Enhancing academic literacies through EMI training: three perspectives on teaching towards the Certificate in EMI Skills at the University of São Paulo

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Abstract: In many Brazilian universities, internationalization policies have led to increased pressure on academic staff to offer courses using English as a Medium of Instruction (EMI). In 2019, in order to offer support to staff lecturing in English, the University of São Paulo partnered with Cambridge Assessment English to pilot a Certificate course in EMI Skills. This partnership offers advantages but raises questions about the adaptation of a standardized international course and certificate in EMI skills for a specific institution. The present paper offers three perspectives on the pilot course – from the provider, an instructor, and the participants – and discusses their implications for USP and other Brazilian institutes of higher education.

Keywords: English as a Medium of Instruction. Academic Literacies. Higher Education Policy.

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1. Introduction

Over time, changes in higher educational culture and institutional policy have an impact on which literacies are privileged in academic contexts. Like many other institutions of higher education worldwide, the University of São Paulo (USP) is currently developing language policies that are intended to facilitate internationalization. With over 9,000 faculty, and a student population of just under 100,000, implementing any policy at USP is no modest or simple endeavor. The extension of USP's global engagement and reach through internationalization involves both 'outward mobility' and 'internationalization at home.' Whereas the first has been boosted by government initiatives (such as the former *Ciências sem Fronteiras* and the CAPES *Print* initiatives), and is considered the main driver for expanding academic networks and collaborations beyond national boundaries, the latter is largely dependent on the development and implementation of institutional policies and strategies locally. 'Internationalization at home' has been described as an approach that involves innovation in the curriculum, in attitudes to teaching and learning, and in co-curricular activities (cf. RAMOS, 2018, p. 13). Among the changes to academic practices that this approach implies is an increase in the number of faculty, campus-wide, capable of delivering courses using English as a Medium of Instruction (EMI). There is, consequently, growing pressure on faculty members to teach their courses through English, and an obligation on the institution to provide support to staff in the development of academic literacies that will ensure instruction through EMI is an effective learning experience for students.

While there are already over 190 listed graduate courses offered in English at USP, there has been hitherto little or no central support given to those faculty who currently teach through EMI or who wish to provide classes using EMI in the future. To this end, the USP International Relations Office (AUCANI) and Cambridge Assessment English (CAE) collaborated, in the second half of 2019, to pilot a Certificate in EMI Skills course for a group of 19 USP professors whose first language is not English. For the pilot, 40 hours of on-line instruction was blended with two 6-hour face-to-face sessions (see further, 1.4 below). The face-to-face sessions were led by two of the co-authors, who at the time were both USP professors of English in the Department of Modern Languages, and they were attended by the third co-author on behalf of CAE.

There were three main reasons why USP collaborated with CAE to provide this particular course in support of staff who expressed an interest in teaching through EMI. First, because it is part of the institutional role of the International Office (Aucani), – which is consistently approached by numerous foreign-language service providers –, to assess and give expert opinion to the university as a whole and, more specifically to its schools, on selected products/services in the light of USP language policy. The university's language policy (UNIVERSIDADE DE SÃO PAULO, 2018) aims at fostering the continued use of English and other foreign languages (Article 3, I) across academic contexts and offering face-to-face and blended courses in different languages for undergraduate, graduates, faculty, and staff (Article 2, V). Secondly, given the difficulty of requiring faculty from different university sites to commit regular periods of time to face-to-face sessions, a blended learning course offers flexibility in timetabling and scheduling. There are fewer face-to-face requirements since the bulk of the provision is provided online. Secondly, the Certificate in EMI Skills is a standardized qualification, designed for CAE by international specialists in language education. Its intention is to provide a qualification that indicates that lecturers in higher education meet an internationally recognized baseline of competence in key academic literacies associated with EMI.

Despite the contextual and policy reasons for offering an international certificate in EMI skills via a blended learning course, there are inevitably adaptations that have to be made when teaching a 'homogenous' package designed in one educational context to a group of participants who are working in another. The progress of the pilot course was therefore monitored and evaluated by USP and CAE. This paper reports on the experience of delivering the pilot course from the perspectives of a representative of CAE ('the provider'), one of the USP instructors, and a sample of the pilot course participants. These three perspectives are valuable in that they offer a broad indication of the challenges, dangers and rewards involved in localizing an international qualification for a Brazilian institution. The paper identifies and discusses the kinds of academic literacies that are valued by those who are engaged in promoting, coaching and using EMI. The three perspectives reach beyond the implementation of the EMI course itself towards broader issues around the role of languages

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in universities. The paper concludes with a set of provisional policy recommendations for future EMI support, both at USP and in other Brazilian institutions that are expanding their EMI provision in the context of internationalization.

2. The provider's perspective

This section of the paper situates the pilot course at USP from the perspective of Cambridge Assessment English by explaining what CAE is and how it sees its role as a partner in the development of higher education in Brazil.

2.1 Who provides the Certificate in EMI Skills?

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The Certificate in EMI Skills is offered by CAE, a non-teaching division of the University of Cambridge that has been, since 1913, a not-for-profit organization that designs standardized language assessments for use around the world. Its range of international qualifications and tests for learners and teachers of English is currently segmented as follows: 'Cambridge English Qualifications' – a series of graded language exams and tests for language learners of English, for general purposes or for higher education and/or corporate settings –, and 'Cambridge English Teaching' – a range of teaching qualifications and courses to support teachers' professional development.

As it The Certificate in EMI Skills is a recent addition to Cambridge English Teaching, the umbrella title for a suite of teaching qualifications and training courses established in the 1970s. Most of the qualifications are targeted at teachers of English as a foreign language, in either 'pre-service' or 'in-service' contexts. All the courses for teachers are built around the Cambridge English Teaching Framework (CAE, 2018), which allows teachers to see where they are in their teaching career and plan the next steps in their professional development. The framework comprises five categories of teaching knowledge and skills and four stages of teacher competency: Foundation, Developing, Proficient and Expert. For each category and stage, there is a description of the key competencies for effective teaching.

As it extends its range of teaching qualifications and continues to expand its target audiences, Cambridge English Teaching asks the following questions (POULTER, 2003, p. 2):

not only <u>who</u> is the award for, but what are (trainee) teachers' real needs and motivations, what are the limitations within which they are teaching and do the awards sufficiently take account of those limitations? How can access to courses be facilitated where financial and geographical constraints exist?

These questions can be applied to the Certificate of EMI Skills, with particular reference, in the present case, to the needs and motivations of lecturers in Brazilian higher education, and the constraints in delivering training to this diverse cohort.

2.2 Why have a Certificate for EMI lecturers?

English as a Medium of Instruction (EMI) can be defined as 'the use of the English language to teach academic subjects in countries or jurisdictions where the first language of the majority of the population is not English' (DEARDEN, 2014, p. 4). The CAE Certificate in EMI Skills is, accordingly, designed for lecturers and other professionals working in an EMI context such as a university, college or higher-education institutions. In contexts such as USP, the 'real needs and motivations' of lecturers must be understood in relation to their response to the 'internationalization at home' agenda.

In its aspiration to use EMI as an instrument of internationalization at home, USP is far from alone. By adopting a 'standardized' certificate program to enhance and ratify lecturers' competence to deliver courses in English, USP can draw on analogous experiences elsewhere. However, the question naturally arises about how relevant those analogous experiences are to the Brazilian context. The CAE Certificate in EMI Skills was the object of a case study from the University of Modena and Reggio Emilia in Italy (UNIMORE), where a growing student demand for places on English-taught degree courses prompted the institution to support academic staff who were delivering content through the medium of English. According to the case study, as demand for courses in English increased there was a proportional growth in 'the need for quality assurance in the form of awareness-raising and training in content teaching in a foreign language' (LONG, 2020, p. 21). It is assumed that university lecturers who undertake the CAE Certificate in EMI Skills course can already speak English to a level that will allow them to follow the course, and this will usually be tested before acceptance onto the course. However, the UNIMORE case

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study confirms that competence in the language alone is not in itself sufficient to teach content through English. The UNIMORE experience is relevant to Brazilian and other national public institutions that have hitherto neglected to develop systems of quality assurance that ensure that professors at HE level have general knowledge and skills required to teach effectively.

The EMI teacher development initiative at UNIMORE began as a small project in 2011 when three courses were developed in response to a needs analysis, further discussions and feedback from participants: 'Lecturing in English I' – Rhetorical implications and language choices; 'Lecturing in English II' – Digging deeper and problem solving; and 'Lecturing in English III' – Language improvement and accuracy. Courses I & II focused on addressing the lecturers' pedagogical needs, with course I including:

> a variety of topics such as the effective use of visual materials, the importance of subject-specific vocabulary and collocations, using multimedia in the classroom, dispelling myths regarding pronunciation, and the importance of signposting language and reformulation strategies, among others (LONG, 2020, p. 22).

And as for course II:

> A second step, 'Lecturing in English II', was created in response to a demand from participants who had completed the first course and desired to attend, at least on a weekly basis, a supplementary course tailor-made to their language and pedagogical needs (LONG, 2020, p. 23).

In course III, however, the lessons focused on:

> grammatical structure (with practice) and attention to specific pronunciation issues in addition to listening and reading comprehension tasks (LONG, 2020, p. 23).

While this summary shows that much of the case study was concerned with English language skills (vocabulary, useful collocations, pronunciation, etc.), there is also a more general concern with problem-

solving, as well as the use of visual materials and multimedia resources. In the case study, one can discern, in embryonic form, the dual concerns with language competence and more general pedagogical awareness that characterizes the Cambridge EMI course.

2.3 Developing the Certificate in EMI course

When compared to other Cambridge English Teaching qualifications, there is a difference in focus in that the main focus of the Certificate in EMI Skills is to advance disciplinary knowledge and skills *through* English – the enhancement *of* English is not an end in itself. Like the UNIMORE EMI courses, the CAE certificate course in EMI skills thus addresses a broad set of academic literacies that go beyond linguistic exponents and encourages reflection on teaching and learning practices.

    The Certificate in EMI Skills course is at the 'Proficient to Expert' stages of the Cambridge English Teaching Framework (CAE, 2018). At the Proficient stage, for example, teachers are expected to demonstrate that they:

- Have a good understanding of key principles of teaching, learning and assessment;
- Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques;
- Use classroom language which is consistently accurate throughout the lesson;
- Can answer most learner questions with minimal use of reference materials, among other competencies.

    In line with the Teaching Framework descriptors, the Certificate in EMI Skills course aims to help participants to:

- communicate more effectively in English with students and colleagues;
- use a range of language in different situations, from lectures and tutorials to conferences and online discussions;
- increase familiarity with a range of skills for delivering instruction in English (CAE, 2020a).

2.4 The structure of the Certificate in EMI Skills

The Certificate course now consists of eight online modules of approximately 5 hours each, comprising 40 hours of online learning. The 8 modules can be taken in any order and may be combined to suit

the needs of participants in specific educational contexts. The module titles are given below (a more detailed outline of their contents is given in Appendix 1):

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1) Language for lectures
2) Language for seminars
3) Language for small groups and practical sessions
4) Language for tutorials and supervision
5) Language for online communication
6) Language for evaluation and feedback
7) Language for developing and extending professional roles
8) Language for fulfilling professional responsibilities.

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The Certificate in EMI Skills course also offers up to 24 hours of ready-made materials for tutor-led seminars. These seminars are optional but recommended, as they aim to provide opportunities for participants to interact, revise and use the language learned in the online modules. They are also an opportunity for specific geopolitical internationalization issues to be shared, addressed, and critiqued. They may be delivered through face-to-face or virtual sessions. The course thus offers a flexible program that can be adapted to different institutional constraints (e.g. geographically dispersed campuses, difficulties in scheduling) and can be delivered in more or less intensive time frames.

2.5 CAE and the broader context of HE in Brazil

The EMI qualification is one part of a set of initiatives that Cambridge English has proposed to support the role of English in the internationalization of higher education in Brazil and other Latin American countries (CAE, 2020b). The 'Higher Education Proposition' aims to strengthen the capacity of Higher Education Institutions (HEIs) to achieve positive impact locally and globally through English and integrates four pillars:

- *Institutional Strategy:* Supporting HEIs in creating a Language Policy and strategy which set the standards for language education and provide a strategic plan for its development. The institutional strategy will define objectives related to learning, curriculum, assessment, teaching and resources.

- *Language Assessment:* Teaching in English requires that students have the correct level of English to access the curriculum. Assessing students' English is key to map current language levels and to establish entry and exit levels for students attending courses in EMI. Language assessment will also support language development initiatives for students, faculty and administrative staff.
- *Professional Development for Faculty and Staff:* Benchmarking faculty's written and spoken English skills in order to successfully use EMI enables the institution to identify specific needs and therefore apply appropriate linguistic and/or pedagogical training. The Certificate in EMI Skills course is an integral part of this pillar.
- *Supporting Learning***:** Adopting materials and resources as well as reliable assessment tools will allow for consistent development in language learning and pedagogical practices in EMI.

Cambridge Assessment English, as a transnational, commercial body that specialises in international language education, seeks through the Higher Education Proposition to offer different kinds of levels of support to subscribing institutions. As a transnational agency, it nevertheless recognizes that there are tensions between developing generic solutions that have international validity and attending to the local needs and priorities. It is therefore important for CAE in Brazil to partner with HEIs like USP to pilot initiatives such as the Certificate in EMI Skills and to learn from the monitoring and evaluation of these initiatives. While some of the learning outcomes will be specific to the local circumstances, others will be more generally applicable beyond Brazil.

3. An instructor's perspective

My perspective, as one of two instructors on the pilot Cambridge Certificate in EMI Skills course, is informed by my experience of teaching in British higher education from 1984-2011, before spending time in other countries, most recently Brazil. When I was in the UK, I witnessed the rise of what might be termed the 'new professionalism' in British academia, which culminated in the establishment of the Institute for Learning and Teaching in Higher Education (ILTHE), a body later superseded by the Higher Education Academy (HEA), founded in 2003. The three decades I spent in British universities also witnessed

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the establishment in 1997 of the UK Quality Assurance Agency for Higher Education (QAA for HE) to monitor standards of provision across subject areas in universities and colleges. I mention these points because the content of the Cambridge Certificate in EMI Skills reminded me strongly not only of the particular structure of British university teaching, with its large-group lectures, small-group seminars and one-to-one tutorials, but also of the ethos of those professional bodies that emerged in British higher education from the 1990s to formulate benchmarks for the provision of university teaching and monitor its delivery. This ethos was in turn informed by pedagogical literature published from the 1980s onwards, notably an influential study called *Understanding Student Learning* (ENTWISTLE; RAMSDEN, 1983) and continuing with slim volumes such as *How to Be an Effective Teacher in Higher Education: Answers to Lecturers' Questions* (MORTIBOYS, 2010). Over the past four decades, the concern for benchmarking standards of provision in higher education internationally has led to the promotion of outcome-based learning (e.g., KENNEDY, 2011) and the aspiration to define core 'graduate attributes' that all who are exposed to university teaching are expected to acquire (e.g., OLIVER; JORRE DE ST JORRE, 2018). The move towards the professionalization of teaching in the UK higher education sector has not been uncontroversial (e.g. COLLINI, 2017; MULHERN, 2020). Despite the debates around aspects of the 'new professionalism,' its exportability to other countries is evident in the global spread of quality assurance frameworks and outcome-based learning practices, as well as standardized international qualifications. The EMI tutor, therefore, is cast into the role of broker, adapting global pressures for local conditions.

3.1 Domesticating an international Certificate in EMI

The Certificate in EMI Skills was clearly designed to encourage specific pedagogical practices that have emerged in UK higher education over at least 30 years. From the outset, the growth of a professional development industry in British higher education in the 1990s and early 2000s was met with a degree of resistance and cynicism from some established lecturers who felt patronized by the invitation or, in some cases, the compulsion to attend workshops with titles like 'How to Give a Lecture' or 'Encouraging Interaction in Small Groups'. As I prepared to co-teach the face-to-face sessions of the Certificate in EMI Skills I

felt some anxiety that the 19 participants – all experienced university professors from 17 different departments, who had demonstrated that they had at least a B2 standard of English – might also feel that the course content would set out to teach them skills they had long since acquired and be somewhat patronizing. One challenge for the EMI instructor is to anticipate and offset that possibility.

The CAE Certificate in EMI Skills can be offered as purely an online course or as a blended course. For the USP pilot, we chose the blended option and selected from the 8 online modules 4 that would be supplemented by face-to-face workshops. The content of the online and workshop materials was provided by CAE. My Brazilian colleague and I agreed that the four most useful modules for the face-to-face workshops were likely to be: The Language of Lectures; The Language of Seminars; Tutorials and Student Autonomy; and Giving Verbal Feedback.

We chose these four because lectures, seminars and tutorials seemed to be the key genres that characterize academic teaching practices, and the giving of verbal feedback might be challenging in a second language. However, we were aware that the distinction between lectures, seminars and tutorials, as presented in the course materials, might have to be adapted to local circumstances. As a professor in the UK, I lectured to groups of undergraduate students varying in size from 20 to 400, I led interactive seminars of around 10-15 undergraduates, and I gave tutorials to graduate students singly or in groups of 2-3. At USP, the teaching formats I have experienced combine the presentation and interactive features of lectures and seminars, with groups of around 40, and there are also individual and small-group tutorials with postgraduates. Different units within USP also vary in their modes of teaching, so the apparently 'basic' concepts of lectures, seminars and tutorials we find in the Certificate in EMI skills materials might have to be explained, or re-branded as 'large-group presentations', 'small-group workshops', 'one-to-one mentoring'.

3.2 Delivering 'work-ready' graduates for the international market?

While the EMI course modules are ostensibly language-focused, a consideration of their content also reveals that they are necessarily suffused with the assumptions that characterize a particular academic culture at a particular point in time. The learner-centered, interactive ethos that has been a feature of anglophone professional development

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in university teaching for the past 30-40 years is evident in the kind of language and communicative activities that are offered as exemplary in the modules. Some of these attitudes need to be addressed critically and mediated for Brazilian university teachers whose own experience of higher education might diverge from these anglophone norms.

Some illustrative instructional activities from the lecturing and seminar modules serve to demonstrate the relationship between the Certificate in EMI Skills and the 'new professionalism' in anglophone academic culture. In the module on 'The Language of Lectures' (Module 1, Session 1), students are ostensibly introduced to the kind of language that realizes nine possible generic 'moves' in any lecture introduction:

Lecture introduction: Generic moves

- Give a greeting
- State the topic
- Give an overview
- Give an example
- State objectives
- Establish student role expectations
- Relate content to students' previous experience
- Give students a task
- Explain the reasons for the task

While some features of this schematic characterization of the opening of a lecture are probably universal (e.g. 'greeting, state the topic, give an overview and example'), others (e.g. 'state objectives') are reflective of a concern to make the formulation of explicit learning outcomes the driving motivation for course design. There is an implicit assumption that each lecture will have a particular set of 'objectives' that cumulatively will lead students to master a higher-level knowledge of the subject area, which, in turn, will contribute to their competence in a broader set of generalized professional skills. This atomistic and hierarchical view of learning is described by Kennedy (2011, p. 13) as follows:

> [...] institutions can define outcomes that are broad and generic in nature – what are sometimes referred to as twenty-first century skills. These are the expectations of all graduates. In addition, specific programme outcomes can also be developed to reflect expected learning attributable to the programme itself. Finally, course outcomes become the building blocks that

The 'ideal' of producing graduates who are equipped to contribute to the economic development of their communities is sometimes termed the provision of 'work ready' graduates (cf. OLIVER; JONES; FERNS; TUCKER, 2007). The explicit expression of 'objectives' in any lecture, then, functions not only as an instrument of learning – supportive scaffolding for students as they strive to make sense of the lecturer's input – but it also serves as an ideological instrument in a vision of the university as an engine of social and economic development. The pedagogical assumptions are thus aligned with an ideological agenda that is not necessarily directly applicable to Brazilian higher education, or indeed to the diversity of academic units in any given university. Again, the local instructor must mediate between the values of the course content and the immediate academic environment.

3.3 How do students learn effectively?

Other moves in the generic schema for opening a lecture can be seen in the light of theories of effective student learning that also emerged in the 1980s. Entwistle and Ramsden talk about the 'deep learning' of 'good' students, which is partly characterized by their ability to interact with arguments, 'relating them to previous knowledge and their own experience' (ENTWISTLE; RAMSDEN, 1983, p. 33). The lecturer is consequently encouraged to prompt such reflection on the part of the students. 'Deep learning' also involves active engagement with what is being presented; lecturers are thus encouraged to incorporate into their large-group presentations some of the following types of short activity (cf. MORTIBOYS 2010, p. 14):

• 'buzz groups' in which students are grouped in twos or threes to address a problem or answer a question;
• a challenge to think of ways of applying the information just outlined;
• reviews, in which students are invited to look at their notes of the lecture so far and identify key or striking points;

• problem-solving activities;

• quizzes on what has just been presented.

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In recent years, the emergence of audience response apps such as Kahoot, Poll Everywhere, and Wooclap has made interaction with students within large-scale presentations, on in online seminars, easier, and they also help the lecturer to manage the students' mobile phone use in the lecture theatre. The Certificate in EMI Skills' lecture schema encourages interaction and reminds lecturers of the need to make explicit the rationale for incorporating interactive tasks in the context of an academic event – such as a large group lecture or webinar – in which students might well be expecting simply to sit back and listen to an authoritative monologue. Effectively, it is recommended that students should be overtly and explicitly trained to value the pedagogical practices that they are being socialized into.

A focus on interactivity and the explicit conceptualization of the lecturer as a facilitator rather than an instructor also run through the Certificate in EMI Skills module on small group or seminar teaching (Module 2). There is a suggestion that the lecturer (like many ELT instructors) might begin a series of seminars with an 'icebreaker' that relaxes students and helps bond them into a community of inquiry (cf. MORTIBOYS, 2010, p. 25-7). The lecturers are then encouraged to think of the language that could be used to perform certain communicative functions in a small-group format, with the important proviso that it should not necessarily be the lecturer who takes the lead in performing these functions, which include:

• Praise another group member for what they have said;

• Rephrase what another group member has said;

• Ask for another example of something;

• Re-focus the discussion on the main point.

The role of the lecturer, in the EMI modules, is in part to train the students to undertake these roles – a fact that again characterizes a culturally specific view of university learning, namely that the students should be encouraged to form autonomous problem-solving groups. While this view of university learning is not a product of recent developments solely in anglophone higher education, it is

hardly a universal perspective on how university seminars work. Many university faculty and students are, for example, highly sensitive to hierarchy and status; the unprompted praising of one student by another in a seminar, for example, might be seen by both students and faculty as an infelicitous speech act, in that students themselves may not feel that they have the right to praise or condemn the performance of their peers. The EMI instructor needs to be sensitive to the norms of behavior found acceptable in local context, and to consider how these relate to the activities being suggested in the course material.

3.4 What is a university for?

It should be evident by now that the content of the modules that make up the Certificate of EMI Skills does not simply supply examples of English that will be useful to university staff; they represent the outcome of almost half a century of debates within the anglophone academy, particularly in the U.K., of what university education should be and consequently how lecturers should teach. This is not surprising since any use of language embodies a cultural perspective, but it means that the content of the modules needs to be approached critically, and that the local instructors have to mediate this content for Brazilian users.

Of course, Brazilian higher education (like any other 'national' academic culture) is not a monolithic, homogenous entity, and there are differences in lecturers' approaches to the task of learning and teaching, based in part on any individual's national and international experiences, and on their own disciplinary traditions. The Certificate in EMI Skills raises intercultural issues not only by confronting non-anglophone lecturers with anglophone perspectives, but by bringing together lecturers from the Arts & Humanities, the Social Sciences, Business, Law and the STEM subjects. Implicit assumptions about what university education is and should be are probably more similar in, say, Business Management programs offered by British and Brazilian institutions, than they are if we compare programs in, say, the Sciences and the Arts within USP. A course that brings lecturers in diverse subjects together in a common project, such as acquiring academic literacies in English, inevitably addresses epistemological issues. For example, a university program in Medicine takes a set of problems and attempts to solve them; a program in Sociology takes

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a set of concepts and attempts to problematize them. The 'problem-solving' tasks that lecturers in each discipline will prompt students to address will differ accordingly.

An extreme reaction to the movement towards EMI in Brazilian universities, and the offering of standardized certification in EMI skills might then be simply to reject one or both as the imposition of external norms and values on local academic culture. Such a reaction would fail to acknowledge the fact that the 'local' and 'foreign' ideologies are always subject to contestation from within. For lecturers who adhere to the precepts of critical pedagogy, in the U.K. as much as in Brazil, the purpose of education is not simply to shore up current social inequalities by producing work-ready graduates as effective economic agents but to transform society by producing critical citizens. There are certainly profound differences between Brazilian and British higher education, and distinct traditions shape them, but they can still learn from each other. At best, the delivery of the Cambridge Certificate in EMI course in Brazil, then, can be part of a process of critical reflection, indeed of praxis, as long as the teaching of anglophone academic literacies to non-anglophone lecturers is broadened out to embrace an ongoing global debate on what university teaching could and should be.

4. The participants' perspectives

The participants' perspectives on the Certificate of EMI Skills course are based on a preliminary analysis of survey data collected and analyzed by the instructors during the pilot course. The survey reflects the instructors' interests not only in the effectiveness of the pilot EMI course itself, but also in how support of this kind relates to the institution's broader policies, particularly relating to 'internationalization at home'. The participants on the pilot course were selected on a first-come-first-served basis, according to which the first 30 to register had to respond to a pre-course survey, providing information on their level of language proficiency, teaching experience, and availability to attend the 2 days of tutor-led sessions. Then, candidates were required to take the CAE Linguaskill assessment to verify their proficiency level. The minimum level required for the Certificate course was CEFR B1. One of the candidates scored B1; the others averaged B2 to C1 and above on the components of the Linguaskill test.

Nineteen participants were then selected, and at the end of the face-to-face sessions this group was surveyed. Twelve of the nineteen responded (66.7% men, 33.3% women) to an on-line questionnaire. The questionnaire comprised 51 questions divided in five sections that had the following goals shown in Table 1. The findings for each section are reported and discussed in turn. The survey reflects the instructors' interests not only in the effectiveness of the pilot course itself, but also in how EMI support of this kind relates to the institution's broader policies of EMI support and 'internationalization at home'.

Table 1. The structure of the Pilot Course Survey of participants

Survey Section	Goal of section
1. Background	To gain insight in the participants' careers at USP (duration of service, publishing & teaching experience in English) and on their knowledge of English and other languages.
2. EMI pilot experience	To learn about their reasons for applying for the certificate course and their experience as participants in the pilot.
3. Prior experience of teaching in English	To map their academic activities in English (if any) before taking the course.
4. EMI and Language Policy context	To find out about their perspectives on language policy and the use by professors and students of EMI at USP.
5. Additional remarks	To collect participants' holistic views on future challenges for EMI and Internationalization, in addition to providing room additional remarks.

Source: Elaborated by the authors

4.1 Participants' background and aspirations

In the 'Background' section, 54.6% of participants reported working at USP for up to 10 years and 45.4% for more; two were non-native speakers of Brazilian Portuguese, and 9 out of 11 (81%) reported knowledge of a foreign language other than English (French, German, Italian, Japanese, Spanish, Portuguese). Respondents reported having started to learn English under age 12 (58,3%) and under age 16 (83%). Only two participants started learning English above 22 years of age. Sixty-six per cent reported having lived in an English-speaking country and 100% had published peer-reviewed papers in English.

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When asked in what respect they would like to further improve their English, participants focused on speaking skills such as pronunciation (75%) and fluency (75%), compared to 50% who wanted to improve their teaching skills.

The enthusiastic response to the call for participants by staff members who clearly have substantial prior competence in English suggests that there is a considerable pool of staff at USP willing and able to teach through EMI if supported. Most of the participants, indeed, were already teaching using EMI but wished to enhance their skills and confidence. The main discussions and findings of the first section of the questionnaire revolve around the high number of participants that had access to foreign language learning at an early age, had lived abroad, and had published peer-reviewed papers in English. Though the linguistic knowledge and experience of the participants is impressive, there was a marked lack of confidence in using that knowledge and experience in teaching, and a particular anxiety about spoken English, both pronunciation and fluency, suggesting concern with those academic literacies specifically involved in lecturing and leading student discussions.

4.2 Participants' experience of the EMI course

Section 2 of the questionnaire addressed the participants' experience of the pilot EMI course. All the respondents confirmed that this was their first opportunity to have EMI training. When asked what motivated them to enroll, most participants indicated that this was an opportunity to improve their English, and gain insight into the instruction in English that they were already giving. As to the time they took to apply what they learned in the EMI pilot to their context, 74% answered they applied it immediately or were intending to apply it shortly. Additionally, among this group, three participants reported that the EMI Certificate had made them rethink their overall teaching practices in their native language.

When asked to rate the on-line instruction on a scale from 0-5, 72.7% rated it 4 and 27.3%, 5. The face-to-face sessions received ratings 3 (1 participant), 4 (33.3%) and 5 (58.3%). When asked if they would recommend this course to colleagues, 100% chose 'yes'. When asked to state which modules were most relevant to their work, 66.3% answered Lectures, followed by Seminars and Tutorials (58% each). This

matched our initial selection of the face-to-face modules and responded to participants' stated concern with improving their spoken English. The focus on those academic literacies involved in delivering lectures and leading group discussions responds to basic concerns that even experienced lecturers share.

When asked what worked well, participants highlighted the tutor-led, face-to-face sessions and the course flexibility. What did not work well for the pilot course was the number of hours per week that participants had to devote to the online instruction. Despite the flexibility of the blended format, the online component of the pilot course demanded an intensive engagement that was difficult for participants to combine with their normal USP workload. Probably, as a consequence of the intensity of the engagement, only 16 of the 19 course participants attended the optional tutor-led sessions and 12 of the 19 pilot course participants completed all the course requirements and qualified for the certificate, 11 in the set timeframe, and 1 with additional time. Participants also mentioned the lack of a handbook to go with the online course.

The pre-course survey indicated that half of the participants were interested not only in language enhancement but in upgrading their professional skills. The survey data confirms that the participants found that the course met this expectation, particularly the face-to-face sessions that allowed for discussion with the course tutors and, crucially with colleagues from diverse disciplinary backgrounds. The satisfaction rate for the face-to-face sessions was higher than for the online component, in part because there was the opportunity for participants to work directly on their spoken skills in discussions and presentations, and also simply because they had the unusual opportunity to emerge from their academic silos and reflect on their teaching practices with colleagues from across the university. The Certificate in EMI Skills did not only introduce innovations from outside the institution, it provided an arena for discussion about and the dissemination of effective teaching practices that already exist within USP, and in the medium-term, by bringing together participant-professors and instructor-professors, also straightened the International Office's relations with other USP units (e.g. EACH, Poli) in respect to internationalization related projects.

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4.3 Participants' prior experience in teaching through EMI

Section 3, which focused on prior experience in teaching in English, aimed at mapping the group's teaching in English. To our surprise, while most participants reported current or past experience of teaching through EMI, only 3 out of 12 respondents had previously delivered full courses in English. Seven out of 12 had given the occasional lecture in English within a larger course. There was evidence that participants were conscious that changes in policy and practice at USP would lead to greater use of EMI. One respondent mentioned there was pressure on their program from the Brazilian Federal agency for Higher Education Improvement Coordination (CAPES) to offer more courses in English. One participant mentioned a very recent cooperation agreement for a joint graduate course involving 5 international HEIs, across four continents, only one of which was in an English-speaking country. The working language of the graduate course would be English; it was envisaged that this kind of collaboration might expand.

One obvious area that concerned participants was USP students' willingness and ability to follow courses taught in English. Some students were attracted to the possibility of securing grants to study abroad, a practice encouraged by the International Office. There was some evidence of confusion and vagueness about the requirements on students to prove their competence in English on admittance to courses. When the course participants were asked about whether students were required to provide any proof of language proficiency to attend courses given in English, 55% answered 'yes' and 45%, 'no'. However, it is worth noting that to be admitted to graduate programs at USP, students must demonstrate proficiency in at least one foreign language for masters' programs and two for doctoral programs. The first foreign language of choice is usually English. While there is a requirement to demonstrate proficiency, there is little awareness of standardized means of doing so, though some mentioned IELTS, TOEFL, and regular proficiency exams offered for admission by USP's Language Center (*Centro Interdepartamental de Línguas*).

One interesting finding was that while 7 of the 10 respondents (70%) who currently taught in English, and who answered the question on the language of their course materials, confirmed that these also were in English, only 40% reported assessing students in English. The potential divergence between language of instruction and language assessment

suggest that more attention should be directed in future towards supporting English as the medium of testing, to ensure the reliability and validity of assessment. This finding may impact the possibility of courses being attended by foreign students if translanguaging practices are not directly addressed and affects one of the main concerns of the international offices across USP schools, which is to increase the offer of courses in English to attract international students.

Finally, there is a continuing anxiety expressed in the literature on critical applied linguistics about the growing hegemony of English as the international language of research and scholarship, an anxiety partially mitigated by the adoption of plurilingual practices in higher education (cf. MENEZES DE SOUZA, 2015). Because English is obviously not the only foreign language of instruction[1] at USP, and because there were two participants who were non-native speakers of Portuguese in the group, we included a question about experience of teaching courses and/or giving lectures in languages other than Portuguese or English. Twenty-five percent answered they had. Again, the evidence of plurilingual expertise within the faculty at USP tentatively suggests that EMI instruction can act, perhaps paradoxically, as a means of encouraging a greater plurilingualism in the delivery of courses in diverse languages – if there is the institutional will to support it.

4.4 Participants' awareness of USP's Language Policy

Section 4 of the survey addressed participants' awareness of how EMI support they had been receiving related to USP's Language Policy (UNIVERSIDADE DE SÃO PAULO, 2018) and to probe their attitudes towards the institution's stance on internationalization. USP has no separate policy for EMI.

When asked if USP had a Language Policy, of 11 respondents 18.2% said no, 36.4% said yes, and 45.5% admitted they did not know. When asked if there was a specific policy for EMI, 27.3% chose 'no', 27.3% 'yes', and 45.4% 'I don't know'. The findings indicate that, like many institutions of Higher Education, USP has difficulty in communicating its institutional policies to the staff who deliver the courses.

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[1] For example, the Languages and Literatures undergraduate course offers majors in 16 different languages. Furthermore, there are courses in Italian in the Engineering school, in German in the Law School, among others.

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When asked to agree or disagree with a set of statements designed to prompt their views on internationalization, 12 participants responded in ways that are shown in Table 2. The table suggests that participants do not feel that delivering courses with EMI is a disincentive to student enrollment, and that the reasons for such enrollment is not the general cultural capital associated with English but with specific, practical goals of individual career advancement.

Table 2. Participants views on why students choose to study courses with EMI

Statement	% Agree	% Disagree
1 Students enroll in EMI courses because of study abroad opportunities.	100	0
2 Courses given in English attract international students	100	0
3 Students enroll in EMI courses to practice or learn English.	91	9
4 Courses given in English attract USP students.	66,7	33,3
5 Students enroll in EMI courses because they are interested in the content.	66,7	33,3
6 Students enroll in EMI courses because of status and prestige.	25	75

Source: Elaborated by the authors

The perspective that students might see 'internationalization at home' as facilitating 'study abroad' is particularly telling. In regard to study abroad opportunities, the lack of sufficient foreign language preparation on the part of Brazilian graduates and undergraduates has been well documented (e.g., ARCHANJO, 2016; BARROS et al., 2012; BORGES; GARCIA-FILICE, 2016; DORIGON, 2016). The lack of adequate proficiency levels was the reason the Federal Government implemented in 2012 the English without Borders Program (Inglês sem Fronteiras - IsF), and two-years later the Languages without Borders (Idiomas sem Fronteiras - IsF) Program (MINISTÉRIO DA EDUCAÇÃO, 2012; 2014). This in turn was set up to support the Federal Government's internationalization policy in higher education, known as the Science without Borders (Ciências sem Fronteiras - CsF) Program, created by the Dilma Rousseff Administration (PRESIDÊNCIA DA REPÚBLICA, 2011) and abruptly terminated by the Bolsonaro Administration in 2019.

The CsF program included over 140 Brazilian HIEs and was the most comprehensive and structured internationalization policy in Brazil, aiming to transform the role of Brazil in the international academic community. However, it was quickly discovered that Brazilian students were not being accepted as expected in overseas universities owing to their foreign language proficiency levels, and applications to European Portuguese were overrepresented. To enable students to attain an adequate level during their university years, the IsF was created by the Federal Government, with federal funding limited to courses in English. Other languages were funded within institutions. Table 2 indicates that the lecturers perceive continuing student demand for courses at home that will better equip them to take up opportunities abroad.

On the issue of plurilingualism, another survey question probed views on the role of EMI in a plurilinguistic and translingual context, by eliciting views about the legitimacy of languages used in the classroom. Regarding the use of more than one language during courses and lectures, participants were asked to agree or disagree with the statements shown in Table 3.

Table 3. Participants' views on EMI in a plurilingual context

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Statement	N	% Strongly agree	% Agree	% Neutral	% Disagree	% Strongly disagree
1 I believe EMI courses should only permit the use of English.	12	41.07	8.3	16.7	25	8.3
2 I believe that students taking an EMI course should use English and their mother tongue to talk to other students.	12	25	25	33.3	16.7	0
3 I believe that most of the students taking an EMI course have adequate proficiency levels.	12	8.3	16.7	41.7	33.3	0
4 I believe that students taking an EMI course should use English and their mother tongue to talk to professors/teachers/instructors.	12	16.7	25	0	25	33.3
5 I believe that a course offered in English at USP must necessarily also be offered in Portuguese so that students who do not master English are able to attend.	12	0	16.7	33.3	8.3	41.07
6 I believe that the number of courses offered in English at USP will increase.	12	16.7	75	8.3	0	0
7 There are qualified teachers in my context to teach subjects through English.	12	0	54.5	9.1	27.3	9.1
8 I believe that EMI content lecturers (e.g. lectures on engineering, history, law etc) should also help students with their English language proficiency.	12	33.3	41.7	25	0	0
9 I believe that EMI content classes should be supplemented with English language support classes provided by English teachers.	12	25	41.7	25	8.3	0
10 EMI programs improve students' overall English language proficiency.	12	58.3	41.7	0	0	0
Statement	N	% Strongly agree	% Agree	% Neutral	% Disagree	% Strongly disagree

Source: Elaborated by the authors

The disparity of views in Table 3 shows that there is still a strong necessity for discussions about the status of English and other languages in the institution. The face-to-face sessions of the EMI course only allow limited time and space for these discussions. However, there are divergent views about whether a strict 'English only' policy should be used in EMI courses, whether parallel provision should be made in Portuguese, and what the role of the lecturer is in supporting and enhancing the English proficiency of the students. There was, however, a relative consensus in the perception that USP faculty had the linguistic competence to teach in English and also that EMI content classes should be supplemented with English language support classes provided by English teachers. It should be noted that while USP already offers some language support to students on its main campus, there seems little awareness of this support amongst those surveyed.

4.5 Further comments

The final section of the questionnaire, Section 5, asked open-ended questions that were designed to elicit participants' holistic views on future challenges for EMI and internationalization at the institution. While the responses are too numerous to list in their entirety, the following points were striking or reinforced the analyses of the findings above:

- There is a greater likelihood of courses to be taught through EMI at graduate level than undergraduate level. The latter is more of a challenge.
- USP has a problem communicating its current policies and practices to individual staff members.
- EMI should be developed alongside instruction through other foreign languages, principally Spanish.
- University bureaucracy is a disincentive to offering courses through English; some courses currently taught through English are not officially sanctioned.
- Extra-curricular, extension and social events in English should be provided to help staff and students practice their language skills regularly.

There was a widespread level of satisfaction expressed for the course with the proviso that it should be longer in duration and consequently less intensive.

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5. Conclusions

The conclusions and recommendations that can be drawn from any pilot course can only be tentative; nevertheless, the experience of running the Certificate in EMI Skills at USP offers some useful insights into the promotion of this aspect of academic literacies at USP and at other institutions of higher education that face similar challenges. We acknowledge that these insights and the recommendations that follow from them need to be embedded in a wider set of policy discussions in Brazilian public universities. There is, of course, an ongoing debate to be had about a number of the issues mentioned in the earlier sections of this article, which can be understood as a series of tensions. There is the tension between the ethos of 'tuition-free' education at Brazilian public universities versus the 'commercial' ethos of bodies such as Cambridge English, which, although it is a charitable organization, works in concert with educational institutions internationally to develop expertise and standardized qualifications that are provided to a variety of clients on a commercial basis. There is the tension between Brazilian public universities' desire to serve the local Portuguese-speaking community and their desire to take their place as highly ranked international institutions of research and learning. There is the obvious linguistic tension that arises in the negotiation of Portuguese and English in the 'EMI' classroom, a tension that is likely to be resolved not through the imposition or rejection of one or another medium of instruction but by the phenomenon of 'translanguaging' and the rise of local varieties of global English (cf. ROSE; GALLOWAY, 2019). By reviewing a pilot course leading to a standardized qualification in EMI, we are not, by any means advocating a monolingual 'English-only' learning environment, but we do recognize that non-anglophone lecturers in Brazil share some concerns and issues with their colleagues globally, and we acknowledge that there is an institutional and personal benefit for them in working towards qualifications that are recognized internationally. The provider, instructors and participants are mutually engaged, then, in addressing the local and global pressures that characterize EMI course provision.

In the light of these tensions and pressures, if the pilot is to be further established as part of institutional support at USP, the following key recommendations might be considered.

Recommendations for course delivery
- The blended format worked well but the pilot course was offered in too short a time frame for many lecturers. The provider/instructors and future course participants might negotiate a longer duration for the online components.
- The instructors on the pilot course were vindicated in their choice to focus on the academic literacies involved in lecturing and leading group discussion since these were the areas also identified by the pilot course participants as being of particular concern. In future iterations, the tutor-led sessions might be offered later in the course so that participants can identify those areas of the syllabus where they would appreciate most support.
- The instructors treated the tutor-led sessions as an opportunity not only to experiment with the language and activities provided, but to 'talk back' to the course content where it might be considered inappropriate, colonizing or patronizing. It should be noted that the course participants tended to be positive about the material, but it is important to provide spaces, especially in the face-to-face sessions, where participants can discuss, elaborate on and, if necessary, challenge the material that is being presented.

Recommendations for course content
- The participants found the materials relevant and useful particularly for teaching at graduate level, where students are considered to be more committed to their subject. At undergraduate level, there was greater skepticism about students' English competence and a wider range of views about whether EMI would be appropriate. The course materials might be more sensitive to the postgraduate/undergraduate divide and particular attention might be paid to coping with disaffected students.
- The course content tends to have an anglocentric perspective on the structure and processes of academic life, and, at times, local instructors and participants will need to explain differences in both everyday practices and underlying values. It should also be recognized, locally at least, that some of the underlying values can be contested.

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- Although the giving of formative feedback is treated in the course materials, assessment through English is a surprising absence, possibly because the issue is too complex to address easily in an online component. This is nevertheless an important area and one that local instructors in future might wish to address.

Recommendations for university policy

The profile and elicited views of the pilot course participants suggest that there is a pool of linguistic expertise amongst faculty that, with training such as the Certificate in EMI skills, would broaden course provision in English. The pool of linguistic expertise would also facilitate a broader range of languages as instruments of instruction, not least Spanish or Japanese. The lecturers themselves indicated that the following points might be taken on board at institutional level:

- There might be greater consistency in the incentives given by the institution to lecturers to teach through EMI;
- There should be a greater consistency, transparency and ease in the bureaucratic processes faced by those who wish to teach 'officially' in English;
- EMI training might be part of a broader program of continuous professional development that also involves plurilingual options, including the use of, say, Portuguese and Spanish as the medium of instruction;
- The communication of central policy and information about language support should be more effectively communicated to staff members;
- There should be greater clarity (amongst both staff and students) about the English language requirements students are expected to meet if they are to participate in course taught through EMI.

Finally, there is little doubt that the USP lecturers who participated in the pilot enjoyed the course and found it useful, not only in giving language support for the delivery of USP courses through the medium of English, but in providing a forum to reflect on, discuss and extend their academic literacies more generally. Neither aspect should be neglected if the initiative is to be continued.

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Appendix 1: Content of the 8 modules that make up the Certificate in EMI Skills course (CAE, 2020a)

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Module	Content
1 Language for lectures	· Different lecture styles · Introducing a lecture · Signposting and cohesion in lectures · Concluding a lecture.
2 Language for seminars	· Structuring seminars · Giving step-by-step guidance · Using questions to guide students · Answering students' questions.
3 Language for small groups and practical sessions	· Explaining procedures · Setting up groups · Monitoring groups and practical sessions · Ending a group discussion or practical session.
4 Language for tutorials and supervision	· Setting goals and expectations · Advising students on strengths and weaknesses · Problems and solutions · Focusing on the individual student.
5 Language for online communication	· Online communication skills · Writing emails · Managing group communication · Responding to online communication.
6 Language for evaluation and feedback	· Giving constructive feedback · Giving targeted feedback · Distinguishing between necessity and suggestion · Organization of feedback.
7 Language for developing and extending professional roles	· Preparing for academic interviews · Writing a conference proposal · Engaging in peer mentoring · Networking in social situations.
8 Language for fulfilling professional responsibilities	· Different students' characteristics and needs · Institutional conventions · Institutional differences · Relationships within university settings