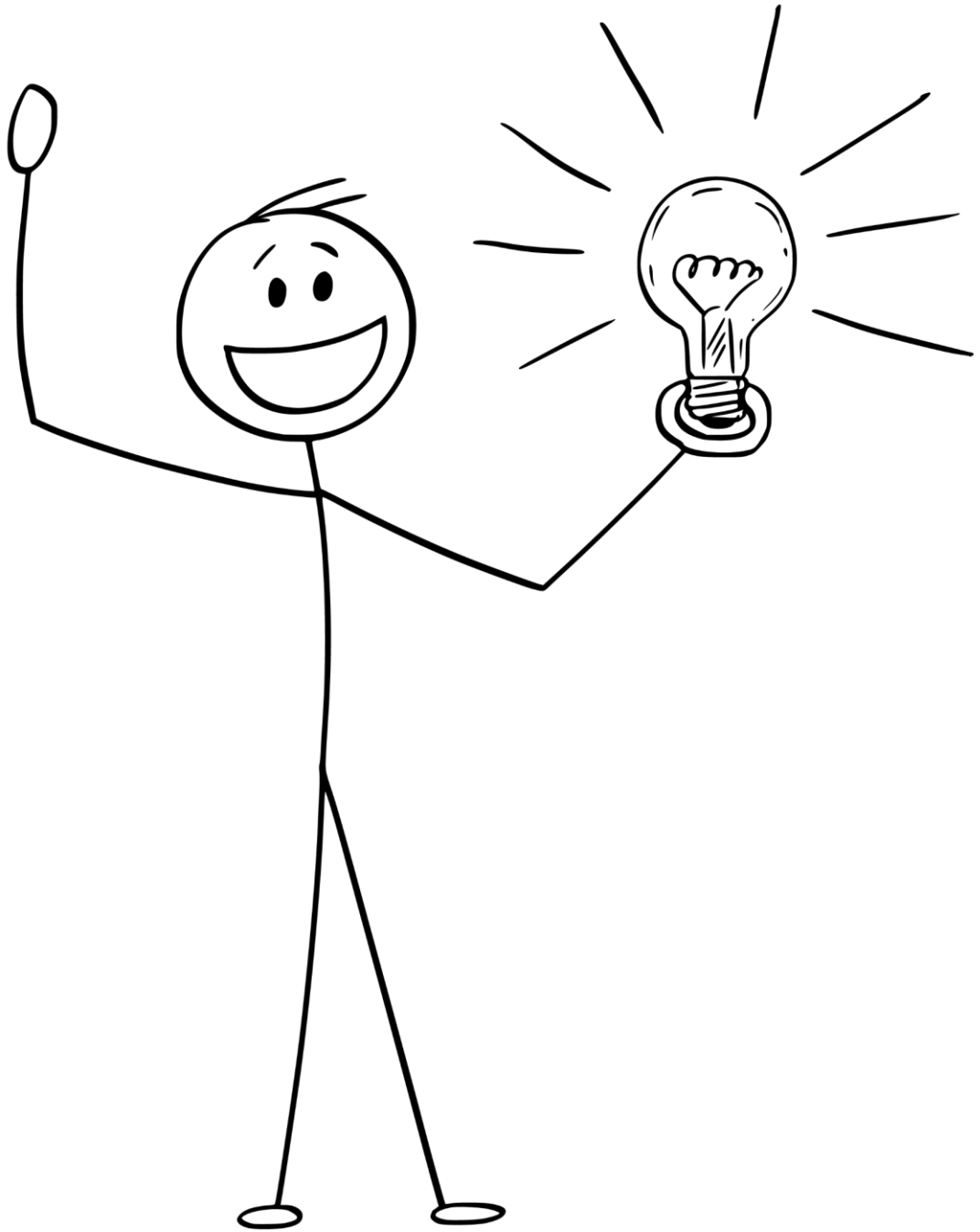
# Effective communicator



*« My colleague is so lucky because English is her first language so she won't have any problems communicating in the classroom with her international students. »*

*“A consummate professor transcends the rudimentary act of knowledge dissemination, embodying the quintessence of mentorship, intellectual stewardship, and inspirational leadership. They exude an infectious zeal for their discipline, adroitly elucidate intricate concepts, and adeptly calibrate their pedagogical methodologies to accommodate a spectrum of learning modalities. These educators set lofty expectations while meticulously scaffolding student achievement, perpetually integrating advancements in their field and embracing the ethos of lifelong learning.”*

**How can we make our lectures clearer?**



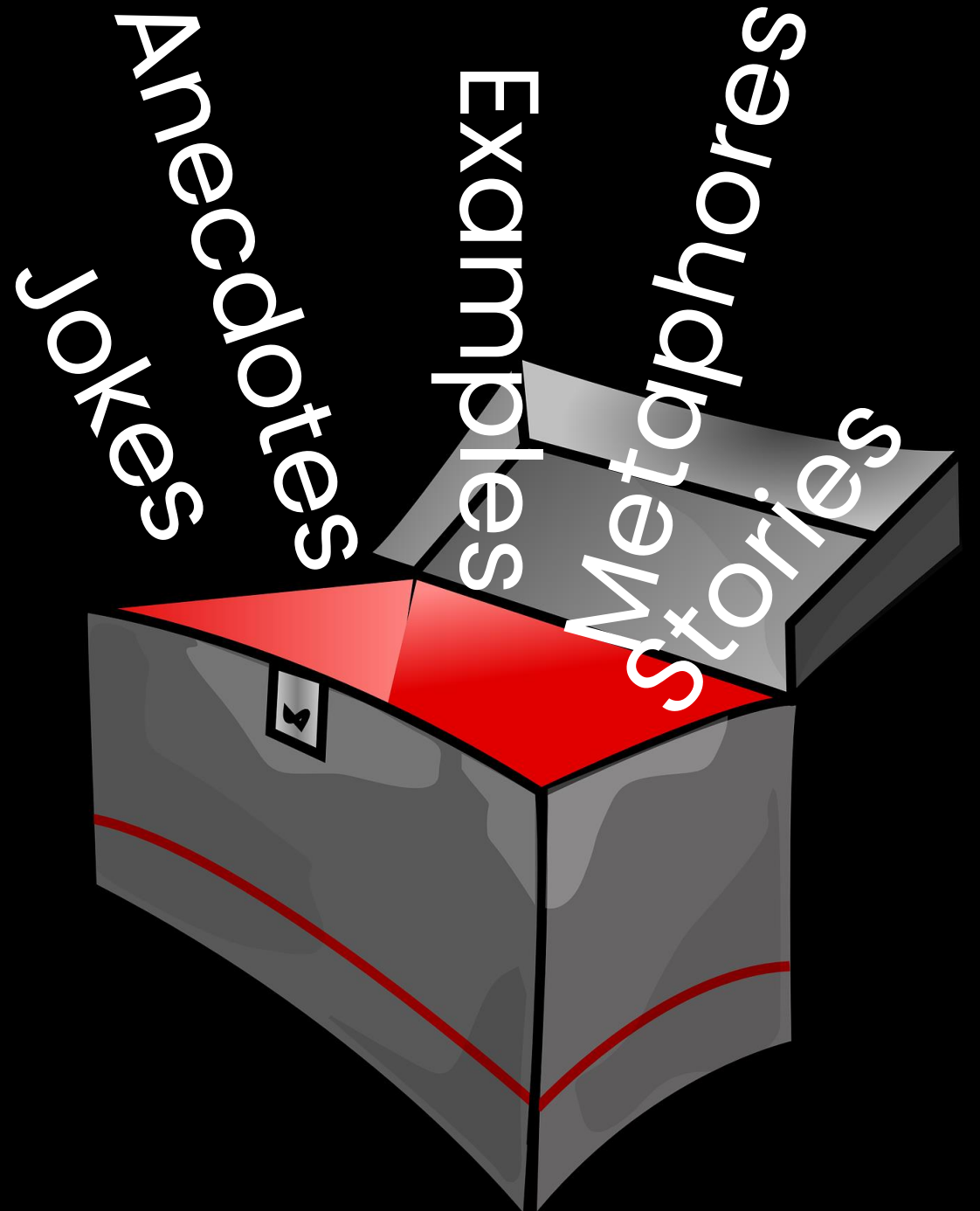
- Clarity
- Simple sentences
- Direct speech  
(dialogue)
- Images

Write  
scripts for  
the tricky  
parts of  
your  
lecture

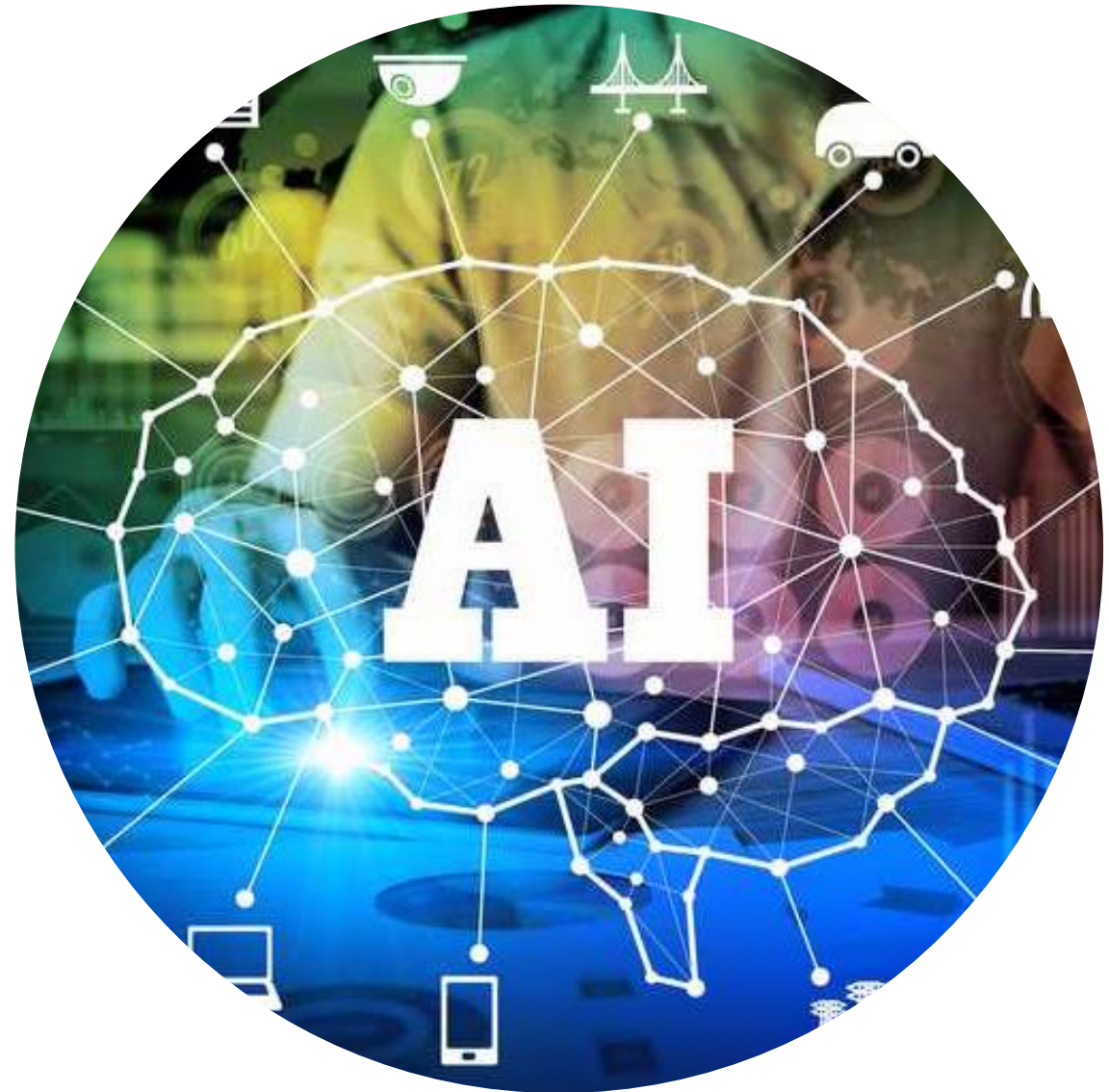


a collection of  
ready-to-use  
anecdotes, jokes,  
stories, etc.

ready scripted

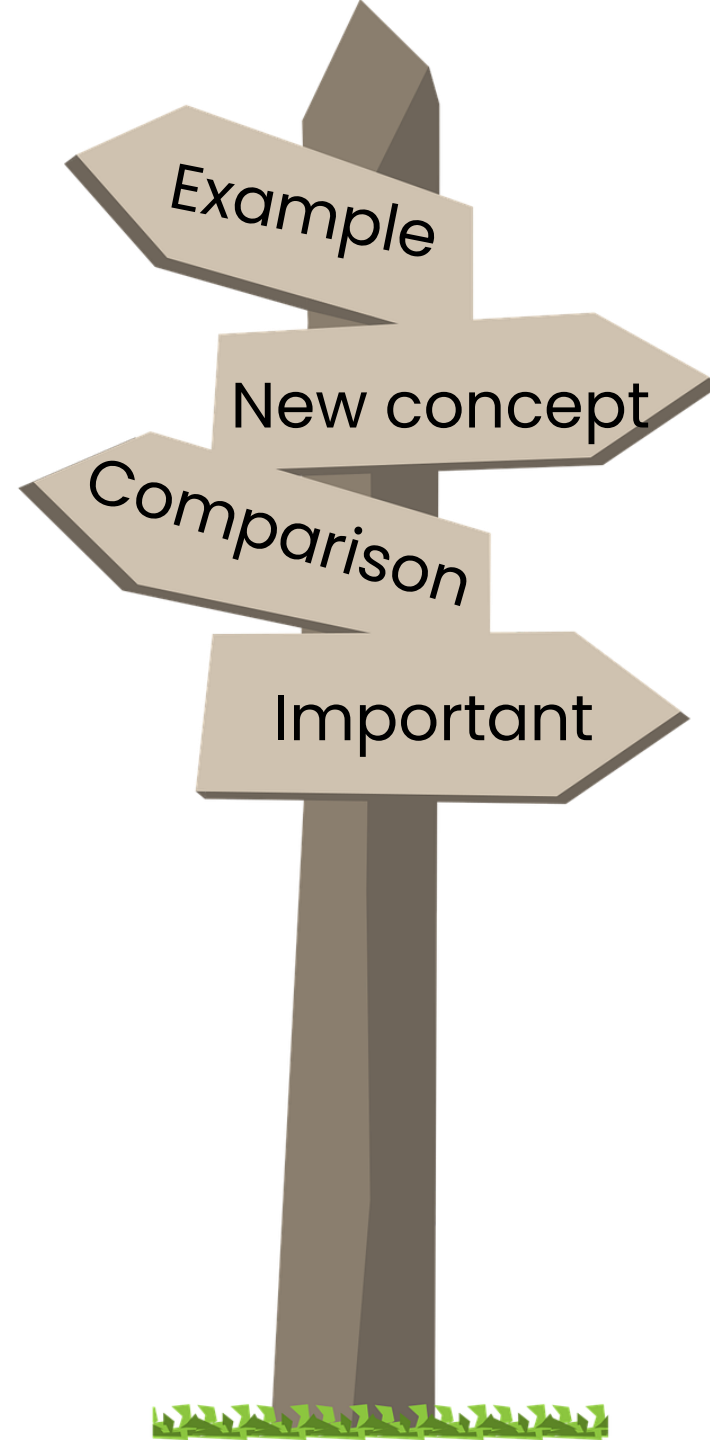


# Fluency and accuracy

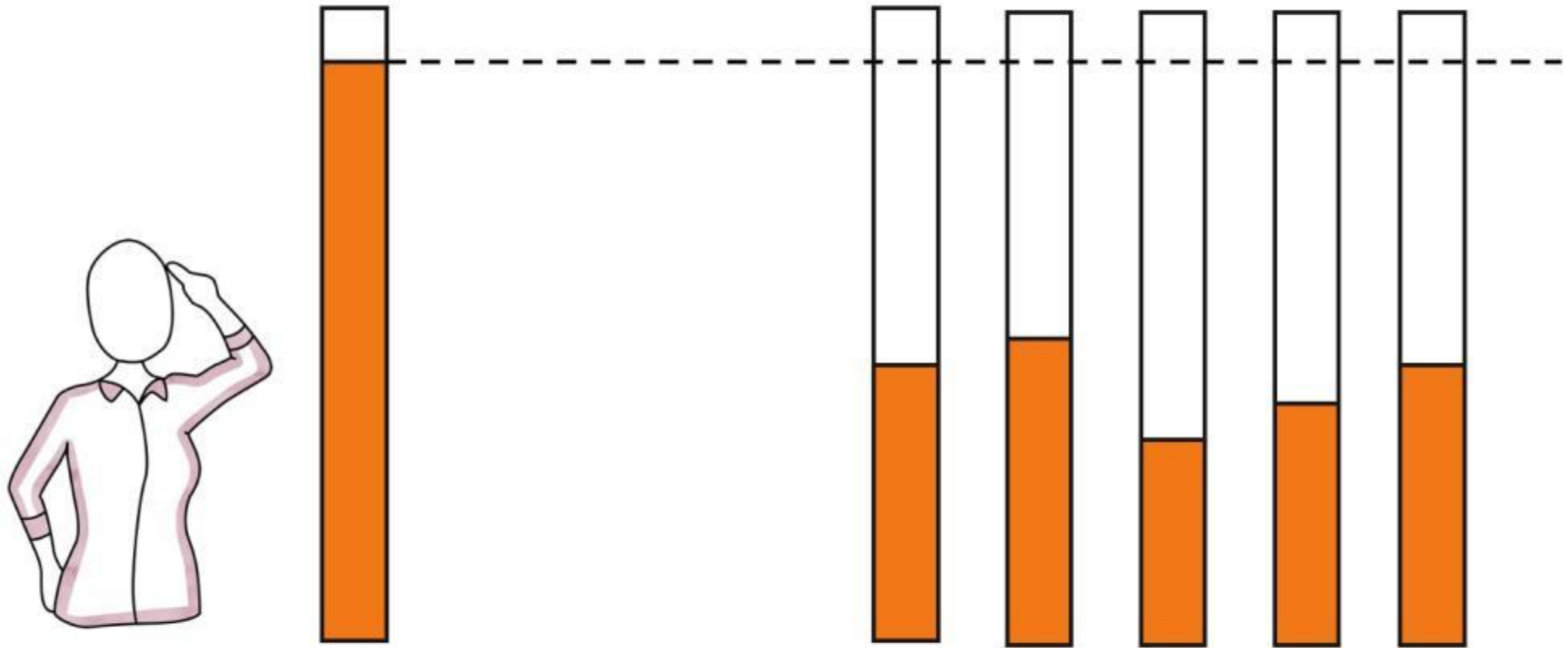


# Signposting

Be as explicit as possible



# Curse of Knowledge

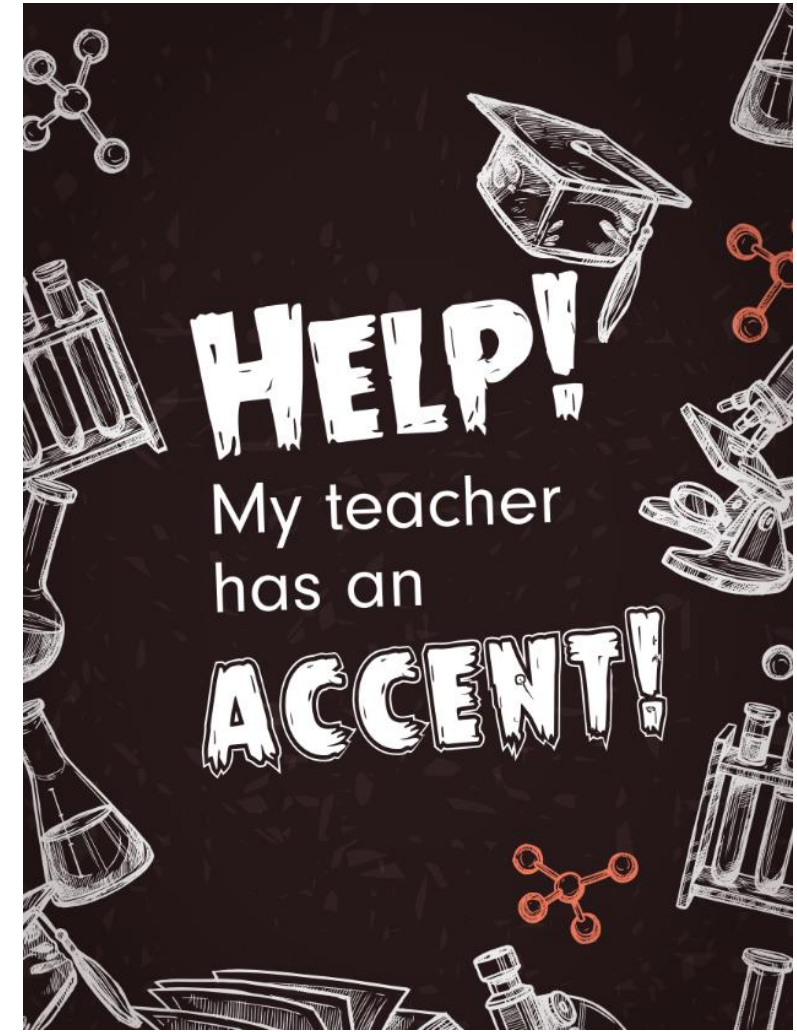


**When you  
know a lot...**

**It's easy to think  
everyone knows, too.**

# Pronunciation/accent

*« The professor delivering the course had a strong accent and sometimes made mistakes in English/French.»*



# Pronunciation

# Accent

# Pronunciation

*The way in which a word or letter is said (correctly, following the rules of the language)*

Cambridge dictionary online

|             |              |            |             |
|-------------|--------------|------------|-------------|
| i:<br>sheep | ɪ<br>ship    | ʊ<br>good  | u:<br>shoot |
| e<br>bed    | ə<br>teacher | ɜ:<br>bird | ɔ:<br>door  |
| æ<br>cat    | ʌ<br>up      | ɑ:<br>far  | ɒ<br>on     |

Bear

Beer

# Accent

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paradigm

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paradigm

# Accent

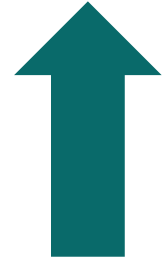
*The way in which people in a particular area, country, or social group pronounce words.*

Cambridge dictionary online

Reflects our origins

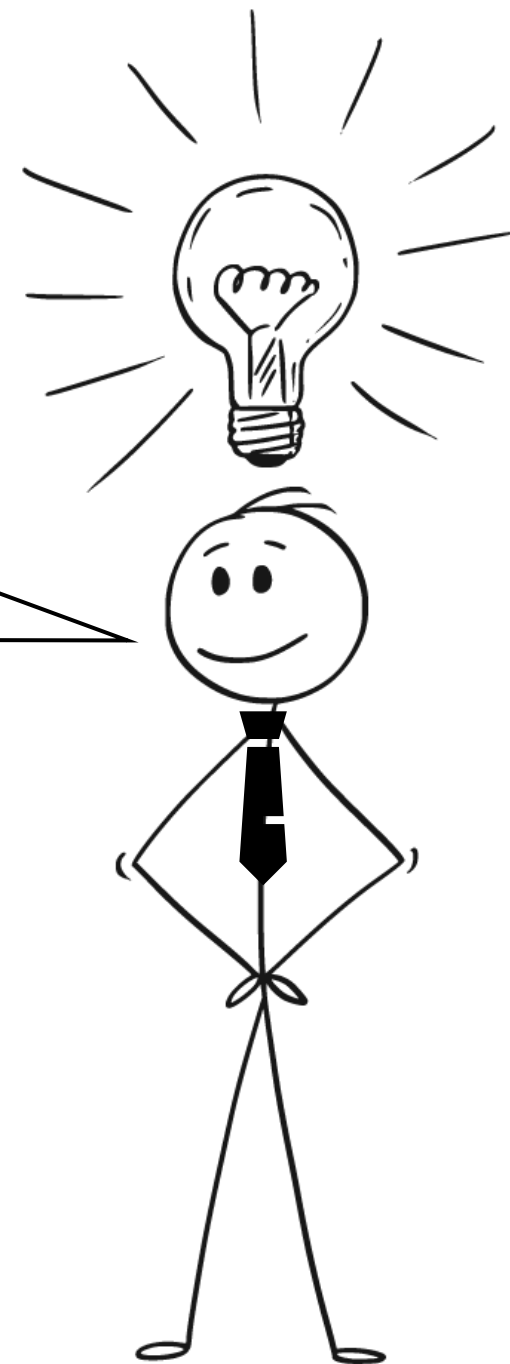
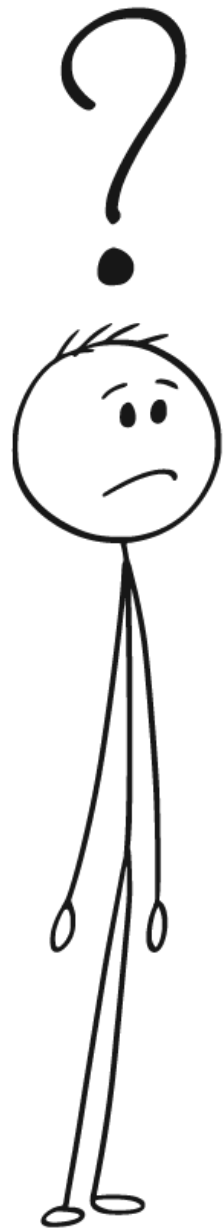
Part of our identity

au-dessus



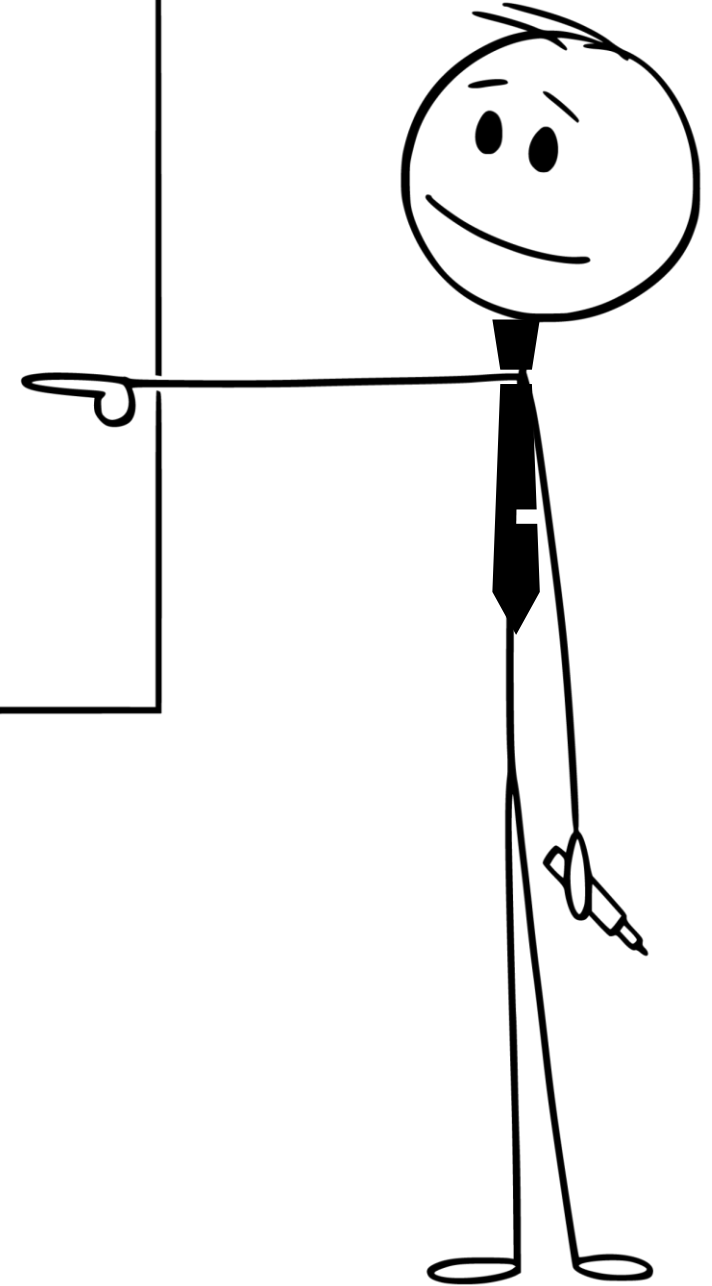
au-dessous

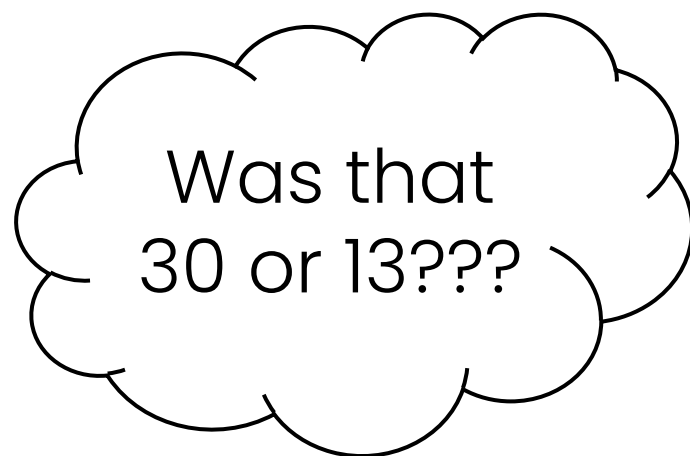
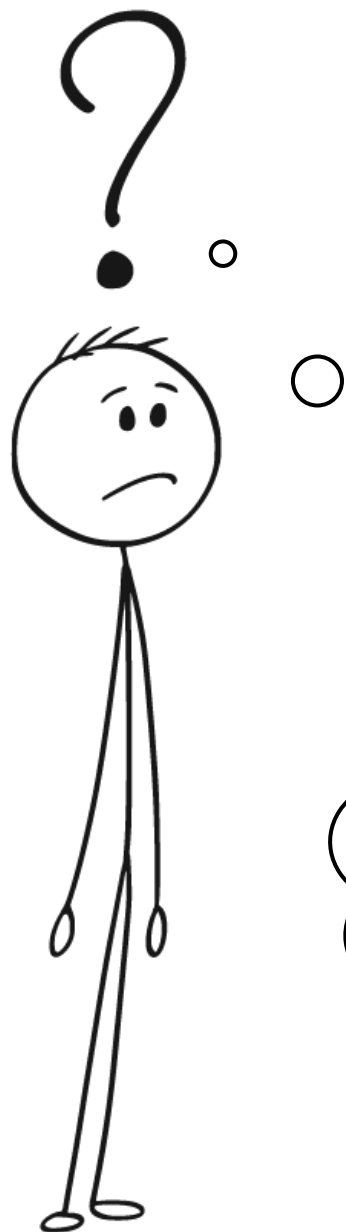




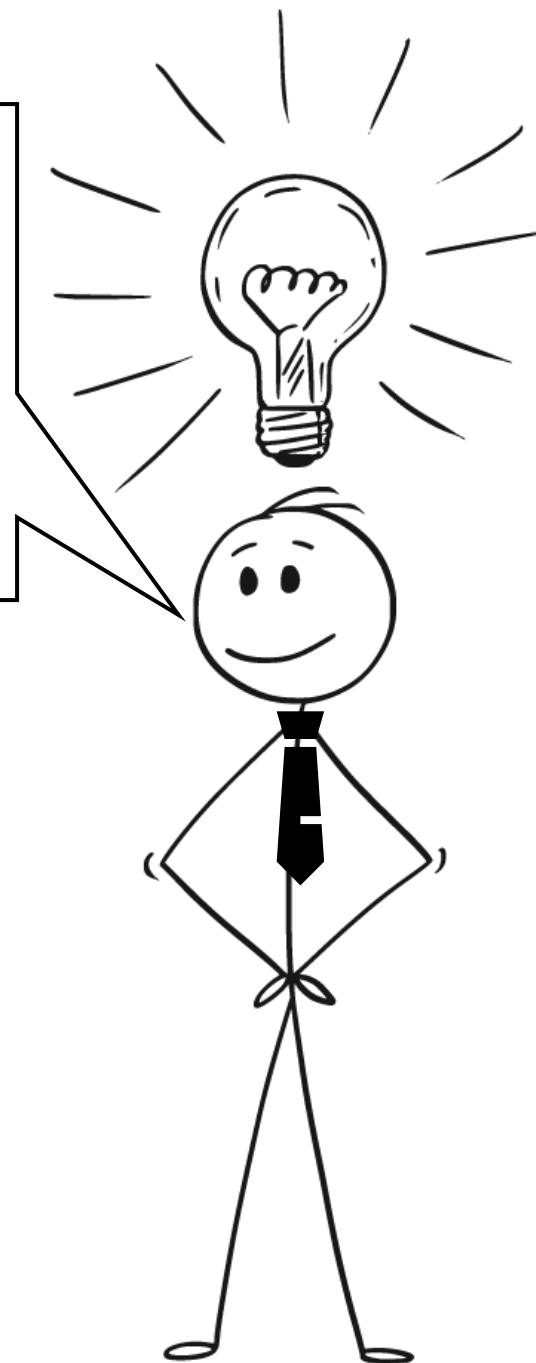


**Schrödinger**

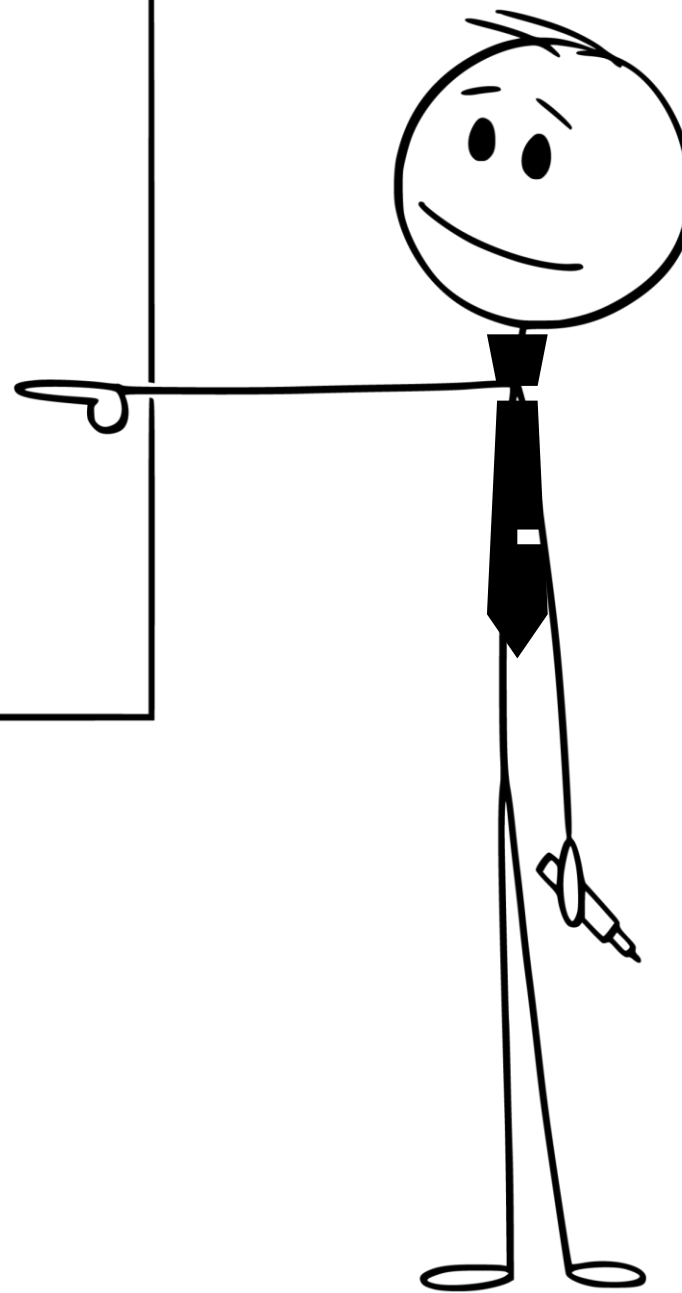




**There was  
an increase  
of ...%**

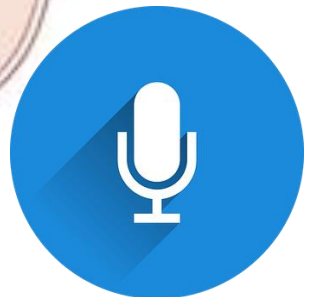
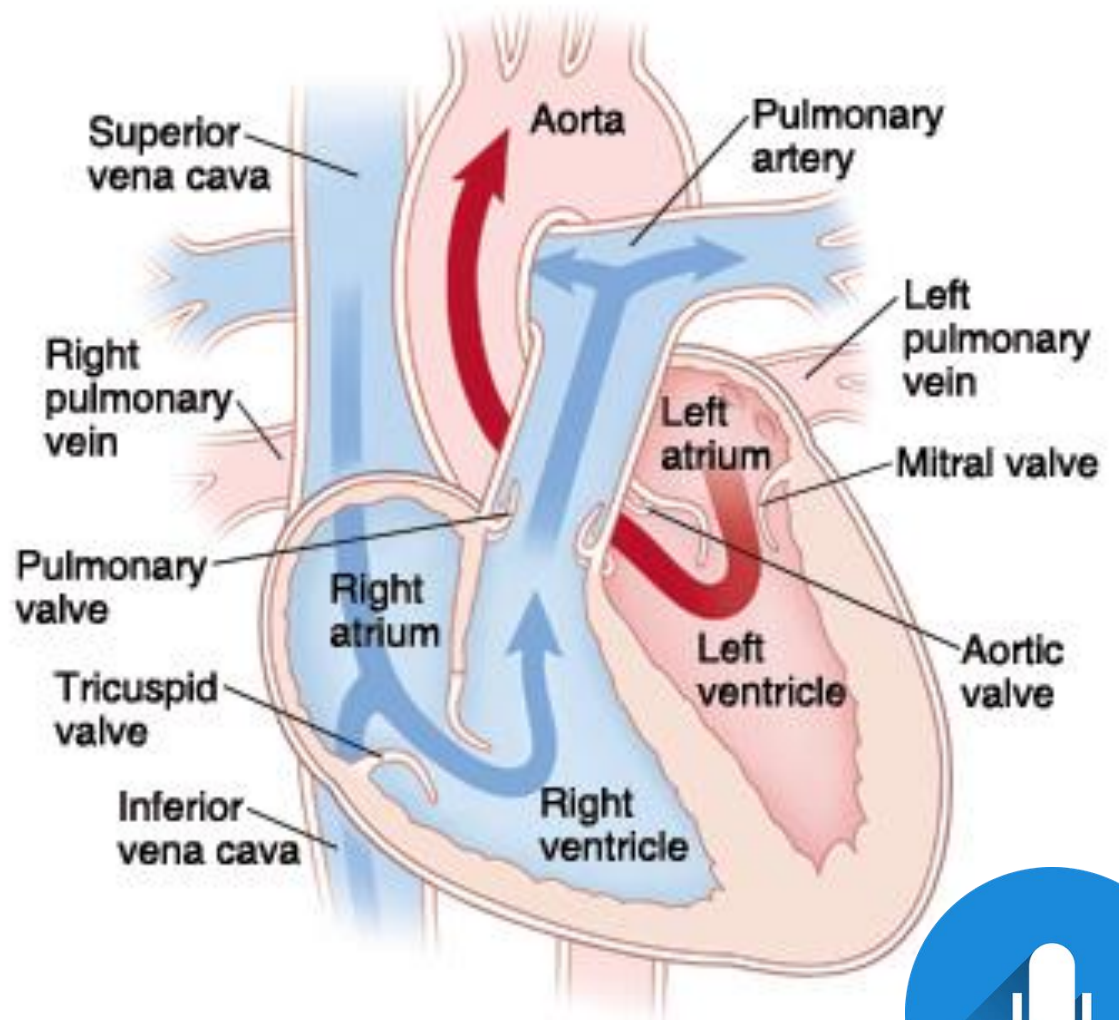


↑ 13%



# How the heart works

As your heart muscle contracts, it pushes blood through your heart. Your heart pumps blood from its left side, through the aorta (the main artery leaving the heart) and into the arteries. The blood travels through your arteries, which divide into smaller and smaller blood vessels called capillaries.



# How the heart works

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**Redundancy does not help**



## To SUM UP

- ✓ Have a script (but don't read it).
- ✓ Avoid idiomatic language
- ✓ Check the pronunciation of frequently used words
- ✓ Write keywords on board (but not sentences or paragraphs)
- ✓ Vary your intonation and emphasis
- ✓ Use visuals for important vocabulary
- ✓ Provide glossaries for technical vocabulary

# Back to the Miroboard

## Activity 3 (breakout rooms)



### Objectives:

- Anticipate possible challenges you may encounter when working with first-year bachelor students
- Find strategies to overcome the issues

# The challenges of teaching first-year students

## **Schools**

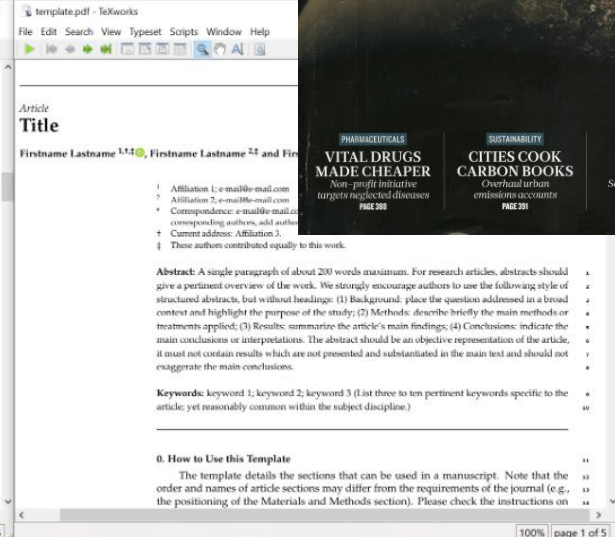
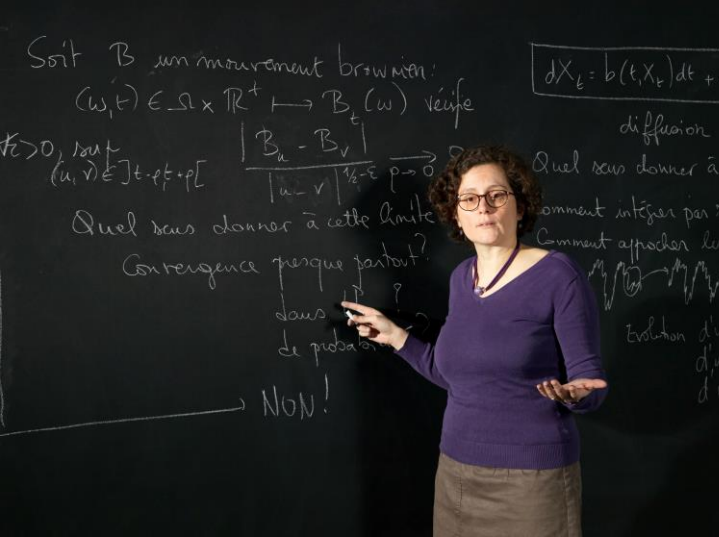
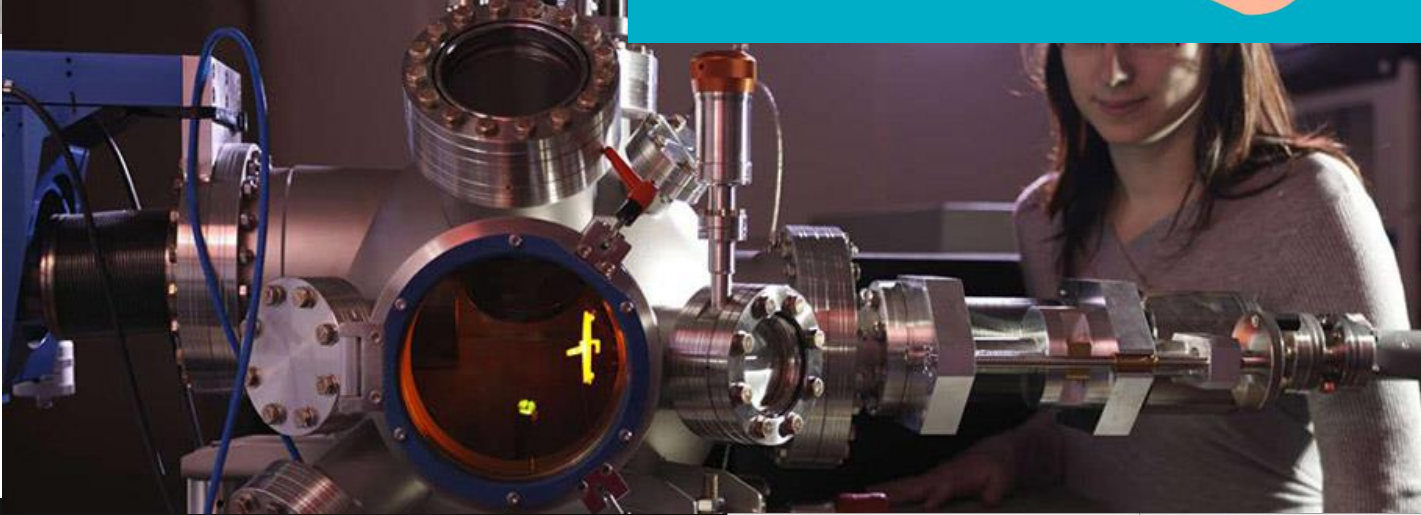
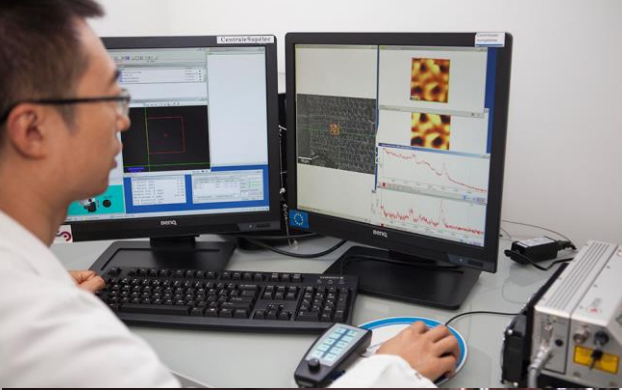
Highly controlled,  
teacher-driven  
learning environment



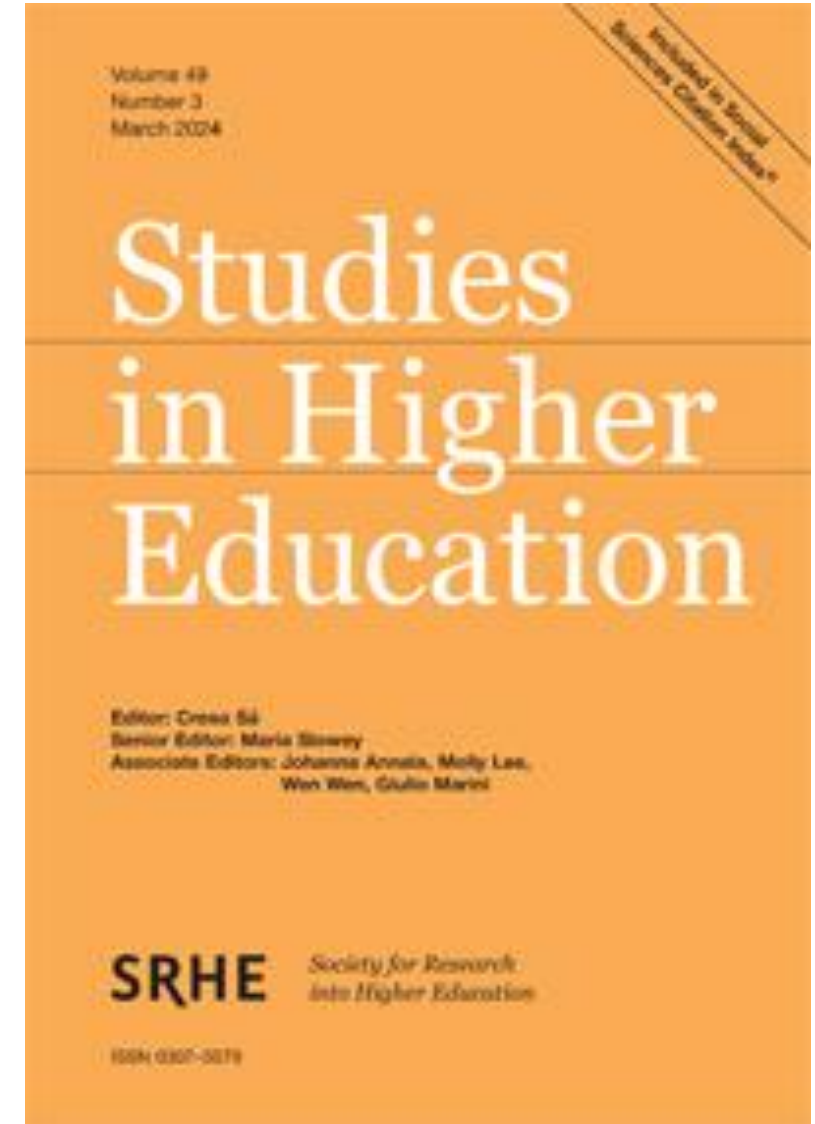
## **Higher Education**

Students  
responsible for  
their own learning





Rose B. Cameron & Candice A. Rideout (2020): 'It's been a challenge finding new ways to learn': first-year students' perceptions of adapting to learning in a university environment, *Studies in Higher Education*, DOI: 10.1080/03075079.2020.1783525





Younger students  
coming from high  
school

Not prepared  
to be self-  
directed  
learners

1. First-year students were not prepared to be self-directed learners.

2. Students began to develop self-directed learning skills during their first year of university.

3. Peers supported students' transition to learning at university.

4. At the end of first year, students were still figuring out how to learn effectively at university.

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*Explaining is another way to make sure you understand the concept, so when I would try to explain something to my friends, if I had a blank in my mind, then I would, I would be aware of that, and then make sure I knew it for the final [exam].*

« ... connecting with peers and hearing about their challenges just made me feel like I'm not alone, even when I was struggling. »

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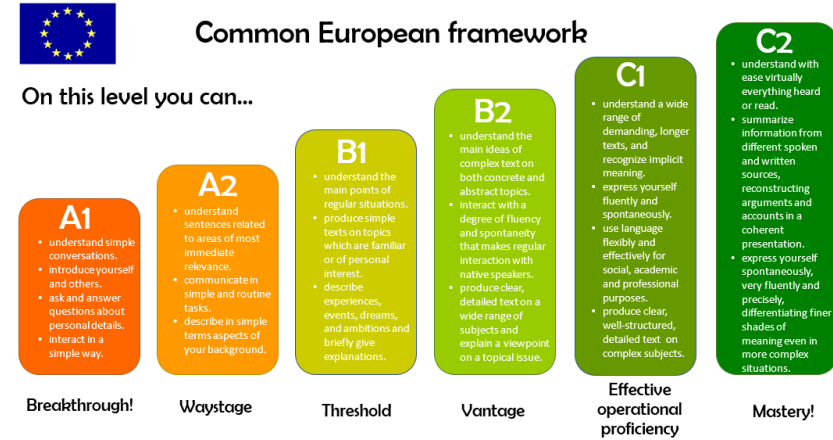
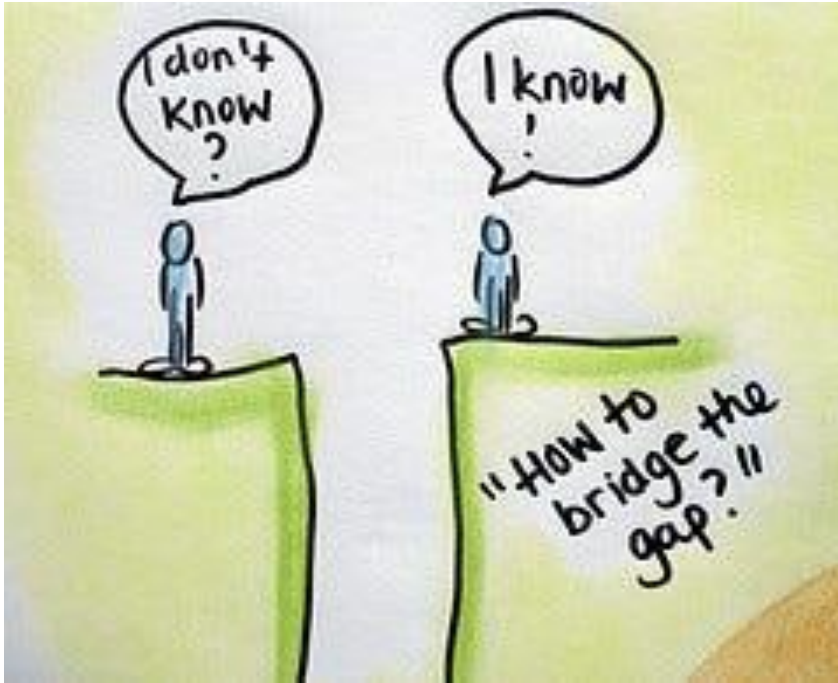
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# Different levels of English

## Knowledge gap

# Prépa



Same educational  
backgrounds

Similar level of knowledge

Autonomous learners  
Used to learning tough  
subjects and taking exams

# Cornell Notetaking Method

## Cue Column

## Notes Column

2.5 Inches

6 Inches

- Main Ideas
- Questions that connect points
- Diagrams
- Study prompts

*When?*  
After class  
During review

- Main lecture notes here
- Use concise sentences
- Use shorthand symbols
- Use abbreviations
- Use lists
- Put space between points

*When?*  
During class

## Summary Column

- For top level, main ideas
- Use as a quick reference area

*When?*  
After class  
During review

2"

Students have to learn how to ...



take notes

study and revise

have a deep  
understanding of new  
and complex concepts

retain the information



What vocabulary will I need to learn?

How can I become familiar with the vocabulary?

# Formative assessments

Guided  
practice for  
students

Adjust  
instruction on  
the fly

Check for  
understanding

Guides future  
instruction

| LEVELS OF ACHIEVEMENT                           |                                                                                                                                                                                                           |                                                                                                                                                        |                                                                                                                                          |                                                                                                                               |                                                                                                                                                                      |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Criteria                                        | Unacceptable                                                                                                                                                                                              | Minimal                                                                                                                                                | Competent                                                                                                                                | Effective                                                                                                                     | Mastery                                                                                                                                                              |
| Quality of assignment content <i>Weight 70%</i> | 0%<br>Does not display an understanding of the associated learning objectives presented in assignment.                                                                                                    | 60%<br>Demonstrates minimal understanding of the associated learning objectives presented in assignment.                                               | 80%<br>Demonstrates some understanding of the associated learning objectives presented in assignment.                                    | 90%<br>Demonstrates a general understanding of the associated learning objectives presented in assignment.                    | 100%<br>Demonstrates a full understanding of the associated learning objectives presented in assignment.                                                             |
| Mechanics and Readability <i>Weight 15%</i>     | 0%<br>Writing is unclear and/or disorganized in all literacy standards<br><br>Assignment is not understandable to the reader Frequent errors in spelling and capitalization: profound and/or inconsistent | standards Assignment is unclear and not understandable. Contains serious intrusive errors of grammar and spelling which partially inhibit readability. | literacy standards. Assignment is partially clear and understandable. Contains several grammar and spelling errors, but does not inhibit | criteria for high academic literacy standards Assignment is mostly clear and understandable. Contains only occasional grammar | 100%<br>Writing demonstrates mastery of all criteria for high academic literacy standards Assignment is clearly understandable. Free of grammar and spelling errors. |

Rubrics

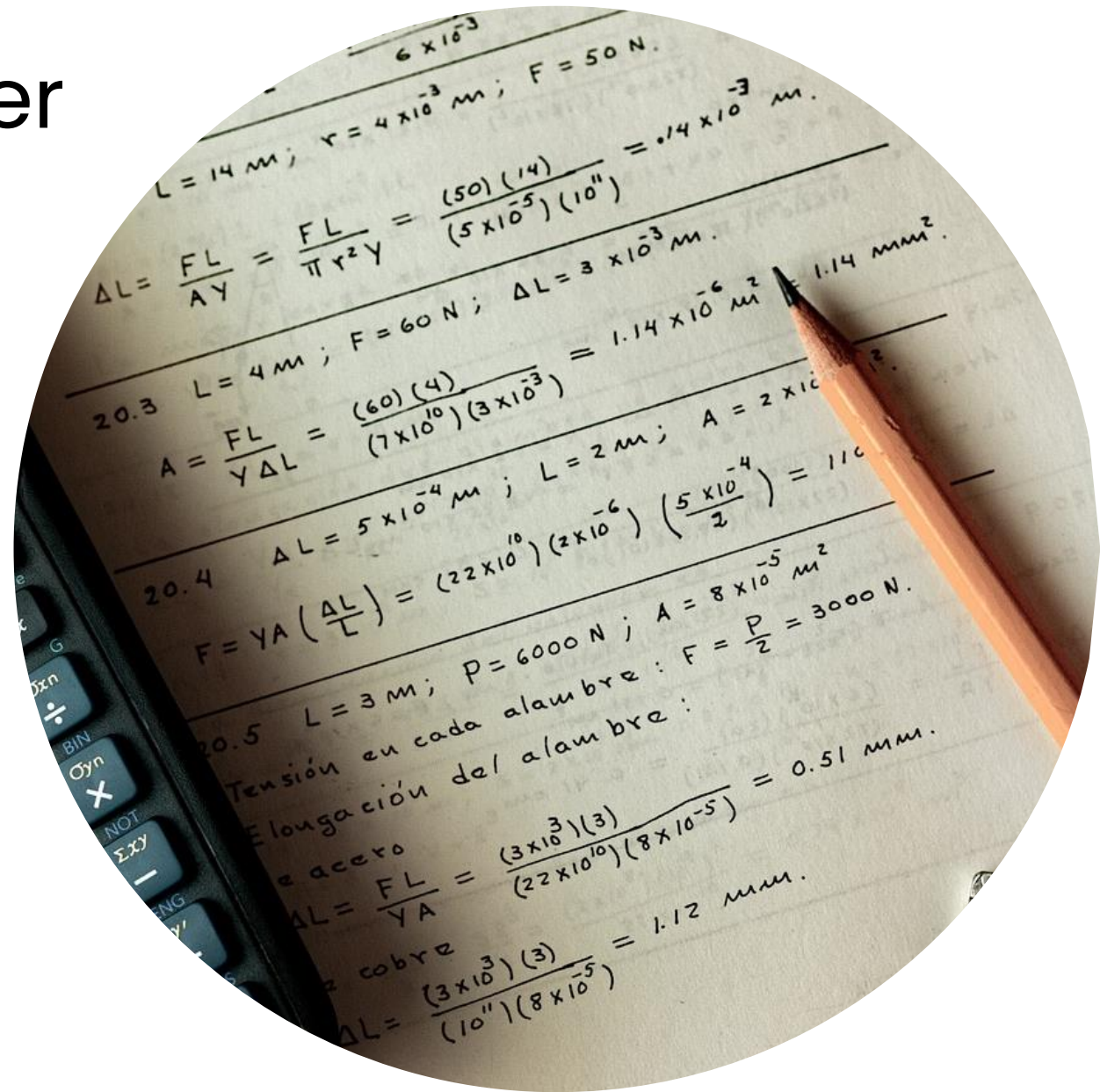
What criteria will be used to evaluate my performance?

How will I be assessed?

# Example of an exam paper

What kind of exam  
can I expect?

What will the format be?



For **Individuals**

For Businesses

For Universities

For Governments



🌐 English ▼



🏠 > Browse > Personal Development > Personal Development



# Learning How to Learn: Powerful mental tools to help you master tough subjects

🗣️ Taught in English | [22 languages available](#) | Some content may not be translated

**Go To Course**

Already enrolled

Financial aid available

**3,787,484** already enrolled

## Course

Gain insight into a topic and learn the fundamentals



Instructors: [Barbara Oakley](#) +1 more

**PLUS** [Included with Coursera Plus](#)

**4.8** ★  
(89 029 reviews)

**Beginner level**  
No prior experience required

**15 hours to complete**  
3 weeks at 5 hours a week

**Flexible schedule**  
Learn at your own pace

# Generative AI Unleashes the Learning Potential of Metaphors



0:02 / 7:19



## Generative AI Unleashes the Learning Potential of Metaphors

[Save note](#)

[Transcript](#)

[Notes](#)

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[Discuss](#)

0:03

Welcome back to learning how to learn! In this video, we'll explore some exciting new research on generative AI, as well as how our brains form connections when we learn, AND how we can

Transcript language: English

# The challenges of teaching in an EMI context



# Professor's point of view

## In class

Do not show signs of commitment.

They respond only when directly questioned.

Do not verbally contribute to discussions.

They do not seek help from teachers after classes.

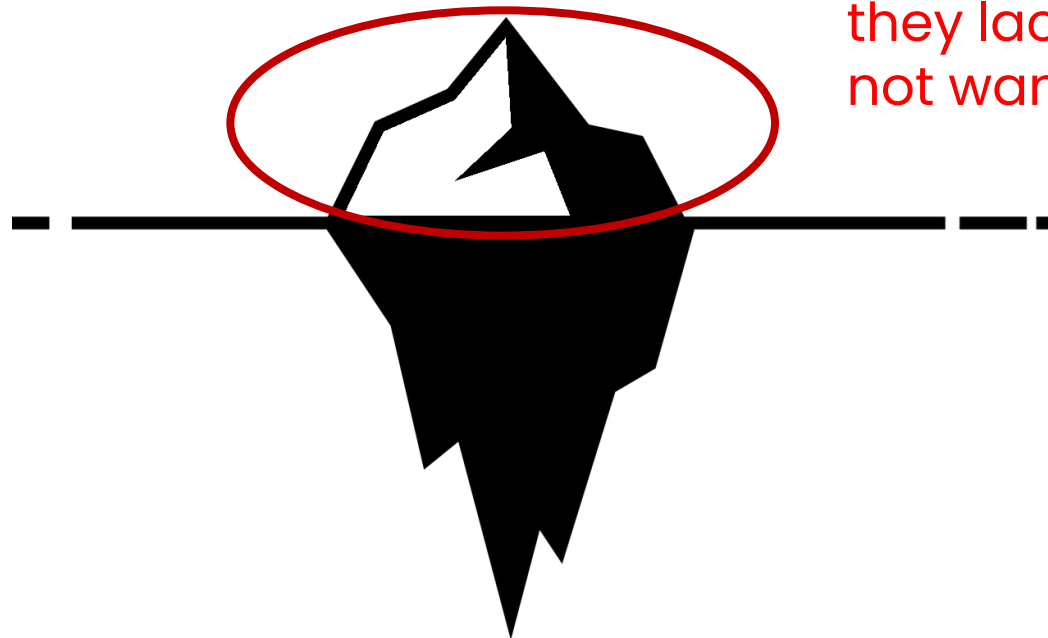
lack of engagement?

## Group work

hesitant to take on leadership roles

do not make decisions independently

they lack initiative and do not want to contribute?



# Students' point of view

## In class

The other students interrupt the teacher

express their opinions

disrespectful behavior

## Group work

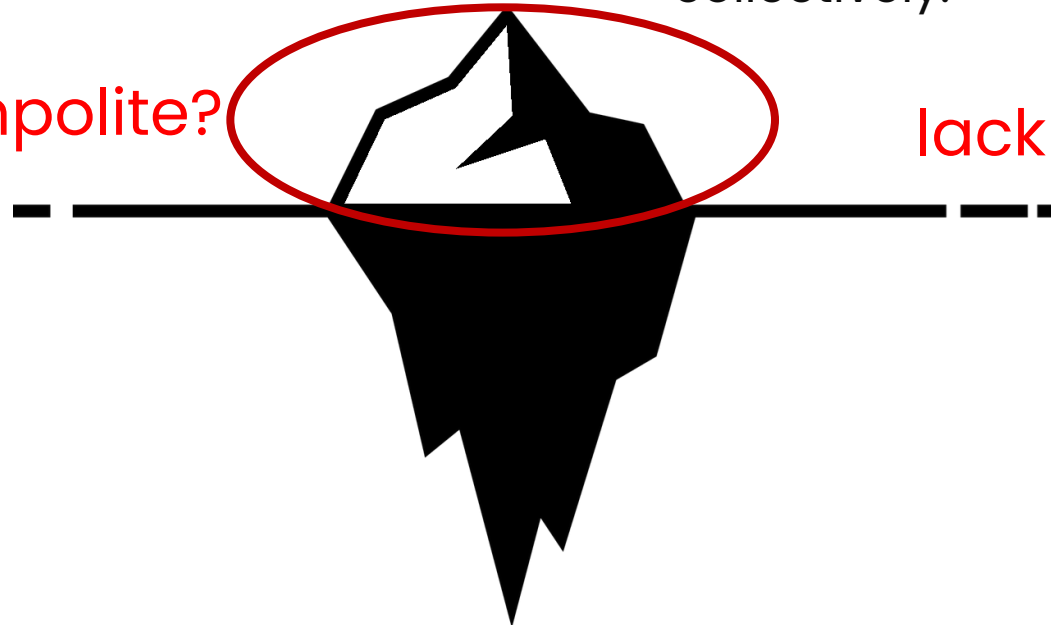
the roles are not clearly defined.

There was no group leader

Decisions were made individually and not collectively.

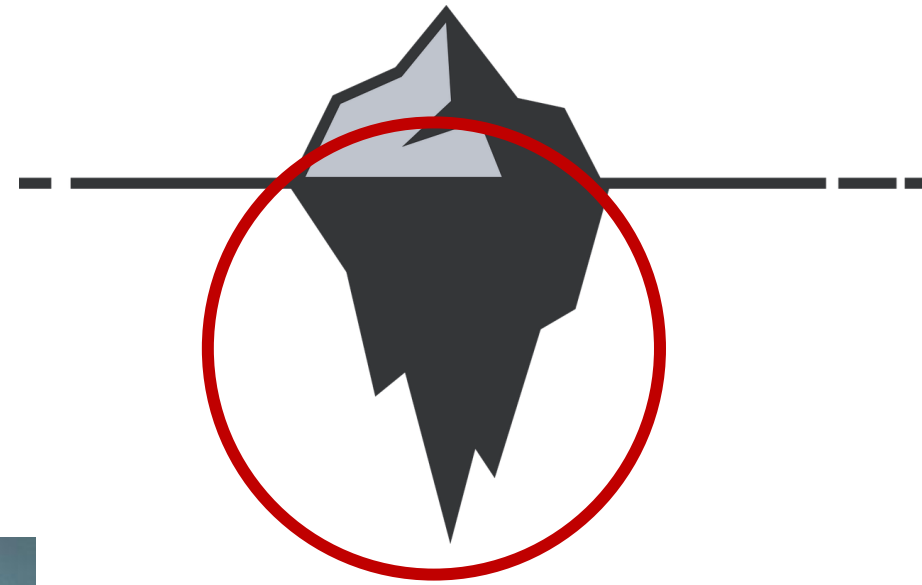
Isn't all of this very impolite?

lack of organization?

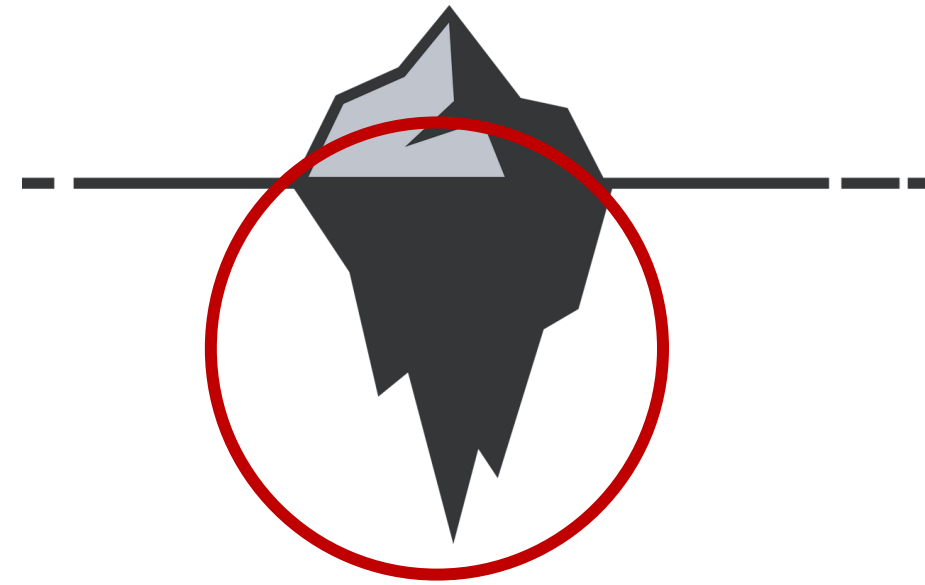
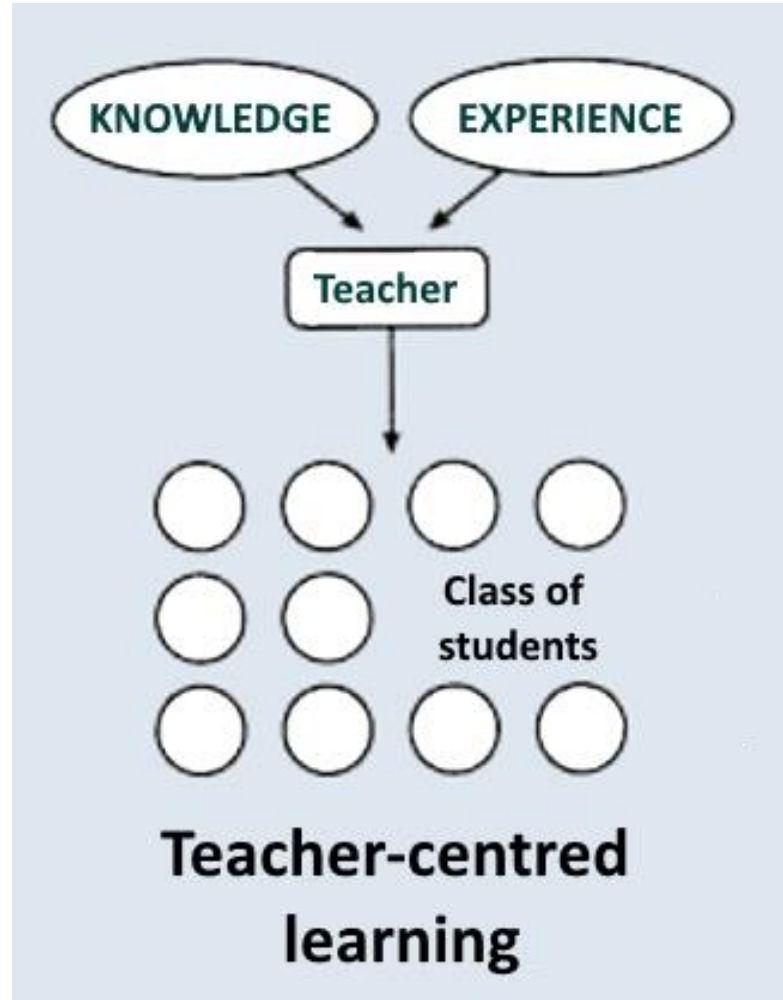


Why did this happen?

tendency to value hierarchy  
and respect authority figures



The educational process is centered around the teacher

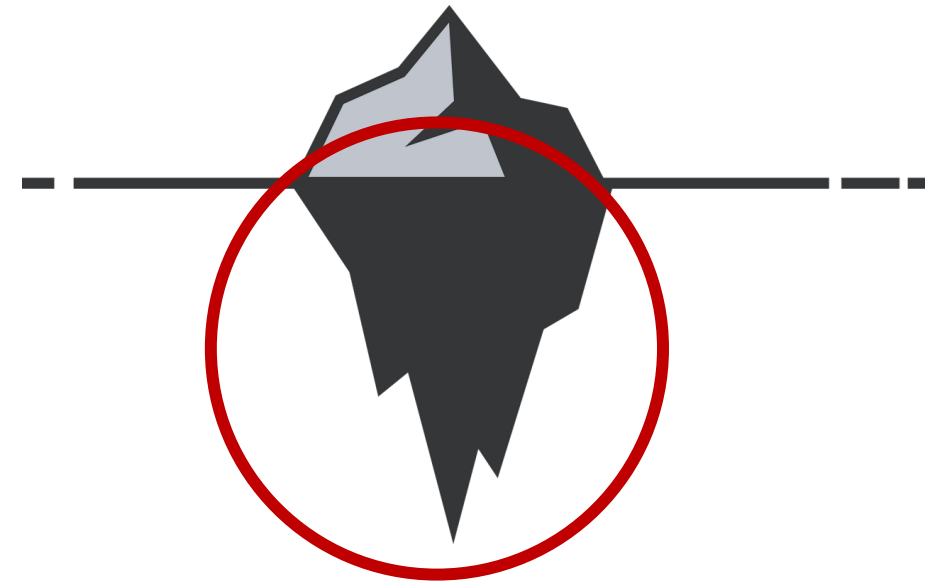


classroom communication is initiated and directed by the teacher

They do not openly express their opinions.

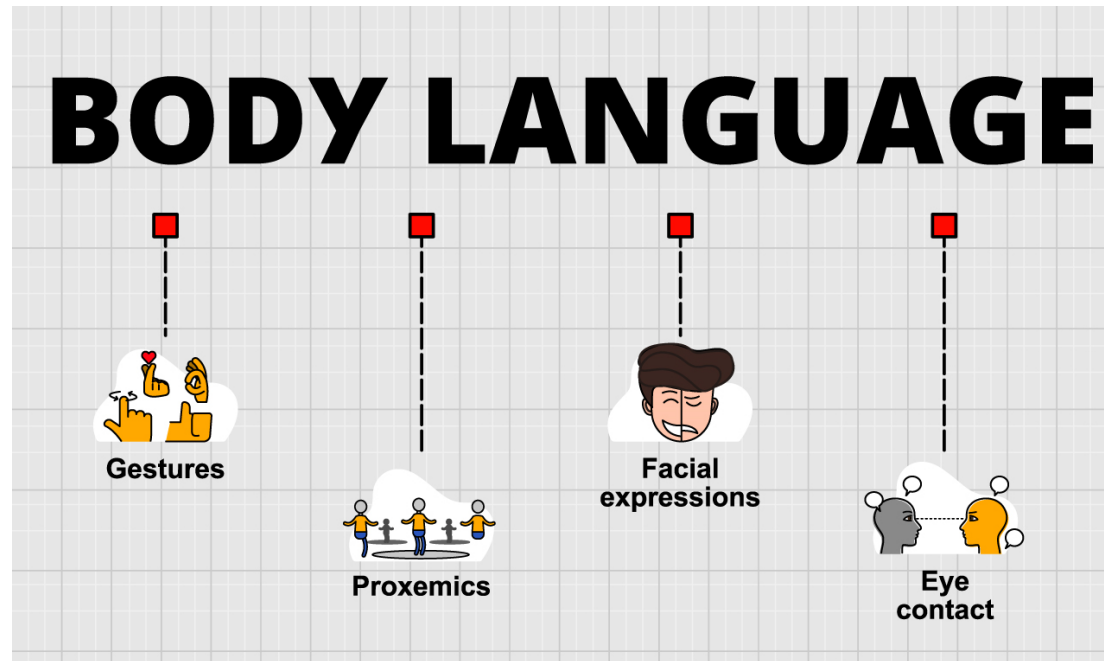
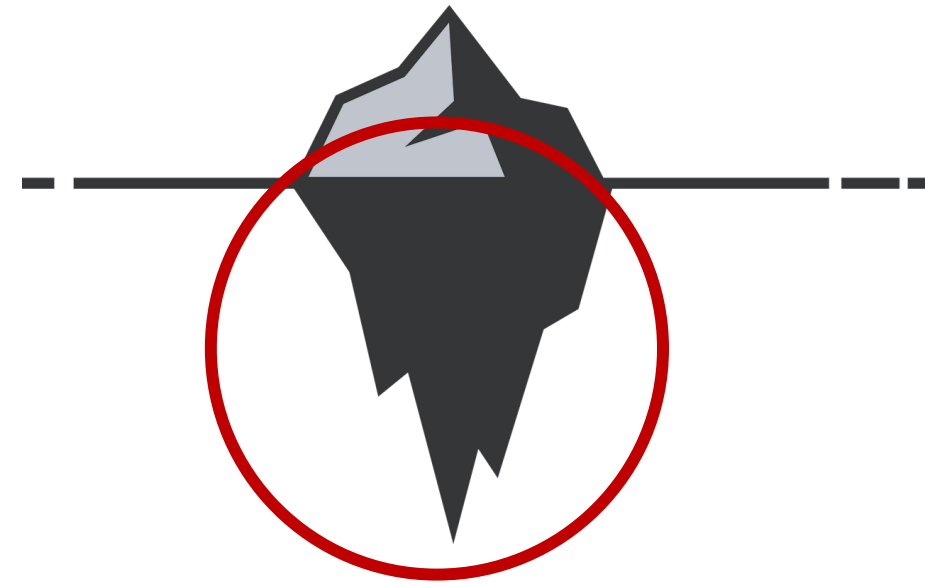
They perceive this as a challenge to the teacher's ideas

They only speak when they are  
certain of their answers.



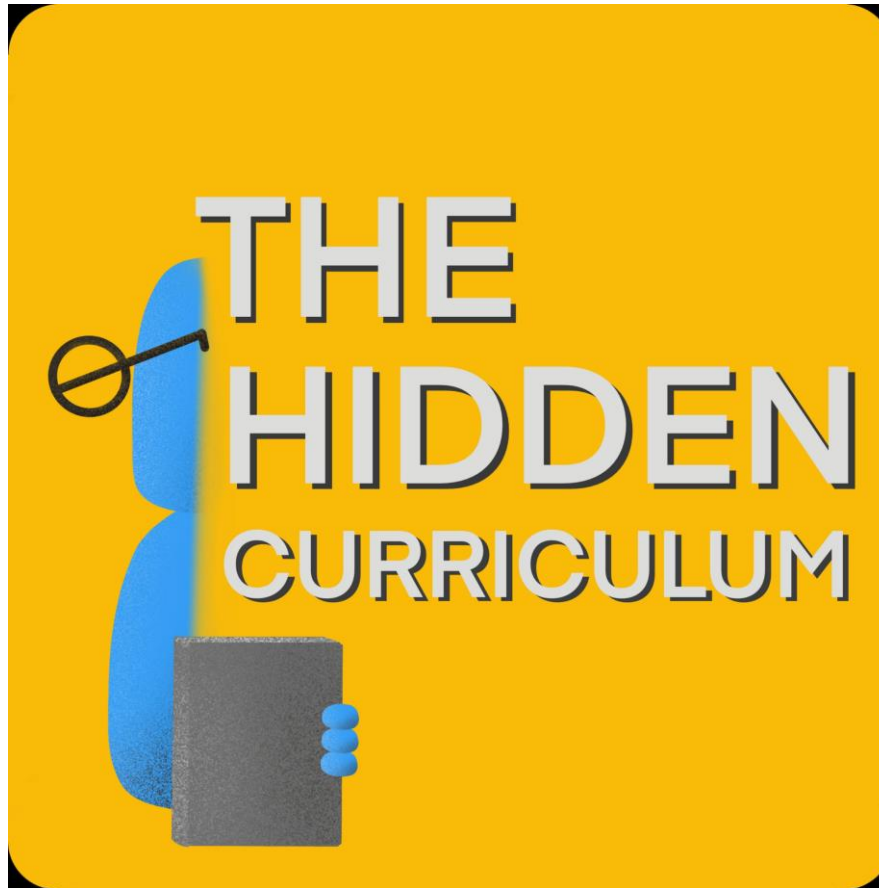
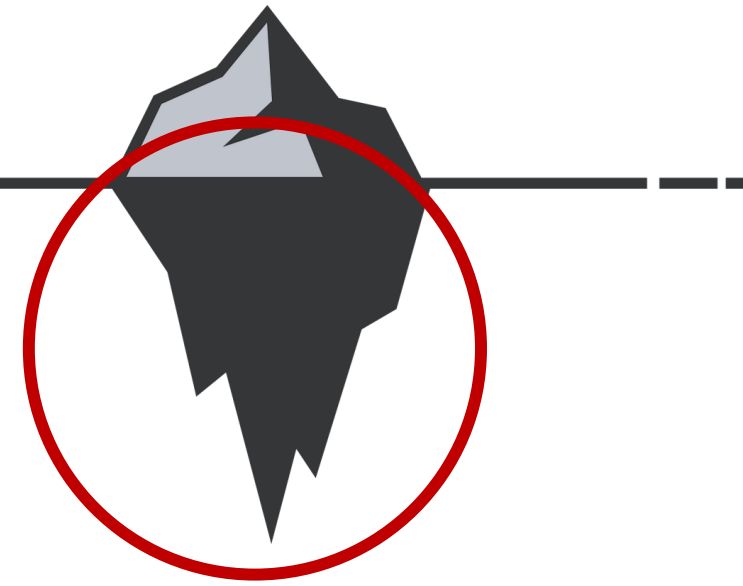
Lose face

Express their commitment through non-verbal signals such as attentive listening and nodding.

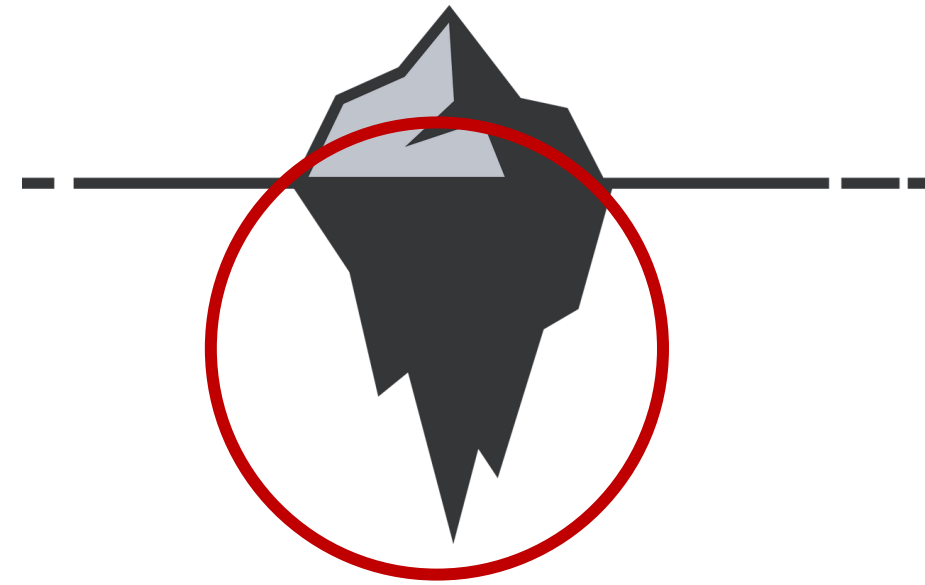
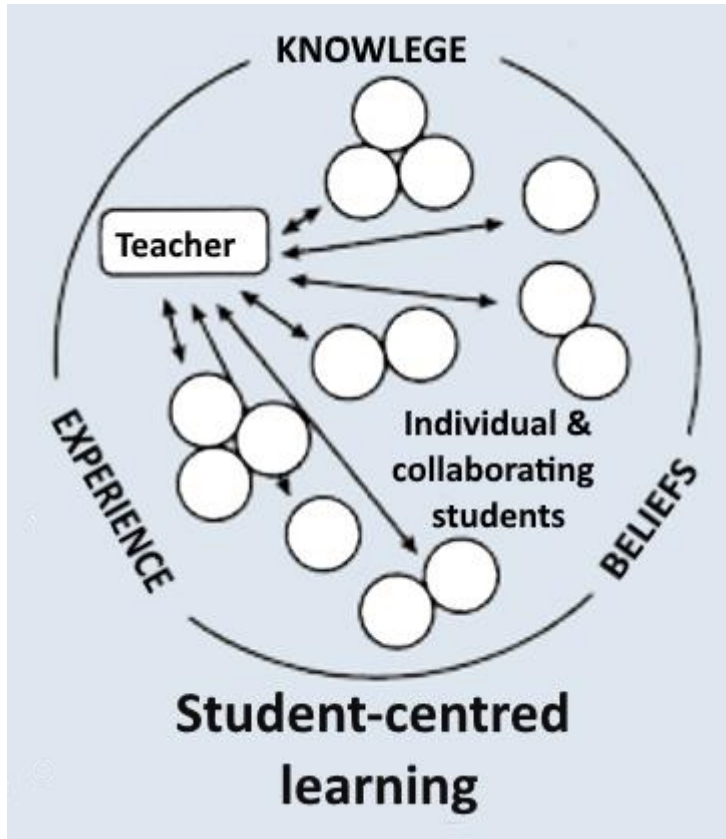


The professors do not recognize the ways in which students show that they are interested and attentive.

Elements of a program that are not explicit.



Aspects of the programme that aren't explicit or taught.



They are considered as self-évident.