

Certifying the Quality of EMI at the University of Freiburg

Dr. Janina Cünnen

University of Freiburg

Head of Language Teaching Centre

English-Medium Instruction (EMI)

1. EMI at the University of Freiburg
2. EMI Project
3. **EMI^{QM} - EMI Quality Management System**

1. EMI at the University of Freiburg

The University of Freiburg

- Comprehensive University
- 11 faculties
- Nearly 25,000 students
- 14.6% of student body is international
- 16 English-taught degree programmes



1. EMI at the University of Freiburg

English-taught degree programmes

FACULTY	EMI PROGRAMME
Engineering	MSc Computer Science MSc Microsystems Engineering
Environment and Natural Resources	MSc Crystalline Materials MSc Environmental Governance MSc Environmental Sciences MSc Forest Sciences MSc Geology MSc Renewable Energy Engineering and Management
Economics	MSc Economics
Mathematics and Physics	MSc Physics
Humanities	MSSc Global Studies MA Modern China Studies BA/BSc Liberal Arts
Philology	MA British and North American Cultural Studies MA English Language and Linguistics MA English Literatures and Literary Theory

English-taught programmes

- Master's level only*
- **EMI – not CLIL** (Content and Language Integrated Learning)
- Diverse structures:
 - 8 parallel (English and German) programmes:
 - Most are truly international (<20% domestic students)
 - Some programmes are inter-disciplinary
 - Semester vs. modular structure
- Teaching staff – expected to switch to EMI

2. EMI Project

Quality Pact for Teaching

- Federally funded programme
 - “to ensure widely effective and regionally balanced support for good study conditions institutions of higher education” (BMBF webpage)
 - 7 projects at University of Freiburg
 - English Medium Instruction
 - Period 1: 2012 – 2016
- Two employees (2 x 100 %)
Susanne Gundermann (susanne.gundermann@sli.uni-freiburg.de)
Gregg Dubow (gregg.dubow@sli.uni-freiburg.de)

SPONSORED BY THE



Federal Ministry
of Education
and Research

FKZ: 01PL11007

2. EMI Project

English Medium Instruction (2011–16)

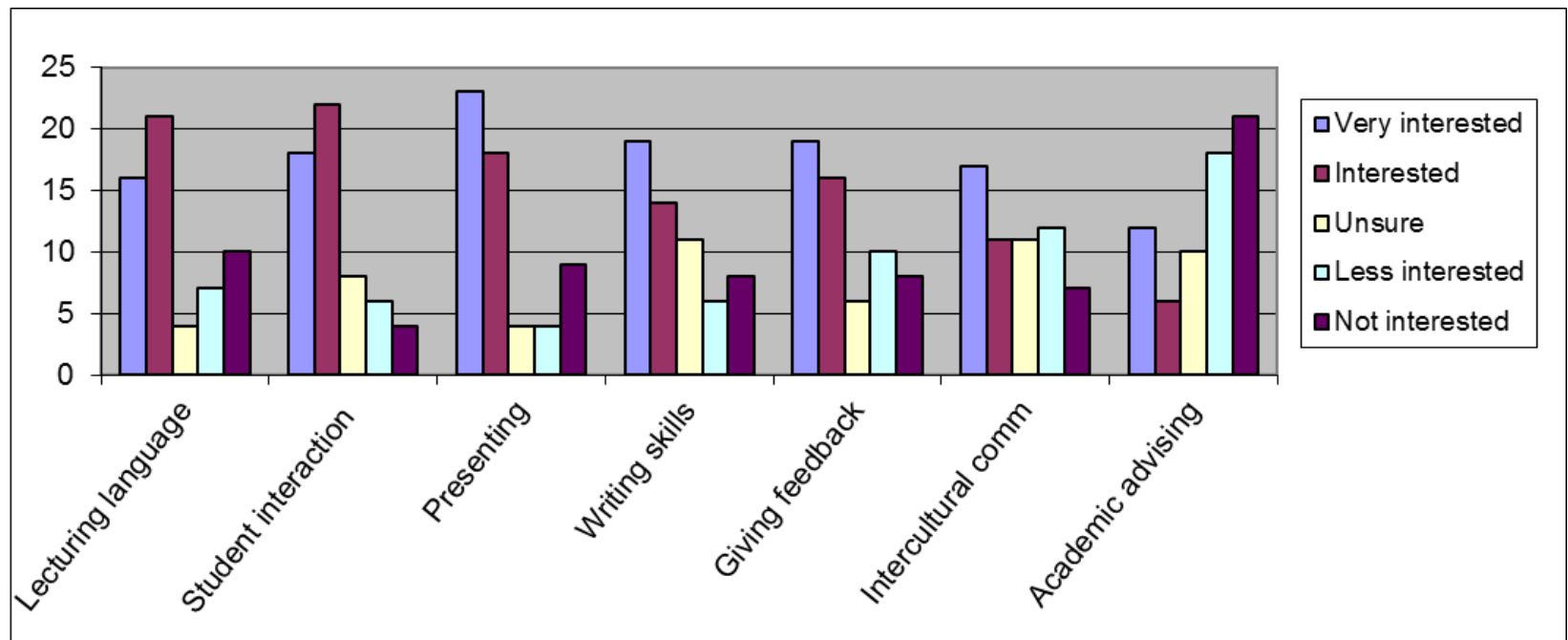
First aims:

- a. Identify teachers' needs
- b. Establish support measures for teachers in multilingual, multicultural English-taught programmes
- c. Assure quality of English as medium of instruction at the University of Freiburg

2. EMI Project

a. Needs Analysis Results

N= 61



2. EMI Project

b. EMI diagnostic and training measures

- Classroom visit (incl. video-feedback)
- Workshops
 - Collaboration with Centre for Higher Education Didactics (*Hochschuldidaktik Zentrum*)
- Departmental Courses
- Further training for PhD candidates
- Coaching
- Personal consultation – language questions/
proofreading of teaching material

2. EMI Project

Interim numbers

- 48 teachers have had a classroom visit
- 10 teachers have had personal coaching
- 9 inter-disciplinary workshops
- 4 departmental workshops
- 3 departmental courses (bi-weekly/monthly)
- 6 further training courses for PhD candidates

2. EMI Project

Who has used **EMI training measures**?

Diagnostic / training measure	Professors	Post-docs / PhD candidates
Classroom visits with feedback	20	28
Personal training	3	7
Workshops	1	38
PhD course – Teaching in English	0	47

3. EMI^{QM} - EMI Quality Management

- Quality Management System for EMI at the University of Freiburg = EMI^{QM}

Rationale

- Combination of quality assurance and improvement
- Principle: *From good quality to better quality*
- Status-quo in EMI programmes
- Staff development

3. EMI^{QM} - EMI Quality Management

Key features

- Authentic classroom snapshot
 - not artificial test setting
- EMI-specific criteria
 - Linguistic and communicative competencies
 - Research-based
 - not standardized language test

EMI Quality Criteria

Linguistic Competencies

- L.1 Fluency
- L.2 Articulation and pronunciation
- L.3 Grammatical Accuracy
- L.4 Lexical range and accuracy
- L.5 Code consistency

Communicative Competencies

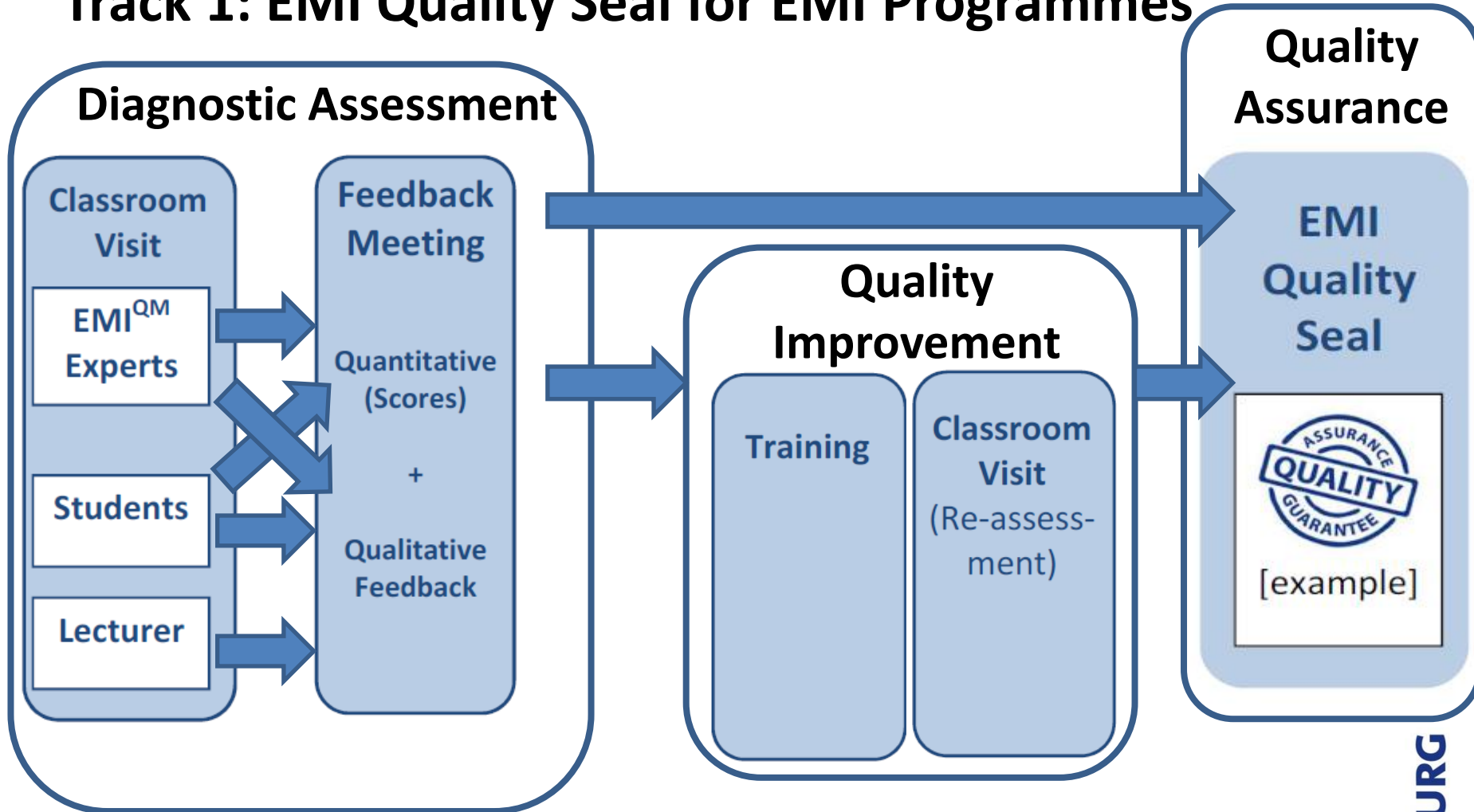
- C.1 Cohesion
- C.2 Prosody
- C.3 Initiation and integration of student input
- C.4 Response to student input
- C.5 Intercultural transparency

Dual track approach

- Track 1 – Programme-driven quality management
 - **EMI Quality Seal for EMI programmes**
 - 80% of programme teachers are assessed and certified
 - Seal valid for five years
- Track 2 – Individually-driven quality management
 - **EMI Qualification Certificate for EMI Lecturers**
 - Diagnostic assessment, training, implementation and reflection

3. EMI^{QM} - EMI Quality Management

Track 1: EMI Quality Seal for EMI Programmes

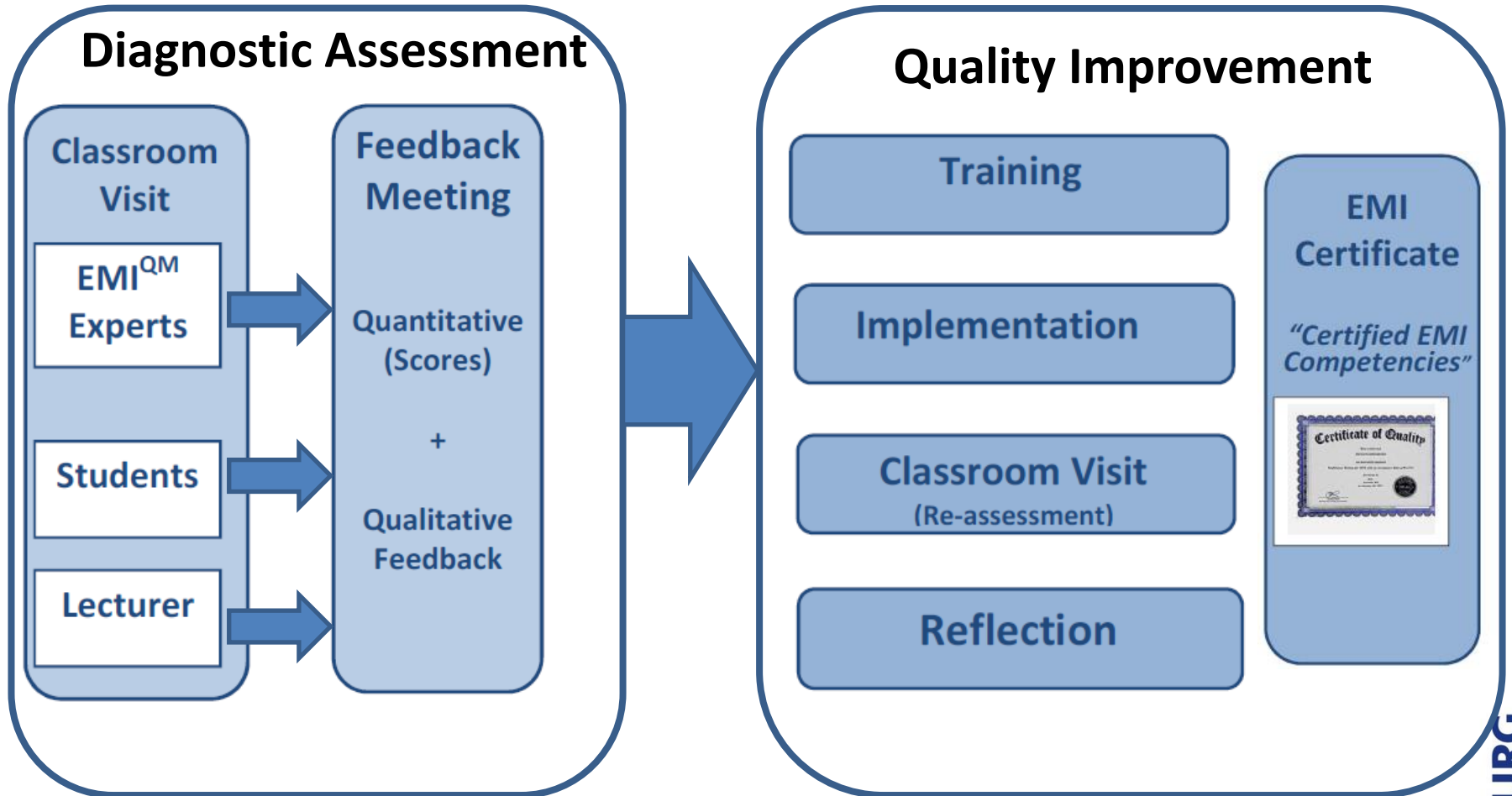


Track 1: EMI Quality Seal for EMI Programmes

- **Classroom visit** with recording
 - EMI expert analysis
 - Student questionnaire
 - Lecturer self-assessment
- 3 sets of results are triangulated for **qualitative** feedback
- EMI assessment criteria scores (66%) and student questionnaire scores (33%) are used to calculate a **final result**
 - Threshold met – teacher is certified
 - Threshold not met – teacher receives training and re-assessment

3. EMI^{QM} - EMI Quality Management

Track 2: EMI Certificate for EMI Lecturers



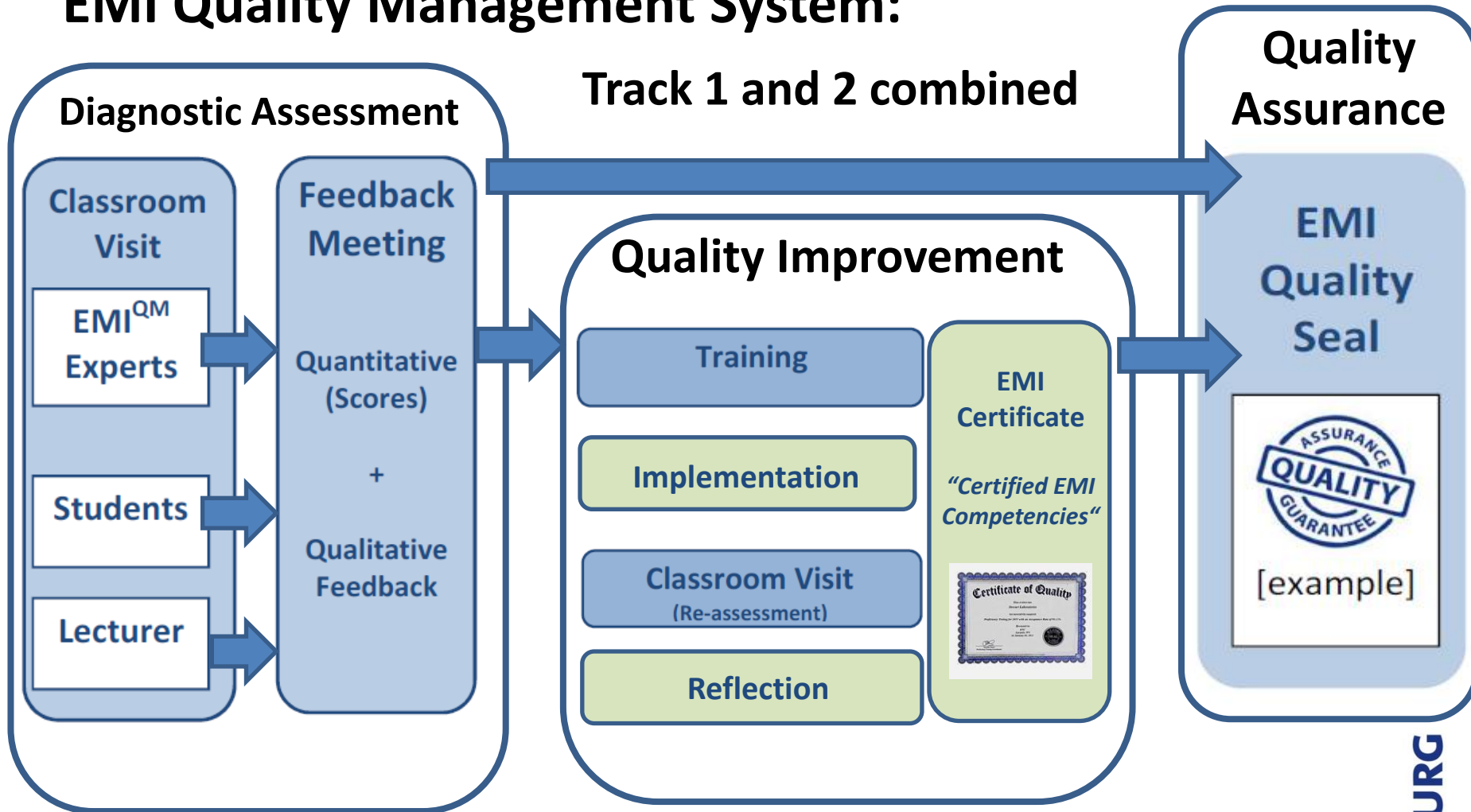
3. EMI^{QM} - EMI Quality Management

Track 2: EMI Certificate for EMI Lecturers

- EMI Certificate is open to all interested teachers
 - regardless of diagnostic assessment results
- Feedback meeting
 - Teacher sets personal learning goals
 - EMI^{QM} team provides training plan
- Training and implementation
- Second diagnostic assessment (classroom visit)
- Self-reflection report
 - EMI^{QM} guidelines

3. EMI^{QM} - EMI Quality Management

EMI Quality Management System:



EMI Quality Criteria

- In line with current EMI research and practice
 - Gundermann 2014, Hynninen 2011, Kling & Stæhr 2012, Pilkinton-Pihko 2013, Smit 2010, Studer, Pelli-Ehrensperger & Kelly 2009, Suviniitty 2012, ...
- Expert discussion
 - collaboration with Patrick Studer and Paul Kelly (Zurich University of Applied Sciences, Winterthur/CH)
- Tested in practice at University of Freiburg

- **Gundermann**, Susanne. 2014. *English-Medium Instruction: Modelling the Role of the Native Speaker in a Lingua Franca Context*. New ideas in human interaction: Studies. Freiburg: Rombach.
- **Hynninen**, Niina. 2011. "The practice of 'mediation' in English as a lingua franca interaction". *Journal of Pragmatics* 43: 965-77.
- **Kling**, Joyce, und Lars Stenius **Stæhr**. 2012. "The development of the Test of Oral English Proficiency for Academic Staff (TOEPAS)". Centre for Internationalisation and Parallel Language Use (CIP), University of Copenhagen.
http://cip.ku.dk/forskning/cip_publicationer/CIP_TOEPAS_Technical_Report.pdf/ (last accessed 13 Nov 2014)
- **Pilkinton-Pihko**, Diane. 2013. *English-medium instruction: Seeking assessment criteria for spoken professional English*. Doctoral dissertation. University of Helsinki.
<http://urn.fi/URN:ISBN:978-952-10-9520-7> (last accessed 13 Nov 2014)
- **Smit**, Ute. 2010. *English as a lingua franca in higher education: a longitudinal study of classroom discourse*. Berlin / New York: De Gruyter.
- **Studer**, Patrick, Annabarbara **Pelli-Ehrensperger** and Paul **Kelly**. 2009. *Mehrsprachigkeit an universitären Bildungsinstitutionen: Arbeitssprache Englisch im Hochschulfachunterricht*. ISBB Working Papers. Winterthur: Zürcher Hochschule für Angewandte Wissenschaften.
- **Suviniitty**, Jaana. 2012. *Lectures in English as a Lingua Franca : Interactional Features*. Doctoral dissertation. University of Helsinki. <http://urn.fi/URN:ISBN:978-952-10-8540-6> (last accessed 13 Nov 2014)

Freiburg EMI Team

Dr. Susanne Gundermann

Susanne.Gundermann@sli.uni-freiburg.de



Gregg Dubow

Gregg.dubow@sli.uni-freiburg.de



www.sli.uni-freiburg.de/emi