

Plano de disciplina/oficina/curso
Programa Integrado de Apoio à Formação Doutoral (UFG Doutoral)

Disciplina/oficina/curso: DISCIPLINA EMI (English as a Medium of Instruction)			
Professor(a) Responsável: Dr. Maria Cristina Faria Dalacorte Ferreira			
Professores Participantes: Dr. Laura Colette Bowman			
Convidados:			
Carga horária: 16	Nº Créditos: 1	Nº vagas: 20	Ano: 2025
Data de início: 03/09/2025	Data de término: 22/10/2025	Local:	

Observação: 1 crédito equivalerá 16 horas aula

Ementa

Implementing EMI (English as a Medium of Instruction) in the Academic Context of Higher Education

Objetivos

The key purpose of EMI (English as a Medium of Instruction) is to discover more efficient and optimal ways to transfer your knowledge from the classroom into the world. For this reason, the course is designed as a mentorship where we will break down barriers and discuss solutions to enhance your classes when teaching in English.

Conteúdo Programático

Module 1: Map Your Location- Historical Overview, The Classroom as an

Ecosystem, and the importance of Context

Objectives:

Recognize three major reasons why EMI has gained popularity in Higher Education.

Analyze patterns of how the English language is being used around the world.

Students will evaluate their current teaching methodology.

Students will identify at least 3 criteria of best practices in teaching.

Learning Outcome:

Map = Context of EMI in Brazil

Your current location- institutional setting and teaching style

Students' Perspective and Teacher's Perspective

Additional Reading:

Tsou, W., & Kao, S. M. (2017). Overview of EMI development. English as a medium of instruction in higher education: Implementations and classroom practices in Taiwan, 3-18.

Baumvol, L. K., Marengo, L. H. F., & Sarmento, S. (2024). Driving forces to adopt EMI: scholars' perceived benefits of English medium of instruction in Brazilian higher education. English for Academic purposes: reflections, description e pedagogy [recurso eletrônico]. Porto Alegre: Zouk, 2024. p. 242-261.

Module 2: Lecturing in English and Supporting Students

Objectives

Critique a lecture by assessing the use of macro and micro markers.

Demonstrate four different ways to respond to students' inquiries.

Distinguish key differences between lecturing in native language (L1) and English (L2).

Lesson Outcomes:

Preparing Lectures

Speaking Practice: Introducing a Topic

Interacting w/ Students

Listening: Types of Questions Students ask

Additional Reading:

Aguilar-Pérez, M., & Arnó-Macià, E. (2020). "He's a Good Lecturer in Any Language": Shifting From L1 to English and Implications for EMI Training. In Teacher training for English-medium instruction in higher education (pp. 153-178). IGI Global.

Costa, F., & Mariotti, C. (2021). Strategies to enhance comprehension in EMI lectures: Examples from the Italian context. In *Language use in English-medium instruction at university* (pp. 80-99). Routledge.

Soruç, A., Dinler, A., & Griffiths, C. (2018). Listening comprehension strategies of EMI students in Turkey. *Key issues in English for specific purposes in higher education*, 265-287.

Due date for video OR in-class observation

Module 3: Interacting with Students

Objectives:

Describe at least three different roles the teacher has in the university setting.

Justify why group work should be implemented in the classroom.

Produce one activity that can be used to teach your discipline in a group setting.

Explain three ways to implement support for international students.

Learning Outcomes:

Simulation activity and using group work.

Creating an assignment with group work.

Self-assessment for teaching pie-chart.

Additional Reading:

Chu, C., & Takahashi, M. (2024). Development of an EMI course with the integration of innovative methods: Effects on students' confidence, knowledge, and skills. *Journal of Interdisciplinary Studies in Education*, 13(1), 90-110.

Chuang, Y. T. (2015). An EMI Pedagogy That Facilitates Students' Learning. *English Language Teaching*, 8(12), 63-73.

Module 4: Assignments and Assessments

Objectives:

Put into practice new assessment knowledge by identifying three ways to analyze lesson outcomes.

Identify three strategies to improve knowledge transfer to students. [Writing: differentiation, scaffolding. Reading: simplification, easification].

Learning Outcome:

Design, or modify, an assignment and assessment for their course utilizing the mirror approach.

Additional Reading:

Abdel Latif, M. M., & Ali El Deen, A. A. M. M. (2024). Whose responsibility? Saudi

university EMI content teachers' language-related assessment practices and beliefs. *Humanities and Social Sciences Communications*, 11(1), 1-8.

Otto, A., & Estrada Chichón, J. L. (2021). Analysing EMI assessment in higher education.

Abouzeid, R. (2021). Aligning perceptions with reality: Lebanese EMI instructor perceptions of students' writing proficiency. *English for Specific Purposes*, 63, 45-58.

Holzknicht, F., Guggenbichler, E., Zehentner, M., Yoder, M., Konrad, E., & Kremmel, B. (2022). Comparing EMI university reading materials with students' reading proficiency: Implications for admission testing. *Journal of English-Medium Instruction*, 1(2), 180-203.

Module 5: Culture and Collaboration

Objectives

Compare and contrast characteristics of collectivistic and individualistic cultures.

Discuss cultural barriers and solutions to learning in the EMI classroom.

Create a strategy to collaborate with at least one other resource on campus.

Learning Outcomes:

Types of Collaboration Worksheet

Additional Reading:

Al Hawamdeh, N., & Al Qatamin, A. (2021). The effect of cultural dimensions on knowledge-sharing intentions: Evidence from higher education institutions in Jordan. *The Journal of Asian Finance, Economics and Business*, 8(5), 1079-1089

Martínez, R. (2016). English as a Medium of Instruction (EMI) in Brazilian higher education: challenges and opportunities. *English in Brazil: Views, policies and programs*, 191-228.

Nghia, N. K. (2022). The role of individualism–Collectivism in enhancing knowledge sharing and innovative work behavior: Evidence from higher education in Vietnam. *International Journal of Operations and Quantitative Management*, 28(1), 134-155.

Module 6: Critical Thinking and Creativity

Objectives

Explain the advantages and disadvantages of critical thinking in the classroom.

Discuss two ways to implement creativity in your field of expertise.

Learning Outcomes

Implementing De Bono's Six Thinking Hats

Reflection on Classroom Practices

Additional Reading:

Hillman, S. (2023). 'I feel unbalanced': bridging emotions, creativity, and translingual pedagogy with EMI students. *The Language Learning Journal*, 51(5), 591-606.

Huang, Y. M., Silitonga, L. M., & Wu, T. T. (2022). Applying a business simulation game in a flipped classroom to enhance engagement, learning achievement, and higher-order thinking skills. *Computers & Education*, 183, 104494.

Sullivan, S. L. (2015). Student autonomy through creativity. *The Journal of Literature in Language Teaching*, 4(1), 35-53.

Module 7: Mini Lesson with Student Feedback

Objectives

Evaluate three EMI mini lessons providing constructive feedback for each student. Report a summary of EMI practices and how your teaching will be different moving forward.

Learning Outcomes

Perform a 7–10-minute lecture in English in the area of their expertise using strategies discussed in the EMI workshops.

Additional Reading:

Konttinen, M. (2023). Towards more learning-centered English-medium education: Promoting the combination of backward design and community of practice in teacher training. In *Teacher Professional Development for the Integration of Content and Language in Higher Education* (pp. 17-27). Routledge.

Thumvichit, A., & Laoriandee, W. (2024). Evaluating English-medium instruction in higher education: EMI-QE. *Journal of English for Academic Purposes*, 71, 101434.

Cronograma

Data	Horário	Conteúdo	Tutora responsável
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03/09/2025	14:00-16:00	Module 1: Map Your Location- Historical Overview, The Classroom as an Ecosystem, and the importance of Context	Dr. Laura Bowman
10/09/2025	14:00-16:00	Module 2: Lecturing in English and Supporting Students	Dr. Laura Bowman
17/09/2025	14:00-16:00	Module 3: Interacting with Students	Dr. Laura Bowman
24/09/2025	14:00-16:00	Module 4: Assignments and Assessments	Dr. Laura Bowman
01/10/2025	14:00-16:00	Module 5: Culture and Collaboration.	Dr. Laura Bowman
08/10/2025	14:00-16:00	Module 6: Critical Thinking and Creativity	Dr. Laura Bowman
15/10/2025	14:00-16:00	Module 7: Mini Lesson with Student Feedback	Dr. Laura Bowman
22/10/2025	14:00-16:00	Module 7: Mini Lesson with Student Feedback	Dr. Laura Bowman

Critérios para Avaliação:

Assignments:

1. Introductory Lesson (Max. 10,0 points)
2. Four Short Reflections (Max. 10,0 points)
3. “Revamped” Syllabus (Max. 10,0 points)
4. Mini-Lesson (15 Minutes) (Max. 10,0 points)
5. Evaluate three EMI mini lessons providing constructive feedback for each student. (Max. 10,0 points)
6. Report a summary of EMI practices and how your teaching will be different moving forward. (Max. 10,0 points)
7. Perform a 7–10-minute lecture in English in the area of their expertise using strategies discussed in the EMI workshops. . (Max. 10,0 points)

A nota final será calculada a partir da média geral das atividades acima listadas.

Observação:

Para atribuição de conceito será utilizada a escala:

A= 9,0 - 10,0	B= 6,51- 8,99	C= 5,0 - 6,50	D* = < 5,0
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* sem direito a crédito

OBSERVAÇÕES:

Assignment Submission: There are ***no hard-copy paper submissions*** in this course. All assignments will be submitted through Google Classroom.

Deadlines: The due dates for your assignments are strict. Late assignments are not accepted. If you have an emergency, please contact me before the deadline and documentation is required.

Email: During normal business hours (M-F, 9am-6pm) I will respond to emails within 24-48 hours (probably sooner). If you email me outside of those times or if I give you some notice about limited email, it may take me longer to respond. On weekends, I may not respond until Monday. If it has been more than 24 hours and you think I may have missed your email, please send another.

Technology: Phones and computers may be used if you like, but only for class-related material and note-taking. I may ask you to close all computers at any time, and if computers become distracting, I may change this policy. Computers and phones must be put away during speeches or presentations.

Special Accommodations: Academic accommodations are made when students need additional assistance. Please notify me as soon as possible.

English as a Second Language or Other Accommodations: Please let me know if you need special accommodations if English is not your primary language or if you are concerned about accommodations for any other reason.

Referências indicadas

Aguilar-Pérez, M., & Arnó-Macià, E. (2020). "He's a Good Lecturer in Any Language": Shifting From L1 to English and Implications for EMI Training. In Teacher training for English-medium instruction in higher education (pp. 153-178). IGI Global.

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education: challenges and opportunities. *English in Brazil: Views, policies and programs*, 191-228.

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Thumvichit, A., & Laoriandee, W. (2024). Evaluating English-medium instruction in higher education: EMI-QE. *Journal of English for Academic Purposes*, 71, 101434.

Tsou, W., & Kao, S. M. (2017). Overview of EMI development. *English as a medium of instruction in higher education: Implementations and classroom practices in Taiwan*, 3-18.

ATENÇÃO - Material para divulgação



Maria Cristina Faria Dalacorte Ferreira

Professora Titular da Faculdade de Letras
Universidade Federal de Goiás
1991 -

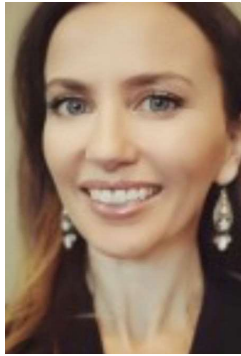
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Pós-Doutorado em Comunicação
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Mestrado em Letras (Inglês e Literaturas Correspondentes)
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Graduação em Letras Português-Inglês
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Laura Colette Bowman

Universidade Federal de Goiás (UFG)

English Language Fellow (U.S. Department of State)

2025

Northeastern University

Doctor of Education (Ed.D.), Organizational Leadership
Doctor of Education (Ed.D.), Organizational Leadership

2013 - 2016

Newcastle University

Master of Arts (M.A.), Applied Linguistics
Master of Arts (M.A.), Applied Linguistics

2006 - 2007

Vanguard University of Southern California

Bachelor of Arts (B.A.), Communication and Media Studies
Bachelor of Arts (B.A.), Communication and Media Studies

2004 - 2006