Dear Reader,

In this month’s newsletter, we share a couple of proverbs, which can add to the colloquial feel of your English-taught lessons. Further, students shed some light on what helps them most when learning content in a foreign language.

To expand on the ideas in this newsletter, check out our website and take advantage of the individual and small group training measures the EMI team offers to teachers who communicate their expertise in English to a multilingual, multicultural student body.

We hope you enjoy it! – Gregg, Louise and Susanne

EMI Language Tip of the Month - Popular English Sayings/Proverbs

“Two heads are better than one”

Meaning: It’s easier to do something as a team than by yourself. It is a good saying when you want to encourage group work.

Example: “I would like you to get together in groups to work on this exercise. Two heads are better than one.”

“Don’t put off until tomorrow what you can do today”

Meaning: If you can do something today, do it. Don’t wait until tomorrow; don’t procrastinate. It is a good saying when you want to motivate students to get started on something.

Example: “You have 6 hours of free time now. You should start working on that final psychology assignment. Don’t put off until tomorrow what you can do today.”

BBC World Service has created a humorous Podcast where they upload fun 3-minute programs where they take a look at different everyday English phrases or pieces of slang. Click here to listen.

International Classroom Tip

Interviews with Freiburg students in English-taught programmes show that lesson structure is an important to students. Lesson planning and the resulting structure is a vital component of the teaching-learning process, as it facilitates student comprehension if they are given aims and objectives of the course.

B.A. student, female, 24:

“Another course <NAME> last year […] it wasn’t the English proficiency but there was just no clear structure. So, in every tutorial we would sit there and somebody would be like ‘so, where are we going with this?’ ‘what
are we actually doing here?’. There was absolutely no structure. [...] I think [a] clear structure is so important to us.

EMI research highlights the same issue. The results of 1093 student feedback questionnaires, collected from 58 lectures, were statistically analyzed¹. One of several findings from the analysis shows that the most significant factor in helping students understand the main ideas/content of a lesson is whether or not a clear structure and learning objectives were clearly stated at the beginning of the lesson.

¹ A big thanks to Curtis Gautschi (ZHAW Winterthur) who did the statistical work.

The EMI team has designed e-modules for Teaching in English with the multilingual, multicultural classroom. Check out the module on macro-factors for lecturing in English, which addresses communicating lecture structures and learning objectives. There is also a useful video tutorial on how to communicate a lecture structure and its aim to students.

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Language Joke

IF THE GH SOUND IN ENOUGH IS PRONOUNCED “F” & THE O IN WOMEN MAKES THE SHORT “I” SOUND & THE TI IN NATION IS PRONOUNCED “SH” THEN THE WORD “GHOTI” IS PRONOUNCED JUST LIKE “FISH”

WELCOME TO THE ENGLISH LANGUAGE

Source: http://www.lostinthepond.com/2013/12/10-jokes-about-english-language.html#.WjEwbczIG71

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