



English as a Medium of Instruction (EMI)
Module 2: Task 1 – 4 Video Lectures
Video 2.1: Course Design for EMI

Welcome to our video on Course Design for EMI. I'm Dawn Bikowski at Ohio University.

This video will cover how to build and design an EMI course and strategies for teaching in an EMI course. A useful way of thinking about how to design your EMI course is to consider the concept of backward design. This video will also discuss how to implement EMI in your lessons.

Backward design, developed by Wiggins & McTighe (2005), has three stages. The first is to identify the desired results, second—determine acceptable evidence, and third—plan learning experiences & instruction. Let's look at each stage in detail and then we will discuss how this process can be applied to you creating or revising a course for EMI.

The first stage is to identify the desired results. The important thing here is to establish learning and teaching priorities. You can ask yourself questions such as "What do you want students to be able to do?" You can also review curriculum expectations and consider if you want to include goals for students' English usage or communication skills OR only content goals. At this stage, it is best if you begin to consider student learning objectives. These objectives should be observable, meaning they can be seen in some way, and measurable, meaning you can gather data about how much students did or did not meet course objectives.

After you identify the desired results, you can determine acceptable evidence. That is the second stage. In other words, you want to decide what evidence is needed to determine if goals and objectives are met. It is best if you use both formal and informal evidence. Formal evidence refers to grades that are recorded, such as a test. Informal evidence refers to in-class or out-of-class work that is not necessarily graded but tells you how well students are doing. For example, if you ask a question during class and no one can answer it, that would be an example of informal evidence and would tell you that perhaps your students need extra support in this area. Of course, we don't expect perfection from students in their English. We don't need students to deliver perfectly constructed English sentences. We need them to show that they understood the content and will remember it for later. If they make mistakes with their English, that shouldn't be a problem as long as we can understand them.

The third stage is to plan learning experiences & instruction. Questions to consider include, what facts or concepts will students need? what processes, procedures, or skills will students need? what activities or materials will allow students to develop this knowledge & these skills? what will be the most effective teaching strategies (e.g., lecture, activities, group work). And, you can include a plan for helping students develop their English in your field.



In stage 1, you want to be able to complete this sentence: “I want my student to be able to” Those are the desired results. It might be that you want your students to be able to discuss, in English, industry requirements with experts. Or you want your students to be able to write technical reports in English about a certain topic. Or you want your students to be able to read and discuss main points from technical reports in English. That is Stage 1.

For stage 2, you want to determine acceptable evidence. You can complete this sentence: “_____ will show me that students accomplished the goals for the course.” These might be tests, group project reports or presentations, or individual reports or presentations.

After you decide what evidence you need to determine if students have met course learning objectives, you can decide what type of support or materials or experiences work best to help them. This is stage 3, or Plan learning experiences and instruction. For this stage, you can consider: In order to help students to this thing, such as write a report in English, I need to.... . And here, you decide what you should do to help students accomplish Stage 2. You might give them certain lectures, or certain project assignments, or have them interview experts in the field. But the point is that you are thinking about the end goal—what do students need to be able to do, and what information or experiences do they need in order to help them meet those goals?

There are different models for how you could conduct an EMI class session. In one, you might first do a language mini-lesson and a content lesson. That means that you can start with key vocabulary to review, which they could have studied for homework. If you can make this first warm-up activity interactive, that would be best. In this model, you can then do a mini-lecture on the content area, including the key vocabulary students should know, and even writing the words on the board as necessary. And then you could do an activity that asks students to show how they’ve learned the content, such as a quiz or a group discussion or project. In the other model, you start immediately with the content, such as a mini-lecture, and when you need to, you stop in order to explain key vocabulary or ideas. You can see with either method, you acknowledge that students are non-native English speakers and will need extra support. It’s just a matter of when you provide that support. That will depend on the course you are teaching and the students that you have.

That concludes our video about different models for how you can conduct your EMI class sessions. You might also have some other things that you’ve tried or talked to some of your colleagues about. Be sure to share ideas with others on ways that you can make your EMI class work.

Reference¹

Wiggins, G., & McTighe, J. (2005). *Understanding by Design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

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