

Towards internationalization and EMI: English departments leading the way

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What is internationalization?



725,000 Europeans went abroad
with Erasmus+ in 2016



Jean Monnet
Programme



EUROPEAN
Higher Education Area

Israel's multi-year plan for higher education: Investment, internationalization

- NIS 300m. allocated towards internationalization of the higher education system, with an emphasis on bringing more international students to study in Israel.
- The new program seeks to **more than double** the number of international students studying in Israel from roughly 12,000 to date to 25,000 **within five years.**
- Currently, international students are 4% of general student population in academic institutions
- The emphasis is on those studying toward advanced degrees.

(Jerusalem Post 14th September 2016)

Undergraduate courses are not excluded

- Developing first degree courses in English for Israeli students, as well as for short programs, is perceived as *“leading towards the creation of a pool of courses in English, which will facilitate the development of fuller programs in the future”* (p. 10).
- Furthermore, it is recognized that there is *“an important and separate value for ensuring that Israeli students acquire skills that will enable them to participate in academic study in English”*(p.12) .

Opportunities:

- “...the multiyear program also allocates some NIS 1.5b. toward optimizing and strengthening the existing education system, including attracting new faculty, *introducing innovative teaching methods* and *promoting collaboration between institutions.*”
- ...exposure to the social and cultural diversity required for today’s “global citizens”, and a general improvement in academic English language skills (Maoz,p.6).
- We can safely assume these international courses will be taught **in English.**

Internationalization at Home (IaH)

- Content courses in English for Israeli students presents an international opportunity and experience, either with or without international students taking part.
- This option is intended for students who are not able to participate in international mobilities, or might not have international students attending their institutions.

A word of warning:

- *“Any institution which decides to promote internationalization must make this decision from a well-thought out strategic perspective and adopt a holistic and consistent approach to the issue, ensuring that suitable resources are made available for its implementation” (Maoz, 2016:2).*
- *“... lecturers often do not feel comfortable teaching in English and there is need for the preparation of teachers to teach in international programs “(p.8).*

Ideologies and challenges

- It is vital to ensure that Israeli graduates have relevant skills for the global workplace or for continued global academic studies. Proficient English language skills are recognized as a pre-requisite in this area.
- The CHE commits “*to providing funding for the development of programs in English*”(p.15), and “*to provide support for students studying in English*” (p.19).

Ideologies and challenges

- Lecturers must have the language skills suited to the needs of the students they will be teaching
- The language proficiency of the students, both local and international, must be sufficient for studying in the FL.
- Lecturers need to be prepared for teaching in the international classroom: *“they will need to acquire a variety of skills and the ability to adapt the type of teaching and the course content to the target student population”* (p. 20).

Ideologies and challenges

- Is the average graduate of the Israeli school system prepared to study an academic course in English?
- With the CEFR-aligned framework for English in higher education, can we plan comprehensively to assist in facilitating the transfer from the educational system to academic needs?

EMI in practice: implications for EAP

- How do we prepare for internationalization?
- What are the students' needs?
- What are the lecturers' needs?
- What kind of institutional support is required?
- What kind of obstacles will arise?



A handbook for EMI in higher education in Israel

A Handbook for
English Medium Instruction
in Institutions of Higher Education in Israel

ECOSTAR

English as the Cornerstone
of Sustainable Technology and Research



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Tempus Programme
of the European Union

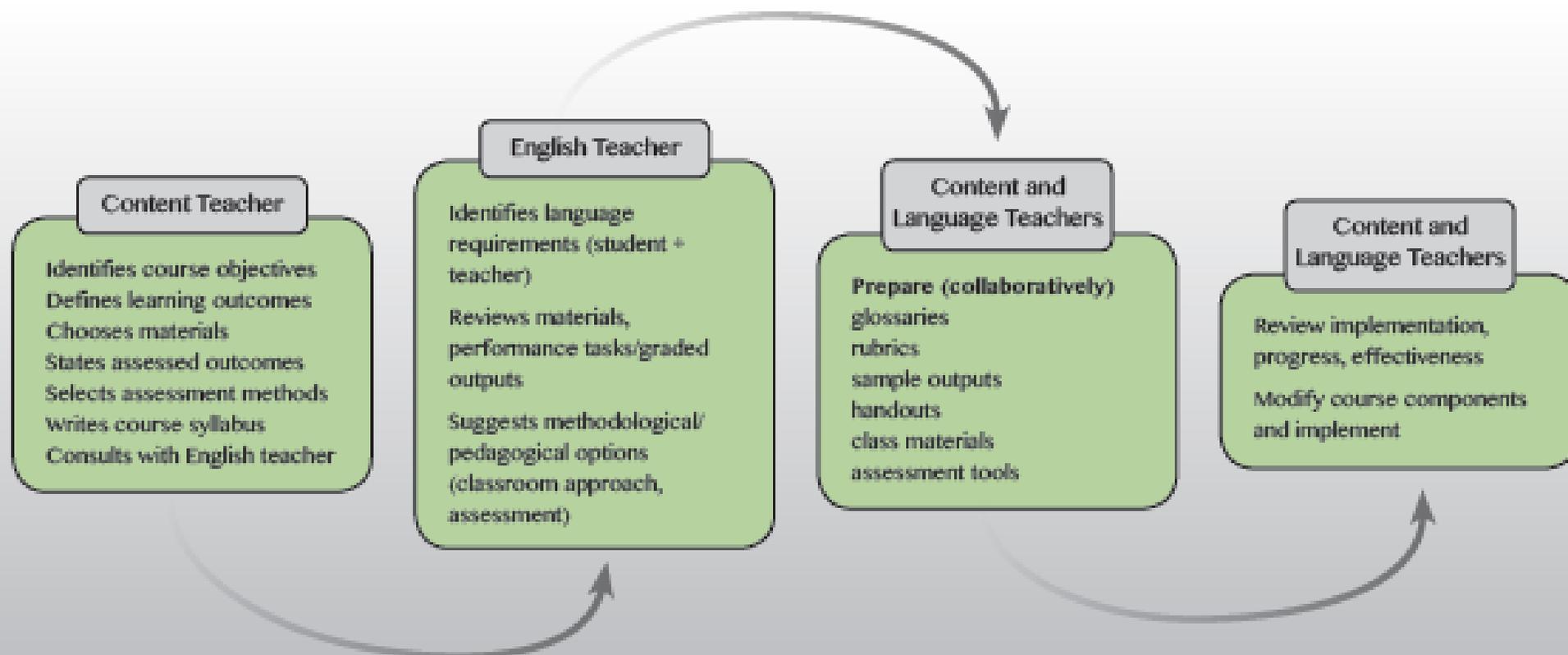
Part 1: Theoretical concepts and general background

- Internationalization
- Introduction to EMI
- Challenges
- Motivation
- Policy
- Assessment
- The language department
- Funding

Part 2: Practical suggestions and classroom strategies

- Creating the EMI infrastructure
- The language department
- Support for content teachers
- Support for students
- Resources

Collaborative process model for EMI



Language support for teachers

Workshops	Introduction to EMI (explore the theory) Understanding student needs and language issues Cross-cultural nuances Methodological approaches for instruction in a FL
Individual consulting	Tailored to individual needs
Language practice/update language skills	Language workshops: <ul style="list-style-type: none">• Fostering and improving language and communication skills for teaching in English• Lecturing in English – academic language• Student interaction• Feedback and assessment• Writing skills for teaching in English
Micro-teaching	Practice teaching/lecturing in English (simulation/peer teaching in training workshops) Film and review a practice lesson
Observation in the classroom and review	Classroom observation and feedback session/s Classroom filming with review and feedback session/s

Language needs for EMI: students

Workshops	Skills, Resources, Topics
For practical skills, to offer observation and feedback, including filming and review sessions	Presentation skills Interviews Preparing and delivering poster presentations
Individual consulting	Tailored to individual needs
Writing center	Individual assistance Training for specific written tasks Use of online tools for writing
Online resources: For development of language skills, review of grammar, vocabulary practice, exam preparation	ECOSTAR repository (https://tempus-ecostar.iucc.ac.il/independent-learning-resources/)

Language needs for EMI: teachers

- Language proficiency
- Awareness of students' needs
- Preparation of course materials
- Delivering lectures and lessons in English
- Giving feedback on performance tasks
- Assessment

Sample materials for EMI courses: Assistance

Type of material

Assistance

PowerPoint presentations
Handouts

Proofreading and editing
Proofreading and editing

Readability indexing

Glossaries

Compilation
Proofreading and editing
Readability indexing

Recordings (video, audio)

Practice before creating
Feedback on content
Feedback on quality and comprehensibility
of recording
Providing voice-overs

Course website

Collaboration
Content review (proof-reading, editing, readability indexing)

Interactive online assignments

Proofreading and editing
Readability indexing

Assessment: Providing feedback

- Based on experience at Maastricht University, this area of teachers' work falls into four broad categories:
- Establishing the linguistic requirements and the desired standard
- Identifying student errors or areas that need improvement
- Assessing what is worthy of comment and feedback
- Phrasing the comments and feedback clearly and accurately to be of real assistance to the author/performer.

How can your department lead towards internationalization?



Discuss the questions on the handout



Thank you for your attention.

For more information:

<https://tempus-ecostar.iucc.ac.il/>

Join the H-INET EMI SIG:

<https://h-inet.org/emi/>

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