

Session B1:

Registrering af undervisning og kvalifikationer

Poster 03

Transnational Alignment of English Competencies (TAEC): From data to decisions about EMI lecturer language assessment and support

Program text

This poster presents the framework of an ERASMUS+ funded project that deals with cross-national needs analysis of EMI lecturer language competences and qualifications.

Abstract

The internationalization of European universities has led to increase of English-medium instruction (EMI) programs, which has raised concerns regarding lecturers' oral English language skills and their implications for the quality of teaching and learning. Consequently, lecturers' English proficiency is under scrutiny and universities are developing quality assurance policies, including language assessment procedures. Thus far, assessments such as these have been used only at institutional level, and they overlook lecture mobility issues--they fail to identify lecturer needs that occur transnationally and could collectively be addressed. The lack of understanding of the differences between the general and the context-specific needs and teaching behaviors of EMI lecturers remains, and it hinders the transferability of certification results across institutions. This ERASMUS+ funded project will improve the transparency of lecturers' language competences and qualifications in order to establish transnational recognition. The main objective of the project presented in the poster is to develop a common framework for EMI quality assurance and support, which will help us adapt local EMI training and assessment instruments for transnational uses. Development of such framework requires comparative needs analysis of local teaching and language policy contexts, alignment of a local certification assessment scale with the common European framework, and contrastive description of the characteristics of the language used in teaching across different EMI contexts in HE. This will enable us to recognize the main language skills and teaching competencies needed to facilitate teaching and learning in EMI, as well as lecturer recruitment in EMI programs across different HE contexts. The poster presents how data will be used to inform and support different stakeholders: management, lecturers, and teacher trainers.

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