



UNIVERSITY OF NIŠ

TEACHING AND ACADEMIC WRITING IN ENGLISH (TAWÉ) COURSE

Duration 8 sessions, (2 hours 15 minutes each), 24 x 45-minute classes total

Session Schedule:

Date	Session	Topic	Instructor
4.3. Fri	1	<p>Introductory session: Preliminaries</p> <ul style="list-style-type: none"> Introducing the instructors and the course (syllabus, course management and communication, course requirements...) Introducing the participants (self-introduction communicative activity) Pre-course questionnaire feedback (brief presentation and discussion) <p>English as Medium of Instruction (EMI):</p> <ul style="list-style-type: none"> Notion and characteristics of EMI <p>Activities: Watching the short video with guided questions, follow-up discussion Small groups discussion: Issues and concerns for EMI in the local context</p> <ul style="list-style-type: none"> Aspects of EMI <ul style="list-style-type: none"> Teachers, students, content, language (skills, limitations, motivations, characteristics, similarities and differences compared to teaching/learning in Serbian) EMI examples: sample lecture video(s) <p>Activities: Small group and plenary discussions of aspects of EMI Watching the short video with guided questions related to the structure and language, follow-up discussion</p>	Biljana Mišić Ilić

		<ul style="list-style-type: none"> Teaching resources and support for the EMI educational environment <ul style="list-style-type: none"> Articles, books on teaching in general (in English) Subject-specific sources, materials to be adapted to class objectives Social networks, blogs and vlogs as resources YouTube as a resource <p>Activities: Discussing examples of use of EMI resources in natural and mathematical sciences</p>	
9.3. Wed	2	<p>Introduction to academic writing</p> <ul style="list-style-type: none"> Introducing the purpose of academic writing Defining types of texts in academic writing (essay, laboratory report, case study, research, article, etc.) Functional organization of three specific text types in academic writing (essay: introduction – main body – conclusion (references); research paper: IMRAD; project report: aim – mission statement – literature review – methodology – investigation – findings – evaluation – references) Signposting and metadiscourse (vocabulary, phrases, coherence, cohesion) Familiarizing with Academic phrasebank created by the University of Manchester <p>Activities:</p> <ol style="list-style-type: none"> Group work: Participants make a list of different types of academic texts they are familiar with and state the purpose of each of them in a few words. Group discussion: Compare the stated purposes among groups and define the type of audiences for each of them. Summarize the differences according to purpose and audience. Group work: Choose one of the three text types discussed in the introductory presentation and write an outline for it according to its structure. Group work: <ul style="list-style-type: none"> Group A – Make lists signposting conjunctions expressing temporal, causative, adversative and additive meaning Group B – Make lists of phrases used for caution, criticism, trends and quantities Group discussion and summary: What difficulties are there in academic writing? How can they be overcome? 	Jasmina Đorđević

11.3. Fri	3	<p>Differences between spoken and written academic language</p> <ul style="list-style-type: none"> • Written vs. spoken academic language <ul style="list-style-type: none"> • Adapting an academic paper into a lecture mode (a sample) • Language devices for moving one genre into another (signposting through the course of the lecture, fillers, introducing an extra piece of information, more personalization, repeated clarification, friendlier tone, length of sentences, etc.) • Notes on an EMI lecture (appropriate vocabulary and structures for starting a lecture, delivering the lecture, interacting with students, ending the lecture) <p>Activity: transferring the written into the spoken mode – adapt your own academic paper into an academic lecture (preparation for an EMI class)</p>	Biljana Mišić Ilić
15.3. Tue	4	<p>Focus on language and functional language vs. content language</p> <ul style="list-style-type: none"> • Vocabulary structure (types of vocabulary – general/academic/technical; frequency lists; academic wordlists – use and misconceptions) & how to deal with it • Formulaic language for class language, class management, class organization • Speaking (the use of voice – pronunciation, intonation, pauses, stressing important concepts, foreign accent, pace, volume) • Communication and interaction (asking questions, inviting questions, dealing with interruption, dealing with difficult issues) • Cohesion and coherence <p>Activities: structured language practice</p> <p>Using functional language vs. content language</p> <ul style="list-style-type: none"> • Functional language: notion and classroom examples (how to negotiate and convey meaning, interact in the classroom, confirm information, express opinions, reflect on one’s own lecture, etc.) • Content language: general and subject-specific • What does it mean ‘to know a word’ (pronunciation, spelling, collocations, register, semantic prosody and preference) 	Nikola Tatar

		<ul style="list-style-type: none"> • Issues and responsibilities: what if students may not know content words in English? • Connecting functional and content language in EMI environment: <ul style="list-style-type: none"> • professors incorporate vocabulary items from their field of study in EMI classes • their instruction is thematic or interdisciplinary • creating a forum for subject-area knowledge generation and application • raising content-related questions by using content language • providing student-centered environment that encourages active participation in oral discussion, individual/group presentation, and writing projects throughout the semester <p>Activities:</p> <ol style="list-style-type: none"> 1. How would you facilitate discussion among students/groups of students by using functional language? 2. Which words from your field of study may present a problem for students, be it in speaking or writing? 	
18.3. Fri	5	<p>Class management and class interaction</p> <p>Teaching in academia: styles of lecturing and the lecture style</p> <ul style="list-style-type: none"> • Styles of lecturing and types of lecturers (the oral, the visual information giver, the exemplary, the eclectic, the amorphous lecturer) • The lecture style (top-list, question-answer, compare-contrast, series of events, cause-effect, problem solution) <p>Activities:</p> <ol style="list-style-type: none"> 1) identify yourself with a type of a lecturer from the list 2) explain your own way of lecturing 3) recognize and select from the list your own lecture style and think of other lecture styles appropriate for your academic discipline <p>Interacting with students</p> <ul style="list-style-type: none"> • Communication and interaction (asking questions, inviting questions, dealing with interruption, dealing with difficult issues) • Dealing with questions/ interruptions/ difficult issues (L1 class v. EMI class) • Changing the pace of the lecture – introducing pair and group work (preparing material, giving instructions, 	Nikola Tatar

		<p>monitoring the activity, class checking)</p> <ul style="list-style-type: none"> • Specific academic culture vs. intercultural academic behavior; culturally preferred ways of lecturing; dealing with a variety of expectations regarding academic culture in the EMI classroom; use of humor in the EMI class 	
23.3. Wed	6	<p>Academic writing: practical elements</p> <ul style="list-style-type: none"> • Typical text types in natural sciences and mathematics: laboratory reports, project proposals, fieldwork notes, research articles, essays, theses/dissertations • Tips for writing reports on scientific experiments • Focus on writing abstracts and discussions in research papers: ready-made phrases/sentences, outline, structure, order/sequence of points, etc. <p>Activities:</p> <ol style="list-style-type: none"> 1. Group work: write abstracts 2. Group discussion: Presentation of completed assignments, comparison, summary of differences, difficulties, etc. 3. Group work: write outline for discussion 4. Group discussion: Presentation of completed assignments, comparison, summary of differences, difficulties, etc. 	Jasmina Đorđević
	7	<p>Testing academic writing in practice</p> <p>Participants prepare a 250-word abstract in English at home and present it in class. Peer feedback: anonymous evaluation sheets Teacher feedback: individualised and private evaluation</p>	ALL
	8	<p>Testing EMI in practice</p> <p>Participants prepare a micro-teaching session in English and present it in class. Peer feedback: anonymous evaluation sheets Teacher feedback: individualised and private evaluation</p>	ALL



Course communication

Learning platform Google classroom: <http://https://classroom.google.com/c/NDY2OTA0OTc3ODcx?cjc=wm3vx3d>

Course materials

Corresponding session folders at the learning platform and TAWÉ course booklet

Course requirements:

Active participation (at least 70% attendance, active participation in class activities, preparation of home assignments)

Performance task (Academic writing task: writing, delivering and analysing an abstract for a scientific paper, followed by individualized teacher assessment and anonymous peer-assessment; EMI task: preparing and delivering a micro-teaching session, followed by individualized teacher assessment and anonymous peer-assessment)

Instructors:

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