

## **ENGLISH AS A MEDIUM OF INSTRUCTION**

Today the world is seeing a boom in EMI (English as a medium of instruction) as an educational model in universities, secondary schools and even primary schools; however, the implications of this ground trend remain surely under-researched.

English as a medium of instruction provides high-quality skills training for students who study in English in their home countries. EMI refers to the teaching and learning of the content of academic subjects in the English language in situations where English is not the major language. Teaching the language, or educational content, through the language increases the amount of exposure the learner gets and the opportunities they have to communicate.

By preparing a lecture in English a lecturer should first of all select the vocabulary, a general service list of academic English words, about 3 500 items. At the lecture it is recommended to avoid using idioms, different “catch-phrases”, phrasal verbs, slang phrases, proverbs, dialect vocabulary. At my classes I usually divide the time of teacher talking time (about 50%) and learner talking time (about 50%).

At the beginning of the lesson it is necessary to recall a previous class / lecture. Give your learners 2–3 minutes to write down as much as they can remember of the previous lecture. Preparing for today’s class give the learners a simple quiz – the answers to which will be in the lecture – encourage them to try and to find as many answers as possible before coming to the lecture. As for managing attention and engagement of students during classes, I use the

interrupted learning. I give the incomplete notes to my learners to fulfill them. After twenty minutes the learners compare them.

To study a foreign language two things don't matter: a talent and immersion. But relevance, attention and memory are very important.

There are some principles of studying a foreign language. You have to focus on the context which is relevant to you; use your new language as a tool to communicate from day to day; try to imitate communication.

The most important things in organizing a lecture (a class) in English are the following ones:

- to speak slowly, clearly, loudly;
- not to use too difficult terms;
- to avoid slang, phrasal verbs, idioms;
- to draw student's attention using visual prompts such as red stars or key slides;
- to group students according to their language and knowledge level, nationality, education background;
- to mix groups;
- working in groups try to move students around;
- to ask open questions;
- to give lots of examples;
- to give written tasks;
- to give many exercises;
- to set tasks to involve all the students.

It doesn't matter if you ask questions before or after. A student can more likely teach another student of the same level. Ask students to read the material before coming to the class. Student's mind involves thinking to deliver information.

The problem is that both a teacher and students see a lecture as a matter of a teacher's performance, not of a learner's performance. Learning takes place

through the active behavior of the student. It is what he/she does, what he/she learns, not what the teacher does. To study in a foreign language some actions should be done:

- listen a lot;
- focus on getting the meaning;
- start mixing;
- focus on the core;
- get a language parent etc.

I use the following framework for the class organization:

- prepare for classes beforehand;
- give the students the task to read new material before the lecture;
- use visual materials;
- avoid complicated technical language, idioms, phrasal verbs etc;
- let students of the same level explain the material to the partner;
- it is better to learn by doing than just by listening;
- discussing gives better feedback;
- encourage all the students to take part in the discussion;
- take into account cultural factors and the level of English;
- use appropriate vocabulary;
- create unique framework to teach the discipline;
- use jokes;
- poses and voice are vital.

Conversational lecturing style has a high degree of interaction between the lecturer and his audience. Add an explanation in simple language, give examples from real life. When a teacher's style and behavior is rather informal, not so conservative, students feel free. Asking questions, a teacher makes students find an answer, stimulates their thinking activity, attracts their attention.

We use different kinds of questions at our classes:

- audience-oriented questions, which are used to invite students to supply a piece of information related to the course content;
- content-oriented questions, which stimulate thinking. To answer them students have to know the content of the material / the lecture;
- rhetorical questions, which don't need an answer. When asking them, a teacher expects the students to discover an answer, although it may be provided by the lecturer himself;
- re-questions, which are asked to check if a professor has correctly understood the student's answer;
- tag-questions, which are used for students to give short answers and to continue them.

From the results of the analyses, the study of EMI arrived to some conclusions. In technology-related classrooms using EMI challenges teachers and students as second language learners to speak English fluently, elicit interaction and explain lessons. Teachers in classrooms show rhetorical sensitivity as they apply code-switching in facing the challenges of using EMI. Teachers, as they use EMI, adapt flexible mechanisms in terms of designing lessons, delivering lessons, and assessing students.

### Literature

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