

# ECOSTAR English Medium Instruction Workshops



English as the Cornerstone  
of Sustainable Technology and Research



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## ECOSTAR English Medium Instruction Workshops

Wroclaw University of Environmental and Life Sciences, Poland

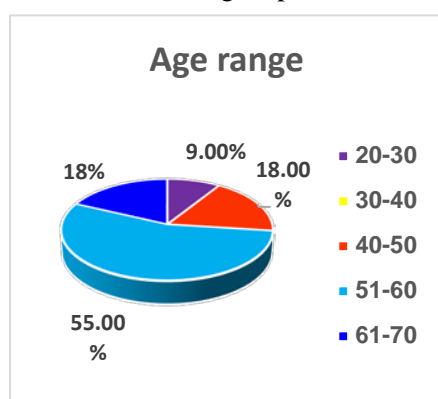
6<sup>th</sup> – 7<sup>th</sup> July, 2015

[http://www.glos.upwr.edu.pl/aktualnosci/43357/tempus\\_ecostar.html](http://www.glos.upwr.edu.pl/aktualnosci/43357/tempus_ecostar.html)

A questionnaire was prepared by the EMI team incorporating quantitative items using a 4- and a 5-point Likert scale. This was distributed with the workshop pack given to participants during registration. The response rate of 44% was disappointing (n = 48) but not atypical for voluntary compliance. Over the two days of the meeting, there were a total of 109 participants. An overall picture emerged from the responses showing generally high satisfaction with the presentations. From this it can be assumed that the focus of the workshop was suitable and relevant for the audience and that for follow-up workshops, a similar format could be adopted with participants with limited knowledge of the field of English Medium Instruction.

### Section 1: Demographics

- a. Gender:** From all registered participants, 83% were female and 17% were male. The gender division among respondents was 73% female and 27% male.



- b. Age range:**

The majority of participants were in the 51-60 age range. This could represent a general trend where there are fewer younger entrants to the field of English teaching, but there is no data to support this possible explanation and it is beyond the scope of this report to speculate on the demographics of the participants.

- c. Content/EFL:**

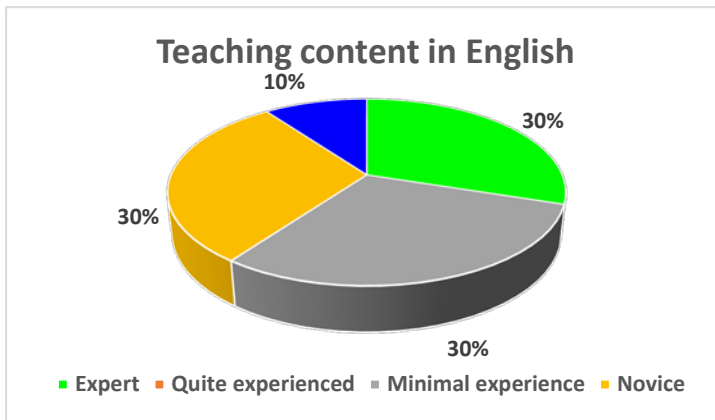
Of the respondents, 64% were EFL teachers while 26% were content teachers and 10% were both content and EFL teachers.

- d. Country:**

The participants came from Poland, Israel, Italy, the Netherlands, Cyprus, the UK, the Czech Republic, Germany, and Romania.

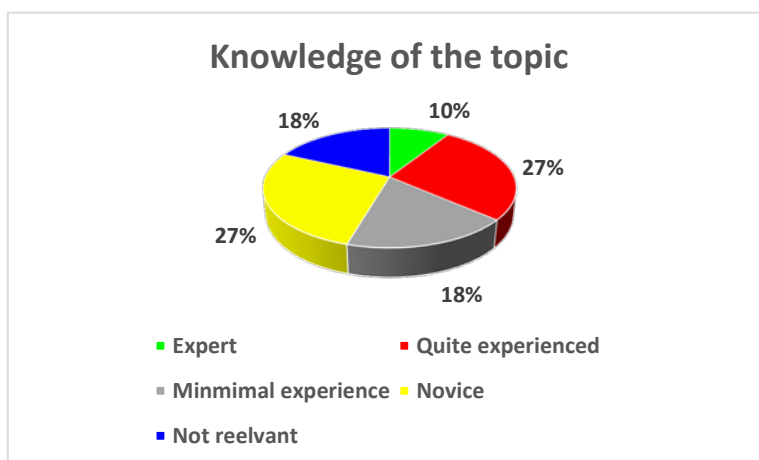
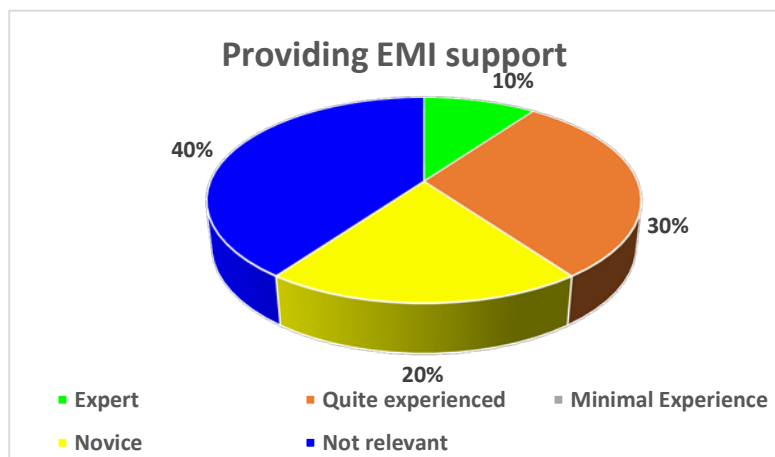
Section 1: Workshops

Overall, the majority of respondents had minimal experience or considered themselves novices with EMI (54.4%) and only 9% considered themselves to be experts in EMI. The workshop participants included content lecturers as well as language teachers.



a. **Experience teaching content in English:** The content lecturers' experience with EMI before the workshop varied but was fairly evenly distributed in range from novice to expert, with 10% indicating that this was not a relevant item for them.

b. **Providing support for EMI:** In terms of providing support for English Medium Instruction, 10% considered themselves expert in this area and 30% considered themselves quite experienced. The majority however (60%), were either novices in the area or had no experience at all.



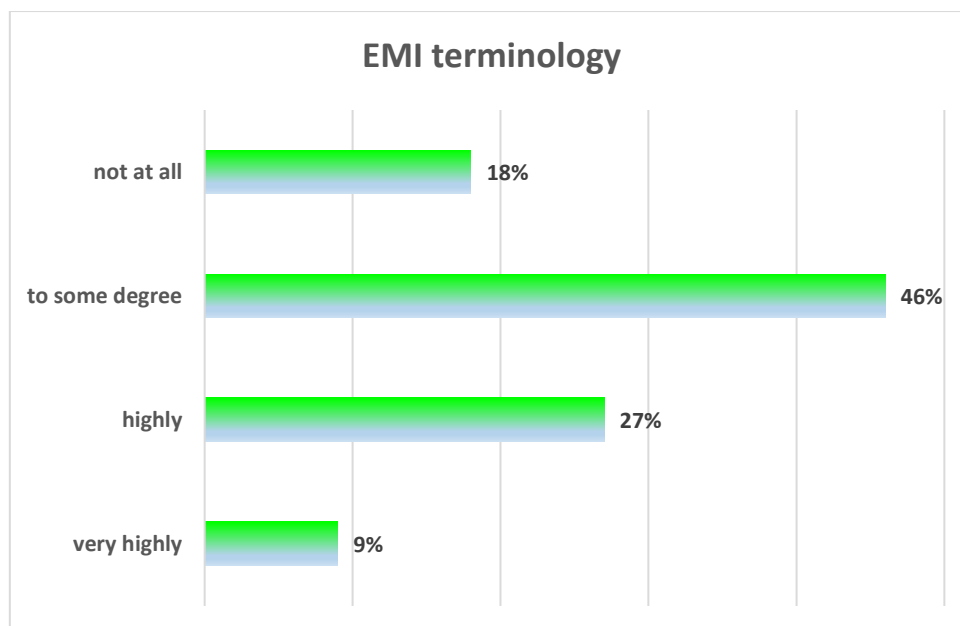
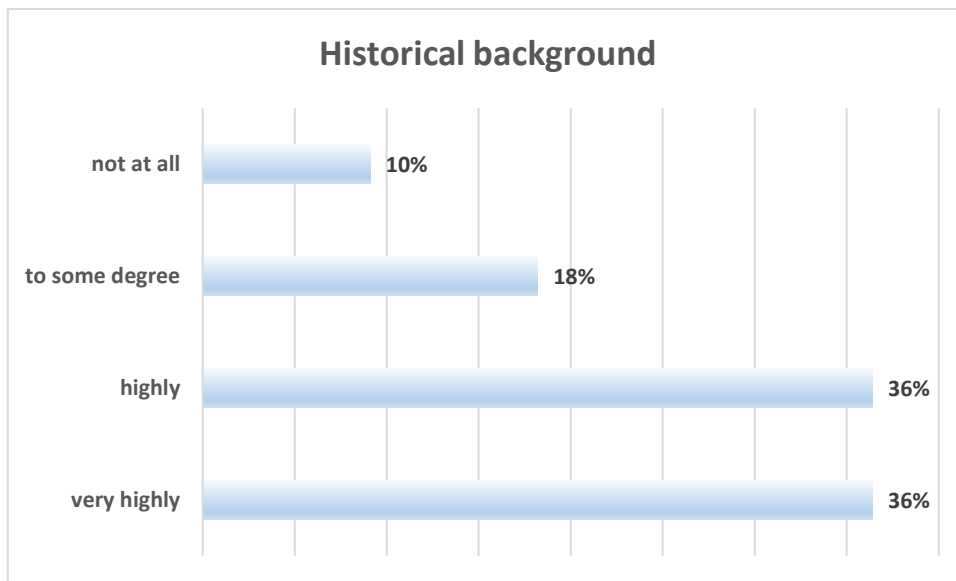
c. **Knowledge of the topic:** The data shows that the audience largely included people with limited background and experience in the field of English Medium Instruction. In terms of knowledge of the topic of English Medium Instruction, 63% considered themselves novices, or having minimal experience or none at all.

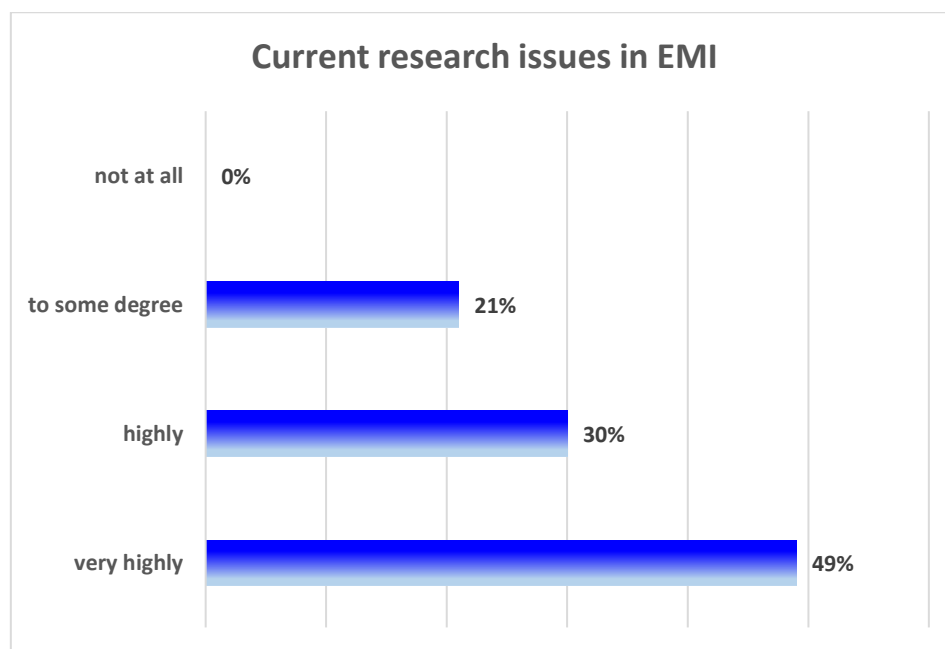
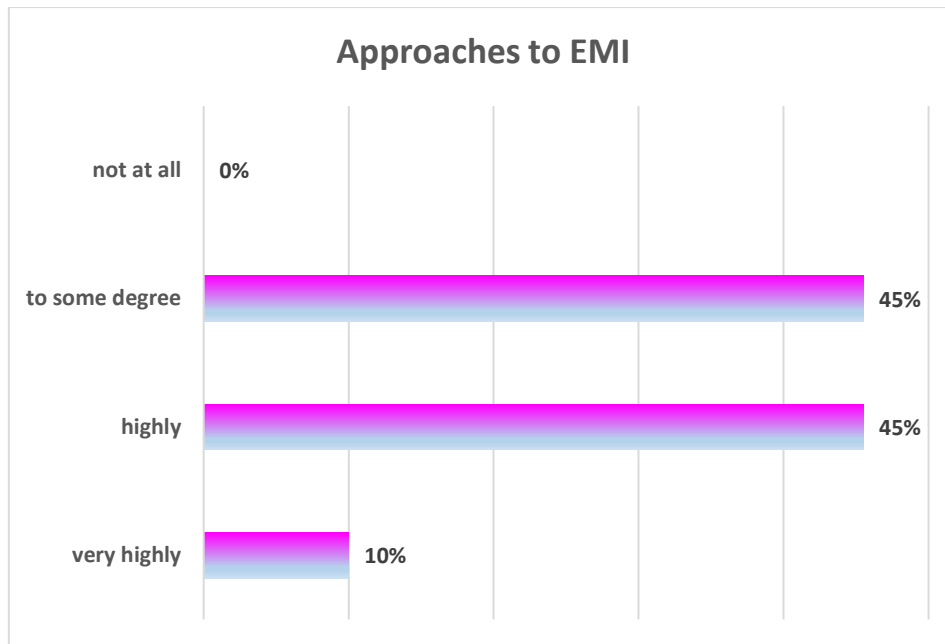
Section 2:

How well did each of the presentation sessions contribute to your understanding of EMI?

**a. The theory-based presentations:**

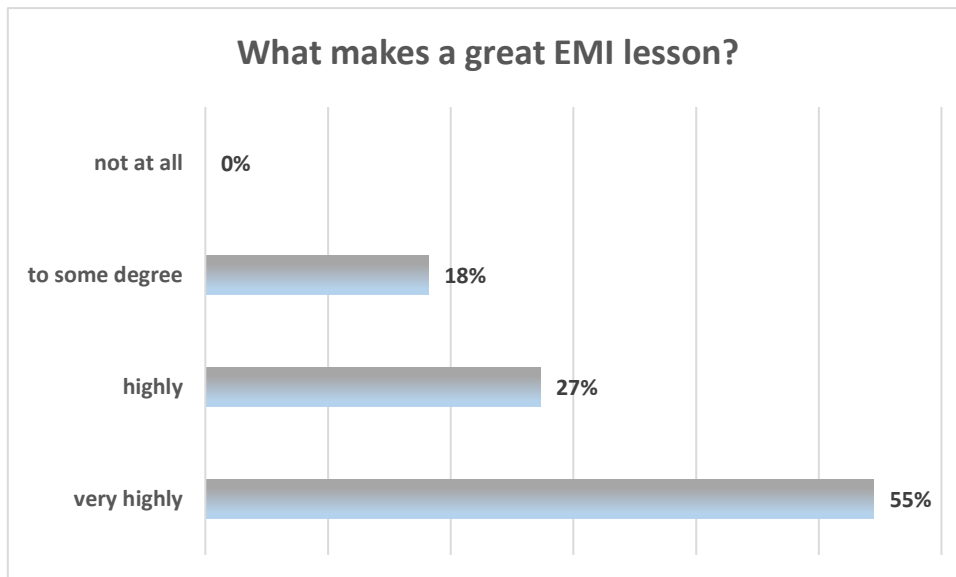
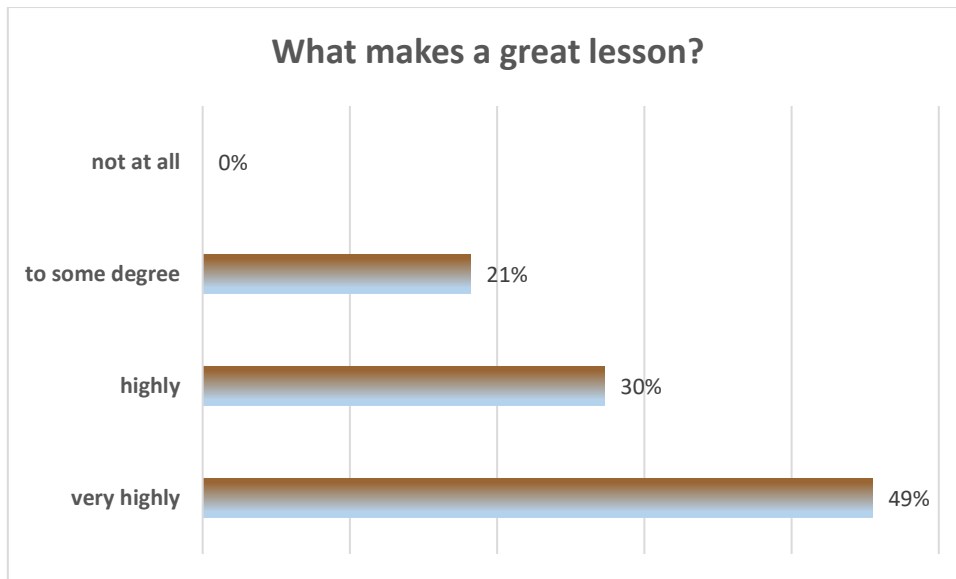
Overall, responses for the theory-based presentations showed the following: 72% found the lecture on the historical background of EMI highly or very highly useful; 46% found the presentation on EMI terminology useful to some degree while 36% found it highly or very highly useful; 90% found the presentation on different approaches to EMI highly useful or useful to some degree while 10% found it very highly useful; 79% found the presentation on current research in EMI highly or very highly useful, while 21% found it useful to some degree.



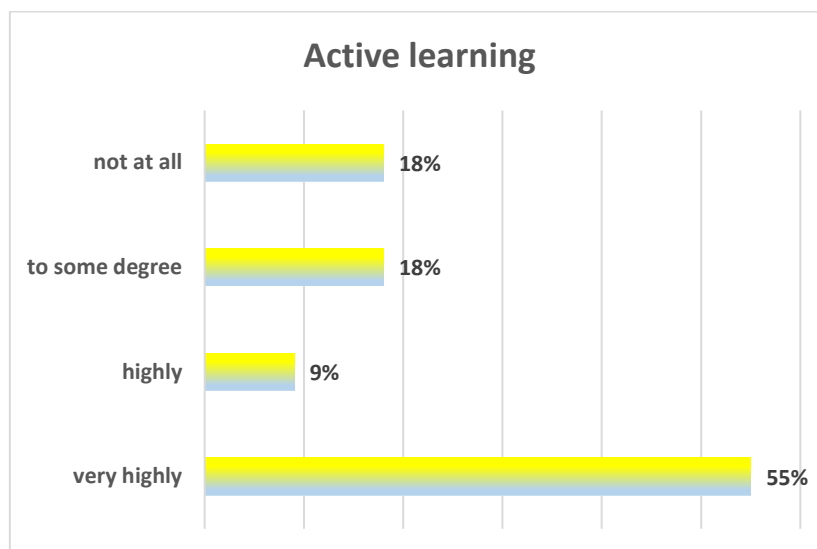
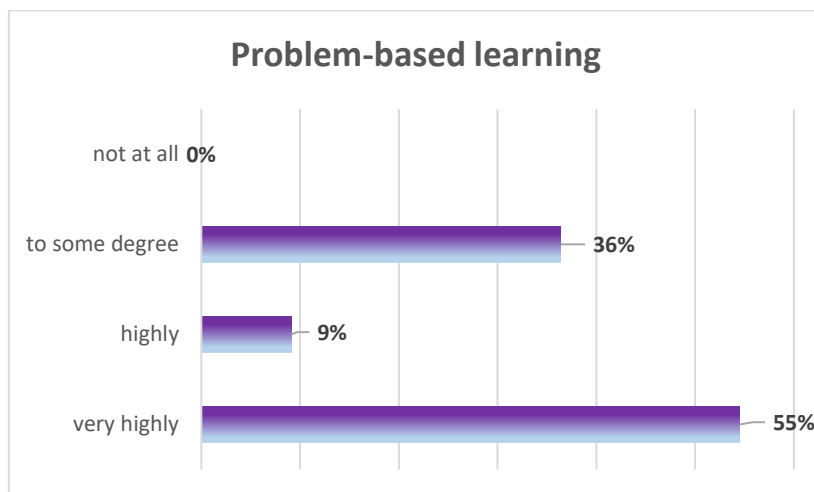
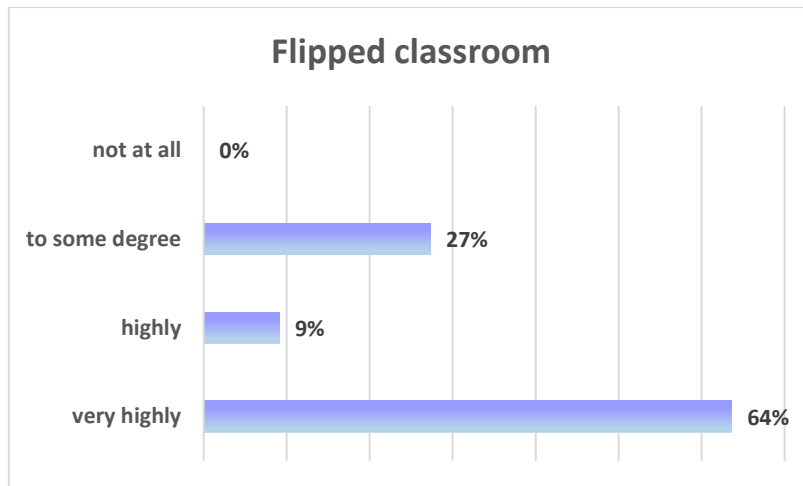


**b. The pedagogy-based presentations:**

The theoretical presentations were followed by presentations focusing on classroom pedagogy. The responses show us that a small minority of respondents found the presentations on active learning and on assessment to be not at all useful (18% and 10% respectively). Well over half of all respondents found the presentations on specific classroom pedagogies very highly useful.

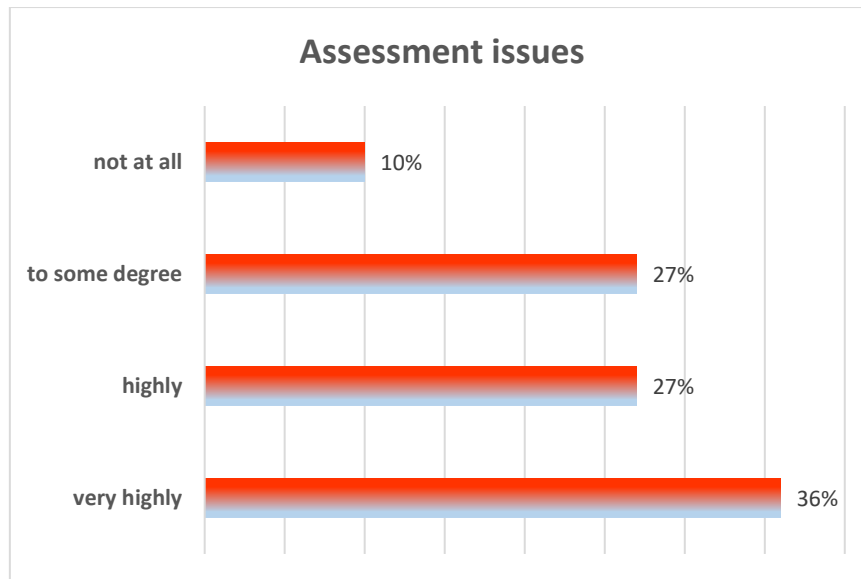


For these two items, 79% found the presentation on what makes a great lesson either highly or very highly useful while 82% found the follow-on presentation on what makes a great EMI lesson.



The presentations on specific classroom pedagogies, the flipped classroom, problem-based learning and active learning were all found to be highly or very highly useful (73%, 64% and 64% respectively).





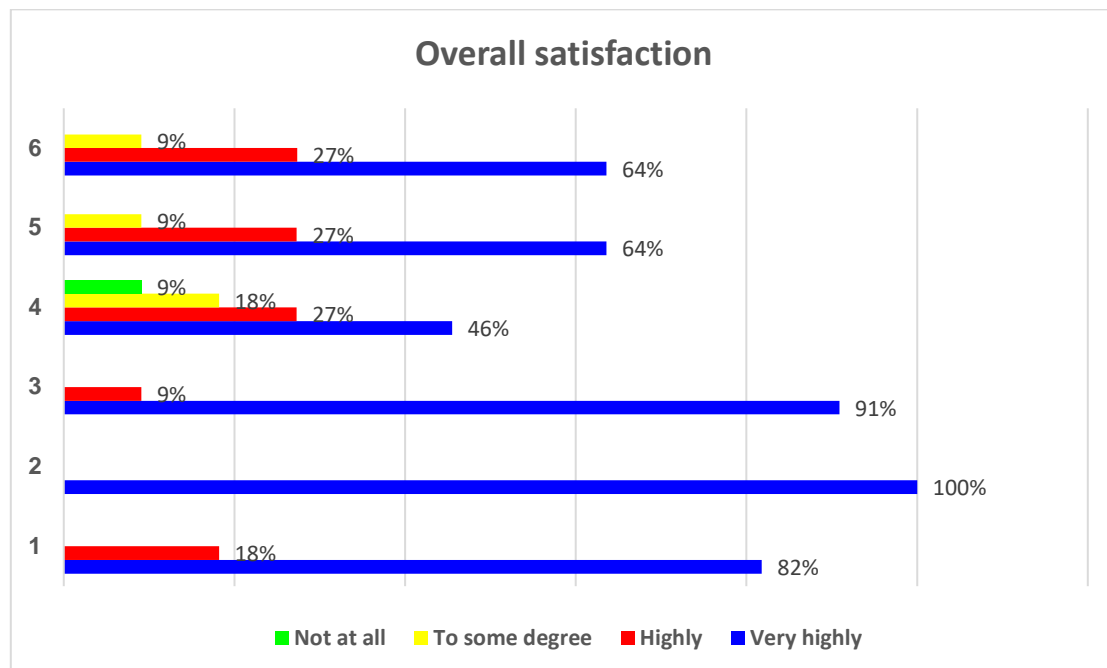
Assessment for EMI is an important area of consideration, balancing content with language in students' output. 10% of respondents found this presentation not at all useful, but the majority, 63% found it highly or very highly useful. It is an area that requires on-going professional development and was part of the focus in the breakout sessions during the workshop.

### Section 3: Overall satisfaction with the workshop

The questions in this section regarding overall satisfaction with the workshop related to the following 6 items:

1. Overall organization of the two-day workshop.
2. Registration process.
3. Quality of the presenters.
4. Quality of the handouts.
5. Usefulness of the small group sessions.
6. Usefulness of the workshop.

As can be seen in the graph below, satisfaction with the workshop and its organisation was generally high, with the weakest area being that of the handouts, which is an important point for consideration in future workshops and seminars.



Satisfaction with the general organisation of the event was high (items 1 and 2) with 100% approval rating for the registration process; 91% were very highly satisfied with the quality of the presenters (item 3), all of whom were ECOSTAR partners. Satisfaction with the breakout sessions for the small group workshops (item 5) was either very highly useful (64%) or highly useful (27%) while 9% considered this useful ‘to some degree’. 64% of respondents found the breakout session to be very highly useful and 27% found them highly useful. Finally, overall satisfaction with the workshop (item 6) was also either very high or high (91%). The weakest item (item 4) related to the quality of the handouts and is an issue for future workshop organizers to take into consideration.

## Section 4: Open Comments

The following comments were added by some of the respondents:

- ✚ This was a great EMI conference-mercifully free of excessive academic discourse.
- ✚ It was exciting to participate in such a workshops with people from a variety of countries and varying degrees of experience in EMI.
- ✚ The numbers in attendance suggest that such workshops/meetings are necessary.
- ✚ I'd like to attend more conferences like this.
- ✚ The presentations were interesting and relevant.
- ✚ The small group workshops gave a good opportunity to discuss real issues relating to the challenge of assessment in EMI
- ✚ I'm a PhD student ... My English level is B2 so it is not good enough to teach (but I still learn but PhDs student have only one semester to learn English during whole 4 years.
- ✚ In my country, the biggest problem is the total lack of cooperation between English teacher and a content teacher. Content teacher have to pay a lot of money when they need help with anything.
- ✚ I would like to thank Jadwiga and Ewa for inviting so many other EFL and content teachers/lecturers to the workshop. I feel it gave more depth and made what we did more relevant, aside from promoting our ECOSTAR project in other institutions. It also provided us with the opportunity of meeting colleagues from different universities and institutions who we might not have met.
- ✚ It was a wonderful meeting!
- ✚ The workshop had a feeling of 'unified momentum'. The team is on one page and moving forward. Good to be a part.
- ✚ It was relevant, and speaks to the future needs of higher education.
- ✚ The workshops was very interesting and in formative.
- ✚ The open and inviting atmosphere not only made the workshop extremely useful but also turned it into a pleasurable experience.
- ✚ I thoroughly enjoyed the presentation and I believe the small group discussions between EFL teachers and content teachers can greatly add to quality output in the ECOSTAR activities.

### Summary:

Overall, the feedback on the workshop was very positive. A higher response rate would have been preferable, but overall, it can be seen that the content of the workshop was relevant and well-received, that the presenters were well-prepared and effective and that organization of the event was very good.

**Rapporteur:** Dr. Sonia Munteanu, Technical University of Cluj-Napoca