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# Certificate in EMI Skills

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The CLIL of HE





# Certificate in EMI Skills

For academic staff in Higher Education Institutions  
whose first language is not English

Helps improve teaching quality

Supports **internationalisation**



# Certificate in EMI Skills

## Academic staff will:

- Be able to use English more effectively
- Improve skills in delivering instruction in English
- Learn a variety of language options for different teaching situations



# Certificate in EMI Skills

Practical, communicative focus –

academic staff learn the language they need to teach in English with confidence

40-hour course, 8 modules

Online / blended study

B1 and above language level

+ 24 hours of additional material for face-to-face training (optional, but ‘tutoring’ material will be sent to organizer)



# Certificate in EMI Skills

## 2. Course structure

Total – 40 hours, plus optional tutor-led material.

| Module content  | Online Material | Optional                        |
|---|-----------------|---------------------------------|
|   |                 | Tutor-led material <sup>1</sup> |
| Hours   |                 |                                 |
| Introduction to the course  |                 |                                 |
| Module 1 - Language for lectures                                    | 5               | 3                               |
| Module 2 - Language for seminars                                    | 5               | 3                               |
| Module 3 - Language for small groups and practical sessions         | 5               | 3                               |
| Module 4 - Language for tutorials and supervision                   | 5               | 3                               |
| Module 5 - Language for online communication                        | 5               | 3                               |
| Module 6 - Language for evaluation and feedback                     | 5               | 3                               |
| Module 7 - Language for developing and extending professional roles | 5               | 3                               |
| Module 8 - Language for fulfilling professional responsibilities    | 5               | 3                               |
| <b>Total hours 40+<sup>2</sup></b>                                  | <b>40</b>       | <b>24</b>                       |

<sup>1</sup> Up to 24 hours of optional tutor-led material can be delivered face-to-face or online or as a combination of the two.

<sup>2</sup> The number of hours specified above represent a *minimum* number for each element of the syllabus.



## Each module – 4 lessons

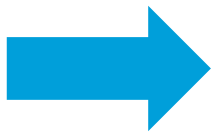
### Module 1 – Language for lectures

|   |  |
|---|--|
| <p><b>1.1 Different lecture styles</b></p> <p>a. Helping students engage with the content of lectures through good use of visual aids, e.g. <i>outlines, written instructions</i>.</p> <p>b. Helping students engage with the content of lectures, e.g. <i>asking questions, summarising</i>.</p> | <p><b>1.3 Signposting and cohesion in lectures</b></p> <p>a. Language for signposting, e.g. <i>moving on from one point to another, presenting an example</i>.</p> <p>b. Cohesion in lectures, e.g.<br/>I. <b><i>These failures</i></b> are the result of poor planning.<br/>II. <b><i>Funding</i></b> is very important to businesses. <b><i>It</i></b> means growth.</p> |
| <p><b>1.2 Introducing a lecture</b></p> <p>a. Phrases for introducing lectures, e.g. <i>Today's lecture is going to focus on ...</i></p> <p>b. Adjectives, adverbs and common collocations for lecture introductions, e.g. <i>an in-depth analysis, briefly explore</i>.</p>                      | <p><b>1.4 Concluding a lecture</b></p> <p>a. Phrases for concluding lectures, e.g. <i>Let's review the main points from today ...</i> and vocabulary for concluding lectures, e.g. <i>conclude, recap</i>.</p> <p>b. Language for giving clear instructions for compulsory and optional tasks. , e.g. <i>might, could, must, I want you to</i>.</p>                        |



## Suggested Schedule

| Weeks | To be completed/week        | Hours/week | Seminar/Tutorial session       |
|-------|-----------------------------|------------|--------------------------------|
| 0     |                             |            | Orientation                    |
| 1     | Module 1 – Lesson 1.1 + 1.2 | 2.5        |                                |
| 2     | Module 1 – Lesson 1.3 + 1.4 | 2.5        |                                |
| 3     | Module 2 – Lesson 2.1 + 2.2 | 2.5        |                                |
| 4     | Module 2 – Lesson 2.3 + 2.4 | 2.5        | 3 – 6 hours covering 2 modules |



- Finishing 2 Modules per month
- Completing course in 4 – 5 months
- Online material can be assessed for 15 months



# Certificate in EMI Skills

Through the course, teaching staff will:

- Develop awareness of students' language issues
- Explore methodological approaches to instruction in a foreign language

As well as:

Improving language proficiency





- ❖ Downloaded from platform upon completion of course
- ❖ (assignments are not 'graded' but 'model answers or suggested content are provided')

Cambridge

English Teaching

## EMI Skills

(English as a Medium of Instruction)

# Certificate of Completion

This is to certify that

**Name here**

has taken all of the English language course modules:

- Language for lectures
- Language for seminars
- Language for small groups and practical sessions
- Language for tutorials and supervision
- Language for online communication
- Language for evaluation and feedback
- Language for developing and extending professional roles
- Language for fulfilling professional responsibilities



Francesca Woodward  
Chief Executive  
Cambridge Assessment English



# Certificate in EMI Skills

Helping HE Institutions deliver courses successfully  
in English

Develop ability to use English effectively

Improve skills in delivering content in English

Practical – develop teaching skills in English

Scalable – reach larger groups

Accessible – at B1 level and above

Flexible – online or blended learning



## What did Teachers say?

- User friendly
- Very practical
- rich information
- Videos in classroom helps visualize

Useful phrases (good takeaways) and directly use them in my lecture in class. I can test if these phrases are helpful right away.

- 1) Online, take at own pace, matches needs, each lesson isn't too long, so it's easy to manage
- 2) The phrases and expression we can use for different situations in real class
- 3) The examples are helpful

(1) When answer questions incorrectly, a **clue** pops up and guides me to the correct answer.

(2) When I still can't get the correct answer, a brief **explanation** of the (in)correct options pops up. Its brevity is good.

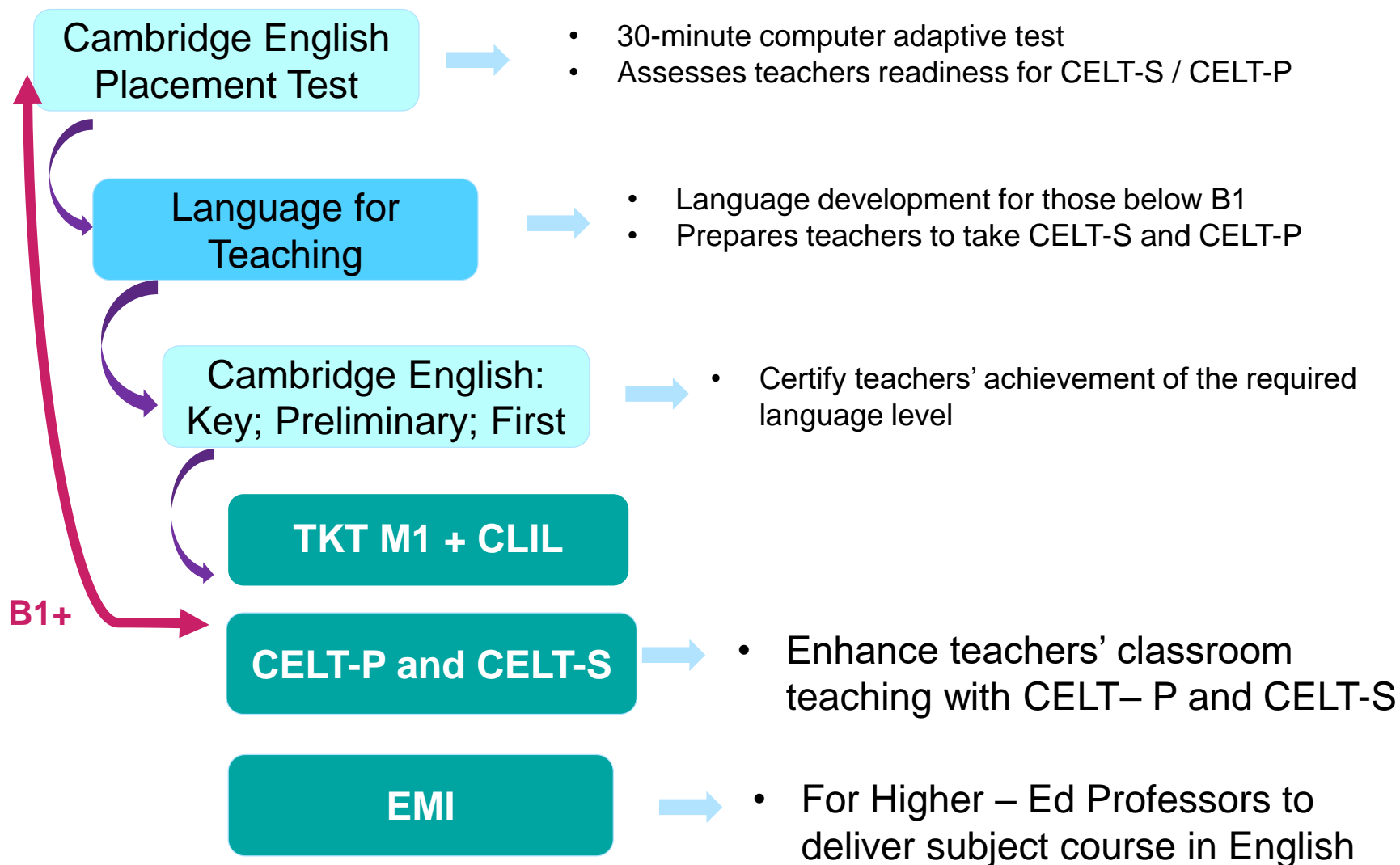
(3) I receive a bit information at one time, so it's easy to follow and learn. Every module/unit is doable for me. This kind of design doesn't wear me out and boost my confidence at the same time.

(4) I can hear many different English accents in the videos, reflect what happens in the real world.

A lot of materials in the course that can help to improve the preparation in teaching.  
That is also very useful to me.



# Complete Programme





# Teaching Qualifications

## Who are they for?

| Qualification | Who is it for?   |
|---------------|--|
| CELT-S        | English teachers working in secondary compulsory education. Provided by their institution. |
| CELT-P        | English teachers working in primary compulsory education. Provided by their institution.   |
| TKT           | Experienced and new teachers who want a flexible, modular form of learning and assessment  |
| CELTA         | People with little or no previous teaching experience                                      |
| ICELT         | Practising teachers looking to train within their own teaching context                     |
| Delta         | Teachers with some experience looking to extend and deepen their skills and knowledge      |