



## COURSE SYLLABUS

# Working and Teaching in English in Higher Education, 1.5 credits

*Arbeta och undervisa på engelska i högre utbildning, 1,5 högskolepoäng*

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<b>Course Code:</b> LAUR24	<b>Education Cycle:</b> Second-cycle level
<b>Confirmed by:</b> Director of Education Mar 7, 2024	<b>Disciplinary domain:</b> Education
<b>Valid From:</b> Autumn 2024	<b>Subject group:</b> PE1
<b>Version:</b> 1	<b>Specialised in:</b> A1N

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### Intended Learning Outcomes (ILO)

The Intended Learning Outcomes apply to the entire course. On successful completion of the course, students are able to:

#### Knowledge and understanding

1. identify applicable knowledge of theoretical perspectives, approaches and concepts relevant to using English as a medium of instruction and scaffolding language level
2. interrelate using English for teaching and learning to intercultural competence, internationalization and global citizenship
3. account for pedagogical methods and strategies relevant to using English as a medium of instruction

#### Skills and abilities

4. apply language learning and pedagogical methods and strategies in their teaching practices
5. choose and utilize language strategies, such as scaffolding, for facilitating teaching
6. apply tools to increase range and proficiency for both teachers and students in the classroom context

#### Judgement and approach

7. identify and reflect on their need for development of skills and abilities
8. critically evaluate the relation between practical application, research, and professional experience

### Contents

The course develops the ability to teach in English. It interconnects theoretical perspectives, approaches and concepts, such as English as a Foreign Language (EFL), English as a Medium of Instruction (EMI), English for Specific Purposes (ESP) and Content and Language Integrated Learning (CLIL) together with pedagogical methods and scaffolding language learning strategies. Common strategies are compared and contrasted, with a focus on developing the

ability to effectively choose and utilize multiple language strategies for facilitating teaching. This includes practical applications as described in research and professional experience that can effectively be used as tools to increase range and proficiency for both teachers and students. The content of the course contributes to transformational teaching practices in direct connection with the student's teaching and learning practices.

The horizontal aims are strengthening and empowering the teacher to solve problems in pedagogical environments, promote and participate in collegial learning and co-agency, expanding their pedagogical repertoire to facilitate life-long learning.

### **Type of instruction**

Self-directed learning, micro-lectures, workshops, tutorials and mentoring sessions, as well as seminars, group discussions, and similar types of instruction. The teaching is conducted mainly in English, but the student's native language and Swedish may be used.

The teaching is conducted in English.

### **Prerequisites**

Employment as university teacher, doctoral student or equivalent. English proficiency corresponding to at least English 5 or the equivalent is required.

### **Examination and grades**

The course is graded Fail (U) or Pass (G).

The examination is based on the intended learning outcomes.

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided in a study guide distributed at the beginning of the course.

The examination consists of a series of seminars. Participation is required in seminars as well as in peer learning and collegial learning processes, as the ILOs regarding judgment and approach are evaluated holistically. The final grade of the course is issued only when all course assignments have been passed.

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the associate dean of education.

Registration of examination:

Name of the Test	Value	Grading
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Seminars	1.5 credits	U/G
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### Course evaluation

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

### Course literature

Only limited, selective reading is carried out in the course based on the student's individual previous knowledge. Articles, videos and extra materials will be distributed by the teacher.

Ahmed, S. & Roche, T. (2021). Making the connection: Examining the relationship between undergraduate students' digital literacy and academic success in an English medium instruction (EMI) university. *Education and Information Technologies*, 26(4), 4601–4620.

<http://www.doi.org/10.1007/s10639-021-10443-0> ,

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Airey, J. (2015). From stimulated recall to disciplinary literacy: Summarizing ten years of research into teaching and learning in English. In *English-Medium Instruction in European Higher Education* (Vol. 4, pp. 157–176). DE GRUYTER.

<http://www.doi.org/10.1515/9781614515272-009>

Dimova, S. & Kling, J. (2018). Assessing English-Medium Instruction Lecturer Language Proficiency Across Disciplines. *TESOL Quarterly*, 52(3), 634–656. <http://www.doi.org/10.1002/tesq.454> ,

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Dimova, S., Hultgren, A. K., & Jensen, C. (Eds.). (2015). English-medium instruction in european higher education. Volume 3, English in Europe. De Gruyter Mouton.

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Erling, E. & Seargeant, P. (2013). *English and development policy, pedagogy and globalization. Multilingual Matters*. De Gruyter. <http://www.doi.org/10.21832/9781847699473> ,

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Galloway, N., & Rose, H. (2021). English medium instruction and the English language practitioner. *ELT Journal*, 75(1), 33–41. <http://www.doi.org/10.1093/elt/ccaa063> ,

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Khan, S. & Block, D. (Eds.). (2021). *The secret life of English-medium instruction in higher*

*education: examining microphenomena in context*. Routledge.

[http://www.primo.library.ju.se/permalink/46JUL\\_INST/1kh77vo/alma998147017803831](http://www.primo.library.ju.se/permalink/46JUL_INST/1kh77vo/alma998147017803831)

Kojima, N. (2021). *Student motivation in english-medium instruction: empirical studies in a japanese university*. Routledge.

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Lasagabaster, D. & Doiz, A. (2021). *Language Use in English-Medium Instruction at University*. Routledge.

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Liu, Y. (2020). Translanguaging and trans-semiotizing as planned systematic scaffolding: examining feeling-meaning in CLIL classrooms. *English Teaching & Learning*, 44(2), 149–173.

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Sahan, K., Rose, H., & Macaro, E. (2021). Models of EMI pedagogies: At the interface of language use and interaction. *System*, 101, 102616. <http://www.doi.org/10.1016/j.system.2021.102616> ,

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