

Chapter 7

Development of a Teacher Training Course for English Medium Instruction for Higher Education Professors in Brazil

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ABSTRACT

While much is known about English medium instruction (EMI) from an institutional policy standpoint—particularly in Europe—much less has been written about EMI pedagogy and teacher training, and still less regarding either phenomenon in the South American context. The chapter reports on the rationale for and the development of an EMI teacher training course specially constructed to fit the needs of Brazilian lecturers. Moreover, two versions of the course were designed and taught, with the feedback for each collected and compared. Results show that the goals for the course were largely met, but the two versions rendered different outcomes. One of the more interesting results involves the reported ability to transfer EMI teaching techniques to one's regular (i.e. L1) classroom instruction – but this result was most only found in one of the versions of the course. The implications of the findings are clear for the local context but are also likely to be of relevance in any global context in which EMI training occurs or will be implemented.

1. INTRODUCTION

In many parts of the world, teaching classes in English (in regions where that language is not the usual medium of instruction) has become commonplace, with universities that seek to internationalize already aware of the importance of adopting English as a Medium of Instruction (EMI). Rather than simply

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take stock of EMI growth around the world (Dearden, 2014; Wächter & Maiworm, 2014), more and more research has emerged to weigh the pros and cons of its adoption (e.g. (Bradford, 2016; Dafouz & Camacho-Miñano, 2016; Jenkins, 2013), and how to best support all stakeholders, including students and, especially, the EMI lecturers themselves. One obvious way in which lecturers can feel supported is through development programs designed specifically for EMI faculty (pre- or in-service) – and yet we still know relatively little about such programs in general (Macaro, Curle, Pun, An, & Dearden, 2018; Valcke & Wilkinson, 2017).

There are at least two broad challenges a non-native EMI lecturer might face when teaching through English. The first concerns the English language itself, and the extent to which lecturers feel their proficiency is adequate for the purposes of delivering an effective lecture. Interestingly, there is actually a lack of empirical research to point to a particular threshold of minimal proficiency for teaching of EMI; instead, what seems to prevail are either institutional policies that err on the side of higher proficiency (e.g. C1+) (Klaassen & Bos, 2010), or simply no stated requirement at all (O'Dowd, 2018). In either case, non-native EMI lecturers regularly report insecurities regarding their level of English (Bamond Lozano & Strotmann, 2015; Drljača Margić & Vodopija-Krstanović, 2018; Nguyen, Walkinshaw, & Pham, 2017).

The second challenge, but to a large degree related to the first (English proficiency), is related to teaching method. Put simply, whereas in one's L1 – and teaching to students who share that L1 – it can be mostly assumed that everyone in class is able to follow (at least on a linguistic level), in an EMI context the lecturer is likely to encounter a heterogeneity of levels of English among course participants that may not be able to follow in the same way (Ball & Lindsay, 2013). Moreover, there are reports of lecturers many lecturers (well over 50 per cent, according to Contero, Zayas & Tirado's 2018 study) do not adapt their lessons to involve students more, and in fact tend to merely translate their existing material from their L1. Thus, the approach that is often prescribed in such courses, roughly speaking, concerns the lecturer speaking less and involving the students more, which ultimately can help to alleviate the proficiency-related stresses mentioned earlier (Pagèze & Lasagabaster, 2017).

Therefore, while presented separately in the preceding paragraph, language and pedagogy-related issues clearly overlap and interrelate. (For example, a lecturers' linguistic deficiencies can be mitigated if the onus to speak does not exclusively or predominantly fall on the lecturer.) Thus, it can be argued that these two broad challenges must be acknowledged and dealt with in order for (potential) EMI faculty to feel supported at any given higher education institution (HEI). In this chapter, we will describe our efforts to deal with the challenge of helping lecturers at a public research university in Brazil feel more supported in their EMI teaching through a specially-developed teacher training course. We will first outline the rationale for such a course, also providing an overview of its scope and sequence, and go on to present our findings. Implications for HEI support programs both in Brazil and further afield will be discussed, as well as directions for future inquiry.

2. BACKGROUND AND RATIONALE FOR AN EMI TEACHER TRAINING COURSE IN BRAZIL

While it is difficult to determine precisely when EMI started in Brazil, a simple web search reveals that there is little evidence that courses taught in English existed prior to 2010. However, there are at least two relatively recent trends that have influenced growth of EMI in Brazil. The first is the Brazilian Ministry of Education's (now defunct) *Science without Borders* program (Martinez, 2016). Second, in 2017 the

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branch of the Brazilian Ministry of Education that oversees graduate education programs (*Campanha Nacional de Aperfeiçoamento de Pessoal de Nível Superior*, commonly known as CAPES) launched a program entitled PRINT, the “*Programa Institucional de Internacionalização*” (in English, the “Institutional Internationalization Program”), with the aim of providing financial incentives to Brazilian HEIs with the strongest potential to augment their international profiles. One important component that was strongly encouraged in the proposal guidelines was a commitment to offer courses taught in languages other than Portuguese. In all, 36 Brazilian universities received PRINT funding, and most if not all of those must now deliver on promises made to increase EMI offerings.

In such a context, a question arises: Is the internationalization cart being put before the preparation horse? In other words, while it is clear that government agencies and Brazilian institutions themselves are pushing for more classes taught in English (Ramos, 2018; Sacks, 2019), the extent to which Brazilian lecturers feel prepared to teach in an EMI context is a different matter altogether. Some very limited research shows that Brazilian lecturers do not generally share the enthusiasm to teach through English (Fortes, 2016; Marengo, 2018), but again, we still know relatively little about Brazilian EMI and the attitudes of stakeholders. There is little doubt that EMI as policy and pedagogy is currently on the rise in Brazil (Fonseca, 2016; Geremias Leal, 2019; Pinheiro & Finardi, 2014), but scholarly research on EMI in Brazil has thus far not followed suit. What we do know, nevertheless, is that EMI (like in so much of the world) has now become an “unstoppable train” (Macaro, 2015) in Brazil.

Therefore, when the first author joined the English Department faculty at the Universidade Federal do Paraná (UFPR) in early 2015, it was with a research agenda centered on the internationalization of that institution. Preliminary research findings (Martinez, & Graf, 2016) evinced an increasing number of UFPR programs with international partnerships, with a concomitant growing need among Brazilian lecturers in those programs to feel better prepared to deliver their courses in English. The first author, well acquainted with the EMI Oxford Research Group housed within the Department of Education at the University of Oxford, extended an invitation to run a one-week training workshop for lecturers at UFPR. The following section provides further details on that one-week course.

2.1. The Oxford EMI Training Workshop

The first EMI training course to ever have been run at UFPR was coordinated locally by the first author, and delivered by two trainers from the EMI Oxford Research Group (Julie Dearden and Tom Spain). The course they ran consisted of 35 hours of tuition taught over five days in June 2016, with the following foci (*inter alia*):

- Language awareness
- Classroom dynamics
- Teacher-student interaction
- Observed teaching practice

The course was very well received. In fact, although the course was only advertised locally (through social media channels), within one week some 200 expressions of interest were received. The post-course feedback was very positive, with all participants (n=18) reporting a high degree of satisfaction with the training, and many reporting that they felt more confident about their ability to teach a course through English.

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While that first course can be considered a success on many levels, there were also some important caveats. First, the course was not specifically designed to teach professors from Brazil; it was essentially the same course the Oxford trainers delivered to lecturers from anywhere around the world, irrespective of culture and nationality. This fact alone is not necessarily a problem, but could be considered a limitation: there were elements of the course that could be judged as only marginally relevant to the Brazilian context (e.g. teaching diverse nationalities), while topics dealing with situations common in Brazil went under-addressed (e.g. post-graduate versus undergraduate EMI). Another important drawback of the Oxford EMI course was its price-tag: the cost was over half the monthly salary of most lecturers in the state of Parana.

In short, the Oxford EMI course was positive in many respects, but not sustainable. It helped show that demand indeed existed for EMI training, but also that a course more tailored towards the specific needs of Brazilian lecturers would represent an improvement. Furthermore, the course would be best if provided “in-house,” that is, making use of existing institutional infrastructure and human resources in order to meet the apparent extensive (and growing) long-term demand for EMI training.

3. DEVELOPMENT OF THE PILOT EMI TRAINING COURSE AT UFPR

The first author, coordinator on the Oxford EMI course at UFPR, is also an EMI researcher with an extensive teacher training background¹. Following the Oxford EMI course, it was clear there was a need for an in-house EMI course, and the first author could be a key agent in its development and delivery. Undertaking such an endeavor alone, however, was less likely to result in success.

In late 2017, the second author, who was a participant on the Oxford EMI course, was accepted onto the doctoral program in English at UFPR, choosing the first author as advisor. Together, using the Oxford course as rationale (i.e. the evident demand from lecturers), we determined that a thesis that focused on the development of an EMI course specifically designed for UFPR – a more sustainable and bespoke enterprise -- would be a worthwhile pursuit. We decided to take Kathleen Graves’ (Graves, 2000) cyclical course development model as an overarching basic approach, involving conceptualization, practice, reconceptualization and further practice (Figure 1).

In other words, we would treat the initial launch of the EMI course at UFPR (henceforth, EMI UFPR) as just a first step in an iterative process of ongoing course development. Graves also recommends a number of steps one should take (or at least consider) in the first stage, that is, during Planning the Course (Figure 2).

The remainder of the present section will thus be organized into the four stages as shown in Figure 1, starting with Stage 1, *Planning the Course*, chiefly comprised of the components shown in Figure 2 (conceptualizing content, formulating goals, developing materials, etc.).

3.1 Stage 1: Planning the EMI UFPR Course

As outlined in Graves (2000), one of the earliest steps in the course planning process involves conceptualizing the content, which can include:

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Figure 1. Cycle of course development

Source: Adapted from Graves, 2000, p. 10

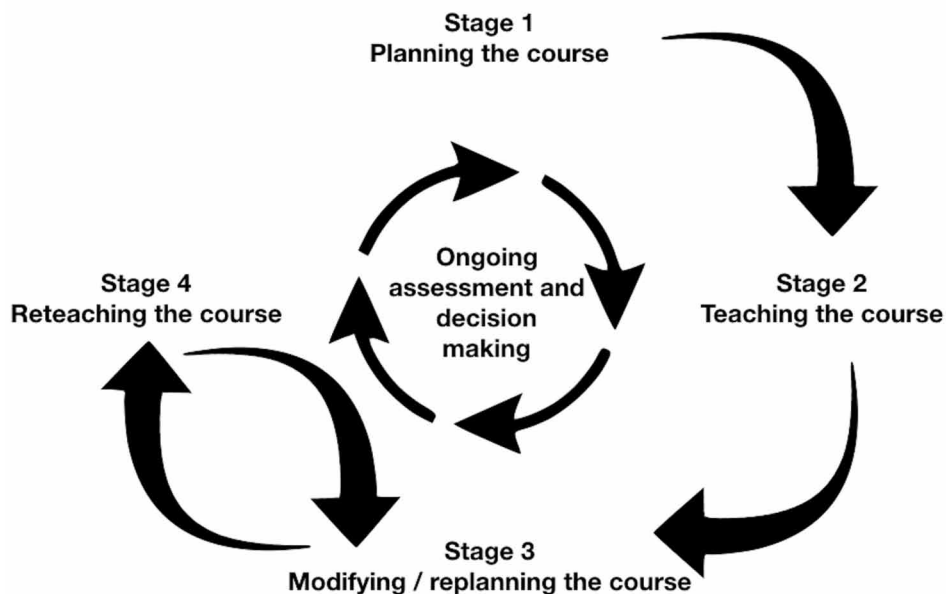
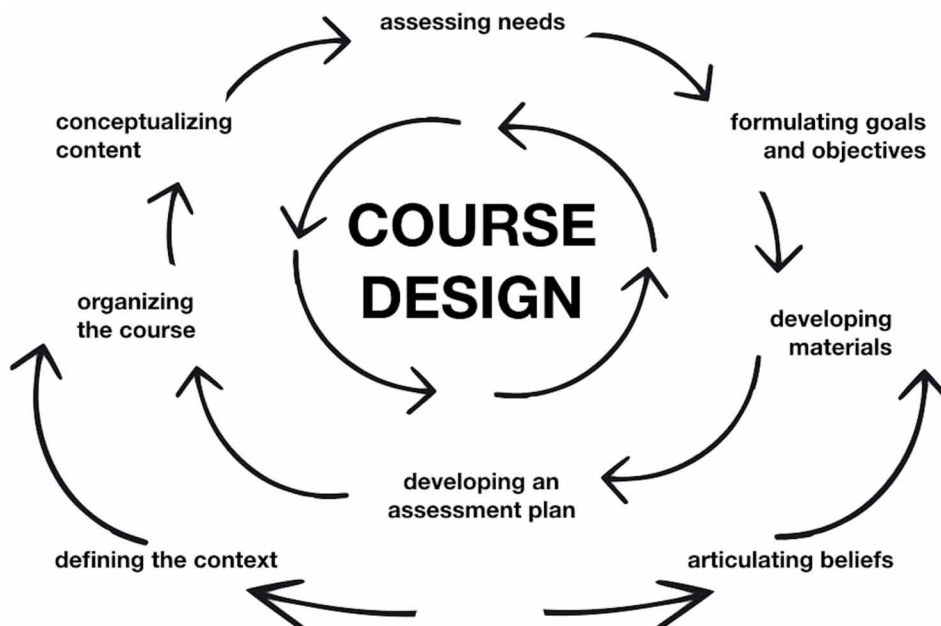


Figure 2. A framework for the course development process

Source: Graves, 2000, p. 3



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- *Thinking about what you want your students to learn in the course, given who they are, their needs, and the purpose of the course;*
- *Making decisions about what to include and emphasize and what to drop;*
- *Organizing the content in a way that will help you to see the relationship among various elements so that you can make decisions about objectives, materials, sequence and evaluation. (pp. 37-38).*

Probably the main expected overall goal of the Oxford EMI course was to help lecturers feel more confident about delivering their course(s) through English. This was a goal we felt was worth keeping for the EMI UFPR course, and one shown to be achievable in similar EMI teaching preparation courses described elsewhere (e.g. Klaassen, 2008). Given the positive feedback received for the Oxford EMI course – with interviewees confirming that goal was largely achieved -- we decided to not “throw the baby out with the bathwater” and instead reflect on what we thought worked on that course, and what could perhaps be different/improved. As the second author had been a participant on the course, she went back to her notes and handouts as a kind of stimulus to recall her impressions of each activity and task. So as to not rely solely on the impressions of one participant, we also interviewed three other participants about what they liked about the Oxford EMI course, and what they would change. The result of this exercise produced a new initial list of contents organized as follows:

1. Those we thought we should retain mostly as originally conducted/presented;
2. Those we believed should be included in an adapted form;
3. Those we should exclude.

In this first conceptualization stage, those contents that fell into category “A” above were few and far between. There were more activities that ended up in category “C” (excluded) and still more in “B” (adapted). (Ultimately, most activities ended up being original ones, but these will be described later in the present section.). As an example of adaptation, the penultimate day of the Oxford EMI course was devoted to the observed microteaching of a ten-minute lesson. While all interviewed participants (including the second author) agreed that this activity proved to be one of the most valuable, there was also consensus that the time allotted was too brief. We thus doubled the time to twenty minutes.

As a great number of activities from the original course wound up being excluded, we ended up with a good amount of space on the syllabus for new content. The new content, in turn, would be based on needs as identified through interviews with participants on the Oxford EMI course, as well as our own extensive experience in Brazilian higher education. Table 1 provides a sample of some of the new content that was developed for the course, and the respective rationale.

Once the new material was created, and all other material either adapted or excluded, we then undertook to organize the content by “Day” (i.e. Day 1, Day 2, and so on). We endeavored to keep the course at the same number of contact teaching hours as the Oxford EMI course (35 hours) so that it could be delivered over a span of five days. However, as we were unable to complete the syllabus development by the beginning of the summer break (end of November 2017), we instead opted to offer the EMI UFPR pilot course over several weeks, in the new academic year starting in February 2018. This meant breaking down the “Days” we had originally planned into sub-units that would be delivered once a week, for ten weeks, over three hours per class

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Table 1. Examples of new content created for the pilot version of the EMI UFPR course

Activity/Task	Aim	Rationale
Viewing of Jaime Lerner TED Talk ² , followed by discussion of the effectiveness of his speech.	Raise awareness around issues of English as a Lingua Franca and English non-nativeness.	Jaime Lerner is Brazilian and a former mayor of the city of Curitiba – the city in which UFPR is located. Although Jaime Lerner's speech is heavily accented, it is clear from the TED audience's reaction that his talk can be considered successful. Although some limited discussion around non-nativeness was included in the Oxford EMI course, we felt still more would be useful, especially if the discussion involved an actual sample of Brazilian English.
Discussion of academic article about effective teaching in higher education	Take focus away from putative lecturer language deficiencies and refocus on the strengths lecturers already bring to EMI teaching, in particular their knowledge of the discipline.	The article discussed (Allan, Clarke, & Jopling, 2009) points to clear evidence that what students ultimately judge as most important in their classes is their professors' knowledge – a consistent finding in similar research.(e.g. Delaney, Johnson, Johnson, & Treslan, 2010; Lee, Lin Kim, & Chan, 2015) . Since the EMI lecturers at UFPR are almost entirely comprised of those teaching postgraduate-level courses, their knowledge of the subject(s) they teach can be seen as a strength they bring to their teaching.
Viewing of “lecture-style” class delivered by Brazilian professor in Portuguese	Raise awareness of a style of teaching that is very common in Brazilian HEIs, with the aim of provoking discussion around the possible problems that this type of teaching might trigger in EMI (or any context).	We felt it was important for Brazilians to see, with a critical eye, what a lecture-style class might feel like from a student's perspective, especially if that student is not proficient in English. The fact that the lesson in the video is delivered by a Brazilian professor in Portuguese has the added advantage of taking the focus away from English and putting the spotlight instead on teaching methods.
Adapt a slide from Portuguese	Encourage consideration of the importance of adapting (rather than simply translating) existing course material.	Although the importance of adapting course slides was touched on in the Oxford EMI course, there was no specific hands-on activity for students. In this activity, participants were asked to take just one slide and adapt it, considering the points worked on to that point in the course. Participants not only had to adapt a slide, but had to “teach” that slide to classmates in small groups, and explain how that slide had been adapted, and why.
Signposting	Raise awareness as to how lecturers typically signal (or not) important points during a lecture, with a view to how professors can better plan.	Research conducted by the first author (Martinez, Adolphs, & Carter, 2013) had shown that he verbal and visual clues presented in HEI classes are often not carefully planned out in advance. This activity promotes critical discussion around why careful planning of such devices might be especially important in EMI.
Correction	Encourage reflection and brainstorming around if students' English should be corrected if they make mistakes, and if so, how.	The first author conducted follow-up observation of the cohort of participants on the Oxford EMI participants. One common dilemma they faced was whether to correct students' oral mistakes or not during class. The first author's observations showed that the lecturers were ill prepared for such a situation, thus the need to consider this on the EMI course.
Problem Based Learning (PBL)	Allow participants to try a technique they can adapt in their EMI contexts. In addition, the PBL scenarios themselves presented common EMI challenges for discussion.	PBL was first popularized in medical education ((Barrows & Tamblyn, 1980; SCHMIDT, 1983) as a way to promote more practical problem-solving. As the vast majority of the EMI lecturers intended to begin their EMI teaching in post-graduate courses, a PBL approach is consistent with the expected level of learner engagement.
Lesson planning	Provide participants with an opportunity to carefully consider the points discussed throughout the course, especially planning for interaction and how to check that students are following.	It was felt that a specific homework activity would be useful as a scaffold to the microteaching activity. Moreover, a particular format was prescribed that included a column for course participants to show the expected interaction patterns (e.g. teacher-led or student-generated), which in turn could allow lecturers to visualize interaction patterns.

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3.1.1 Course Goals and Objectives Revisited

As Kathleen Graves' model depicted in Figure 2 suggests, although there can be a number of steps involved in the process of designing a course, these steps do not need to be considered linear or ordered in a prescriptive sequence. Instead, Graves states that "there is no hierarchy in the processes and no sequence in their accomplishment. As a course designer, you can begin anywhere in the framework, as long as it makes sense to you to begin where you do" (Graves 2000, p. 3). Thus, as already mentioned, we began with the overall conceptual goal of "helping lecturers gain confidence," consistent with EMI Oxford course. At the same time, we revisited and refined goals and objectives for the EMI UFPR throughout the course development process. Graves defines a goal as "a way of putting into words the main purposes and intended outcomes of your course" (Graves 200, p. 75) and notes that, in agreement with Brown (Brown, 1995), goals tend to be future-oriented. The iterative process of evaluating the Oxford EMI course, reflecting on what went right and what could be adapted/improved/dropped, and conceptualizing new content in view of that evaluation and reflection, helped us to eventually refine our original (very general) goal of increased confidence. The new activities developed (exemplified in Table 1) led to the following (re)formulated goals:

- By the end of the course, lecturers will have an awareness of how course content and teaching dynamics ultimately matter more to students than accent or occasional lecturer dysfluencies."
- By the end of the course, lecturers will know how to plan and deliver a class that incorporates active methodologies.
- By the end of the course, lecturers will have learned basic techniques to signal important points and transitions in their lessons.
- By the end of the course, lecturers will have an awareness of how to deal with English language errors in class.

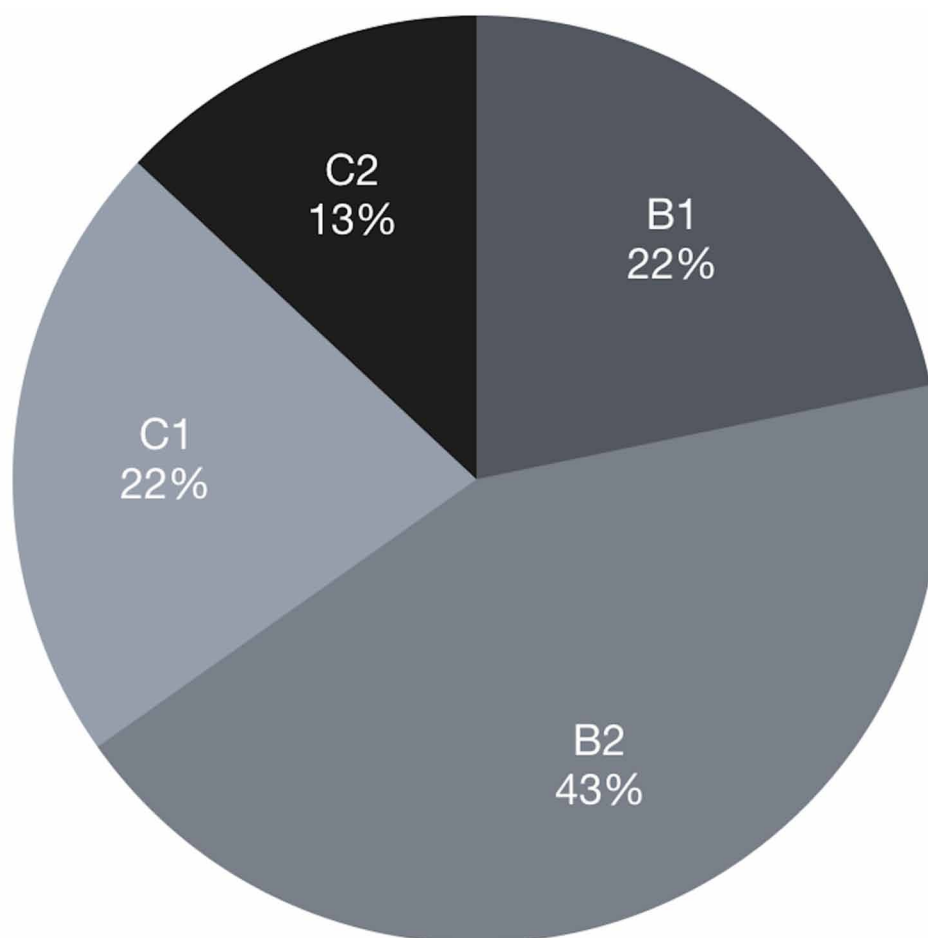
The activities therefore helped us refine our goals, and by the same token, our objectives. As further explicated in Graves (2000), course objectives are "about how the goals will be achieved" (p. 76). Hence, as an example, for the first goal (about teaching mattering "more to students than accent"), the objective is for lecturers to demonstrate critical reflection on their own status as a non-native through discussion of the Jaime Lerner video. For the goal of "how to plan and deliver a class," the objective is to learn how to plan a lesson that incorporates an interaction scheme, and then participate in peer feedback following observed microteaching – and so on. The point is that the goals and objectives were not set in stone at the outset of the process, but were developed and refined as a function of our own iterative critical reflection and careful consideration of what should go into a course that is specially-designed for UFPR lecturers.

3.2. Stage 2: Teaching the EMI UFPR Course

Having established the scope and sequence of our pilot course, we proceeded to open enrolment for it. Confirming our hypothesis that there was still a great deal of demand within UFPR for such a course, the fifteen places we originally decided to open for the course filled up within twenty-four hours. However, we also noticed that, in a couple of instances, there were three or more lecturers from the same department. While we were pleased with the apparent initial popularity of the course, we were concerned with over-representativeness from one particular discipline potentially skewing the course towards favoring

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Figure 3. Self-reported proficiency of lecturers on pilot EMI UFPR course



one particular group of students over the needs of others. We thus decided to only accept one lecturer from each. Ultimately, twenty-three participants were allowed on the course.

3.2.1 Profile of the Participants

There were 14 female and 9 male participants on the course, all from different graduate programs³. When asked about their previous experience, none had taught through English before, and many (n=10) reported that their teaching style in Portuguese was some version of “traditional” (i.e. lecture-style). When asked why they had not attempted EMI before, a number of lecturers (n=5) cited a lack of proficiency of their own English, and an equal number (n=5) pointed to the proficiency of students. (See Figure 3 for a breakdown of lecturers’ self-reported level of proficiency.) A number of other lecturers (n=4) mentioned a lack of need, a situation that had changed most recently in part due to the CAPES PRINT program mentioned earlier. Another noteworthy response related to bureaucracy, that is, how to offer a course through English, or even if it is permissible within the university.

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Figure 4. Layout of the EMI UFPR course room



Regarding the lecturers' proficiency, while Figure 3 shows that the most common reported level was B2, the reliability of the reporting is of course questionable as these levels were not actually benchmarked or based on any sort of formal assessment. When the course was opened, we merely asked that participants possess a "minimum of B1," with the rationale that if lecturers believed their English was strong enough to try the course (and eventually teach through English), they should at least be given the opportunity to try.

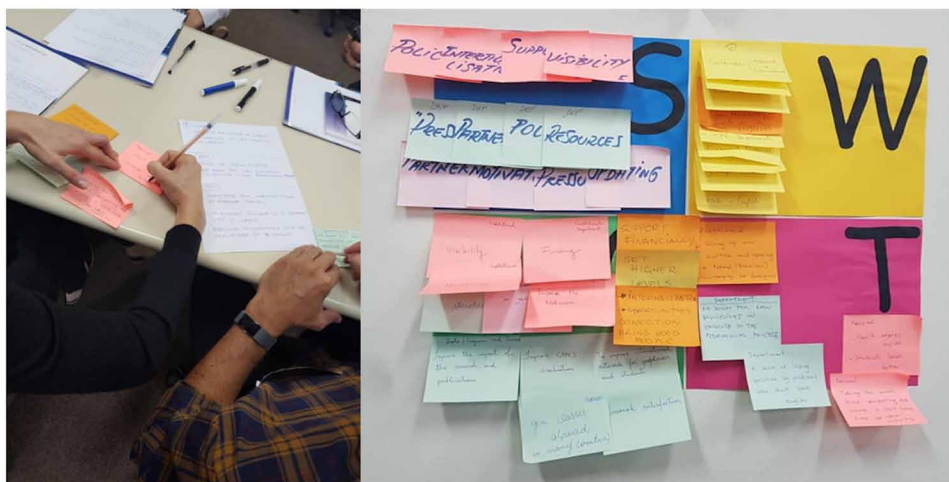
3.2.2 Procedure

The 35-hour course was scheduled to take place over ten individual classes of three hours each (meeting on Tuesdays mornings, from 9am to 12:30pm). The first author would assume the role of main course tutor, that is, coordination of the course and leading most activities, while the second author would also conduct some of the activities, which would also be used as potential sources of data for the development of her thesis. Classes were conducted in a large seminar room at UFPR, furnished with five mid-sized rectangular tables that were arranged into a kind of circle, with four (sometimes five) swivel-type office chairs placed at each to facilitate group discussion and whole-class attention to different walls of the classroom (Figure 4).

Aside from a television screen connected to a computer to project *PowerPoint* slides, as well as a flipchart located at the front of the classroom, nearly every wall surface was used as a medium to conduct the various activities throughout the course. More often than not, such activities were student-led, requiring participants to make posters, for example, or place self-adhesive sheets of paper ("Post-Its")

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Figure 5. The “SWOT” activity (example of activity that also generated data)



into organizers -- and these would also be collected as sources of data. An example of such an activity was the SWOT analysis carried out on the first class meeting. After discussing the strengths, weaknesses, opportunities and threats concerning EMI at UFPR in their groups, students organized their thoughts and transferred them onto separate post-it notes, which students then put up on a kind of graphic organizer, and presented orally to classmates (Figure 5).

Such activities proved to be valuable sources of data collection as they produced artefacts of the collective thinking of the participants about particular topics. Thus, in the SWOT analysis, emergent themes (e.g. concerns about language and a lack of institutional EMI policy) were made clearly evident by their sheer repetition by the five groups.

It is also worth mentioning that a *Facebook* group page was set up specifically for this cohort of participants. One reason this idea came about was that on the Oxford EMI course, one of the students spontaneously asked if he could organize a group in *WhatsApp* (a kind of smartphone-based messaging application popular in Brazil). Both authors of the present chapter were included in that group, and therefore were able to experience first-hand how valuable it proved to be in terms of providing a space for continued exchange of ideas and group cohesion long after the course had ended. We also decided to use *Facebook*, however, as a quasi LMS, since *Facebook* group pages permit the posting of polls, PDFs, and so on, with the innate ability of allowing for group participation via comments and “likes,” – all of which we felt could be potentially useful considering the pilot course would hold meetings only once a week. Through the use of social media, it was believed, a sort of sense of contact among the group could be maintained in the intervals between each class, and comments left by participants were then often incorporated into the subsequent lesson. For the purposes of our research, the *Facebook* page also proved a useful venue for the collection of data.

As described in the previous section, several different topics were focused on throughout the course, including discussion of institutional challenges, effective teaching practices, non-native speaker identity, classroom management, active methodologies, and so on. The final assessment was to be the delivery of a twenty-minute class, taught to their own peers in the classroom. This activity was carefully scaffolded by first allowing participants to adapt a single slide from their existing repertoire of material in

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Portuguese. Students were also prescribed a particular lesson planning format, which they completed as a homework prior to giving the class planned.

Due to the large number of lecturers ($n=23$), participants were divided into two separate groups for the final teaching assessment, with each group being observed by one of the course leaders (i.e. the first or second author). One group remained in the same room in which the classes had occurred throughout the semester, while another group would convene in a room that had been reserved in a separate building of the university. Observations took place over two class days, with each participant delivering a lesson no longer than twenty minutes. While each lecturer taught, the observer would sit at the back of the classroom and take notes. These notes would be used to give each lecturer feedback immediately following her/his taught class. This feedback would generally last about ten minutes; in the meantime, the other lecturers (who had been the “students”) discussed positive and more critical points of the lesson, which they would report to the lecturer who had just taught, after that lecturer had received the feedback from the main observer (i.e. the first/second author). Finally, all comments were sent electronically to each lecturer for their own records.

On the very last day of the EMI UFPR pilot course, all lecturers were invited to provide feedback in the form of focus group interviews, and these sessions were recorded and transcribed. Furthermore, a questionnaire was sent electronically to all participants, to which they were requested to provide responses at their earliest convenience (to take advantage of the recency of the experience and freshness of their impressions). The following section provides a summary of this final feedback, as well as other insights as evinced through the various data collected throughout the course.

3.2.3 Results of the EMI UFPR pilot course

On the final day of the course, there were two protocols deployed to measure the impressions of the course: a questionnaire and focus group interviews. Although we asked all participants ($n=23$) to take the questionnaire immediately following the course, some lecturers had to leave early on the last day, and so ultimately 18 total responses were obtained.

One of the first questions pertained to whether the lecturers felt that taking the EMI UFPR course made them consider offering a course through English sooner than they had planned. 83 percent of all participants responded in the affirmative to this question, with only three lecturers disagreeing (Figure 6).

One main goal of the Oxford EMI course was to help lecturers feel more confident about teaching through English – a goal we retained for our course as well. When asked if they felt more confident to teach EMI because of the EMI UFPR course, 100 percent of the cohort answered in the affirmative, with a full 72 percent reporting that they strongly agree.

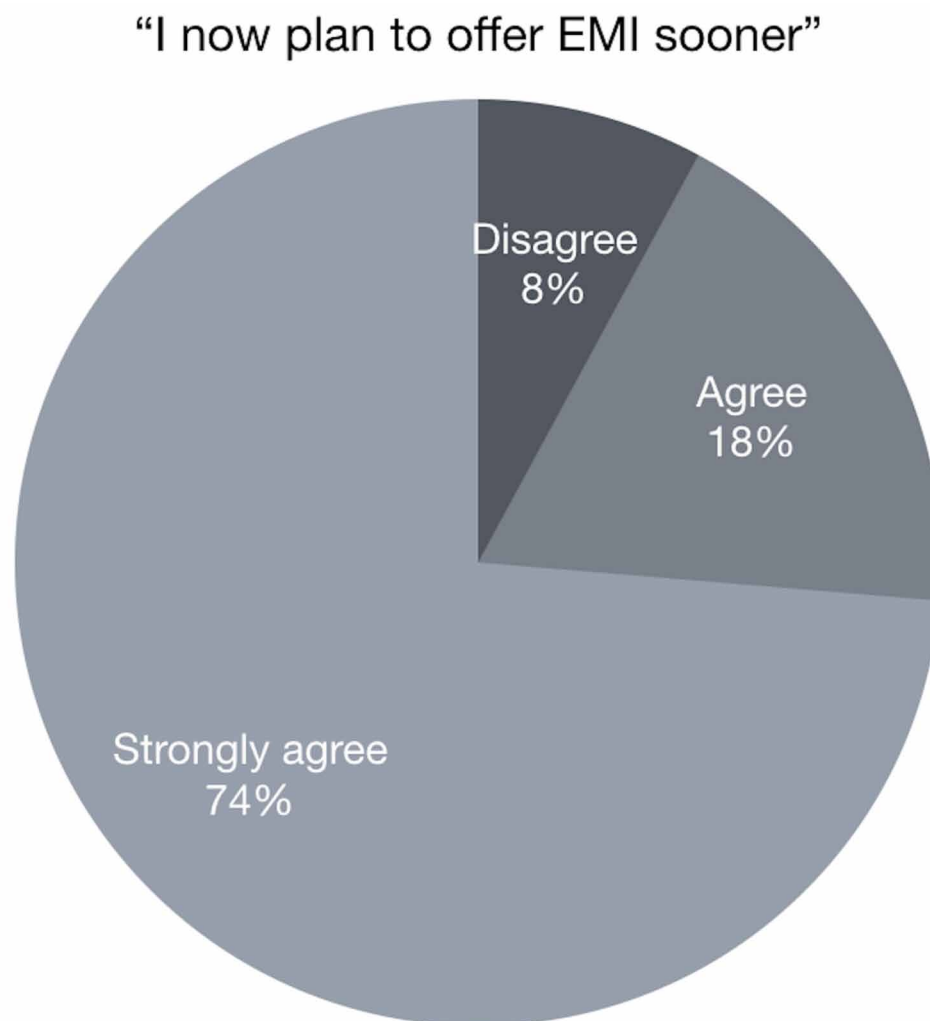
On the questionnaire, when asked if they believed the content to be relevant even now, for their teaching in Portuguese, nearly all lecturers ($n=15$, or 83 percent) reported that they believed what they had learned held immediate teaching implications for them (Figure 8).

Finally, participants were asked to rate the course syllabus (1 to 10), which rendered a mean evaluation of 9.60, and when asked if participants would recommend the course to their colleagues, 100 percent chose “*Definitely!*” (exclamation point in original) as their answer.

Interviews, in two large groups of (8-9 students each) were also conducted on the last day, and recorded. As this was a pilot course and partly exploratory in nature, there was no pre-fixed interview structure, aside from the opening question of “What did you think of the course?” The audio was transcribed, and

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Figure 6. Lecturers reporting changes to their original plans to offer EMI



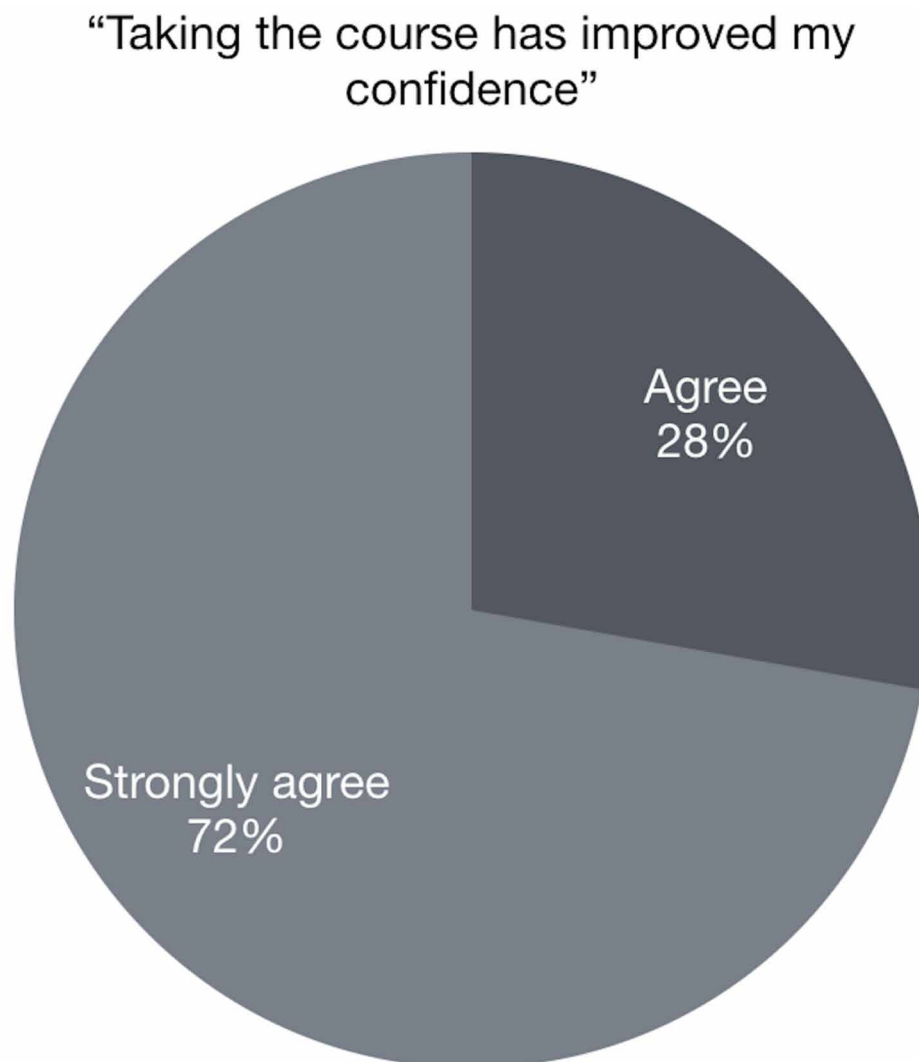
transcriptions were analyzed thematically. Not surprisingly, one of the most common themes that emerged in the groups was related to **linguistic** issues, mostly from a positive perspective, as in the following:

Obviously, our English isn't perfect but what I often watch the news in English, and I have noticed that there are people who work in international organizations whose English isn't perfect and they're there, whatever, deciding nuclear deals or what have you and they manage just fine. I think we should give ourselves a break from trying to be perfectionist

Obviamente nosso inglês não é perfeito mais eu costumo assistir muito jornal de notícias em inglês, e ai eu me toco qye pessoas que trabalham em organizações internacionais cujo inglês não é perfeito estão decidindo sei la acordos nucleares e sei la o quê, e o povo dá conta de fazer isso. Então, enfim, acho que a gente tem que também se dar um desconto em algumas coisas e da mania perfeccionista...

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Figure 7. Consensus that the EMI UFPR course helped build confidence



(Participant from Group 2)

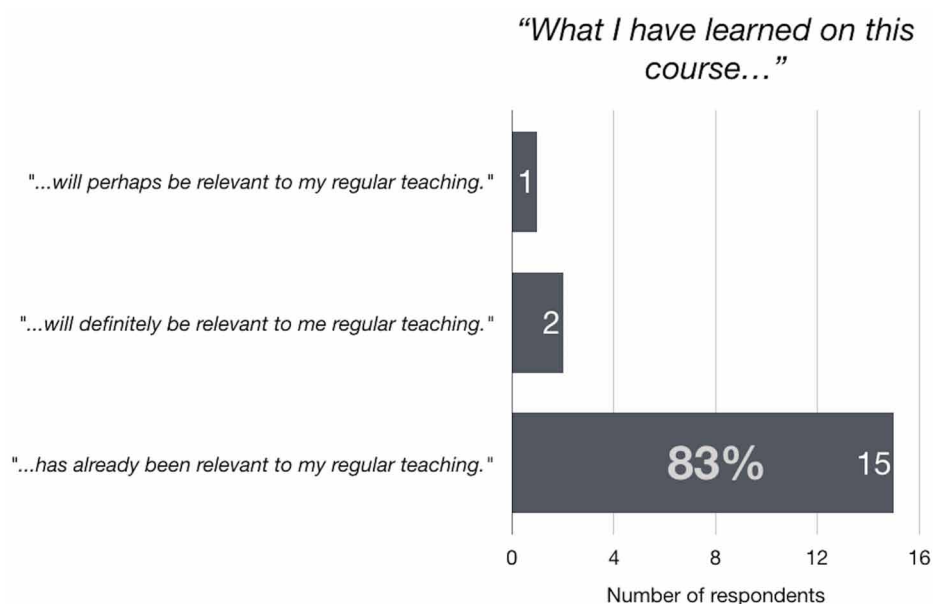
Furthermore, such linguistically-related comments often related to issues of language policy, as in the following comment one participant shared:

If the university does not offer support (EMI) will end up being an elitist program even if we would not want that to happen because they (the students) will not be able to manage, so the university must offer support such as English without Borders.

Se a universidade não der o suporte vai acabar sendo um programa elitizado mesmo que a gente não queria que isso acontecesse porque eles não vão ter condições então a universidade tem que ofertar suporte, Inglês sem Fronteiras, por exemplo.

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Figure 8. Perceived relevance of the EMI course



(Participant from Group 1)

Another theme that recurred in the transcription data related to matters of **motivation**:

For me the course has also been especially a matter of motivation at a time when I was having a crisis of motivation, in the sense that I really like being a professor, it is something that I find truly fulfilling, but at the same time, I've been here a while now.

Para mim também o curso tem sido principalmente uma questão de motivação num momento em que eu estava meio em crise de motivação, no sentido de que eu gosto muito de ser professora, é uma coisa que me preenche bastante, mas ao mesmo tempo né, vários anos aqui já.

(Participant from Group 1)

Thus, the underlying theme seemed to be that the EMI course afforded participants an opportunity for change:

I grow tired of my own classes, and I have been teaching for fifteen years but here at the university five, and I have classes that I am already tired of teaching so... so I need to keep updating...

Eu me canso das minhas próprias aulas, e eu dou aula há quinze anos mas aqui na universidade estou há cinco, e eu tenho aulas que eu já estou cansado de dar então... então eu preciso de atualizar...

(Participant from Group 2)

Moreover, it was often reported that this "updating" was already having an effect in their regular teaching in Portuguese:

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Actually, when ... I prepared the English class I began to think that in reality I needed to change the way I teach in Portuguese too ... because I found the strategy that was used to conceive of the lesson in the foreign language better than the one I use to plan my class in Portuguese, so I am trying to change some things I do or did.

Na verdade, quando ... eu preparei aula para dar em inglês eu fiquei pensando o que eu tinha que mudar é minha aula em português também ... porque eu achei a estratégia que a gente usa para pensar a aula na outra língua melhor do que a que eu uso para pensar em português, então eu estou tentando mudar algumas coisas que eu faço ou que eu fazia.

(Participant from Group 1)

I never had any type of training on how to be a teacher; I have technical training in engineering... so actually I would say that over 95 percent of the concepts talked about here I was not familiar with. So it's been really useful for my classes, including in Portuguese.

Eu não tive nenhum tipo de treinamento como para ser professora; eu tenho uma formação técnica em engenharia... então na verdade eu diria mais de 95 por cento dos conceitos que são falados aqui eu não conhecia. Então está sendo muito útil para aula assim, inclusive em português.

(Participant from Group 2)

3.2.4 Summary of the Results of the EMI UFPR Pilot Course

Taken together, the data from the questionnaire and the interview indicate that goals as stated in Section 2 were largely achieved. Most importantly, participants reported an increase in confidence, which was one of the most positive observed patterns after the Oxford EMI course, and can be considered one of our primary motivations for offering the course in the first place. This increase in confidence was borne out not only through the interview data and a questionnaire item that explicitly asked participants about their confidence (Figure 7), but can also be observed indirectly through, for example, their reported interest in offering EMI courses sooner rather than later (Figure 6). Moreover, some unintended outcomes also emerged, including a need for lecturers to discuss institutional policy, a positive effect on motivation, and the notion that the course had benefitted not only their (future) teaching of their classes in English, but their approach to teaching irrespective of language.

In general, there was a sense of renewed enthusiasm among many of the participants by the end of the course, not just about teaching through English, but about *teaching*, full stop.

In the next section, we will reflect on the extent to which the scope and sequence of the course content – especially the numerous new tasks and activities devised and now piloted (Table 1) -- also met the objectives as intended.

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4. THE SECOND OFFERING OF THE EMI UFPR COURSE: GOING INTENSIVE

The fact that so many lecturers (15 of 18 respondents, Figure 8) reported that the course was already having an effect on their current teaching in Portuguese raised a question: Would the same be reported in an intensive course? As the Oxford EMI course had been delivered intensively (i.e. 35 contact hours taught over five consecutive days), it had been our original intention to do the same for the first iteration of the UFPR EMI pilot. Due to a number of issues, time in particular, we were unable to offer the intensive version and instead decided to offer the course over several weeks. We discovered that this form of delivery opened up an opportunity for lecturers to occasionally try out ideas and techniques that had been worked on during the EMI course meetings. This was an added and unexpected benefit, but we also realized that the same impact may not occur in the format we had originally envisaged – over five consecutive days – since lecturers would not even be teaching during this period in most cases.

Nonetheless, we also hypothesized that there may be other benefits that the intensive course may offer that we could only discover once it was delivered, and the data compared with the pilot course. We thus now return to the Graves (2000) model (Figure 1), moving on to Stage 3: Modifying / replanning the course.

4.1 Modifying / Replanning the EMI UFPR Pilot Course (“Stage 3”)

As our original syllabus organization had been divided by “Days” (i.e. Day 1, Day 2, and so on), the task of reorganizing the breakdown of our scope and sequence was actually relatively straightforward. Moreover, we entered our task of modifying and/or replanning the new course version with some confidence that, overall, our intended goals for the course had largely been met. However, we had also collected a good amount of new data – both during the course (through various tasks, etc.) and at its conclusion (interviews and a questionnaire) – and these would help us revisit our course objectives with a view to improving them for the next version.

At the same time, we were also faced with a new challenge we had not faced before. In the first version, we structured the activities with the knowledge that participants would have nearly a week before the subsequent class meeting. This interval allowed us to assign a number of activities for homework, knowing that the lecturers would have time to reflect and even collaborate/consult with each other about the activities (even through *Facebook*, as indeed often occurred in the pilot version of the course). Now, when we revisited the same syllabus and the way in which the tasks were set, we realized that participants would need to at least start some of the activities in-class, or else we could be seen as expecting them to produce too much from one class day to the next. Thus, for example, instead of asking participants to view the Jaime Lerner video (Table 1) and comment on it on the *Facebook* page, we would need to conduct the activity during class time.

Otherwise, overall, the objective would remain mostly the same, with a few exceptions. One example was the teacher observation activity (video), in particular the portion involving the viewing of the professor teaching a class in Portuguese. That exercise was designed to raise awareness of different styles of teaching styles, especially critical reflection around possible issues that can arise in purely lecture-style classes. However, the way the activity was scaffolded in the original version involved a long build-up about different question types (e.g. display versus reference), IRF sequences, and the use of a specially-designed observation schedule. Faced with what now seemed like a more condensed schedule, we decided

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to make the whole exercise less complicated and simply ask participants to view with a while-viewing task (“What do you think of his teaching style? Take notes.”)

Based on the data collected, we also felt more discussion of language and institutional policy should be included. Therefore, on the same day on which “Correction” was originally discussed, we also included some discussion of language from the perspective of the student. Specifically, we devised an awareness-raising activity that aimed to promote debate about what sort of proficiency a student should possess if considering taking a class that is EMI, how (and if) students should be assessed, and the extent to which “English-only” may matter in EMI classes. (Similar themes are also revisited in the PBL exercise – Table 1.). Also – again, in consideration of feedback received on the pilot course, especially during interviews -- we decided to include a kind of poster activity on Day 5, one devised to elicit challenges the participants anticipated facing after the course, followed by a brainstorming session on how those challenges can be addressed.

4.2 Reteaching the Course (“Stage 4”)

The EMI UFPR intensive course occurred in July 2018, just over a month after the conclusion of the pilot course. Like the pilot course, we decided to limit the places to no more than one representative from any given post-graduate program. Although we enrolled twenty lecturers from twenty different disciplines⁴, the overall demand seemed tamer. This impression was due in part to the slower pace of the enrollments, taking nearly two weeks to reach capacity. There may be a number of reasons for this difference, but one explanation may be that professors simply prefer not to abbreviate their already relatively short winter break (usually around two weeks, officially) with a work-related activity.

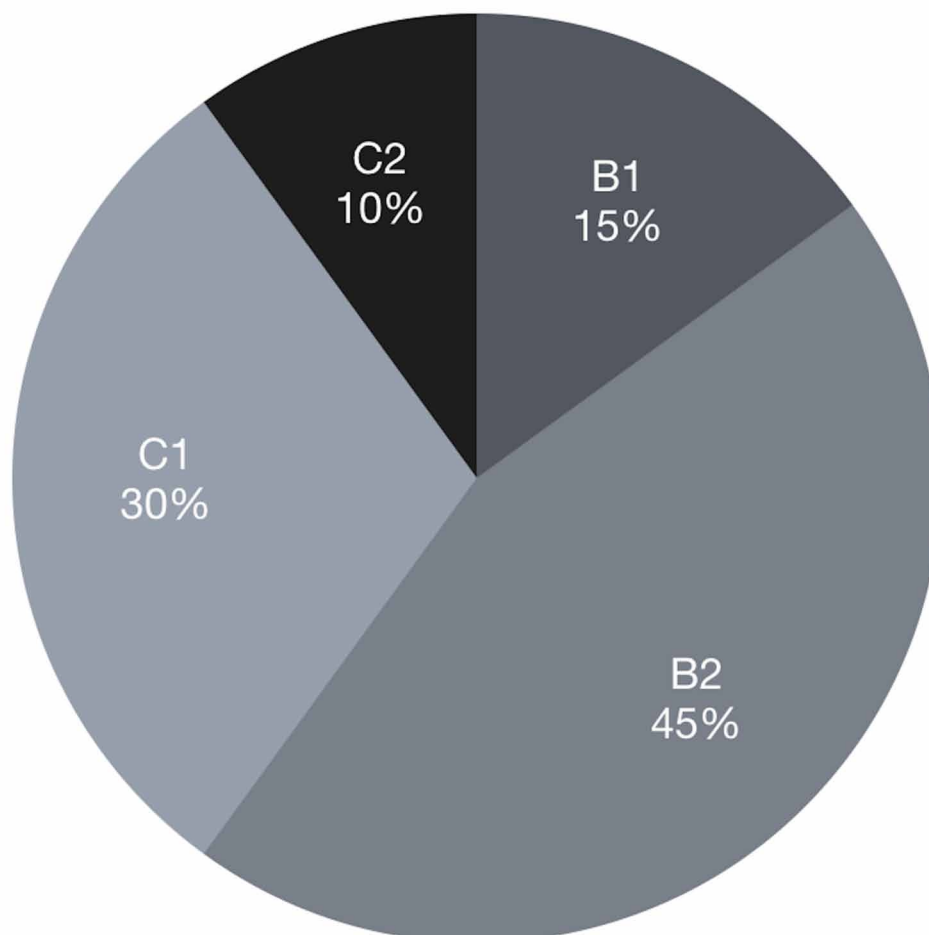
Otherwise, the participants on the intensive course were demographically comparable to those on the first course in terms of sex (11 male, 9 female), and previous experience (with none having taught through English before). Likewise, many (n=6) reported that their teaching style in Portuguese was some version of “traditional” (i.e. lecture-style). And consistent with the first (pilot) group, when asked why they had not attempted EMI before, many lecturers (n=3) cited a lack of proficiency of their own English, and others (n=4) pointed to the proficiency of students. (Moreover, just like the pilot group, there were two lecturers that pointed to a lack of institutional incentive or support.). In terms of proficiency, the breakdown was also quite similar to that of the pilot group, especially within B2 (43 and 45 percent, respectively – Figure 9):

We mostly tried to deliver the course in the same way as the pilot version, with the modifications described in the previous section. Still, there were some unexpected issues we had not allowed for. For example, unlike the pilot course in which the *Facebook* page ended up playing an important and useful role, the *Facebook* page created for the intensive course wound up relatively devoid of activity. The reason for this failure was clear: there simply was not enough time between classes to make use of it, and even if there had been time, students did not feel as compelled to keep in touch with each other between class sessions.

Just like on the penultimate meeting on the pilot course, observed classes were held in separate rooms. However, since regular classes were not in session at the university, we were able to book two rooms in the same building, within close proximity to each other. This proved to be more conducive to greater group cohesion during and between the teaching sessions.

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Figure 9. Self-reported CEFR levels of intensive group



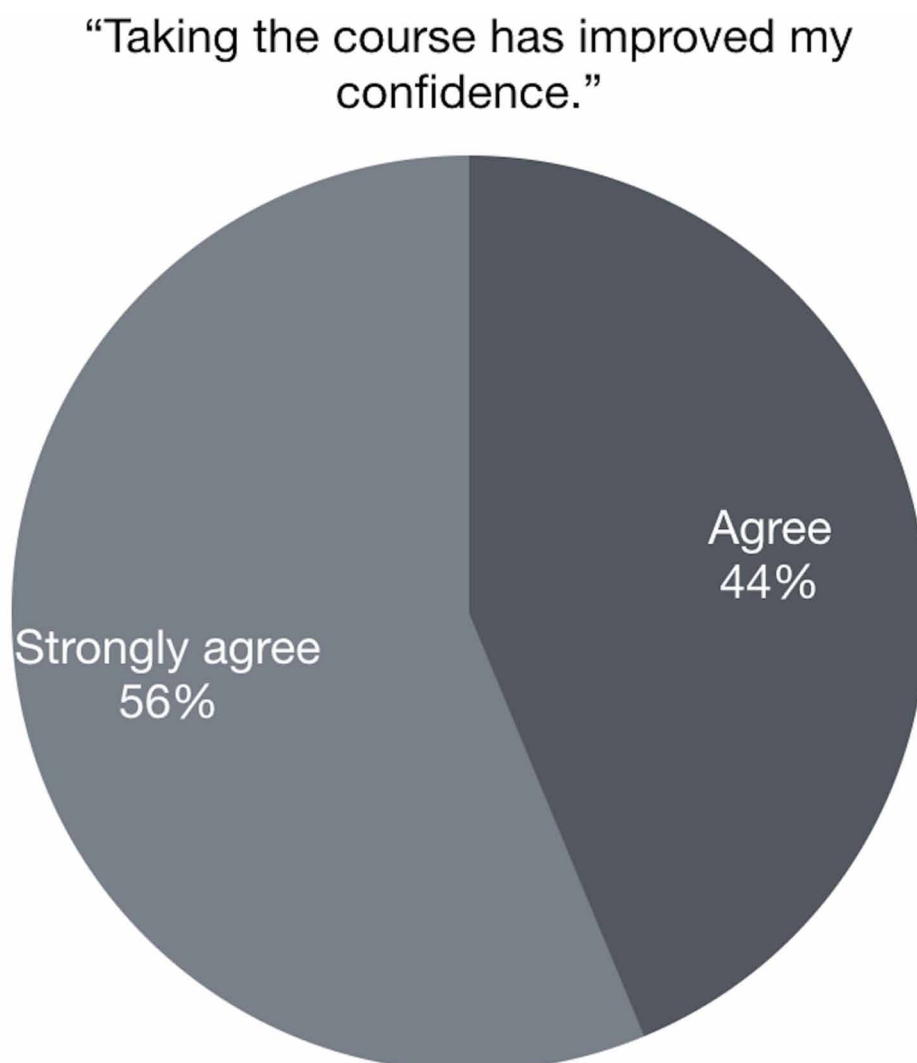
On the final day, as planned, students were asked to discuss anticipated EMI challenges, in groups. Some examples of challenges mentioned include official recognition of their efforts by the institution (e.g. for career advancement), envy from colleagues in the same department, and a lack of time to transform existing course content (in Portuguese) into a new EMI syllabus. These and others were put onto poster paper, and then during a subsequent phase, students tried to devise strategies to deal with the possible challenges they may face.

4.3 Key Results from the Intensive Course

On a quantitative level, the results from the intensive course seem roughly similar to those of the pilot course, with a high degree of overall satisfaction. For example, participants rated the course a mean score of 9.43 out of a maximum of 10 (the pilot received 9.60). While it is arguably not a meaningful exercise to apply inferential statistics in this type of sample (two separate small cohorts of different participants learning under different circumstances), a closer and holistic look at the data renders a less favorable

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Figure 10. Self-reported confidence levels of intensive group



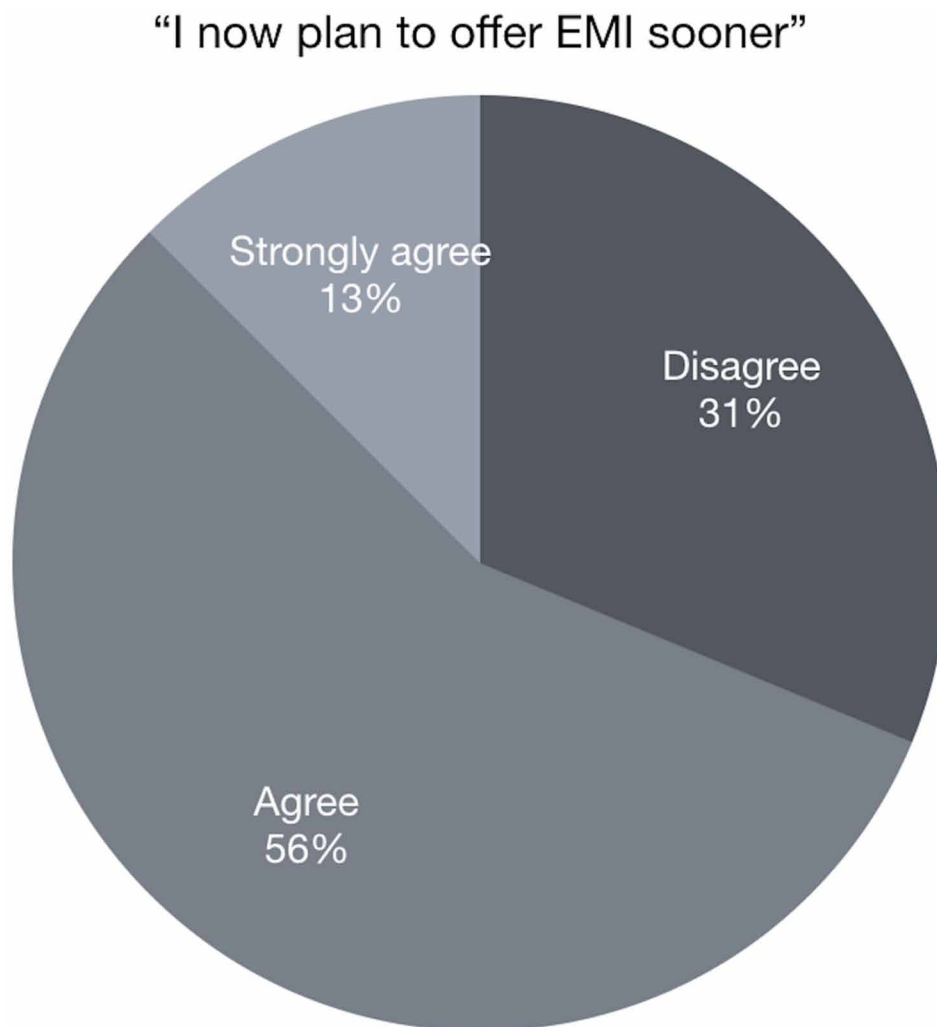
pattern. First, when asked if they felt more confident because of the course, although all answered in the affirmative (Figure 10), only 56 percent expressed strong agreement with the statement (compared to 72 percent in the pilot group).

Further, that more modest confidence is manifested elsewhere, for example, in the question related to when lecturers plan to offer EMI. In the pilot group, 44 percent of all participants stated that they “Strongly agree” that the course made them want to teach in EMI sooner, with only 17 percent disagreeing. In the intensive EMI UFPR course, the picture looks practically inverted, with 31 percent disagreeing with the statement (Figure 11).

Finally, unlike the pilot group, there was not a consensus that participants would “Definitely” recommend the course to colleagues. (One participant answered “Yes,” and yet another responded “Maybe.”)

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Figure 11. Proportions of lecturers on intensive course that plan to offer EMI earlier than originally thought



There were qualitative data that were also collected, in the form of interviews. The themes that arose from the analysis of the transcriptions were essentially identical to those in the pilot course, including language issues (A), matters regarding institutional policy (B), and motivation (C):

(A)

Before this course, my thinking was, ‘I’ll start teaching in English only when I reach the maximum level of English.

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Antes desse curso, o meu pensamento era: ‘eu vou começar ensinar em inglês somente quando eu tiver o nível máximo de inglês.

(B)

My worry about the process of implementing EMI is that I feel a little like good initiatives like this one in the university end up not only facing resistance but also becoming superficial.

A minha preocupação nesse processo de aplicação do EMI na graduação e pós graduação, é que eu sinto um pouco na universidade que boas iniciativas como essa elas acabam não só esbarrando nessas resistências mas também se tornando muito superficial.

(C)

Another positive point I think is the impact on motivation, I have been teaching for 28 years, and with so much time in the classroom we start to get a little tired..

Outro ponto positivo eu acho que é mexer um pouco na motivação, já estou na docência há 28 anos, e agora assim com tanto tempo de docência a gente vai cansando um pouco...

Yet, again, there were differences apparent in the interview data. In the first (pilot) course interviews, a common theme that emerged was related to the effect of EMI in teaching regular (i.e. Portuguese) classes. Although related comments did sometimes emerge in the intensive course interviews, they were relatively scarce when compared to comments of the same nature in the pilot interview data.

5. DISCUSSION AND CONCLUSION: ONGOING ASSESSMENT, AND SOME DECISIONS TO MAKE

In 2016, the first author, as a member of faculty of UFPR, invited colleagues from the University of Oxford to offer the first EMI training course in the state of Parana (indeed, one of the first in all of Brazil). While the course was a success on many levels, it was not a bespoke course that catered specifically Brazilian lecturers. Moreover, the course could not be considered sustainable: clearly, it would not be possible to invite the Oxford EMI trainers to come to Brazil on a regular basis – which would be necessary to meet the demand of lecturers that desired and/or needed some kind of preparation for EMI teaching. We thus set out to create an in-house course that was tailor-made for the Brazilian pre-service EMI lecturer (i.e. professor who has not yet taught through English).

Although we had originally intended to replicate the intensive format (35 contact hours over five consecutive days) of the Oxford EMI course, due to a number of issues (e.g. timing), it was initially only possible to pilot the course in a version that required one-a-week class meetings of three hours. As it turned out, it appears that this version may prove to be the better one. While we did have the impression that participants on the intensive course were more able to retain information from one class to the

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next (not surprising, since classes met daily), that may have been the only advantage. We also found the following drawbacks:

- **There appeared to be slightly weaker group cohesion among the intensive cohort.** It is difficult to operationalize this impression into measurable components, but one example can be found in the *Facebook* page that was created for both groups (intensive and weekly). The once-per-week group was able to build up a rapport over the ten weeks that simply was not possible with the intensive course. That is not to say that this fact alone resulted in an inferior course for the intensive group, but the learning outcomes may be different in other ways. For example, since the end of the first (pilot) course, there was been more exchange of ideas and keeping in touch through *WhatsApp* than there has been for the other (intensive) group.
- **The intensive course was more tiring.** The penultimate days on both courses looked different. On the pilot course, the lecturers – having had nearly a full week to think about and prepare for their observed microteaching – arrived to class clearly more “fresh faced” and energetic than the intensive cohort, who by contrast appeared drained on the last day. The effect of this is difficult to assess, but can perhaps be observed in the questionnaire feedback data in which the enthusiasm of the pilot group can be evinced through their reported level of confidence and the extent to which they would recommend the course to others.
- **The intensive group was only able to focus on the EMI course.** The upshot is that participants on the intensive course did not have the time nor the opportunity to reflect on what they were learning in the course, or how it might apply to their teaching as a whole. Indeed, many participants on the pilot course reported that they were already trying out techniques they had learned on the EMI course in their regular, Portuguese, teaching. This was simply not possible in the intensive course.

Even though both courses can be said to have been a success in that they each met their learning goals, the data thus far collected provide a fairly strong indication that the preferred mode of delivery for the syllabus is not through a five-day intensive course, but rather taught over a period of weeks, during the regular semester. The evidence has shown that such a course results in less physical and mental exhaustion by the end instruction, and superior levels of enthusiasm to teach, and for the course itself. This enthusiasm, in turn, can be considered important since higher levels of enthusiasm could result in a greater likelihood of the lecturer following through on stated intentions to teach through English, and also of speaking positively of the experience to colleagues, who may then also become interested in EMI. Moreover, UFPR has a vested interest in that kind of enthusiasm.

However, while it is clear – at least on the strength of the data thus far collected – that the preferred mode of delivery in terms of overall outcomes seems to be the non-intensive version of the course, the practicality of that version is a different matter. At UFPR, there are over 80 postgraduate programs, the majority of which have explicitly stated that they intend to increase their efforts to become more internationalized, which in most cases also means increasing the number of courses they offer through English. In concrete terms, that translates into a possible total number of around (at least) 500 lecturers that want and/or need support in the form of EMI pre-service preparation. Although the intensive version of the EMI course did not produce results that can be interpreted as positive as the pilot version, it does have the advantage of being able to be run more than once per semester, potentially doubling or tripling the number of lecturers that can take part in the training per year.

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Still, there are important limitations that need to be recognized before any definitive institutional recommendations are submitted for consideration at the administrative level. At the time of writing only two versions of the course have been evaluated, and more data should be collected. Future research should look into whether further iterations of each version of the course yield similar data as those reported here. Furthermore, other versions of the course can be investigated. For example, perhaps a course that met twice per week would produce results similar to those of the pilot course, with the added advantage of being able to increase the number of lecturers trained per year. Another mode of delivery that warrants investigation is a hybrid type of course in which some or most of the activities are carried out over a virtual platform. (Indeed, this course is currently in the works, and we look forward to comparing it to the ones already delivered.) Finally, it is worth stressing that while we feel lecturers benefitted from the course, and that increased levels of confidence appear to have occurred – a result consistent with EMI teacher preparation courses reported elsewhere (e.g. Klaassen, 2008) – more research is necessary before we can assert that such courses actually result in superior learning outcomes. To that extent, we still do not know if the participants that took our course are “better” lecturers, only that they may feel a bit better about lecturing in English – and even in Portuguese.

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Development of a Teacher Training Course for English Medium Instruction for Higher Education Professors

ADDITIONAL READING

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Czerniawski, G., Guberman, A., & MacPhail, A. (2017). The professional developmental needs of higher education-based teacher educators: An international comparative needs analysis. *European Journal of Teacher Education*, 40(1), 127–140. doi:10.1080/02619768.2016.1246528

Dafouz, E. (2017). *English-medium instruction in multilingual university settings*. The Routledge Handbook of Language Awareness. doi:10.4324/9781315676494-11

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KEY TERMS AND DEFINITIONS

B1/B2: In the Common European Framework of Reference, the “B” level represents the “independent user” band, with B1 and B2 denoting the “threshold” and “vantage” (or “upper intermediate”) levels, respectively. The “C” levels are the most advanced.

HEI: Higher Education Institution, which can include several types of colleges and universities, both public and private.

Lecturer: A “lecturer” in this context can be any type of permanent or non-permanent member of the teaching staff of an HEI (i.e. anyone who “lectures”).

L1/L2: One’s first/second language.

PBL: “Problem Based Learning” encourage student collaborative learning through problem-solving of real-world challenges, usually through a kind of problem statement or “trigger,” without a pre-defined “right” or “wrong” solution.

Science without Borders: In 2011, the Brazilian Ministry of Education launched this mobility program, with the original aim of sending over 100,000 students to foreign universities, to encourage international scholarship among STEM undergraduate students (especially). The program was shut down in 2016.

Scope and sequence: What content, themes and so on are covered in a course syllabus (“scope”), and the order in which those items appear on the syllabus (“sequence”).

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Signposting: In a lecture or speech (especially), the words, phrases and other non-verbal devices the speaker intentionally employs in order to help the listener/viewer follow the logic and transitions during a talk.

SWOT: “Strengths, Weaknesses, Opportunities and Threats” – a kind of framework for analysis used especially in the context of entrepreneurship and project planning.

ENDNOTES

- ¹ The first author, Dr. Ron Martinez, was also a certified by Cambridge Assessment as a trainer on Certificate of English Language Teaching to Adults (CELTA) courses, training teachers on intensive courses in different countries, including Brazil.
- ² https://www.ted.com/talks/jaime_lerner_sings_of_the_city?language=en
- ³ There were 23 professors from the following areas: Management; Nursing and Health Management; Architecture and Urban Planning; Animal Nutrition; Biomechanics, Sport Sciences; Chemical Engineering; Tourism; Genetics and Molecular Biology; Operations Research; Clinical Nutrition; Physiology, Physical Therapy; Sports Science; Chemistry; Computer Science; Cartography, GIS; Biochemistry; Civil Engineering; Science, Technology and Society, Education and Labor, Research Methodology; Molecular and Cell Biology; Political Science; Educational Psychology; Human Rights, Biolaw and Methodology; Philosophy.
- ⁴ There were 20 professors from the following areas: Finance and Innovation; Agronomy; Genetics; Physical Education; Mathematics; Veterinary Science; Operations Management; Genetics; Languages, Literature and Translation; Dentistry; Theories of justice, ethics (emphasis on environmental ethics), economics (introduction to economic theory), financial math and economic engineering; Veterinary medicine; Bioprocess Engineering; Materials science; Accountability; Genetics; Animal physiology; animal reproduction and conservation; Medicine - Gynecology and Obstetrics; Veterinary Sciences; Polymer Science and Technology.