

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 – 12.30 <i>(with coffee break)</i>	<p>Welcome and introductions</p> <p>Conceptualizing EMI: what are the challenges? What are the different EMI settings?</p> <p>Observation of EMI lecture</p> <p>Observation of EMI seminar</p>	<p>Debrief on article</p> <p>Observation of online lecture: NS tutor; NNS tutor to mixed students. Focus on pronunciation; intonation; discourse markers, etc.</p> <p>Preparation for first practicum</p>	<p>Setting up brief group tasks in lectures; reducing tutor talk time</p> <p>Assessing student needs: student participation culture or language?</p> <p>Student elicitation: what might impede student contributions?</p>	<p>Seminars (observation and reading of transcripts)</p> <p>Creating an interactive learning community; rules of engagement</p> <p>Brainstorming; collating; feeding back; moving on</p>	<p>Supervisions and tutorials: observe video (and read transcripts)</p> <p>Oral feedback strategies &amp; language needed</p> <p>Written feedback strategies &amp; language needed</p>
12.30	Lunch	Lunch	Lunch	Lunch	Lunch
13.30 – 17.00 <i>(with coffee break)</i>	<p>Modification of language input: focus on lexical items; focus on explanations</p> <p>Modification of interaction: in lectures; in seminars; in supervisions</p> <p>Micro-teaching introduction</p> <p>Teambuilding activity</p> <p>Self-study: article on EMI</p>	<p>First practicum</p> <p>Micro teaching lecture</p> <p>Peer and tutor feedback</p> <p>-----</p> <p>Preparation for following micro-teaching</p>	<p>Second practicum</p> <p>Micro teaching lecture</p> <p>Peer and tutor feedback</p>	<p>Third practicum</p> <p>Micro teaching lecture</p> <p>Peer and tutor feedback</p>	<p>Fourth practicum</p> <p>Micro teaching lecture</p> <p>Peer and tutor feedback</p> <p>Concluding thoughts</p> <p>Course evaluation</p>