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ERUA2 Training Plan for Teachers and Research Staff 2024-2027

SECOND SEMESTER
[March - July 25]

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TRAINING PLAN 2024-2025

*Training actions are part of the Postgraduate Diploma in
English as a Medium of Instruction (EMI & ESP),
Multimodal Communication and Technologies*

ERUA2 Training Plan for Teachers and Research Staff (2024-2027)

This training plan is offered to academics from the eight universities within the ERUA consortium: Université Paris 8, University of the Aegean, Universidad de Las Palmas de Gran Canaria, Mykolas Romeris University, New Bulgarian University, SWPS University, University of Macerata, and Europa-Universität Viadrina Frankfurt (Oder).

The document outlines the training plan for the second semester of the 2024-2025 academic year. The training actions available to **ERUA2 academics and PhD candidates** are part of the *Postgraduate Diploma in English as a Medium of Instruction (EMI & ESP), Multimodal Communication, and Technologies*. This programme aims to enhance English teaching methodologies within an EMI framework, contributing to the internationalisation of your classrooms, especially for those teaching or motivated to teach their content subjects in English.

Participants will develop both their English language proficiency (up to C1/C2 level) and their pedagogical techniques within the EMI framework, improving their teaching in an international and intercultural environment. The programme also emphasises multimodal communication and the use of technological resources to enrich learning experiences.

Enrolment priority will be given to full-time and part-time university academics and PhD candidates (in that order) from the ERUA2 consortium based on the order of registration. Please, note that places are limited per university, and a reserved list will be created. To enroll, please use the following [link](#). You will receive a confirmation email for the specific course you have registered for.

As this programme is funded by the Next Generation EU (NGEU) European funds* for ERUA2 academics, we expect a strong commitment to completing the courses. Academics are expected not to abandon the courses they have enrolled in. If they do, they may be penalised and will not have the opportunity to register for future courses promoted by ERUA2.



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4.01 Technological-mediated approaches, tasks, and materials for the EMI/ESP lesson

ECTS: 2 (10 synchronous hours + 10 coursework hours)

NOTE: This course is part of the Postgraduate Diploma in English as a Medium of Instruction (EMI & ESP), Multimodal Communication and Technologies for the 1st ERUA Training Plan for Teachers and Research Staff

Summary:

This 20-hour module will aim at supporting the design and delivery of principled technology-mediated tasks, activities, and resources for EMI/ESP classes. EMI stands for English as a Medium of Instruction while ESP refers to English for Specific courses.

For: University teaching staff with English level B2 (entry level)

Mode: Online

Places: 35

Goals:

1. Identify and explain key principles and pedagogic choices for design of technology-mediated EMI/ESP learning.
2. Select appropriate tools and strategies to design and implement technology mediated activities (mapping pedagogical choices to interactional affordances of digital technologies).
3. Design and/or evaluate a technology mediated activity in their subject area.
4. Reflect on their experience of designing and/or evaluating a technology mediated activity. language, multimodality and interaction in English at level C1/C2.

Contents:

1. Principles for technology-mediated learning design in EMI/ESP: Task: Select 3 principles and explain their relevance and application in your subject area.
2. Digital technologies for learning and EMI/ESP (including emerging AI tools). Task: Select a digital tool or tools you would like to work with and explain why.
3. Design frameworks. Task: Use a framework to design a technology mediated task or digital content for your subject area.
4. Evaluating technology-mediated learning designs. Task: Propose an evaluation approach and criteria for your task or content.

Methodology:

The course will be practical and interactive. We will try out and/or analyse exemplar approaches (e.g., COIL), technology-mediated tasks, and digital materials (e.g., using language tools such as concordances, AI LLMs, etc.); and reflect on how we can exploit technologies to implement pedagogic choices appropriate to participants' teaching contexts and EMI/ESP; and examine frameworks and processes useful for designing technology-mediated language learning. Participants will design and evaluate a technology-mediated task and/or digital resource for their subject area.

Teaching Staff:

Mr. Eli Driscoll
British Council

Dates and Timetable:

March 11, 13, 18, 20 and 25, 2025
Time: 16.00 - 18.00 (GMT)

4.02 Intercultural intelligence in Higher Education

ECTS: 1,2 (6 synchronous hours + 6 coursework hours)

NOTE: This course is part of the Postgraduate Diploma in English as a Medium of Instruction (EMI & ESP), Multimodal Communication and Technologies for the 1st ERUA Training Plan for Teachers and Research Staff

Summary:

The aim of this module would be to develop cultural intelligence, in order to be able to communicate efficiently and properly in those intercultural or multicultural contexts in which scholars participate. Every session would be based on elements which define different cultural realities and experiences.

For: University teaching staff with English level B2 (entry level)

Mode: Online

Places: 35

Goals:

1. Present different approaches to cultures, identities and cultural processes, with clear and real examples.
2. Develop competences to foster the intercultural intelligence' four dimensions.
3. Develop competences to avoid obstacles as well as to foster proper verbal and non-verbal communicative elements for multicultural and intercultural contexts.

Contents:

1. Cultures: the profound elements
 2. Multiculturality and interculturality: from co-living to sharing.
 3. Intercultural intelligence: how to know, approach and understand different cultures.
 4. Intercultural communication: competences for a proper and intelligent communication model in intercultural contexts
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Methodology:

The method is practical and interactive. Concepts as culture, identity and several cultural processes would be explained with real and clear examples taken from advertising, media, and daily life. In every session, practical and interactive activities will help to develop the four dimensions in intercultural intelligence. Specific tasks will develop verbal and non-verbal communicative competences. Students will be required to participate actively in the sessions in various activities and discussions. A final task will be required to pass this course.

Teaching Staff:

Dra. Leticia Fidalgo González

Departamento de Filología Moderna, Traducción e Interpretación, ULPGC

Dates and Timetable:

April 1, 3, 8, 2025

Time: 16.00-18.00 (GMT)

4.03 English for Specific Purposes

ECTS: 1.3 (6 synchronous hours + 7 coursework hours)

NOTE: This course is part of the Postgraduate Diploma in English as a Medium of Instruction (EMI & ESP), Multimodal Communication and Technologies for the 1st ERUA Training Plan for Teachers and Research Staff

Summary:

This 13-hour module is designed to enhance university teaching staff's ability to teach and communicate effectively in English, tailored to their discipline-specific contexts (English for Specific Purposes). Through targeted activities and practical examples, the course will build participants' confidence and competence in key academic language skills.

The module will focus on:

- **Academic writing:** Conventions of citation styles, correct referencing, paraphrasing, and writing abstracts.
 - **Academic speaking:** Presentation skills, effective use of visual aids, and managing audience questions.
 - **Academic reading:** Efficient strategies for reading academic papers and evaluating information critically from a range of sources.
 - **Listening and note-taking:** Techniques to support academic understanding and effective engagement in lectures and discussions.
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For: University teaching staff with English level B2 (entry level)

Mode: Online

Places: 10

Goals:

1. Identify key strategies to develop subject-specific language skills for effective EMI/ESP instruction.
2. Practice and refine academic writing, focusing on citation styles, paraphrasing, and abstract writing.

3. Strengthen speaking techniques, listening and note-taking strategies to improve comprehension and teaching outcomes, and managing audience interaction confidently.

Contents:

1. Academic writing: Principles of clear, concise academic writing.
2. Academic speaking: Techniques for confident public speaking, using visual aids, and handling
3. Academic reading: Strategies for efficient reading and critical evaluation of academic papers.
4. Listening and note-taking: Effective listening techniques for lectures and discussions.

Methodology:

The course will adopt a hands-on and interactive approach, blending theory with practical applications. Participants will engage in:

- Collaborative activities to explore language-specific challenges.
- Guided practice in academic writing, speaking, reading, and listening.
- Peer feedback on tasks, including presentations and written outputs.
- Reflection sessions to share experiences and identify areas for continued development.

By the end of the course, participants will have a toolkit of strategies and resources for enhancing their language skills in their specific academic contexts.

Teaching Staff:

Ms Anne Wilding

British Council

Dates and Timetable:

May 8, 15, 22, 2025

Time: 17:15 – 19:45 (GMT)

4.04 Communicative Teaching/Learning Strategies for EMI/ESP Classes Aligned with the CEFR Modes of Communication

ECTS: 1.2 (6 synchronous hours + 6 coursework hours)

NOTE: This course is part of the Postgraduate Diploma in English as a Medium of Instruction (EMI & ESP), Multimodal Communication and Technologies for the 1st ERUA Training Plan for Teachers and Research Staff

Summary:

This module will focus on the identification of students' linguistic disciplinary needs, as well as the design of activities and assessment criteria that help students develop productive, interactional and mediation skills needed to function and communicate knowledge in their specific disciplines.

For: University teaching staff with English level B2 (entry level)

Mode: Online

Places: 10

Goals:

1. By the end of the course, a successful participant will be able to:
2. Identify the language students need to function and communicate knowledge in their specific discipline (Genres, cognitive discourse functions, and lexicogrammar).
3. Develop a range of strategies that promote the development of learners' communicative competence in their specific discipline.
4. Understand the conceptual framework of the CEFR, CV (2020), and be able to apply this understanding to develop teaching and assessment strategies.
5. Be able to adapt assessment criteria in the CEFR to their students' specific disciplines.
6. Design learning activities and assessment criteria with the help of the descriptors of the CEFR, and that promote the development of learners' communicative competence in their disciplines.

Contents:

1. Which 'language' do our students need to communicate their disciplinary knowledge? Genres, cognitive discourse functions, and lexicogrammar.
2. Overview of the modes of communication in the CEFR: A focus on mediation and interaction.
3. Strategies for integrating the CEFR into classroom instruction and assessment practices.
4. Assessing disciplinary knowledge with CEFR descriptors: Examples from History, Mathematics and Science

Methodology:

Students are expected to be actively engaged in the course, as the two underpinning methodologies will be learning by doing and collaborative and/or cooperative learning. Students will take part in activities like debates, group work, and interactive activities. To pass the module participants will be required to submit a final task in which they apply the contents learned either by designing specific communicative tasks or by adapting CEFR assessment criteria to their students' discipline/s.

Teaching Staff:

Dña. Sonia López Serrano

Departamento de Filología Inglesa y Alemana, Universidad de La Laguna /
Universidad Complutense de Madrid

Dates and Timetable:

May 6, 13, 20 2025

Time: 15.30 - 17.30 (GMT)
