Motivation of E-modules

The English Medium Instruction (EMI) project offers a range of support services to teachers. Many of these teachers have expressed interest in training their teaching in English skills, but lack the time to attend workshops and courses. To address this issue, e-learning modules were launched on the ILIAS learning platform in spring 2015. Participants set the time and pace for their own learning and reflection.

Module Topics

- Macro- and Micro-factors for lecturing
- Initiating student input
- Responding to and integrating student input
- Prosody to enhance meaning and effect
- Do you speak Denglish or English?
- Writing skills for teaching in English

Module Aims

- Introduce communicative and linguistic strategies for English-taught classes
- Foster reflection on communicative strategies and language use
- Encourage participants to seek feedback or training options

Module Features (in Detail)

Authentic Teaching Clips

Examples from classroom observations are used to explore a) language use and b) communicative strategies.

- a) Clips demonstrate actual language use and are supplemented with text to underscore strengths or point out weaknesses. This clip addresses explicit questions and how good verb use can make questions more accessible to students in the international classroom.

- b) Some clips end with follow-up questions embedded into the course page so that participant learning progress can be tracked. This clip addresses what teachers can do to explicitly set up in-class tasks.

Video Tutorials

Power point slides are recorded with Camtasia software. Recordings give input and examples, followed by a) questions and/or b) handouts.

- a) Video tutorials cover specific aspects of the e-module topic. This video tutorial touches on the increased cognitive load international students deal with and how teachers can reduce this load via pre-lecture exposure strategies. It is followed by review questions embedded into the course page.

- b) Some video tutorials are followed by downloadable resources such as language handouts or bullet point checklists. Additional material includes links to articles and internet videos on teaching. This video tutorial on setting up in-class tasks is followed by three downloadable resources.

Self-Study Tasks

A mix of tasks allow participants to a) work on and b) reflect on language use for in-class communicative strategies.

- a) Teachers can listen to audio recordings of non-native speaker students reading text (1) and subsequent student questions on the topic to practice their responses based on cues (2).

- b) Some e-modules provide templates for preparatory notes as well as post-lesson reflection notes. This template (3) helps participants prepare and reflect on tasks they set up and facilitate in their lesson.

Blended Learning

The Teaching in English semester course employs video tutorials for out-of-class work and interactive videos as one element of in-class work.

- This interactive video uses an authentic teaching clip. Questions are posed as the video plays (1) and participants can comment in real time on the clip (2). Subsequently, in-class discussion ensues based on comments.

Uptake by Teaching Staff

- Between spring 2015 and March 2017, EMI e-modules were accessed 127 times, with 26 feedbacks submitted
- The most popular modules: Do you speak Denglish or English? (40), followed by Macro- and micro-features for lecturing (34)
- The e-modules were enhanced and relaunched on the University’s continuing education platform in April 2017
- Since April 2017, 38 participants have accessed the revised e-modules

Platform & Copyright

ILIAS is an open source learning management system. The e-modules are on the continuing Education platform of the University of Freiburg.

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