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SUPPLEMENTO

*Critical Issues in English –
Medium Instruction at University*

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SUPPLEMENTO

*Critical Issues in English –
Medium Instruction at University*

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Indice

Have we got the Lecturing Lingo?

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This article maps the evolution of lecturer training courses at the University of Modena and Reggio Emilia since 2011 to the present to meet the growth of English taught degree programmes being offered. It illustrates a three-pronged approach developed to deliver methodological and language instruction to Italian lecturers through three distinct "Lecturing in English" modules, outlining the rationale behind each element. It also considers the new role of the teacher trainer in training university teachers.

Keywords: English Medium Instruction, teacher education, ongoing professional development, English-taught programmes, UNIMORE.

Introduction

Italian universities are embracing the challenges of internationalization in higher education in terms of strategy, policy and instruction and are increasingly offering degree courses taught wholly in English. However, to date there has been little pedagogical training for university teachers embarking on teaching content through English on a global scale[1], despite evidence that teacher education courses are being developed and offered in some universities, particularly on the Italian peninsula[2]. In general, although they are key stakeholders, university teachers are unaware of the need to modify teaching strategies in order to become practitioners of English Medium Instruction (EMI). One study commented on "a distinct lack of awareness of a need to change pedagogy in order to help students (whether home or international) cope with content delivered through a second language[3]." Research undertaken by Guarda and Helm as recently as 2016[4], however, indicates that a 'shift' in perceptions of teaching and participating in professional development courses is necessary if lecturers, encouraged to reflect on practice, are to be more effective teaching practitioners as they embrace teaching in another language. Results from their study show that, far from having a negative impact, EMI can provide "opportunities for reflection and innovation in pedagogy."

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[1] J. Dearden, *English as a medium of instruction – a growing global phenomenon*, British Council, London 2016, p. 2.

[2] F. Costa, *English Medium Instruction (EMI) Teacher Training Courses in Europe*, "RiCOGNIZIONI, Rivista di Lingue, letterature e culture moderne", 4, 2015, 11, p. 132.

[3] J. Dearden – E. Macaro, *Higher education teachers' attitudes towards English Medium Instruction: A three-country comparison*, "SSLLT", 6, 2016, 3, p. 479.

[4] M. Guarda – F. Helm, *'I have discovered new teaching pathways': the link between language shift and teaching practice*, "International Journal of Bilingual Education and Bilingualism", 20, 2017, 7, p. 879-913.

In Italy, there has been some resistance to the offering of courses entirely taught in English. This issue is currently being discussed in Italian legal circles and may actually necessitate HE reforms on language policy. Teaching through another language may not be un-constitutional but has been described as "threatening freedom of teaching and the primacy of the Italian language. It could also prevent non-English speakers from accessing education[5]." The Council of State has ruled that as a compromise, English courses may need to be offered concurrently with Italian courses of a similar nature. There is, at the time of writing, no clear outcome on the matter.

This article provides a snapshot of the teacher education strategies in place on a local level at the University of Modena and Reggio Emilia (henceforth UNIMORE) through three phases of teacher development offered to academic teaching staff. It also considers the professional identity of the 'teacher trainer,' a new role in HE contexts.

The concept of the term 'lingo', used light-heartedly in the title of this paper, may bear some relation to the issue of using English as a medium of instruction. If a 'lingo,' according to the Macmillan dictionary[6], is defined firstly as an informal term for a 'foreign language', and secondly as words used by a group of people engaged in a particular 'activity or job,' the term refers to both the foreignness and unfamiliarity of the language as medium, as well as its uniqueness as a jargon or genre to be embraced by teachers using it and teacher trainers designing courses in it. Therefore, in this article the word 'lingo' reflects both definitions, a foreign language of instruction and a language necessary to provide instruction. The 'we' in the title is intended to refer to the stakeholders in the HE institution in this case-study at UNIMORE, namely the lecturers themselves, the teacher trainers and the policy-makers involved.

2. *The University Context- a growing international curriculum*

The University of Modena and Reggio Emilia, a medium to large–sized public university based in the north of Italy embarked on its initiative of offering teacher education courses in English to its professors and lecturers in the academic year 2011-12.

While some degree course modules in Economics and Science departments were already offered in English at that time, the launch of four completely English taught degree courses at postgraduate level in 2015 heralded a more urgent need to provide EMI teacher education. These courses, Languages for Communication in International Enterprises and Organizations (LACOM), International Management, Physics and Electronic Engineering have proved to be popular postgraduate courses, and while international enrolments are increasing steadily, the courses also have a particular appeal for Italian students enrolling from outside the Modena and Reggio Emilia areas. Students are attracted by healthy university rankings as well as by links with local industry and

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[5] C. Civinini, *Ruling out English Medium*, "EL Gazzette", https://digital.elgazette.com/rhapsody-elgazette/ruling-out-english-medium/pugpig_index.html (last accessed: September 22, 2017).
[6] Macmillan Dictionary, http://www.macmillandictionary.com/dictionary/british/lingo (last accessed: September 22, 2017).

commerce, the possibility of internships and overseas exchange programmes, and concrete career prospects. The number of degree courses offered has now been extended, and as of 2017/2018, postgraduate courses in Advanced Automotive Electronic Engineering, Advanced Automotive Engineering and Innovation Design will be offered in partnership with other major HE institutions in the Emilia Romagna region.

3. *EMI Teacher Development at UNIMORE: "Lecturing in English" Courses*

As the demand for places on English taught degree courses grows, so does the need for quality assurance, or at least some form of awareness raising and training in content teaching in a foreign language. As early as 2011, UNIMORE started to face the challenge of equipping teaching staff with some of the tools needed to internationalize their courses.

The initiative began as a small project emerging from discussion and reflection between the university language centre and the personnel responsible for implementing initial internationalization strategies. Teacher training courses were therefore conceived at this time as a means of training in-service lecturers who were already teaching or intended to teach courses in English, and from the outset dual teaching expertise was proposed, involving both an Italian expert on Applied Linguistics and native-speaker language teaching experts (*Collaboratore ed Esperto Linguistico* or *CEL*). A system of financial incentives for participants was also approved, and potential recipients of this reward were invited to formally apply; if successful, they would complete a short first pedagogical training course 'Lecturing in English I.' The selection process for this course consisted of a formal application and a language proficiency test, as is still the case. This initial in-sessional course, consisting of twenty-eight hours of lessons over eight weeks was originally designed to give the most promising and most linguistically competent candidates some basic skills in teaching their subjects in English, as well as the financial assistance to plan the delivery of such courses and fund additional research. At first, numbers on the annual courses were low (fewer than ten in a class), but as the numbers of English Taught Programmes (ETPs) has multiplied, interest has flourished and for the 2017 course there were over 20 candidates interested in attending. Other faculty members have also attended this course out of pure interest and personal motivation. As far as language levels are concerned, the target entry level was initially fixed at C1 (CEFR), although some participants may have more competent reading and writing skills in English and find the spoken aspects of teaching particularly challenging. As the number of courses offered in the vehicular language has grown, so has the interest of the teaching staff in participating in training courses of this nature and the requirement of a C1 level of language competence has been relaxed.

4. *Course Organisation: 'Lecturing in English I' - Rhetorical Implications and Language Choices*

The topic of this section is the first core module 'Lecturing in English I', launched in 2011. The positive reception to the course in 2013 led to the request for a follow-up course the same academic year, which was entitled 'Lecturing in English II'. In 2016 the third strand of training evolved, namely 'Lecturing in English III - language improvement and accuracy.' The second and third phases of the course will be dealt with in sections five and six respectively, leaving section seven to focus on participants' reactions to their learning experiences.

The first course was therefore designed to be team-taught, drawing on the subject expertise of a UNIMORE researcher (a non-native speaker) from the Department of Studies on Language and Culture and a qualified and experienced native-speaker teacher from the University Language Centre. The first tutor provides input based on the concept of the 'Lecture as a Genre,' anchoring the lessons in a genre analytical perspective[7], focusing on the rhetorical features of the lecture as a macro-linguistic event in order to outline the lecturer's overall goals. To achieve this aim, the course adopts a multi-layered methodological approach, providing the lecturers initially with a macro-analytical analysis of the lecture, including topics such as the context in which the communicative event takes place[8], its communicative purpose, the intended audience and its rhetorical structure[9]. This part of the course is also concerned with problematic areas that a lecturer may encounter while teaching, i.e. how to address student needs such as real-time processing, or distinguishing what is more important from what is less important. Another challenging area for students concerns cross-cultural issues, since not only the language forms (vocabulary, syntax etc.) but also the underlying cultural grammar can be a barrier to learning. Lecturers in a foreign language, according to Flowerdew and Miller[10], need to act as "mediators to the local situation", making the lecture accessible and comprehensible to their students by scaffolding those cultural obstacles that may arise so that a climate can be fostered that is conducive to learning. Benson's research on academic listening also provides an insight into the difficulties that a student audience encounters in listening and understanding a lecture. Raising awareness of the interpretative strategies needed by students during lectures is fundamental for the lecturer in planning, delivering and pacing the lesson[11].

Subsequently, the focus shifts to the micro-analysis of the linguistic features of lectures addressing topics ranging from pedagogic strategies to vocabulary teaching. Since a key

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[7] J. Swales, *Genre analysis: English in academic and research settings*, Cambridge University Press, Cambridge 1990; V.K. Bhatia, *Analysing genre: language use in professional settings*, Longman, London/New York 1993.
[8] E. Goffman, *Forms of talk,* University of Pennsylvania, Philadelphia 1981.
[9] T. Dudley-Evans – M. St John, *Developments in English for specific purposes: A multi-disciplinary approach*, Cambridge University Press, Cambridge 1997.
[10] J. Flowerdew – L. Miller, *Lectures in a second language: Notes towards a cultural grammar*, "English for Specific Purposes", 15, 1996, 2, pp. 121-126.
[11] M.J. Benson, *Lecture listening in an ethnographic perspective* in *Academic listening: Research perspectives*, J. Flowerdew ed., Cambridge University Press, Cambridge 1994, pp. 181-198.

issue for students is understanding subject-specific lexical items in their discipline, EMI lecturers need to be equipped with the linguistic flexibility to respond to moments of contingency which might emerge during lectures. This may require the lecturer to repeat, reformulate and even provide lexical glosses while teaching, as well as to be able to perform unscripted questioning to involve the audience in the lesson.

As regards the rationale of the course and the resources used, a genre-analytical approach is applied to authentic lecture examples from a variety of disciplines (e.g. Economics and the hard sciences). More specifically, the materials consist of lectures drawn from the MICASE (Michigan Corpus of Academic Spoken English)[12] and recorded lectures from both native and non-native speakers. Lessons in this part of the course involve traditional teacher-fronted input sessions and group discussion of relevant issues leading to in-class practice. Therefore, tasks such as analysing videos of lectures, transcripts and academic corpora help participants understand models of academic content delivery.

The genre-oriented lessons alternate with the other facet of the 'Lecturing in English I' course, which are practical awareness-raising lessons aimed at introducing teaching strategies, particularly of a communicative nature, delivered by the native speaker *CEL*. These 'hands-on' sessions focus on a variety of topics, including the effective use of visual materials, the importance of subject-specific vocabulary and collocations, using multimedia in the classroom, dispelling myths regarding pronunciation and the importance of signposting language and reformulation strategies. It is not uncommon to allude to other procedures and approaches such as the Flipped Classroom[13], Task-Based Learning[14], project-based instruction and problem-solving methodologies.

A typical lesson would consist of an input session (using slides) interspersed with pair and group tasks, allowing ample opportunity for participants to work together in the target language and improve fluency, with a micro-pedagogical goal in mind. The main aim is to provide a stimulating learning environment that is student-centred rather than teacher-fronted, rich in classroom interaction and which allows for discussion and reflection on teaching issues in a multidisciplinary context. While it is impossible to guarantee that participants are willing to accept and adopt specific pedagogical strategies, awareness-raising of the challenges of the EMI classroom is of paramount importance.

The combination of a non-native speaker language expert and an experienced university language teacher seems to be an effective strategy to bridge the gap between a lecturer's excellence in content knowledge and a potentially low level of language proficiency. Fontanet-Gòmez[15] points to the importance of collaboration between the content teacher and the language teacher in facilitating students' acquisition of 'disciplinary discourse', thus drawing on the strength of both content knowledge and language expertise. This would

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[12] MICASE, www.hti.umich.edu/m/micase (last accessed: April 28, 2017).

[13] J.L. Bishop - M.A. Verleger, *The flipped classroom: A survey of the research*, "ASEE National Conference Proceedings", 30, 2013, 9, p. 5.

[14] R. Ellis, *Task-based language learning and teaching*, Oxford University Press, Oxford 2003.

[15] I. Fontanet-Gòmez, *CLIL in Higher Education Towards a Multilingual Language Policy*, Multimedia Matters, Bristol 2013, pp. 164-166.

appear to be a healthy partnership for delivering teacher training courses too. However, satisfying course participants who are content experts but not master linguists, and who often in the Italian HE context have little or no formal teacher training, requires a sensitive and empathetic approach. It is evident that no single pedagogical course can satisfy all HE teaching contexts and disciplines; similarly, there can be no one course that can be unilaterally effective, given the multifaceted nature of audience[16]. Considerable flexibility is required by the teacher trainer in fielding the queries and doubts that emerge spontaneously from participants and which can alter the course of a lesson or even lead to modifying the content of successive lessons.

Throughout the course, the tutors make use of the institutional Moodle multimedia platform as e-moderators as a means of publishing course materials, slides, creating homework tasks and inviting lecturers to participate in discussion forums. One task introduced after the initial lesson is for the participants to post their biodata on the platform. This is intended to encourage a sense of community and collaboration amongst the group, and an opportunity for participants to showcase their disciplinary competences as well as practise academic writing skills with their peers. Many of the academic staff on these courses may have had little contact with other departmental colleagues beyond professional duties at the university.

In order to receive their financial bonus, the lecturers must complete 'Lecturing in English I'(with 70% attendance) and participate in a final evaluated task which involves preparing and delivering either a twenty-minute portion of a lecture in English or a segment of a course overview of the same length to the class. They are required to provide a written abstract in advance, outlining their proposed lesson for their peers to read. The observations are scheduled over several sessions and all participants must attend as they, in turn, are involved in the evaluation process as peer-reviewers. The lesson observation is designed to obtain feedback from three sources: firstly, the course tutors evaluate the lesson segment considering factors such as its overall impact, the use of visual materials, language, clarity, coherence, organization and handling of questions. Secondly, peer-observers (course participants) complete a basic evaluation form on colleagues they observe. They are asked to comment briefly on their overall impression of the lesson, aspects that were effective and less effective and make suggestions for improvement. The final assessment comes from the observees themselves as they have to complete a post-lesson self-reflection grid immediately after their observed lesson, identifying which aspects of the lesson were successful, and which could be improved.

These three feedback tools allow the tutors to compile a personalised feedback document on the observed lesson which is sent by email to the individual participant (and to administration as proof of course completion). Drawing on teacher trainers' comments, peer comments and the post-lesson reflection, the final evaluation synthesis provides a comprehensive picture of the participant 'going live' in a classroom situation from several

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[16] P. Ball – P. Lindsay, *Language Demands and Support for EMI in Tertiary Education. Learning from a Specific Context*, in *English-Medium Instruction at Universities. Global Challenges*, A. Doiz – D. Lasagabaster – J.M. Sierra. ed., Multilingual Matters, Bristol 2012, pp. 44-61.

angles. This opportunity for lecturers to teach in front of a familiar audience that is unlikely to be expert in their subject discipline is extremely challenging and stimulates a lively post-observation question and answer session. The peer-assessment element is "dependent on establishing collegial trust and respect[17]," and not only can participants demonstrate their subject knowledge, language and presentation skills during the observation, but they can attempt to put into practice some of the strategies for EMI teaching that they have encountered on the course.

5. *'Lecturing in English II' – digging deeper and problem solving*

A second step, 'Lecturing in English II' was created in response to a demand from participants who had completed the first course and desired to attend, at least on a weekly basis, a supplementary course tailor-made to their language and pedagogical needs. This follow-up course was launched in 2013-2014. Already in-service and teaching in English (or not, as the case may be), the lessons are solely in the hands of the native speaker language teacher and the course is built around lecturers' specific requirements as they begin to operate within the realities of EMI. The curriculum emerges from an informal needs analysis so that "Lecturing in English II," attended on a voluntary basis, with no financial incentive at stake, evolves in response to participants' real needs. Practical issues such as assessment literacy and assessment types offered on an ETP are discussed, in addition to other pertinent topics such as materials design and development, improving classroom interaction, dealing with large classes, reformulation and paraphrasing strategies and less concrete concerns such as the meeting of student needs and expectations and the new challenges of the multi-cultural classroom. Given the flexible nature of this second course, teacher-fronted lessons are supplemented by seminars given by guest speakers. These invited speakers could be language teaching experts, course participants themselves reporting on their post-training EMI teaching experiences, or colleagues illustrating experiences gained on sabbatical exchanges in Anglophone universities. Possibly the strength of this phase of the 'Lecturing in English' journey is the chance to exchange opinions and experiences with colleagues in other departments on the practical delivery of their courses in English. Again, the Moodle platform is used both as an archive of course materials and as a means of facilitating interaction through online tasks and discussion tools.

6. *'Lecturing in English III': language improvement and accuracy*

The third phase of the cycle, introduced in 2016, has also proved successful as part of ongoing professional development for in-service professors and lecturers in English and other motivated departmental members. 'Language improvement and accuracy' was

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[17] D. Atkinson – S. Bolt, *Using teaching observations to reflect upon and improve teaching practice in higher education*, "Journal of the Scholarship of Teaching and Learning", 10, 2012, 3, p. 3. Retrieved from https://josotl.indiana.edu/article/view/1798/1795 (last accessed: October 10, 2017).

established after being specifically requested by participants who had taken the first two phases of the cycle as a means of improving language proficiency, but without a specific pedagogical focus.

These sessions could be described as conventional English language lessons with an academic bias. The lessons focus on grammatical structure (with practice), attention to specific pronunciation issues in addition to listening and reading comprehension tasks. Everyday English for academic encounters is also addressed, including the language required in an academic tutorial and the conventions of written academic correspondence in emails. This course is delivered by another native speaker English language teacher from the university language centre and has been well received. It appears that the traditional language lesson, where structures and rules are introduced and/or revisited is stimulating and reassuring. It allows participants to be language students, safe in the hands of a language expert as they gain confidence and competence in the spoken language. It is a particularly important course for participants who may have to teach in English but have weaker language skills and is appealing as a means of maintaining existing language skills, enhancing other skill areas and boosting confidence in using another language in the workplace.

The three-pronged approach to EMI teacher education at UNIMORE outlined above has thus evolved in response to participants' needs and their enthusiasm in attending courses: first a core co-taught module, a second course emerging from practical teaching needs and a third to improve language skills. Teaching resources for course provision in this context have been sourced from experienced researchers and language teaching staff from the university language centre in collaboration with the Internationalisation office. It shows how the institution itself has been responsive to the emerging needs of the teaching demands of EMI.

7. *Participant reactions to 'Lecturing in English' courses*

Positive reception to the three phases of courses has allowed 'Lecturing in English' professional development programmes to become firmly established in the UNIMORE context. It is also important to consider the impact of courses on the participants themselves. Guarda and Helm's qualitative study[18] conducted at the University of Padua provides useful insights into participant reaction following teacher training programmes. The Learning English for Academic Purposes (LEAP) Project, established in Padua in 2013/2014, offered a range of teacher training options to academic staff such as residential summer courses, overseas intensive courses and blended options at home. Analysing data from course feedback and participant interviews, the research focuses on the impact that courses have had on participants' perceptions and approaches to teaching in English. Several of the themes that emerge from their findings are echoed in some of the informal

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[18] M. Guarda – F. Helm, *'I have discovered new teaching pathways': the link between language shift and teaching practice*, "International Journal of Bilingual Education and Bilingualism", 7, 2017, pp. 817-913.

reactions obtained at UNIMORE in emails from course participants on receiving their final assessment feedback from the tutors. One theme that is highlighted in the Padua study is the appreciation of the course content and delivery. This is evident from comments made by a course participant in Modena:

> Many thanks to both of you for your efforts in building this unique course! I would like to express my general satisfaction for my results. I know I can improve my English and I'll try to do it. (Lecturing in English I, 2017)

Similarly, another participant appreciated the methodological input on the UNIMORE course:

> I am aware to be a good teacher…in my mother tongue…and applying some teaching strategies I am able to annul some gaps in my English teaching. However, by studying and attending CLA[19] courses, with the help of persons like you, I hope I can do it. (Lecturing in English I, 2016)

Other soundbites expressing 'appreciation' and didactic enrichment mention the word 'tricks'. This would appear to refer to strategies and techniques learned on courses in integrating "tricks of the craft into my repertoire," and how it was useful to "use all the tricks I've learned in our class." While not embracing a huge pedagogical shift, they do acknowledge a need to modify teaching practice.

Another point raised in Guarda and Helm's findings is the awareness of a common interest in working together as course participants and in creating a Community of Practice (CoP). This is repeated in Modena's feedback, for example:

> I also found the course very interesting because it allows/forces people from different departments to work side by side thus stimulating cross-fertilization. (Lecturing in English I, 2017)

> I really enjoyed attending your class. Perhaps, from my 'learner' perspective, the small number of attendees was a good point, since this increased the chance to interact with you and with the other colleagues. (Lecturing in English, II, 2017)

On completion of 'Lecturing in English' courses, some participants have voiced the need to have individual English lessons to improve language proficiency or one-to-one tutorialsto review course programmes and materials in English. Overwhelmingly, lecturers and professors have signalled the opportunity to continue with courses, either with a methodological component or a language improvement focus. A final point in common with the above-mentioned research is the desire "to nourish the need to receive support

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[19] Centro Linguistico dell'Ateneo (University Language Centre), University of Modena and Reggio Emilia.

and guidance" which concurs with the LEAP Project findings. A further two quotes from UNIMORE illustrate this:

> It was my pleasure to take the class [...] I do hope to have similar opportunities in the years to come (Lecturing in English II, 2016)

> I really hope to have new occasions for sharing teaching experiences with you and especially for being again your student, given that I fill the need of improving my English. I really hope that our University will be able to replay and also enlarge the experience of English teaching for professors and teachers. (Lecturing in English I, 2017)

Comments emerging from UNIMORE course participants, together with findings from Guarda and Helm's study help course providers understand the common concerns of their lecturers and professors throughout their EMI training as well as gauging the impact of the courses. However, one theme that emerges from UNIMORE is a lingering sense of insecurity regarding language proficiency, which may only be overcome by continuing to participate in ongoing professional development courses which aim to instil more self-confidence in teaching content through language.

Informal feedback is useful for informing the course tutors on how to proceed and in providing impetus for expanding these professional development programmes; however, implementing a formal course feedback mechanism would be highly beneficial.

8. *What is the 'lingo' of the teacher trainer? Reflections on professional identity*

Teacher education initiatives appear not to be widespread in the Italian HE sector, although at present there is a clear demand to embrace this need as EMI grows apace. It is evident that "special training is important when new pedagogies have to be implemented, as is the case with the integration of content and language,"[20] and universities such as Modena and Reggio Emilia, the Universities of Padua, Urbino and Sienna have been active in developing ongoing professional development programmes and services[21]. On a wider scale, institutions such as the British Council offer Academic Teaching Excellence Courses worldwide, in collaboration with the University of Oxford[22] and teacher trainers delivering such courses undergo specialist in-house training. Increasingly, online training options are becoming widespread, eliminating the physical presence of the teacher trainer or engaging them as external collaborators or online facilitators. Cambridge English's Certificate in

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[20] I. Fontanet-Gòmez,*CLIL in Higher Education Towards a Multilingual Language Policy*, Multimedia Matters, Bristol 2013, p. 166.

[21] F. Costa, RiCOGNIZIONI..., p. 132.

[22] British Council, *Academic Teaching Excellence* (ATE) https://www.britishcouncil.si/en/teach/academic-teaching-excellence (last accessed: September 22, 2017).

EMI skills[23] consists of purely online training modules (with optional face-to-face seminar sessions) for EMI practitioners. This suggests that online and blended courses may become the most cost-effective and practical solution for HEIs in the future.

As mentioned previously, the concept of a 'lecturing lingo' in the title of this study not only refers to the obvious challenge of language involved in the multilingual HE teaching and learning environment, but it is evident that there is another strand or narrative to the 'lingo' involved in this field, that of the EMI teacher trainer in HE, a relatively new teacher training profile.

While in any institution there will be variables regarding funding, available teaching resources and institutional language policy, we may assume a desirable skill set for those involved in lecturer training. In Italy, institutional issue sconcerning hierarchy may prevent a native speaker language teacher from being involved in lecturer training. As such, it is not uncommon for experienced academic staff members or external training consultants to be engaged to provide pedagogical seminars or input sessions in their native language, rather than involving an English language teacher. Since there is little pedagogical training available for Italian academics, offering courses in pedagogy in the Italian language may be regarded as a short-term solution.

However, it could be argued that the task of guiding HE teaching staff through the EMI 'lingo' into a new linguistic and pedagogic dimension may be more successful if experienced language tutors are involved. Given the challenges of EMI contexts, there may be certain optimal teacher trainer credentials required to perform this role. A native or non-native speaking teacher trainer should be an experienced teaching practitioner in a multilingual setting, ideally with teacher training experience, and possibly with an awareness of CLIL[24] (Content and Language Integrated Learning) methodology. An understanding of the rigour of the academic community would be key and while not necessarily expert in any content area outside language teaching, the trainer should be aware of the diverse nature of pure and applied academic disciplines and the discourses therein.

From an English language teaching perspective, one avenue would be to harness the experience of qualified teacher trainers in teaching English as a foreign language (TEFL) and apply it to EMI training contexts. As the demand to train EFL (English as a Foreign Language) teachers grows worldwide, so does the need to equip trainers with TEFL training qualifications from institutions such as Cambridge University for courses leading to the Certificate in English Teaching to Adults (CELTA)[25] and the more advanced Diploma in English Teaching to Adults (DELTA)[26]. These CELTA and DELTA trainers are experienced EFL teachers and have considerable knowledge of language teaching methodology and the

[23]Cambridge English, *Certificate in EMI* skills http://www.cambridgeenglish.org/teaching-english/teaching-qualifications/certificate-in-emi-skills/ (last accessed: September 22, 2017).
[24] D. Coyle- P. Hood – D.Marsh, *Content and Language Integrated Learning*, Cambridge University Press, Cambridge 2010.
[25] Cambridge English Assessment http://www.cambridgeenglish.org/teaching-english/teaching-qualifications/celta/ (last accessed: September 22, 2017).
[26] Cambridge English Assessment http://www.cambridgeenglish.org/teaching-english/teaching-qualifications/delta/ (last accessed:September 22, 2017).

skills required to manage the communicative language classroom. This training expertise could be harnessed to the needs of EMI teachers in universities. Additionally, the trainer's skills need to encompass the intricacies of any local HE setting, as well as international HE models. Not only should they be aware of conventions and protocols of academic language, other skills such as curriculum design, materials development and assessment literacy need to be part of the skill set. More recently, with the increase in use of VLE (Virtual Learning Environments) and the adoption of multimedia tools in teaching and learning, the ideal EMI teacher trainer will need to embrace online teaching and moderating, be competent in using multimedia applications, act as a communicative model and, above all, be able to show sensitivity, tact, flexibility and empathy. What is fundamental is that teacher trainers support their EMI students and obtain feedback on the training courses they offer in order to negotiate a safe middle ground and avoid "methodological culture clashes[27]".

One experienced CELTA, DELTA and EMI teacher trainer, Brigid Nugent[28] remarked that it is vital to assess "the university's goals, the professors' goals and the trainers' goals – many don't reflect real immediate needs and there is the temptation for the trainer to give quick fixes". Clearly, more reflection is needed on the role of the EMI teacher trainer in the foreseeable future on a local and international level. On a local level, UNIMORE, as seen from this brief study, has drawn on in-house expertise from language teachers and research experts in developing their professional development courses, but any HE context must seriously assess the needs of their academic teaching staff in the internationalization of curricula and offer appropriate teacher development programmes, according to their budget and available resources.

9. *Conclusions and future directions*

The University of Modena and Reggio Emilia, as an expanding HE institution in northern Italy, is undergoing an ambitious internationalization programme. This is an exciting time for UNIMORE as the growth in English taught postgraduate degrees shows a thrust in offering an increasingly international curriculum. The language centre, together with the Internationalisation office, are attempting to meet the needs of a growing number of academic staff who are teaching their content through English with a series of teacher training courses entitled 'Lecturing in English,' which have met with considerable success since their launch in 2011. In Modena and Reggio Emilia, plans for organising annual residential summer school for lecturers to fine-tune their language and teaching skills and a 'Help Desk' service are real future possibilities in order to extend the teacher development programme, provide ongoing institutional support and encourage a community of practice. Already in the Department of Engineering, UNIMORE, an action research project is under way on the English taught degree in Electronic Engineering, where lecturers are

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[27] J. Harmer, *The practice of English language teaching*, Longman, London 2001, p. 70.
[28] Personal communication: 29 September 2017.

taking part in an peer-observation initiative designed to promote inter-departmental reflection on its teaching practice and to instil a community of practice.

It is a challenge to offer any methodological course that meets all linguistic needs, suits teacher beliefs and multi-disciplinary contexts. However, it is clear that university students, as stakeholders, are demanding high quality teaching and strong language skills from their lecturers in an increasingly international classroom – as well as transparency and fairness of assessment and good course organisation[29]. It is hoped therefore that with our Lecturing in English programme, UNIMORE is making some headway in mastering the 'Lecturing Lingo'.

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[29] E.R Long, *Investigating Italian Economics Lecturers teaching through English Medium Instruction*, MA Dissertation, 2015, DOI: 10.13140/RG.2.1.1672.6005

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