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USE OF ENGLISH AS A MEDIUM OF INSTRUCTION IN HIGHER EDUCATION CLASSES OF ENGLISH LANGUAGE IN BRAZIL: FOCUS ON LISTENING AND SPEAKING

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Trabalho de Conclusão de Curso apresentado como requisito para obtenção do título de Licenciado em Letras – Inglês à Universidade de Caxias do Sul.

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ABSTRACT

English as a Medium of Instruction is the use of English to teach academic topics in countries where English is not the predominant language. The possibility of working in a classroom where EMI is applied has grown continuously, solidly and exponentially due to many different reasons. A topic being taught in English can provide significant benefits to students and can help them develop into critical thinkers who can empathize with the situations and realities of others. Seeking to welcome the academic student to the world, this paper aims to stimulate how can teachers use English as Medium of Instruction in English as a Foreign Language Higher Education classes. Concurrently, raise awareness of English as a Medium of Instruction ever-changing identities. To create this project, some different schools of thought regarding the listening and speaking process, in the English as a Foreign Language (EFL) classroom were analyzed. This paper was created after doing a bibliographical review of the available literature on the subject. The primary authors mentioned in this publication are as follows: (Galloway, 2017), (Sarmento, 2018), (Brown, 2000), (Harmer, 2007), (Dearden, 2020). This review had the following outcome: four activities to be applied at Univesidade de Caxias do Sul (UCS) inside the Letras Inglês course. Each approach looked at different aspects of the topic in a unique way, with a focus on listening and speaking.

Keywords: EMI. English Teaching. Listening. Speaking. Internationalization.

RESUMO

Inglês como Meio de Ensino é o uso do Inglês para ensinar tópicos academicos em países em que o Inglês não é a língua predominante. A possibilidade de trabalhar em uma sala de aula aonde Inglês como Meio de Ensino é aplicado tem crescido continuamente, solidamente e exponencialmente por causa de diferentes fatores. O objetivo deste projeto acadêmico foi para ver como nós, Professores de Inglês como Língua Estrangeira, junto com (Inglês como Meio de Ensino), podemos auxiliar estudantes Brasileiros a estudar conteúdos através do Inglês. Um tópico sendo ensinado em Inglês pode fornecer beneficios significativos para os alunos, e pode ajudar eles a se desenvolverem em pensadores críticos, os quais podem ser solidários com situações e as realidades dos outros. Buscando dar as boas-vindas ao estudante acadêmico ao mundo, esse projeto visa estimular como professores podem usar Inglês como Meio de Ensino em aulas do Ensino Superior. Ao mesmo tempo, concientiza sobre as dinâmicas mudanças do Inglês como Meio de Ensino. A fim de criar este projeto, também foram analisadas algumas diferentes concepções sobre o processo de fala e de escuta dentro da sala de aula aonde Inglês é uma língua estrangeira. Este trabalho foi desenvolvido por meio de uma revisão bibliográfica da literatura disponível sobre o assunto. Os principais autores usados neste trabalho foram: (Galloway, 2017), (Sarmento, 2018), (Brown, 2000), (Harmer, 2007), (Dearden, 2020). O resultado desta revisão foi a formulação de quatro atividades para serem aplicadas na Universidade de Caxias do Sul, dentro do curso de Letras-Inglês. Cada atividade visou diferentes topicos de forma única, com foco em expressão oral, e escuta.

Palavras-Chave: Inglês como Meio de Ensino, Ensino de Inglês. Escuta. Expressão Oral. Internacionalização.

TABLE OF CONTENTS

1 INTRODUCTION

Communication is one of the world's most precious possessions. Positioned as English teachers, we have the responsibility of introducing new topics and explore the language with our students. This research is dedicated to investigating English as a Medium of Instruction (EMI) concepts, differentiations, benefits and drawbacks. Also, how English works on High Education schools in Brazil.

Something that humans from many different cultural, political, and geographical backgrounds have in common is the ability to communicate. People from all around the world have this ability. Some practice it in useful ways, some practice it badly. In this modern world, communication skills play a vital role and one must have mastery over these skills to get success in their respective fields (SRINIVAS, 2019).

English has been the growing global trend of the last years. Within little more than a generation, we have moved from a situation where a world language was a theoretical possibility to one where it is an evident reality (CRYSTAL, 2003). With these means, some universities immediately started using English to teach their courses, further seeing that this might bring both monetary and numerical numbers to the university. EMI emerged as an aftereffect of that use. It is seen that this use of English in classes spread throughout not only universities, but also schools. EMI is used in schools with the same goals as universities does, as it is a competitive advantage over other schools. The following quote refers to the UK scenario.

Although EMI usually refers to teaching at university level, there are an increasing number of secondary, primary, and even pre-primary schools which teach using the English language. Perhaps unsurprisingly, there is more EMI at tertiary level than at secondary level, and more at secondary than primary (OXFORD PRESS, 2017)[1].

Not only schools but also people are starting to use English for communication in their own country. When English is being used as a lingua franca, the common language of choice, among speakers who come from different linguacultural backgrounds. In practice, this often means English being used among non-native

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[1] Available at: <https://oupeltglobalblog.com/2017/02/02/emi-and-clil-a-growing-global-trend/#:~:text
=The%20two%20are%20similar%20in,title)%20means%20teaching%20in%20English.%20(Why%20
EMI%203rd%20Paragraph)>.

English speakers (JENKINS, 2009). Furthermore, in these countries where lingua franca is being used, English is not the first neither the second language.

However, sometimes we may associate lingua franca with English as a Global Language, causing some misunderstanding. A language achieves a genuinely global status when it develops a special role that is recognized in every country (CRYSTAL, 2003). This Global Language is characterized not only by the number of its native and second language speakers, but also by its geographical distribution, and its use in international events.

1.1 OBJECTIVES

The following section presents the objectives that are explored in this paper.

1.1.1 Main objective

Raise awareness of English as a Medium of Instruction ever-changing identities, informing English as a Foreign Language teachers on how it can be used in Higher Education in the South of Brazil.

1.1.2 Specific objectives

- Investigate the main concepts of EMI;
- Analyze how these conceptions transpire into some of the methodologies using EMI in EFL classrooms;
- Indicate the main benefits and the drawbacks that EMI can bring to an EFL Higher Education classroom;
- Propose procedures and activities for EFL Higher Education teachers to apply EMI in their classes.

1.2 RESEARCH PROBLEM

How can teachers use English as Medium of Instruction in English as a Foreign Language Higher Education classes in the South of Brazil?

1.3 JUSTIFICATION AND RELEVANCE

Deciding how to approach a new language in an English as a Foreign Language (EFL) in Higher Education classrooms can be a challenge for some teachers. Many institutions have not adopted English as a Medium of Instruction yet, because of it. Teachers should understand how important it is for the students to have EMI in universities classrooms.

One of the main benefits of using English as a Medium of Instruction is that after the course or even during the period of it, we could communicate with people from all around the world. Using only English to post our work, people would understand and be able to comment on it. EMI is essential on that. It is known that nowadays if you really want to be recognized, your work should be posted in English.

Students like me, from Letras Course would benefit from it. Since we technically are the language experts, we would need to be directly engaged in the University to help students out. In general, it is good for the whole university. Students see that foreigners struggle when in a Brazilian university, because the only ones who can communicate when needed are people from Letras (English speakers). Using EMI could change it drastically and increase the chances of the University being recognized for its internationalization.

EMI is not aimed to improve people's English. Its ambition is to develop an international community, one which can communicate with people from different places and also talk about research and come up with ideas in the academic word. As suggested by Finardi and Guimarães (2017), other authors, such as Jenkins (2013), see *internationalization* as synonymous with *globalization*.

Teachers and universities have this inner duty of offering opportunities and open students' minds for the world. To show possibilities and paths that they may cross throughout their lives. EMI is proving to be doing an important job on that, making students learn through practicing and living the subject.

1.4 METHODOLOGY

Cohen, Manion, and Morrison (2007, p. 47) define methodology as the "range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction". Then, this paper

will be developed through a bibliographical review. Gil (2002, p. 44) defines it as research "developed based on already published material, constituted mainly of books and scientific papers".

The sources for this bibliographical review are composed of theses, books and articles that explore the importance of using English as a Medium of Instruction in High Education EFL classes. Several articles featured in this paper talk about the positive and negative points of EMI and its objectives in a High Education classroom.

2   THE DEFINITION OF EMI

EMI (English as a Medium of Instruction) is not aimed to improve people's grammar ability; it is aimed to enhance people's communicative skills. Its ambition is to develop an international community, one which can communicate with people from different places and also talk about research and come up with ideas in the academic world, as suggested by Finardi and Guimarães (2017). Other authors, such as Jenkins (2013), see *internationalization* as synonymous with *globalization*.

The emphasis of EMI is not to be as efficient as language schools, when talking about English proficiency. "Bigger gains have been reported in students' reading and listening proficiency, but this is unsurprising, seeing as EMI involves loads of listening to lectures and reading texts" (GALLOWAY, 2017, p. 1).

Additionally, Galloway (2017) discovered that in China, teachers tend to thin down content if the class is thought in English, therefore focusing more on English itself than the content of the class, however as a result, there is still no scientific evidence that EMI improves or not English by its very nature. As reported by Aguilar (2018):

> University classrooms have recently become "a learning environment where both domestic and mobile students and staff take part" (TEEKENS, 2003, p. 103) and therefore they represent a good example of Internationalization at Home (IaH). The term IaH was defined and described in Crowther et al.'s (2000) position paper, drawing on the information available at that time that less than ten percent of European university students had participated in an Erasmus mobility exchange.

Galloway (2017) affirms that multilingual speakers use their entire linguistic repertoires, so there can be a mismatch between the way English is taught, and the more flexible way it is used as a global lingua franca outside of the classroom. Furthermore, teachers and universities have this inner duty of offering opportunities and open students' minds for the world, and therefore show possibilities and paths that they may cross throughout their lives. EMI is proving to be doing an important job on that, making students learn through practicing and living the subject.

On the other hand, Loli Iglesias (2017) affirms that together with drilling, grammar and other ingredients of English teaching, translation has been too easily demonized for too many years. However, it is clear that the use of L1 has to be allowed only when benefits clearly counteract drawbacks.

The reason why High Education should be willing to face EMI is complex and diverse (MENDOZA, 2017, p. 40). "To attract international students, to increase revenue, to give our students the possibility to study abroad, to further student and staff career possibilities". Those are the contributions that EMI might bring inside of a High Education School. There is no scientific proof of the benefits of EMI yet (MENDOZA, 2017).

With the ongoing researches on EMI we have seen some definitions for it. Karas (2015, p. Not Shown) points that EMI "Commonly refers to the use of English in the offer of university degree courses in higher education instead of the domestic language of the country in question." EMI has been described as "an umbrella term for academic subjects taught through English" because it makes "no direct reference to the aim of improving students' English" (DEARDEN, 2015 p.4) Concurrently, the British Council suggests:

> The medium of instruction is the language used by the teacher to teach. Teaching the language, or educational content, through the target language increases the amount of exposure the learner gets to it, and the opportunities they have to communicate in it (BRITISH COUNCIL, 2014, p.17).

An object can be defined differently every time someone looks at it. Therefore, for this paper we are using this definition of EMI: "The use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions in which the majority of the population's first language is not English" (DEARDEN, 2015, p.2).

2.1 ESP CONNECTIONS AND DIFFERENCES

ESP (English for Specific Purposes) and EMI English courses are more international in comparison with other courses. These newly international classrooms can be conceived of as a global landscape from a sociolinguistics perspective: global spaces need not always be global cities but can also be smaller collectivities like a school with "a large proportion of its student body from outside the country where it is located" (BLOCK, 2011, p. 162).

English is known for its wide use in different countries. ESP is commonly used in different places, however in Brazilian schools, students start having English on the first levels, and they don't really practice English outside of schools. Bearing this in

mind people will be more prepared if they start learning a second language earlier: "One of the main benefits of learning a second language at an early age is that children learn languages faster and easier. They have more time to learn, fewer inhibitions, and a brain designed for language learning" (ERTHEO, 2015, p. Not Shown).

That is important to back up the current level of research that we are having in universities, because nowadays many undergraduate and chiefly postgraduate students need to write abstracts, present papers orally, give lectures, attend lectures and deliver oral presentations in English, among othes. If these are the new demands in this context, one has to ask him/herself if the courses that were taught in the 1980´s and that are still taught by many English teachers and, worse, that are in textbooks sold on the market, are still able to fulfil the new demands (RAMOS, 2012, p. 13)

In Europe people realized that together, EMI and ESP make a small classroom, a place where students can use the langue and learn at the same time. "EMI and English for Specific Purposes (ESP) classrooms become small international spaces where local students' intercultural skills can be developed" (AGUILAR, 2018).

Throughout the years Brazil noticed the importance of learning a second language, more specific English. "The main motivations for studying English are broadening knowledge and securing a job" (BRITISH COUNCIL, 2014). That is when ESP comes into play, the teacher focuses on the student needs and prepares him to face what is to come. Although, in universities, a great deal of teachers are not prepared to teach specific courses using ESP.

> The need of creating a center of excellence in ESP equipped to offer advice, resources and teacher education for Brazilian universities. The first of these, was the large number of university teachers from various parts of the country who were then doing their M.A. in Applied Linguistics at the Pontifical Catholic University of São Paulo (PUC-SP) and who showed strong interest in ESP due to the fact that they did not feel confident or even well-prepared to offer specialized English courses for the various departments of their universities (RAMOS, 2012, p.3).

University classrooms have recently become "a learning environment where both domestic and mobile students and staff take part" (TEEKENS, 2003, p. 103). However, some schools in Europe changed their approach from ESP to EMI because of this participation of the staff in the student's learning process.

> Within this internationalization trend in European higher education (HE), other moves are taking place surreptitiously; more specifically, some faculties that offered both EMI (i.e. content specialists teaching in English) and ESP courses (i.e. language specialists teaching specific language skills to meet students' needs) have recently decided to cancel ESP instruction and offer EMI only instead (AGUILAR, 2018, p. 27).

The difference is that Europe did this driven by the assumption that an EMI course alone will suffice to develop academic literacy and disciplinary language in English (ARNÓ-MACIÀ; MANCHO-BARÉS, 2015) which is not the case for Brazilian Schools. Higher education students and Secondary students present tremendous differences in terms of target and learning needs that were unfortunately put aside. However, in Brazil the secondary student needs English for future jobs and also to enter in a university as seen above.

However, as seen in the previous chapter, there is still no scientific evidence that EMI alone, improves and develops academic literacy. On the other hand, we have ESP which proved as seen, that in schools and universities it is used and works as intended. They already work together in some cases where we have the literacy of an ESP approach, and the internationalization that EMI brings with its approach.

> Internationalization strategies undertaken by universities are expected to enhance students' employability because of the international and intercultural learning opportunities that they should provide, and can be regarded as a "process of integrating an international, intercultural or global dimension into the purpose, function or delivery of post-secondary education" (KNIGHT, 2004 p.8).

2.2 INTERNATIONALIZATION & BILINGUAL SCHOOLS IN BRAZIL

According to the Cambridge dictionary the definition of Bilingualism is: "the fact of being able to use two languages equally well". Schools from all around the world understand the need of being able to speak another language, and the importance of it. A few of this schools are adopting English as the language people should get better at and be able to communicate in that language.

> Data from the Brazilian Institution of Bilingual Education are indicating a grow from 6% to 10% in the segment involving bilingual schools in the last five years. According to the Education Ministry, Brazil has approximately 40 thousand private schools, 21% from the total of 184 thousand Brazilian teaching units. The Brazilian Institution of Bilingual Education estimates that nearly 3%, around 1.2 thousand institutions, have some program of Bilingual Education (METRÓPOLE, 2019, p. 1).

Universities are ahead in the process of being open to foreigners, both on the monetary and internationalization purposes. "The new trends of internationalization, responding to the challenges of the future of education, provide that the presence of foreign visiting professors or permanent faculty will be significantly enlarged" (STALIVIERI, 2017, p. 40)

Despite the fact that people appreciate this kind of education, many do not understand the differences between them. As seen previously the aim of EMI is to teach the subject while speaking English. Professionals involved with language should be aware of the differences between English as a Medium of Instruction (EMI) and Content and Language Integrated Learning (CLIL).

> One of the first detailed classifications of bilingual education was given by Mackey (1970; in Baker, 2007), who described 90 different models of bilingual schools, and considered as variables, the pupil's mother tongue, the language of the school curriculum, the languages of the school's community and the social condition of those languages in that region and in the world (MOČINIĆ, 2010, p. 177).

This so-called Bilingualism in schools happens during the primary and secondary levels and it is also known as CLIL, not EMI (DEARDEN, 2015). Still according to Dearden, "in CLIL classrooms there is a dual objective which is clearly stated – teaching *both* language and the subject content".

With this on-going Bilingualism happening in Brazilian schools, international opportunities start to transpire and what we call internationalization starts to occur. Sarmento (2018) defines this internationalization of higher education, as the intentional integration of an international, intercultural or global dimension in the purpose, function or offer of higher education.

Many parents and teachers have questioned whether or not private school students will be financially motivated to use EMI for internationalization. It is understandable that the majority of them are unaware of the advantages of EMI for internationalization. The primary explanation for this is that some schools do not have such resources.

Finardi and Ortiz (2015) analyzed two universities which would benefit from internationalization. They were both a private and a public University. We could relate this process for High Education in Schools in Brazil. Whether in the private school they would have monetary motivation to use EMI for Internationalization. However, public

schools should do the same, not for the financial success, instead EMI would benefit those who would be working in Brazil's internal market.

> Brazilian federal research agencies have a long track record of supporting international research partnerships. Bilateral agreements with countries in all continents, but especially in Europe and America have existed for decades. Brazilian HEIs also have agreements and partners all over the world (BRITISH COUNCIL, 2016, p. 6).

We can support this evidence that EMI would bring more international people to work with us, thus introduce different knowledge into our schools by looking at the study that Simone Sarmento, together with other specialists, did between 2018 and2019. Table 1 shows a table from Sarmento's research, where Brazil developed more activities for foreigners with the purpose of bringing more international people into Brazil's culture.

Not only English courses for foreigners but Portuguese courses are shown in this table, further bringing together both international and local people. Since 2016, there has been a growing number of courses in English in Brazil, especially at postgraduate level, with an average of 406 courses compared to 44 in the previous edition of this Guide as seen bellow (SARMENTO, 2019).

Table 1 – Range of activities developed in English and Portuguese for foreigners

	2017	2018.1	2017-2018.1	2018.2/2019	TOTAL	AVERAGE (2017-2018.1)
Full undergraduate programme	1	1	2		2	1
Full postgraduate programme	5	5	10		10	5
Undergraduate courses	258	212	470	147	617	235
Postgraduate courses	537	275	812	77	889	406
Extracurricular courses			274	1	275	274
Not specified				7	7	
Other activities in English			90		90	90
Sub-total - English	801	493	1,294	228	1,890	1,011
Portuguese for Foreigners	344	228	572	1	573	286
TOTAL (English + Portuguese)			1,866	229	2,463	1,297

Source: Sarmento (2019, p.10).

As observed in Table 1, the continuous growth supports the idea that Sarmento had of EMI being the internationalization of education as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of education. In this scenario, languages play a key role, since they allow for individuals to perform actions and connect with each other, with communities and with different cultures

Languages are crucial not only for academic mobility, but also to foster an internationalization strategy called "Internationalization at Home". Which is a term used by the United States government to describe the process of integrating language into everyday activities. In other words, it's about learning how to speak and understand another culture. The U.S. Department of education defines internationalization as: "The process by which a country or group of countries moves from one place to another through the use of communication, cultural exchange and other means" (MOROSINI, 2017, p. 306).

3 HOW TEACHING SPEAKING AND LISTENING TRANSPIRE INTO EMI

For this section we are going to analyze, according to Douglas Brown (2000) and Jeremy Harmer (2007), how some well-known methods and techniques transpire into EMI. Here we will be going to, specifically, talk about Teaching Speaking and Teaching Listening in an ESL (English as a Second Language) classroom through EMI.

Talking is "the procedure of establishing and sharing thought through the use of spoken and non-verbal symbols, in the kind of settings" (CHANEY, 1998, p. 13). Talking is a critical part of second language learning and education. Despite its importance, for some years, education speaking has been undervalued and English teachers have continued to learn speaking even as the repetition of exercises or learning of dialogues.

> But a greater awareness of how to learn cannot on its own turn to good education. According to Marie Hamer, the head of first teacher education in Ark, the set of English schools: "Too much teachers are told what to change, but not given clear guidance on how to do the change." The current types of education used in Relay and elsewhere are meant to communicate this (THE ECONOMIST, 2016).

3.1 SPEAKING

Managing to speak another language it is quite demanding, however teach someone to speak this other language has its challenges. In order to help the students, we created some activities, and those activities will provide rehearsal opportunities – chances to practice real-life speaking in the safety of the classroom (HARMER, 2007, p.123).

On the other hand, for Brown (2000, p. 275) we need to make speaking activities that try all times to achieve the student's goals and interests. These activities need to "send the students to ecstasy" (BROWN, 2000, p. 275) and therefore make way for the output of the students, although students often don't know why we ask them to do certain things.

In addition to what Brown (2000) said, something that I see happening at the school I am working in, is that students are willing to speak. However, the teacher needs to be confident, and meet the student expectation of a "teacher" for him. If not

done so, they will not be sent to ecstasy, thus not willing to speak. After all, in accordance with Harmer (2007) students are exposed to real life conversations and can practice based on that.

As previously seen, when inside an EMI classroom the teacher will focus on the content constantly. Thus, the teacher should have some time to develop good and engaging conversation with the students. In this case, the activities should not be controlled (when the teacher dictates the rhythm of the conversation). The students would talk about the topic chosen, but without sentences or specific words that they need to use.

> Good speaking activities can and should be extremely engaging for the students. If they are all participating fully - and if the teacher has set up the activity properly and can then give sympathetic and useful feedback - they will get tremendous satisfaction from it (HARMER, 2007, p.123).

When teaching speaking there are many ways that we can practice or introduce a topic. However, one of the most used by teachers is the Role-Play activity. Which will be engaging and the students tend to participate fully, as previously seen.

> Many teachers ask students to become involved in simulations and role-plays. In simulations, students act as if they were in a real-life situation. We can ask them to simulate a check-in encounter at an airport, for example, or a job interview, or a presentation to a conference (HARMER, 2007, p.125).

Another example would be the interview exercises. Which in particular will depend on the level of the students. If they are on a beginner level, they will have shorter amount of conversation. At the same time, if we have advanced students the amount will increase. This kind of activity is suitable for almost any age group, including younger learners, who often find imaginative role-play like this very enjoyable (HARMER, 2007, p.128).

Brown (2000) states that "Provide intrinsically motivating techniques". The statement is suggesting that teachers try, most of the times, appeal to students' ultimate goal and interest. Even if the exercises or techniques don't sent students to ecstasy. Often students don't know why we ask them to do certain things, it usually pays to tell them" (BROWN, 2000, p.275).

When motivated, students tend to start discussing. It could be about anything that came on their heads, movies or games even. We as teachers, shouldn't abruptly

stop their talking. On the contrary, we must encourage them to keep talking about the topic of interest, and become involved in the discussion.

> When students suddenly want to talk about something in a lesson and discussion occurs spontaneously, the results are often highly gratifying. Spontaneous conversation of this type can be rare, yet discussion, whether spontaneous or planned, has the great advantage of provoking fluent language use (HARMER, 2007, p.128).

If a student is not feeling comfortable in the discussion, we should help them. Sometimes, students just need time to bring together their thoughts before speaking. "It is challenging to have to give immediate and articulate opinions in our own language, let alone in a language we are struggling to learn" (HARMER, 2007, p.128). Some other ways to help them is giving time to write down their arguments. Alternatively, we could encourage them by suggesting something to prolong discussion.

Brown (2000) establishes that we need to give students opportunities to initiate oral communication. As seen, teachers need to give the time and the possibility for students to speak. He also questions the approaches that teachers are having when "We ask questions, give directions, and provide information, and students have been conditioned only to 'speak when spoken to'". Making the questions for teachers: "have allowed students to initiate language?" (BROWN, 2000, p. 276).

Teacher expectation in an EMI classroom is that students will talk and understand the topics they will propose in class. As Brown (2000) said above, we do not only need to give directions. The point he was making is that teachers can be involved in the conversation, be part of the group. Not being a narrator of the class.

> The day-to-day job of a teacher, rather than broadcasting content, is becoming one of designing and guiding students through engaging learning opportunities. An educator's most important responsibility is to search out and construct meaningful educational experiences that allow students to solve real-world problems and show they have learned the big ideas, powerful skills, and habits of mind and heart that meet agreed-on educational standards (LANIER, 1997).

Exposure to language can be defined as the contact that the learners have with the target language that they are attempting to learn. Inside the classroom, one of the most central roles of the teacher is to provide learners with sufficient exposure to practice the target language in a variety of contexts, and from different speakers (ZOUBI, 2018, p.152).

> Scott Thornbury suggests that the teaching of speaking depends on there being a classroom culture of speaking, and that classrooms need to become 'talking classrooms. In other words, students will be much more confident speakers (and their speaking abilities will improve) if this kind of speaking activation is a regular feature of lessons (HARMER, 2007, p.123-124).

Numerous methodologies commonly utilized in language teaching to practice speech have considered the highlights of communication in language, and have tended rather to count on grammar that are basically dependent on written content. Innovative advances in recording discourse and the foundation by language specialists of corpora of speech expressions have prompted a lot more noteworthy information about the likenesses and contrasts between these two methods of correspondence. "It is very valuable for language teachers to be aware of some of the main differences and of the features that typically characterize speech, as this will allow them to make more informed decisions about what to teach" (BURNS, 2019, p.4). According to McCarthy (1998):

> Anyone who has looked at large amounts of informal spoken data, for example, cannot fail to be struck by the absence of well-formed 'sentences' with main and subordinate clauses. Instead we often find turns that are just phrases, incomplete clauses, clauses that look like subordinate clauses but which seem not to be attached to any main clause, etc. (MCCARTHY,1998, p. 79-80).

Jeremy Harmer (2007, p. 11) in his book writes about the interest behind learning a second language, more specific English. "Many people learn English because they have moved into a target-language community and they need to be able to operate successfully within that community." Which transpires into our concept of EMI previously seen on the first section of this paper. For EMI teachers, the purposes students have for learning will have an effect on what it is they want and need to learn – and as a result will influence what they are taught.

That is important for the EMI teacher, because the student will be focused on something that really attracts him to do such thing. With purpose, the student will use any and all language at their disposal. This is a very good way of teaching English in schools, as it allows students to learn a new language without having to worry about being embarrassed by speaking a foreign language.

3.2 LISTENING

In agreement with what Harmer (2007) said, listening is useful for our students' elocution as well, in that the more they hear and comprehend English being spoken, the more they retain fitting pitch and inflection, stress, and the hints of both individual words and those which mix together in associated discourse designs. It is also good for our students' ability to understand and appreciate the nuances of language, especially when speaking with others who are not native speakers. Listening skills can be learned by reading, writing or speaking.

The significance of listening in language learning can barely be overestimated. Through gathering information, we disguise linguistic data without which we were unable to create language. In classrooms, understudies consistently listen more that talk. Listening ability is universally "bigger" than speaking competence. "Is it any wonder, then, that in recent years the language-teaching profession has placed a concerned emphasis on listening comprehension?" (BROWN, 2000, p. 247).

One of the main sources of listening for students is the voice of their teacher. However, it is important, where possible, for students to be exposed to more than just that one voice, with all its idiosyncrasies (HARMER, 2007, p. 133). Understudies should be presented to various "Englishes", yet educators need to work out judgment about the number (and level) of the assortments which they hear. A ton will depend on the understudies' degree of fitness, and on what variety they have so far been exposed to.

Other sources of listening that some students are not aware of are, songs, tv shows, podcasts, radio, etc. These sources can expose the students to a lot more than might will. For example, TV series, you can think about any subject you are keen on and there will consistently be a TV series about them, be it investigation, crime or romance! The beneficial thing about this is a series can involve ordinary individuals lives and you can take in regular English from it, or it tends to be about a particular industry, and you can acquire loads of jargon and understanding from that field.

> Listening texts are good pronunciation models, in other words, and the more students listen, the better they get, not only at understanding speech, but also at speaking themselves. Indeed, it is worth remembering that successful spoken communication depends not just on our ability to speak, but also on the effectiveness of the way we listen (HARMER, 2007, p.133).

One of the most popular sources of listening nowadays it is what we call conversation. However, various different types of communicated in language are additionally critical to incorporate into a language course, particularly in teaching listening comprehension. In an EMI classroom, conversation will be classified as shown in Picture 1. This should empower you to see the higher perspective of what involves teaching conversation.

Picture 1 – Types of oral Language
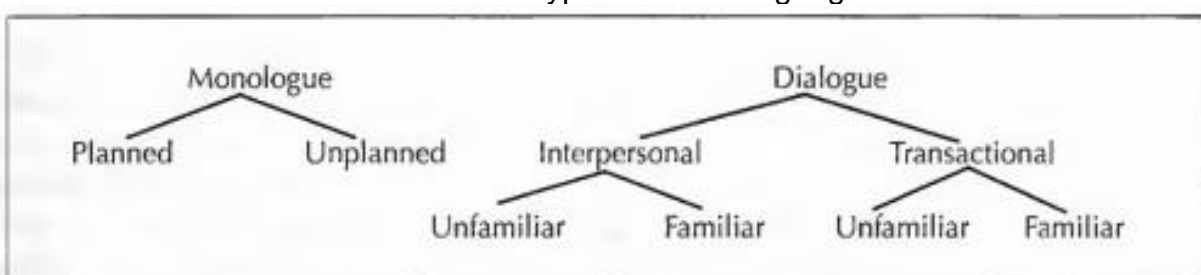
Source: Brown (2000 p.251).

In monologues, when one speaker utilizes spoken language for any time span, as in speeches, addresses, readings, podcasts, and so forth, the listener should measure long stretches of speech without interference – the stream of speech will go on whether the listener understands it or not. Planned, instead of spontaneous, speeches contrast impressively in their talk structures. Arranged talks (for example, speeches and other prewritten materials) typically show little redundancy and are consequently moderately hard to understand. Unplanned speeches (extemporaneous talks and long stories in discussions, for instance) display more repetition, which makes for ease in understanding, the presence execution factors and different variables can either help or hinder comprehension.

Dialogues include at least two speakers and can be partitioned into those trades that advance social connections (interpersonal) and those for which the reason for existing is to pass on propositional or authentic data (value-based). For each situation, members may have a decent deal of shared information (foundation data); therefore, the familiarity of the questioners will create discussions with more suspicions, ramifications, and different implications hidden between the lines. In conversation between or among members who are unfamiliar with one another, references and implications must be made more express to guarantee successful comprehension. At the point, when such references are not explicit, misunderstandings can easily happen.

One could likewise have partitioned dialogues between those where the listener member and those in which the listener is an "eavesdropper" (a person who listens to someone's private conversation without them knowing (Cambridge Dictionary). Remember that in all cases these categories are really not discrete, mutually exclusive domains, rather, each dichotomy, as usual, represents a continuum of possibilities. For example, everyday social conversations can easily contain elements of transactional dialogues, and vice versa. Similarly, "familiar participants may share very little common knowledge on a particular topic. If each category, then, is viewed as an end point, you can aim your teaching at appropriate ranges in ween (BROWN, 2000, p. 251).

When inside an EMI classroom, a number of special characteristics of spoken language need to be taken into consideration. The next topics will be covering some factors (clustering, redundancy, colloquial language and rate of delivery), that second language learners need to pay special attention to, because they strongly influence the processing of speech, and can even block comprehension if they are not attended to. In other words, they can make the listening process difficult (BROWN, 2000, p .252).

3.2.1 Clustering

In written language we are conditioned to attend to the sentence as the basic unit of organization. In spoken language, due to memory limitations and our predisposition for "chunking" or *clustering*, we break down speech into smaller groups of words, especially in an ESL classroom. In teaching listening comprehension, therefore, you need to help students to pick out manageable clusters of words; sometimes second language learners will try to retain overly long constituents (a whole sentence or even several sentences), or they will stumble in the other direction in trying to speak to every word perfectly.

3.2.2 Redundancy

Spoken language, unlike most written language, has a good deal of redundancy. We can notice the rephrasing, repetitions, elaborations, and little insertions of "I mean" and "you know". Such redundancy helps the hearer to process meaning by offering more time and extra information. Redundancy is important inside the EMI context, because gives student more time to process the information. Thus, having more time to think about what the student is going to answer or say.

3.2.3 Colloquial language

Learners who have been exposed to standard written English and/or "textbook" language sometimes find it surprising and difficult to deal with colloquial language. Idioms, slangs, reduced forms, and shared cultural knowledge are all manifested at some point in conversations. Colloquialisms appear in both monologues and dialogues.

3.2.4 Rate of delivery

Virtually every language learner initially thinks that native speakers speak too fast. Actually, as Richards (1982, p.153) points out, the number and length of pauses used by a speaker is more crucial to comprehension than sheer speed. Listeners will nevertheless eventually need to be able to comprehend language delivered at varying rates of speed and, at times, delivered with few pauses. Unlike reading, where a person can stop and go back to reread the sentence, in listening the hearer may not always have the opportunity to stop the speaker. Instead, the stream of speech will continue to flow.

However, together with these difficulties, students have two different kinds of processes which are involved in understanding spoken discourse. These are often referred to as bottom-up and top-down processing. These processes are the most common types of processing that occur when a student is trying to understand what they want to say.

The process of learning how to read and write is called 'bottom-up processing'. This means that students learn from their own experiences and not from others. This can be done by reading books or articles on the subject. "Comprehension begins with the received data that is analyzed as successive levels of organization – sounds, words, clauses, sentences, texts – until meaning is derived" (RICHARDS, 2008, p. 4).

To process texts bottom-up, learners need a broad vocabulary and a strong working knowledge of sentence structure. Many typical classroom listening tasks, such as dictation, listening, the use of multiple-choice questions after a text, and similar activities that include close and thorough comprehension and processing of the

information, rely mainly on bottom-up processing. Which are the same methods that teachers are using in EMI classrooms.

> The theory of bottom-up processing was introduced by psychologist E. J. Gibson, who took a direct approach to the understanding of perception. Rather than being dependent upon learning and context, Gibson felt that perception was a "what you see is what you get" process. He argued that sensation and perception are the same things (CHERRY, 2021, p.1).

Previous information about the subject of conversation, situational or contextual knowledge, or knowledge in the form of "schemata" or "scripts" – plans about the general nature of events and their relationships – are all examples of background knowledge needed for top-down processing. "Top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message" (RICHARDS, 2008, p. 7).

For example, consider how we might respond to the following statement made by Richards (2008, p. 8): "I heard on the news there was a big earthquake in China last night." On recognizing the word earthquake, we generate a set of questions for which we want answers:

- Where exactly was the earthquake?
- How big was it?
- Did it cause a lot of damage?
- Were many people killed or injured?
- What rescue efforts are under way?
(RICHARDS, 2008, p. 8).

Most of our understanding of the world is based on particular circumstances, the individuals one would expect to meet in those situations, their expectations and purposes, and how they usually achieve them. Similarly, we are familiar with tens of thousands of topics and concepts, as well as their associated definitions and connections to other topics and concepts. When it comes to applying this previous knowledge of objects, ideas, individuals, and events to a specific utterance, understanding can always be accomplished from the *top down*.

> A typical lesson in current teaching materials involves a three-part sequence consisting of pre-listening, while-listening, and post-listening and contains activities that link bottom-up and top-down listening (RICHARDS, 2008, p. 10).

The listening exercises that go along with this text are geared toward improving comprehension and understanding of the passage's details. The document, on the other hand, may be used as the basis for a subsequent acquisition operation. Linking listening and speaking activities in the manner mentioned above allows students to observe how language is used in various communicative contexts. They will then practice using some of the vocabulary from the listening passages.

4 PROCEDURES AND ACTIVITIES FOR EFL HIGHER EDUCATION TEACHERS TO APPLY EMI IN THEIR CLASSES

The following section includes the lesson plans produced as procedures and activities suggestions for High Education students studying Letras Inglês at UCS (Universidade de Caxias do Sul). It consists of five procedures on the shift of the school (i.e.: the same shift of when students have their regular classes). These activities are designed to be offered to all students currently enrolled in all years of High Education, focusing on developing listening and speaking skills.

Table 2 – Lesson Plan 1 of 4

(continues)

HIGH EDUCATION		ACTIVITY 1 OF 4	TIME: 90 MINUTES
Aims: The student will become familiar with listening to different accents. They are going to listen to a video, and after share their conception of epidemics. Furthermore, analyze the video through the support of some questions and activities formulated by the teacher.			
Possible difficulties: Listening skills: Vocabulary that fell out of common usage, expressions from another language; Speaking skills/pronunciation.			
Materials to be used: Set up the video: https://www.ted.com/talks/bill_gates_the_next_outbreak_we_re_not_ready?language=dz			
STAGE	TIMING	ACTIVITY	PROCEDURES
1	15 min	Presentation of the class, teacher and students	To start the class, the teacher presents him/herself, as well as the activity itself: what it consists of, the overall aim, as well as a quick overlook of the different types of epidemics that will be explored. After that, the teacher asks each participant to present themselves in English, saying their names and which course they are in. They are also asked if they are interested or with what frequency they tend to listen to things in a foreign language, and if they ever saw a TED Talk before.
2	25min	Pre-listening activity	The teacher opens the webpage and shows the title. He or she then instructs the students to read the title, the name of the author, and his short biography. Students are asked to join pairs or trios and discuss the following questions with the group: ● Based on your quick reading, what do you think the video will be about? Do you know what an outbreak is? ● Have you ever felt the need to be prepared for an outbreak? ● Think about a moment in which you caught a cold from someone. What happened? How did that make you feel?

			(conclusion)
			● Do you believe in vaccines? Do you think they are efficient? ● If you do not, what do you do to protect yourself against viruses? Does it work?
3	20 min	Watch the video/while listening	The students are asked to quietly listen to the video. The teacher calls attention to small details while they watch, at the end of the video assist students with words they might not know. After the students have finished listening, they should answer the following questions in pairs. Teacher should write the questions or show on the board: Has the video met the expectations and hypotheses you made by reading its title? If so, in what ways? What were the recommendations that Bill Gates gave for everyone? When (year) he gave it? Where do we need to create the strongest medical centers and why there? Who are those who need to be ready to act? Do we have this people ready and trained to do so?
4	20 min	Post-Listening activity: exchange	In this activity students will exchange answers and they will have to argue why they think like this, and find some proof for that opinion. The proof could be in a website or article of choice.
5	25 min	Presenting the Proof for the Class	Students will go up front (pairs, or trios) and explain the reason for such answers, they will have the previous 20 minutes to gather anything they need to support the evidence.

Source: Author's production (2021), template based on the Oxford Lesson Plan (2008).

This activity is an example of what was stated by Brown (2000): "Unplanned speeches (extemporaneous talks and long stories in discussions, for instance) display more repetition, which makes for ease in understanding, the presence execution factors and different variables can either help or hinder comprehension". Listening also can be used to improve communication skills. It is important that we listen carefully and not just talk about our ideas, since for an EMI classroom communication is the key.

As reported by Galloway (2017, p. 1) we may have a lot of listening and reading to develop EMI in High Education. "Bigger gains have been reported in students' reading and listening proficiency, but this is unsurprising, seeing as EMI involves loads

of listening to lectures and reading texts". The proposed activity aims to those points, in order to have a better development in the EMI scenario.

However, in the next activity we will use what they learned or reviewed to start a blog that is going to be used for our own personal growth. This activity will help them learn how to write better and more effectively. We will also need to make sure that we are using the right tools and techniques for that to happen.

Table 3 – Lesson Plan 2 of 4

(continues)

HIGH EDUCATION	ACTIVITY 2 OF 4	TIME: 90 TO 180 MINUTES
Aims: The student will become familiar with debating on a topic. They are going to participate on a debate. Students will be able to search and talk about a specific polemic topic using what they learned beforehand.		
Possible difficulties: Listening Skills: Vocabulary that fell out of common usage, expressions from another language; Difficulty in expressing themselves		
Materials to be used: Laptop, Computer or Cellphone to search on the topic; Annex 1 printed or projected.		

STAGE	TIMING	ACTIVITY	PROCEDURES
1	10 min	Presentation of the class.	To start the class, the teacher presents the activity. Which will be to learn about Discourse Markers (DMs) and later on use what they learned to discuss a polemic topic.
2	25 min	Explain what is DMs	Teacher will explain what Discourse Markers are. Project Annex 1 on the board or print on paper for your students Discourse markers can be placed in any part of a sentence, including the beginning. We use different types of *discourse markers* for different types of links; informal markers for speech and formal type markers for formal writing, such as essays and reports. Discourse markers do not always have meanings that you will find in your dictionary. Instead, they provide certain functions such as delaying, filling or hinting at emotions. Discourse markers are important for fluency in English at an advanced level. They are important elements of speech and writing for living and working in English-speaking countries.

(conclusion)

3	30 min	Organizing the debate	The topic will be **Marijuana can be used for medical purposes.** Students will be divided in two groups. The ones in favor and the one against about the statement in bold. Each group will research on the topic and organize its ideas; however, they can't read while engaging in the discussion. They also NEED to use in each and every time Discourse Markers (DMs) to link their ideas. Teacher do not show the questions you will be making throughout the debate. Use your creativity, these were just examples. When the debate starts teacher will ask the questions and students have 3 minutes to organize the ideas, so that they have enough time to (attack) or (defend).
4	40 min	Debate Time	**Marijuana can be used for medical purposes.** Should it be legalized? Which diseases are treated or alleviated by this drug? Does it cause addition, and is it worth the healing effect? Do not forget to give time after each question, so they write and organize their thoughts.
5	15 min	Sharing their experience	Teacher can ask the following question to elicit some conversation: Have you ever debated before? How was your experience with it? What can you improve on the next debate that we will have? Was it hard to use the discourse markers? This was just a starter to encourage students to share their feelings and have to debate even if they are on a group that they do not agree with.

Source: Author's production (2021), template based on the Oxford Lesson Plan (2008).

A discourse marker is a word or phrase (such as *oh, like*, or *you know*) that is used to direct or divert the flow of a conversation without adding any major paraphraseable meaning. Because native speakers and non-native speakers interact often, discourse markers appear to play a crucial role in both first and second language acquisition. Also known as DM, discourse particle, discourse connective, pragmatic marker, or pragmatic particle.

> DMs help one interpret the speakers' attitudes towards the content of their messages and they tend to carry socio-pragmatic meaning. What some studies in SLA have found is that foreign and second language learners tend

to use a narrower variety of DMs than NSs do, and that they seem to be less aware of the multifunctional uses of DMs (YATES, 2011).

In section 2.2 (SARMENTO, 2018), supports the idea of EMI being the internationalization of education as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of education. The second activity was built on this foundation, which will allow students to communicate and share their ideas inside and outside the EMI classroom.

Since we are talking about teachers, one way to prepare them for their future is to have them prepare and practice some exercises. This next ESP activity is for teachers who are looking for game ideas to use with their pupils.

Table 4 – Lesson Plan 3 of 4

(continues)

HIGH EDUCATION	ACTIVITY 3 OF 4	TIME: 90 MINUTES
Aims: The student will become familiar with being up front expressing themselves. In addition, they are going to comment and explain on a new game. Furthermore, using all they've learned so far to apply in this class.		
Possible difficulties: Choosing the correct game for the correct procedure; Difficulty with Grammar; Difficulty with being in front of the exposing their difficulties.		
Materials to be used: One game per Group		

STAGE	TIMING	ACTIVITY	PROCEDURES
1	10 min	Presentation of the class.	To start the class, the teacher presents the activity. Which will be, after they play a game, they should comment on the positive and negative points of the game; In addition, at the end they will need to explain how to play their game.
2	10 min	Teacher's Game	Teacher will give one game for each group, when they get the game, they need to figure out how to play it. They have 10 minutes for this
3	30 min	Rules and Play	Teacher will say the correct way to play each game. Students should play one more time even if they got right the rules in the first place. Teacher needs to make sure the groups are doing the activity correctly, because they will present afterwards

(conclusion)

4	30 min	Discuss	Teacher should put students in a way that they form a circle. Each group/student with only one desk in front of them. Teacher should ask for a volunteer to start presenting or you can choose. When a group is presenting, the rest of the class should send one of its participants, to play the group's game and vice-versa. After all students played all games, they will have to say positive and negative points about each game. The group who played will be the ones starting, the others contribute as well if they want
5	10 min	Comments on the games	Ask pupils what they would change or enhance if they were to play the game with others. What problems they encountered during group dynamics.

Source: Author's production (2021), template based on the Oxford Lesson Plan (2008).

For the third activity the discussion of a game will be the main point of the lesson. The activity was selected to be explored with students by the students. The activity was worked through EMI and Tasked Based Language Learning (YAO, 2017, p. 6): The completion of tasks is the primary goal of this method of learning. The teacher usually assigns relevant and entertaining tasks, and students are expected to use their prior knowledge of English to accomplish the job with as few errors as possible.

Finardi and Guimarães (2017) suggested that EMI's ambition is to develop an international community, one which can communicate with people from different places and also talk about research and come up with ideas in the academic world. The third activity is one way of achieving this goal.

The fourth and final plan focuses on methodologies that teachers might use to instruct students on how to implement the other three activities. Its goal is to give teachers a quick overview of what's behind all of the activities and plans they'll be creating.

Table 5 – Lesson Plan 4 of 4

(continues)

HIGH EDUCATION	ACTIVITY 4 OF 4	TIME: 180 MINUTES
Aims: The students should be able to think better when planning the classes, and be aware of some methods that there are. Also, the aim is to develop better teachers and better knowing beings, in order to teach and use the best for each student.		
Possible difficulties: Students might struggle with memorizing or understanding the topics discussed in class.		

Materials to be used:
Power point presentation. Word Documents (Annexes 2 and 3).

STAGE	TIMING	ACTIVITY	PROCEDURES
1	15 min	The teacher will be setting the context using a "game" called: - Interview with you	1. Present the game and show the game: 2. I am happiest when… 3. One thing I can do well is… 4. What do you work with… 5. I like people who… 6. My favorite pastime is… 7. I expect this workshop to be…. 8. How confident are you with the English language… 9. I understand teacher training as…. 10. I understand teacher development as… For me a Learned-Centered class is… For me a Student-Centered class is…. We can send the Word document to the students for them to complete. TEACHER talks about himself first, justify why choosing Teaching Methods.
2	10 min	Present the text and ask them to read it as a group.	In a first moment, we are going to read some texts to help us understand more about some teaching methods. Go up to "IV" Provide copies; Allow them to use dictionaries (online or paper ones)
3	25 min	Make the Game	In this activity the teacher is going to help the students/groups develop their first game of the class. The topic is Past Tense, they need to make learning fun. Using English all the time, they should create an Online or Offline game. They can use whatever they need from the table. (Beforehand, organize a table with what you brought to class) Teacher needs to make sure the groups are doing the activity correctly, because they will present afterwards
4	25 min	Give some examples of those methods discussed.	Show those YouTube videos. (See Resources). You can explain and ask the students if they experienced any of those methods during their teaching/student experience. Send the links for students to watch.
5	20 min	Propose two activities to consolidate the uses of two methodologies	In both tasks, students will need to fill the forms. Both on pages (10, 12); Provide copies.

6	15 min	MAKE google docs.	Use a Board Game with them, in which they need to create sentences according to the situation given in each gap from the game; Provide more copies of the Board Game according to the number of students, as well as dice and tokens. If time allows, use this activity;
7	20 min	Activity based on a real-life situation. (WRITING); + Reading of the text in front of the class.	Individually students will need to write a paragraph remembering when they learned English. The student should point some methods that he remembers. -Teacher can Evaluate Methods on the text. Encourage students to make up funny stories, helping them to soften their anxieties and shame of speaking English in front of others
8	10 min	Correction of the Text.	The teacher will correct any mistakes that might have happened in the reading part. Avoid calling personal attention regarding mistakes, treating this step as a nice moment of polishing the language about the Methods.
9	5 min	Assign this video for Homework	Send the Word Document for them. With the video and some questions for them to analyze. https://www.youtube.com/watch?v=vrU6YJle6Q4

Source: Author's production (2021), template based on the Oxford Lesson Plan (2008).

5 CONCLUSION

English is one of the most valued languages in the world. It explores a variety of aspects of the human experience and engages us in such a way that we may empathize with them or reflect on our own nature as human beings and the environment in which we live. As teachers, it is our responsibility of introducing new topics and explore the language with our students University students in the south of Brazil.

Let's review the guidelines for the paper:

- Investigate the main concepts of EMI and analyze how these conceptions transpire into some of the methodologies using EMI in EFL classrooms;
- How reflect on Teaching Speaking and Listening transpire into EMI;
- Propose procedures and activities for EFL Higher Education teachers to apply EMI in their classes focusing on Listening and Speaking.

This paper's intended audience is Letras-Inglês students. The purpose of this paper was to see how we, as English as a Foreign Language (EFL) teachers, with EMI, may be able to assist Brazilian students with learning content through English. The solution suggested was creating activities that could cover both content and the English aspect of the class, reflect on it and practice speaking and listening. On the second part of the research *The definition of EMI*, something that we were able to notice is that, EMI does not aim to improve student's English grammar knowledge. However, the content of the class is taught in English, therefore the focus of the class is the subject being taught. With that in mind, listening and speaking were the topics being related to how future teachers can use EMI in their classes, as well as the teaching methodologies behind both fields of actions.

Nonetheless, the research proved to be valuable, and the learning acquired by the author could be applied in a more practical way by being applied can and will be to a group of students who are taking Letras Inglês. It would be extremely valuable to see how the lesson plans would be applied, to what extent they would be well executed, which will prove to be more engaging, interesting and challenging.

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ANNEX 1 – DISCOURSE MARKERS EXTRA MATERIAL

Discourse Markers

For adding	For showing cause and effect	For sequencing
also moreover, furthermore, additionally, besides, in addition	therefore, thus, consequently, hence, as a result	firstly, at first, first of all, in the first place, to begin with, in the beginning, once upon a time, secondly, thirdly, subsequently, earlier, meanwhile, later, afterwards
For comparing	**For contrasting**	**For giving examples**
similarly, likewise, in the same way,	however, although, whereas, despite this fact, on one hand, on the other hand, on the contrary, still, nonetheless, instead, alternatively, in contrast	for example, for instance, such as, namely, in other words
For emphasizing	**For generalizing**	**For indicating time**
in conclusion, finally, to sum it up, in the end, lastly, in short, eventually	on the whole, in general, broadly speaking, as a rule, in most cases	in the past, not so long ago, recently,

Fb/englishanofficial   www.englishan.com

Source: Khan (2019).

ANNEX 2 – APPROACHES AND METHODS IN ELT

The Grammar Translation Method – Teacher at a University is Japan discusses pros & cons with students

(5`)https://www.youtube.com/watch?v=mtpAQ5iFp9c

Approaches and Methods in ELT - The Direct Method – demo lesson (3`)
https://www.youtube.com/watch?v=lls2oYe7TE0

Audio-lingual method – Diane Larsen Freeman   (23`)

https://www.youtube.com/watch?v=Pz0TPDUz3FU

Gouin and the Series Method – demo lesson (9`)

https://www.youtube.com/watch?v=pSkYhpxa8m8

Chomsky – the structure of language (7')

https://www.youtube.com/watch?v=E3U6MsdBalg

Chomsky on UG (15') https://www.youtube.com/watch?v=vbKO-9n5qmc

Krashen's theories (5') https://slideplayer.com/slide/6226538/
Krashen's theories – 24 slides https://www.slideshare.net/milaazofeifa/krashens-theory-on-second-language-acquisition
Krashen interview (31`) https://www.youtube.com/watch?v=pqVhgSvwWYk
 Stephen Krashen on Language Acquisition (15`)
https://www.youtube.com/watch?v=NiTsduRreug

Diane Larsen-Freeman's videos
Community L.L. – Diane Larsen Freeman
https://www.youtube.com/watch?v=tx_we_P3Pic
Suggestopedia https://www.youtube.com/watch?v=3rkrvRlty5M
Silent Way https://www.youtube.com/watch?v=xqLzbLCpack
(5 min video) https://www.youtube.com/watch?v=-5Mxvy1GJmk
TPR – Diane Larsen Freeman https://www.youtube.com/watch?v=17FEGMGX4ek
Natural Approach – demo lesson at 2
https://www.youtube.com/watch?v=aD8g9BUokaA

ANNEX 3 – METHODS

PART III – LANGUAGE TEACHING METHODS

I. The Grammar Translation Method - Major Characteristics (Prator & Celce-Murcia, 1979)

1. Classes are taught in the mother tongue, with little active use of the target language.

2. Much vocabulary is taught in the form of lists of isolated words.

3. Long elaborate explanations of the intricacies of grammar are given.

4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.

5. Reading of difficult classical texts is begun early.

6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.

7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.

8. Little or no attention is given to pronunciation.

Match the "Classroom Activities" to the corresponding "Principles".

Classroom Activities	Principles Behind the Activities (Grammar-Translation Method)
1. Students translate a passage from English into Portuguese without mistakes. ( )	A. It is possible to find native language equivalents for all target languages.
2. Students and teacher talk in their native language. ( )	B. Deductive application of grammar rules is a useful pedagogical technique.
3. Students write out the answers to reading comprehension questions. ( )	C. Language learning provides good mental exercise.
4. The teacher decides what to do in the classroom. ( )	D. The primary skills to be developed are reading and writing.
5. Students translate new words from English into Portuguese. ( )	E. Ability to translate texts from one language to another is a sign of successful learning.
6. Students are given a list of words and grammatical rules to combine the words. ( )	F. Memorization of words and rules is an important part of L2 learning.
7. Students are reading a page from Mark Twain's *Life on the Mississippi*. ( )	G. The teacher is the authority in the classroom.
8. Students apply a rule to examples they are given. ( )	H. Ability to read the classics is an important goal of the foreign language study.
9. Students work with long and complex sentences. ( )	I. Ability to communicate orally in the target language is not emphasized.
10. Students memorize vocabulary. ( )	J. We learn a foreign language to develop reasoning skills.

Adapted from LARSEN, F., *Techniques and principles in language teaching*, OUP, 1986.

11

II.   Gouin And The Series Method

"The Art of Learning and Studying Foreign Languages", 1880

After a painful set of experiences, came up with these insights:

- Language learning is a matter of transforming perceptions into conceptions;
- Children use language to represent their conceptions;
- Language is a means of thinking, of representing the world to oneself.

Devised a teaching method following these insights, the "Series Method":
- teach learners directly (no translation) and conceptually (no grammar).

III.   The Direct Method

- Charles Berlitz
- Based on Gouin's Series Method
- Popular at the end of the 19th century and well into the 20th century

Principles of the Direct Method (Richards & Rodgers, 1986)

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up in a carefully traded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were taught through modeling and practice.
6. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
7. Both speech and listening comprehension were taught.
8. Correct pronunciation and grammar were emphasized.

12

Match the "Classroom Activities" to the corresponding "Principles".

Classroom Activities	Principles Behind the Activities (Direct Method)
1. The teacher uses a map in the classroom. (D)	A. The teacher should demonstrate, not explain or translate.
2. Teacher and students use the target language. (G)	B. Grammar should be taught inductively.
3. Teacher answers questions by drawing on the blackboard and giving examples. (A)	C. The syllabus is based on topics not on linguistic structures.
4. Students reply in a complete sentence in the target language. (H)	D. Objects should be used to help students understand meaning.
5. Students ask the teacher and each other questions. (J)	E. The learning order (hear-speak-read-write) is introduced in language teaching.
6. The teacher corrects an error by asking the student to make a choice. (I)	F. Ability to use everyday language is an important goal.
7. The teacher uses a situational dialogue. (C)	G. The native language should not be used in the classroom.
8. Students fill in the blanks with prepositions. (B)	H. Students should learn to think in the target language as soon as possible.
9. Teacher introduces a sentence orally and then writes it on the blackboard. (E)	I. Self-correction facilitates language learning.
10. The dialogue is about making a hotel reservation. (F)	J. The purpose of language learning is communication.

Adapted from LARSEN, F., *Techniques and principles in language teaching*, OUP, 1986.

IV. The Audiolingual Method

- In the USA, at the time of World War II
- Started in the Army, then the University, other schools and the world
- Lado, Bloomfield, and Madisen created a methodology (Structuralism)

SLOGANS:

- Language is a set of habits;
- Teach the language, not about the language;
- Language is what native speakers say, not what someone thinks they should say;
- Languages are different.

Characteristics of the ALM (adapted from Prator & Celce-Murcia, 1979)

1. New material is presented in dialog form.

14

5. The Natural Approach (Tracy Terrell, 1983)

- Delay production until speech "emerges"
- Communication and "acquisition" should take place, as opposed to analysis.
- Goal: basic interpersonal communication skills
- Teacher provides comprehensible input; students go through a "silent period" until they feel ready to produce language
- Use of TPR at the beginning level
- Based on Krashen's theory

VI.   Notional-Functional Syllabus

- Council of Europe (Van Ek & Alex, 1975)

- Wilkins, 1976

- Notional-functional syllabuses started to be used in England in the 70's

- **Starting point**: perception of the need for a syllabus that can develop communicative competence* in learners.

- **Focus**: Strongly, sometimes exclusively, on the pragmatic purposes to which we put language.

    As such, it was not a method – more an approach, but focused on curricular structure (more than

    an approach would).

* **communicative competence** is an aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts (Hymes).

"Notions" (domains in which we use language to express thought and feelings)

- General: abstract concepts such as existence, space, time, quantity, and quality.

- Specific: context or situations such as personal identification, travel, education, shopping, services, free time.

"Functions" (Language Functions)

Identifying, reporting, denying, accepting, declining, asking permission, apologizing, etc.

VII. Communicative Language Teaching (C.L.T.)

- Better defined as an approach, not method;

- Suggests that less attention be paid to the overt presentation and discussion of grammatical rules;

- Implies the use of a great deal of "authentic" language;

- Ask only "real questions" (not "display questions");

- However, fluency should never be encouraged at the expense of clear, unambiguous, direct communication;

- Assumes that language must reflect the particular needs of students.

15

The following four interconnected characteristics may define CLT (Brown)

1. Classroom goals are focused on *all* of the components of communicative competence and not restricted to grammatical or linguistic competence.

2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that *enable* the learner to accomplish those purposes.

3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4. In the communicative classroom, students ultimately have to *use* the language, productively and receptively, in *unrehearsed* contexts.

Match the "Classroom Activities" to the corresponding "Principles"

Classroom Activities	Principles Behind the Activities (Communicative Approach)
1. The students are given a text with general questions which are easy to answer. (J)	A. Emphasize meaning over form.
2. The passage is a xerox copy from a London newspaper. (F)	B. Try to develop communicative competence.
3. Students read, talk, read again, write, and comment on their answers. (D)	C. Encourage communicative interaction and cooperation among students.
4. Students try to guess the meaning of unknown words from context. (A)	D. Integrate the language skills, don't worry about ordering them.
5. Students are reading a passage in their specific area of interest. (H)	E. Use information gap activities.
6. Students make mistakes but get their messages through. (B)	F. Use authentic materials.
7. Teacher asks genuine questions, the answers for which he doesn't really know. (E)	G. Work at the suprasentential (discourse) level.
8. Students put sentences in their correct order. (G)	H. Conduct a needs analysis to meet your students interests.
9. Students play roles as both employers and employees. (I)	I. Consider the social context of the communicative event.
10. Students work in pairs and small groups. (C)	J. Simplify the task, not the language.

16

VIII. The Lexical Approach

The lexical approach to second language teaching has received interest in recent years as an alternative to grammar-based approaches. The lexical approach concentrates on developing learners' proficiency with lexis, or words and word combinations. It is based on the idea that an important part of language acquisition is the ability to comprehend and produce lexical phrases as unanalyzed wholes, or "chunks," and that these chunks become the raw data by which learners perceive patterns of language traditionally thought of as grammar (Lewis, 1993, p. 95). Instruction focuses on relatively fixed expressions that occur frequently in spoken language, such as, "I'm sorry," "I didn't mean to make you jump," or "That will never happen to me," rather than on originally created sentences (Lewis, 1997a, p. 212). This digest provides an overview of the methodological foundations underlying the lexical approach and the pedagogical implications suggested by them.

A New Role for Lexis

Michael Lewis (1993), who coined the term *lexical approach*, suggests the following:

> ➤ Lexis is the basis of language.
> ➤ Lexis is misunderstood in language teaching because of the assumption that grammar is the basis of language and that mastery of the grammatical system is a prerequisite for effective communication.
> ➤ The key principle of a lexical approach is that "language consists of grammaticalized lexis, not lexicalized grammar."
> ➤ One of the central organizing principles of any meaning-centered syllabus should be lexis.

Lewis, M. (1993). *The lexical approach: The state of ELT and the way forward.* Hove, England: Language Teaching Publications.

Lewis, M. (1997). *Implementing the lexical approach: Putting Theory into Practice.* Hove, England: Language Teaching Publications.

IX. Content-Based Methodologies

CBI – Content-Base Instruction

CLIL – Content and Language Integrated Learning

X. Technology & Education

Discuss the possibilities available at the moment and give your opinion about/share your experience with them.