City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2024 /25

Part I   Course Overview

Course Title:	**Teaching and Learning through English as a Medium of Instruction**
Course Code:	**EN6524**
Course Duration:	**1 semester**
Credit Units:	**3**
Level:	**P6**
Medium of Instruction:	**English**
Medium of Assessment:	**English**
Prerequisites: *(Course Code and Title)*	**Nil**
Precursors: *(Course Code and Title)*	**Nil**
Equivalent Courses: *(Course Code and Title)*	**Nil**
Exclusive Courses: *(Course Code and Title)*	**Nil**

Part II   Course Details

1.   Abstract
(A 150-word description about the course)

This course aims to prepare students with a comprehensive understanding of the global spread of use of English as medium of instruction (EMI) in school sectors. Students learn in particular concepts and research relating to EMI. Key topics to cover the course include methodological approaches to researching EMI, current debates and challenges related to teaching and learning through EMI, and teacher professional development to cope with EMI. Engaging case study as one of its major instructional methods, the course offers students opportunities to analyse and critically reflect on practices of EMI pedagogies around the world, while also encouraging them to draw implications for teaching in their own contexts.

2.   Course Intended Learning Outcomes (CILOs)
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs[#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Identify and evaluate core theories and concepts related to the use of English as a medium of instruction (EMI).		✓	✓	
2.	Identify and evaluate existing policies regarding the use of EMI in different educational settings.		✓	✓	
3.	Evaluate existing practices of teaching through the use of EMI and their impact on content and language learning.		✓	✓	
4.	Analyse EMI classroom data.			✓	✓
5.	Design instruction in English for subject learning and teaching in EMI contexts			✓	✓

* If weighting is assigned to CILOs, they should add up to 100%.   100%

A1:   Attitude
  Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
A2:   Ability
  Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
A3:   *Accomplishments*
  Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	**5**	
Lectures	Introduction of key concepts related to the English as medium of instruction (EMI)	✓	✓	✓			
Assigned reading	Reading related to the EMI to help in consolidation and application of concepts	✓	✓	✓			
Workshops and discussions	Collaborative sessions to stimulate critical interrogation and application related to the field of English as medium of instruction (EMI)			✓	✓	✓	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5			
Continuous Assessment: 100%								
Individual Assignment: Students will complete one individual written assignment	✓	✓	✓	✓	✓		30%	
Group Oral Presentation: Students will participate in a group oral presentation	✓	✓	✓	✓	✓		30%	
In-class Quiz Students will write a quiz that tests their understanding of key EMI theories and concepts.	✓	✓	✓	✓	✓		30%	
Class participation: Students are expected to contribute to in-class discussions and other learning activities	✓	✓	✓	✓	✓		10%	
Examination: 0% (duration: , if applicable)								

* The weightings should add up to 100%.

100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Individual Assignment (30%)	Content, language and style	• The topic is extremely well-presented and analysed; • All relevant information is excellently covered; • The purpose of analysing and presenting the material is completely achieved; • Style and tone are highly appropriate	• The topic is competently presented and very well analysed; • The information is sufficiently covered; • The purpose of analysing and presenting the material is achieved; • Style and tone are appropriate	• The topic is reasonably /sketchily presented and inadequately analysed; • Only part of/limited information is included; • The purpose of analysing and presenting the material is partially/not fully achieved at all; • Style and tone somewhat inappropriate	• The topic is highly inadequate in its presentation and is very badly analysed; • Very limited or inaccurate information is included; • The purpose of analysing and presenting the material is not achieved in any way; • Style and tone are completely inappropriate
2. Group Oral Presentation (30%)	Content, language and style	• The topic is extremely well-presented and analysed; • All relevant information is excellently covered; • The purpose of analysing and presenting the material is completely achieved; • Style and tone are highly appropriate	• The topic is competently presented and very well analysed; • The information is sufficiently covered; • The purpose of analysing and presenting the material is achieved; • Style and tone are appropriate	• The topic is reasonably /sketchily presented and inadequately analysed; • Only part of/limited information is included; • The purpose of analysing and presenting the material is partially/not fully achieved at all; • Style and tone are somewhat inappropriate	• The topic is highly inadequate in its presentation and is very badly analysed; • Very limited or inaccurate information is included; • The purpose of analysing and presenting the material is not achieved in any way; • Style and tone are completely inappropriate
3. In-class Quiz (30%)		Demonstrates an excellent grasp of the subject matter	• Demonstrates a good grasp of the subject matter	• Demonstrates adequate/limited understanding of the	• Shows a poor understanding of the subject matter

				subject matter	
4. Class Participation (10%)	Engagement and participation	Student is highly engaged in class/group activities and discussions, and extremely pro-active in offering insightful views on topics covered	Student is engaged in class/group activities and discussions, and active in contributing views on topics covered	Student participates in some/few learning activities, and offers views on topics covered occasionally	Fails to participate in class activities

Part III   Other Information (more details can be provided separately in the teaching plan)

1. **Keyword Syllabus**
   (An indication of the key topics of the course.)
   Language immersion, Content-language integrated learning (CLIL), Teaching through English as the medium of instruction, Language learning across curriculum

2. **Reading List**
2.1 **Compulsory Readings**
   (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Richards, J. with Pun, J. (2022). *Teaching and Learning in English Medium Instruction: An Introduction.* Routledge.
2.	Pun, J. & Curle, S. (Eds.) (2021). *Research Methods in English Medium Instruction* (Routledge Research in Higher Education). Routledge.
3.	Macaro, E. (2018). *English medium of instruction.* Oxford University Press.

2.2 **Additional Readings**
   (Additional references for students to learn to expand their knowledge about the subject.)

1.	Ball, P., Kelly, K., & Clegg, J. (2015). *Putting CLIL into practice*. Oxford: Oxford University Press.
2.	Christie, F., & Derewianka, B. (2008). *School Discourse: Learning to Write across the Years of Schooling*. London and New York: Continuum
3.	Dale, L., & Tanner, R. (2012). *CLIL Activities with CD-ROM: A Resource for subject and language teachers*. Cambridge University Press.
4.	Dearden, J. (2015). English as a medium of instruction —a growing global phenomenon. London: British Council. Retrieved from https://www.britishcouncil.org/sites/default/files/e484_emi_cover_option_3_final_web.pdf.
5.	Halliday, M. A. K., & Martin, J. R. (1993). Writing science literacy and discursive power. London: London : Falmer Press
6.	Lasagabaster, D., & Sierra, J. M. (2009). Immersion and CLIL in English: more differences than similarities. *ELT Journal*, *64*(4), 367–375. http://doi.org/10.1093/elt/ccp082
7.	Llinares, A., Morton, T., & Whittaker, R. (2012). The roles of language in CLIL. Cambridge University Press
8.	Lo, Y. Y., & Macaro, E. (2012). The medium of instruction and classroom interaction: evidence from Hong Kong secondary schools. *International Journal of Bilingual Education and Bilingualism*, *15*(1), 29–52. http://doi.org/10.1080/13670050.2011.588307
9.	Lin, A. M. (2016). *Language across the curriculum & CLIL in English as an additional language (EAL) contexts: Theory and practice*. Singapore: Springer.
10.	Lin, A.M.Y., & Lo, Y.Y. (2017). Trans/languaging and the triadic dialogue in content and language integrated learning (CLIL) classrooms. *Language and Education*, *31*(1), 26-45.
11.	Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, *51*(1), 36-76.https://doi.org/10.1017/S0261444817000350
12.	Miller, L. (2020). *Teaching Content in English: Principles and Pedagogy.* SEAMEO Regional Language Centre.

| 13 | Tollefson, J. W., & Tsui, A. B. (eds.). (2003). *Medium of instruction policies: Which agenda? Whose agenda?*. Routledge. |
| 14 | Wellington, J., & Osborne, J. (2001). *Language and Literacy in Science Education*. Philadelphia: USA: Open University Press. |